

Moderation of Assessment Policy and Procedure

1. Purpose

The purpose of this policy and procedure is to ensure fair and consistent assessment through moderation and validation processes of assessment for Institute higher education units.

2. Scope

This policy and procedure applies to all Institute higher education courses and units.

3. Definitions

Terms	Definition
Assessment	the methods and procedures by which a student's academic progress and standard, at a given time, are measured against the intended outcomes of the program of study, and includes additional assessment tasks.
Assessment task	specific, discrete learning activities or exercises designed to obtain evidence about the achievement of students in relation to the published learning outcomes of a unit.
Designated Assessment	an assessment item worth at least 20% of the total assessment for a unit
Unit	a unit of academic work having a discrete designated code and title in which students enrol and complete specific work requirements and on completion of which the student is awarded a grade, such grades appearing on a student's academic record.
Moderation of Assessment (moderation)	<ul style="list-style-type: none"> is a quality assurance control process by which peer review by an individual or a group not involved in the setting or marking of an assessment task confirms: assessment tasks are appropriate, in terms of their alignment with learning outcomes (pre- assessment); assessment criteria are appropriate, in terms of the characteristics against which assessments are measured (pre-assessment); and marks/grades are appropriate, in terms of the standards of performance achieved against the assessment criteria.
Pre-Assessment Moderation	validates the appropriateness, fairness, clarity, accuracy and standard of assessment tasks and materials before they are used for assessment.
Post-Assessment Moderation	checks marking by moderating a designated sample of marked student work to ensure that markers are making consistent and accurate assessment decisions in accordance with published assessment criteria. Post-Assessment Moderation is used for educative and quality improvement purposes only and will not influence the assessment results.
Unit Coordinator	is responsible for the academic leadership and oversight of all aspects of the Institute units allocated to them. This includes the setting and review of assessment tasks, the management of marking, including the collation,

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Terms	Definition
	moderation and submission of results and finalisation of grades.
Unit Moderator	is an academic staff member assigned the task as moderator of the unit, whose role is to confirm the suitability of the assessment tasks described in the unit description, working collaboratively with the unit coordinator to resolve any issues raised during the moderation process and thereby ensure that assessments are well designed and that their requirements are clearly explained to students.

4. Policy Statement

- 4.1. The Institute will ensure course documentation outlines a range of assessment tasks that test each student's achievement of the overall course learning outcomes, as well as the learning outcomes of each unit.
- 4.2. The Institute has a systematic framework within which assessments are marked and timely feedback is provided to students. This includes the defined arrangements for the management of assessment for each course and unit in each trimester, designed to ensure that grading is consistent and that grading standards are benchmarked with those at other higher education providers for consistency. This is achieved through moderation of assessment.
- 4.3. The Institute supports the following assessment standards and associated practices:
 - Learning activities and assessment clearly aligned with the stated learning; and
 - Assessment procedures and practices that are valid, fair, flexible, feasible, culturally appropriate and incorporate clearly defined assessment criteria.
- 4.4. Moderation of assessment is the process by which the Institute satisfies itself that these principles are being observed. It addresses the interests of students, staff and the Institute's external stakeholders. The aim of moderation of assessment processes is to ensure comparability of standards of student performance across, for example, different markers, locations, units, providers and/or units of study.

5. Procedure

- 5.1. The minimum threshold requirements for unit development and assessment and moderation are specified in the process contained in clause 5.3 below. These ensure that the assessment tasks are well designed and applied consistently across the Institute. The requirements support assessment practices in which student performance is properly, fairly, reliably and consistently judged across all students undertaking the same assessment task.
- 5.2. Designated assessment tasks must contain sufficient descriptive detail to enable pre-assessment moderation. All undergraduate and post-graduate units will be moderated each time the unit is offered. A moderator must ensure that the assessments are:
 - aligned to the published learning outcomes and assessment requirements of the unit.
 - valid, fair, flexible and feasible.
 - clearly, comprehensible and accurately presented as to content and instruction, and

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- consistent with the level of the unit.

5.3. Requirements for unit development, unit assessment and moderation table-

Process	Responsibility	Timeline
5.3.1. Unit development a) The Unit Coordinator prepares the unit description in consultation with the Course Coordinator, Unit Moderator, and participation of appropriate course teams and lecturers. Each unit description will include information on assessment including: <ul style="list-style-type: none"> • Details of assessment tasks linked to learning outcomes • Assessment weightings • Timing of Assessment <p>Such unit descriptions must be approved by the Learning and Teaching Committee.</p> <p>Major change to a unit description is only permitted with the approval of the Learning and Teaching Committee in accordance with the Course and Unit Lifecycle Policy and Procedure.</p>	Unit Coordinator	
b) The Unit Coordinator prepares unit materials and places them on Moodle with access for lecturers, Campus Directors, Executive Dean the Academic Service Officer/s, students and the Unit Coordinator.		No less than one week before they are needed
5.3.2. Unit Assessment a. The Unit Coordinator has responsibility for preparation of all unit assessment. For all designated assessments, this is in conjunction with assistance from the Unit Moderator.	Unit Coordinator	At least 2 weeks before the scheduled date of distribution of assessment task

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Process	Responsibility	Timeline
b. Moderation will be conducted in accordance with clause 5.3.3 Moderation (below).		
c. In-class tests worth less than 20% of the unit's marks, will normally be conducted at the same time and day on all campuses using an assessment provided by the Unit Coordinator. If this cannot be achieved, separate assessment tasks of a similar standard must be constructed.		
d. The final examination will be developed by the Unit Coordinator and provided to the Unit Moderator.		Normally no later than week six of the relevant trimester
e. The final examination will be conducted at the same time and day on all campuses.	Unit Coordinator	
5.3.3.Moderation Each designated assessment within a unit is subject to moderation. The Head of School or nominee will appoint a moderator for each unit.	Head of School or nominee	Each time the unit is offered
5.3.3.1. Pre Assessment Moderation: a. Designated assessment tasks in all units will be subject to pre-assessment moderation, including the end of trimester examination and the major within-trimester assessment tasks.		

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Process	Responsibility	Timeline
b. The Head of School in conjunction with the Course and Unit Coordinators will appoint pre-assessment moderators and provide the moderator with the unit description.	Head of School	Two weeks prior to commencement of the trimester
c. The moderator completes the pre-assessment moderation in accordance with the <i>Pre-Assessment Moderation of Assessable Tasks template</i> .	Moderator	Within one week of receiving the un-moderated assessment task
d. The moderator will provide the Unit Coordinator with relevant advice.	Moderator	
e. Completed pre-assessment templates are to be provided to the Head of School. Records of all moderated units together with the moderators' evaluation will be retained.	Unit Coordinator	
5.3.3.2. Post-Assessment Moderation:	Unit Coordinator in consultation with unit lecturers	Two weeks prior to the commencement of each trimester
a. Units in which assessment tasks are to be moderated will be identified.		
b. Designated assessment tasks will be subject to internal post-assessment moderation at least every third offering of the unit. Designated assessment tasks will be subject to post-assessment moderation by external moderators no less than once in a three- year period.		

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Process	Responsibility	Timeline
c. The Head of School in conjunction with the Course and Unit Coordinators will appoint post-assessment moderators and provide the moderators with designated assessment tasks, a marking guide and the <i>Post-Assessment Moderation of Assessable Tasks template</i> .	Head of School	
d. A 10% sample representing a range of grades of each marked end of trimester examination and the major within-trimester assessment task will be sent to the moderator for scrutiny. Where 50 students or less were involved in the assessment then a sample of no less than 5 of all assessments are to go for moderation. Care will be taken so that representative samples from each campus are included in the overall sample.	Unit Coordinator or nominee	Within one month after the ratification of that trimester's results
e. Moderators lodge completed <i>Post-Assessment Moderation of Assessable Tasks template</i> with the Unit Coordinator and Head of School.	Moderators	Within 3 weeks of receipt
f. The Unit Coordinator is to scrutinize the moderation. If the Unit Coordinator judges there are significant differences between the assessment and the moderator's evaluation, the Unit Coordinator will liaise with the lecturers to discuss the matter. The results of that discussion will be reported to the Course Coordinator.	Unit Coordinator	

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Process	Responsibility	Timeline
g. The Head of School will keep a record of moderated units including a record of the moderator's evaluation of particular assessable tasks, and will report to the Learning and Teaching Committee once a year in relation to moderation experience.	Head of School to forward to Course and Unit Coordinators and the Chair of Learning and Teaching Committee	
Course Reviews Course reviews will include samples of moderation reports of units by external moderators.	Academic Board	

6. Moderation of Assessment outcomes

All academic staff involved in unit development, assessment and moderation must meet the timeframes for marking and moderation as outlined in these procedures.

7. Responsibilities

7.1. The Academic Board is responsible for:

- the oversight and monitoring of admission standards for each course on an annual basis, with adjustment as required; and
- the scheduled review of this policy and procedure.

7.2. The Executive Dean is responsible for the operational implementation of this policy and procedure.

7.3. The Unit Coordinator is responsible for maintaining the quality of the unit, and for:

- the unit materials: unit description, assessments (tests, assignments, exam) work program, activities, and in general the running of the unit;
- liaising with other unit lecturers and tutors (insuring compliance with the approved unit outline);
- uploading and maintaining the unit content in the unit shell within Moodle and communication, via forums;
- the Unit Evaluation report (for submission to Learning and Teaching Committee);
- the Ratification Report.

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- 7.4. The Head of School is responsible for implementation of the policy and procedure within the School, keeping records of moderated units, and reporting to the Learning and Teaching Committee annually.

8. Implementation and Communication

The policy will be implemented and communicated throughout the Institute via:

- the Institute's webpage;
- Internal circulation to staff;
- Staff professional development.

9. Supporting Documents

Legislative Context

Australian Qualifications Framework (AQF)

Education Services for Overseas Student (ESOS) Act 2000 and National Code 2007

Tertiary Education Quality and Standards Agency (TEQSA) Act

MIT's Policies and Procedures

MIT Academic Appeals Policy and Procedure

MIT Assessment Policy and Procedure

MIT Course and Unit Lifecycle Policy and Procedure

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