MODERATION PROCEDURES

Table of Contents

1. Purpose

1.1 Refer to the Moderation Policy.

2. Scope

2.1 The Moderation Procedures relate to all academic staff at Monaro Higher Education (MHE).

3. Principles

3.1 Refer to the Moderation Policy.

4. Roles and Responsibilities

4.1 Moderation Prior to Trimesters

4.1.1 The Unit Coordinator will prepare the Unit Outline using the Unit Outline Template. The Outlines will be subsequently moderated by the Course Coordinator who will advise the Unit Coordinator of any necessary alterations or amendments to ensure that:

- Assessments adequately align with graduate attributes, course learning outcomes and unit learning outcomes
- Assessments, weekly topics and learning outcomes satisfy requirements of relevant industry or professional bodies and requirements for accreditation with the Tertiary Education Quality Standards Agency

- Weekly topics are in an appropriate order and are accurately summarised by the unit description
- weightings of each assessment are proportional to the effort required to complete them and their relevance to the course and unit learning outcomes
- there is a variety of assessment instruments
- assessments ensure evidence sufficiency
- assessments are realistically and suitably timed, considering that the assessments (except the final examination) should be completed at the same time as or immediately after the learning outcomes they assess are taught as well as the need to avoid overburdening students and markers
- Any possible mistake is corrected.

4.1.2 If the Unit Outline requires major amendments, this must be included in the Course Coordinator's next report to the Learning and Teaching Committee as per section 4.5.3 below.

4.1.3 If no amendments or corrections are required for a number of units in two consecutive trimesters, the Course Coordinator, at his or her discretion, will choose a random sample of 10% of units outlines to moderate in the next trimester.

4.2 Moderation of Marks and Grades

4.2.1 Before each assessment is assigned to students, all academic staff for the unit shall meet to review the marker's guide to ensure that the guide is objective and clear and that all staff associated with the unit interpret it alike. (NB: This does not only apply to markers but also to lecturers and tutors who may be required to advise and guide students while they conduct an assessment.)

4.2.2 Before students' hand in an assessment, the Unit Coordinator may, at his or her discretion, give markers either an anonymised assessment response by a student in the same unit in a previous trimester or a simulated assessment response produced by the Unit Coordinator or Course Coordinator, to detect differences in how markers interpret the requirements of the assessment. If there are major differences or discrepancies between markers' feedback and marks, the Unit Coordinator shall address these individually with the markers or collectively at a staff meeting.

4.2.3 All final examinations and a purposeful sample of assessment responses (equal to five assessment responses or ten percent of all assessment responses, whichever is greater) for every other assessment will be subject to either

- double marking – a copy of the assessment response will be given to two markers at the same time, or
- spot checks of marks and feedback – after an assessment response is marked, the feedback will be quality checked by the unit lecturer and in the case of when lecturer is the marker then unit coordinator will moderate the assessment.

4.2.4 Where section 4.2.3 results in marks which are at least 10% different, it will be marked by a third marker. The median mark will be the final mark given to the student and the three markers must report this to the Unit Coordinator. If marks are less than 10% different, the higher mark will be given to the student and there is no third marker.

4.2.5 If there is only one marker in a unit, the Course Coordinator will appoint another appropriately qualified academic staff member to conduct the double marking or spot checks.

4.3 Internal Moderation

4.3.1 Each unit will undergo partial internal moderation once a year and full internal moderation once every three years.

4.3.2 An internal moderation will require as a minimum:

- A copy of the Unit Outline
- Full details of all assessments not included in the Unit Outline, including:
    - All assessment instruments
    - All marker's guides or rubrics
    - A minimum of three assessment responses for each assessment, ideally one considered excellent, one considered good and one considered a marginal pass, or covering a wide range of marks. When the Dean's roster of full moderation states that a unit is to be moderated in full, in accordance with section 6.2.3 of the Moderation Principles, every assessment response will be included.

4.3.3 The Course Coordinator will appoint an academic staff member as a moderator, ideally one who is qualified to teach the unit but not actually teaching it.

4.3.4 The moderator shall examine the documents provided determine the extent to which:

- All assessments in the unit allow students to demonstrate the extent of their competence of the unit learning outcomes and course learning outcomes
- The assessments and markers' guides align with the unit learning outcomes
- The marks and feedback given to students are always reasonable, clear and helpful for students to understand their strengths, weaknesses and progress
- The marker's guides or rubrics are clear and as concrete as possible.

4.3.5 Using a standardised report template, the moderator will provide a written report to the Unit Coordinator of all findings of ~~this~~ the moderation process and any suggestions for improvement.

4.4 External Moderation

4.4.1 MHE will seek partnerships with other HE Providers to participate in moderation activities. MHE will produce a moderation plan to guide these activities (normally over a rolling three-year cycle).

External moderators will receive as a minimum all the information for full internal moderation as per sections 4.3.2 above, as well as copies of the most recent internal moderators' reports as per section 4.5.2 and 4.5.3 below.

4.4.2 Using a standardised report template, external Moderators are expected to provide a report to the Unit Coordinators on any discrepancies they see in MHE's unit learning outcomes, course learning outcomes, assessment processes, feedback or constructive alignment. External moderators may suggest changes to MHE's assessment practices.

4.5 Reporting

4.5.1 All external and internal moderation done in accordance with these procedures must be documented.

4.5.2 At the end of each trimester, Unit Coordinators shall assimilate the documents generated from moderating their unit and the reports from internal and external moderators and report to their Course Coordinator on:

- the extent and processes of moderation in their unit and any anomalies discovered
- any unusual skewing of grades (e.g., an unusually high number of fails or of high distinctions)
- any academic misconduct noted among their students and staff members' response to it
- compilations of student feedback surveys and comments received
- suggested improvements, amendments or adjustments to the unit.

4.5.3 Each Course Coordinator will then report to the Chair of the Board of Examiner on:

- The progress and attainment of the students as a whole
- The grade distribution (i.e., the percentage of students for each unit who earned HDs, the percentage who earned Ds etc)
- The extent of moderation and any significant disagreements or inconsistencies in assessing found during moderation
- any significant difference in grade distributions between groups of students (e.g., male and female students, local and online students, online and face-to-face students)
- Suggestions for improvements or modifications of any part of any course, especially related to the teaching procedures, assessment strategies, grading criteria or moderation methods.

4.5.4 At the end of each academic year, the Unit Coordinators and the Dean will meet to review all documents and reports associated with these procedures and prepare a thorough academic audit of the delivery of both courses to ensure that all procedures are being followed and all processes of teaching, assessment and moderation are of suitable quality. This audit must be noted by both the Academic Board and the Learning and Teaching Committee.

5. Definitions

Assessment Instrument – anything used to assess students' knowledge of theory and/or ability to apply the content of a course, including one or more questions a student must answer and/or instructions for an activity a student must complete and a due date.

Assessment Response – the writing, speech, or other product or output given by students to be assessed in accordance with the instructions in an assessment instrument.

Constructive Alignment Map – a table which shows which unit learning outcomes, course learning outcomes and graduate attributes are assessed by each assessment instrument, used to ensure that all unit learning outcomes, course learning outcomes and graduate attributes are assessed adequately throughout the unit. It is a very important step towards compliance with the rules of evidence validity and evidence sufficiency.

Moderation – the ongoing review of all activities, tools and processes associated with assessments.

6. Relevant Legislation

MHE acknowledges its legal and regulatory obligations under the following frameworks:

- Higher Education Standards Framework (HESF) 2021
- Education Services for Overseas Students (ESOS) Framework 2013
- Commonwealth Register of Institutions and Courses for Overseas Students (CRICOS)
- National Code of Practice for Providers of Education and Training to Overseas Students 2018
- Education Services for Overseas Students Act 2000

7. Policy Administration

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Approving authority	Academic Board
Contact officer	Dean
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Related documents	Moderation Policy Assessment Policy and Procedure Examination Policy and Procedure Course Review and Continual Development Policy and Procedure Benchmarking Policy and Procedure

8. Version control and change history

Version	Approval date	Approved by	Summary of changes
1.1	27th May 2022	Academic Board	

9. Benchmark / References

- Eastern College Australia
  Assessment Moderation Policy | Eastern College Policy Portal
- Australian School of Accounting
  Assessment-Moderation-Policy_V3.0.pdf (asahe.edu.au)
- Sydney Institute of Higher Education
  Sydney Institute of Higher Education
- King's Own Institute
  Microsoft Word - Moderation of Assessment Policy 1 Jun 2020.docx (koi.edu.au)
- International College of Hotel Management
  Assessment_Validation_and_Moderation.pdf (ctfassets.net)
- Deakin College
  Moderation Procedure (deakincollege.edu.au)