



# Assessment Moderation Policy

Academic Board Approved Policy

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# Policy Compliance with Relevant Legislation

Regulatory Requirements	Relevant Standards	Section/s
Higher Education Standards Framework (Threshold Standards) 2021		
1.2 Credit and Recognition of Prior Learning	1. Assessment of prior learning is undertaken for the purpose of granting credit for units of study within a course of study or toward the completion of a qualification, such assessment is conducted according to institutional policies, the result is recorded and students receive timely written advice of the outcome	Section 9.
1.3 Orientation and Progression	<p>2. Specific strategies support transition, including:</p> <p>b. undertaking early assessment or review that provides formative feedback on academic progress and is able to identify needs for additional support, and</p> <p>c. providing access to informed advice and timely referral to academic or other support.</p> <p>3. Methods of assessment or monitoring that determine progress within or between units of study or in research training validly assess progress and, in the case of formative assessment, provide students with timely feedback that assists in their achievement of learning outcomes.</p>	Section 4.2 Section 4.3 Section 6 Section 7 Section 9
1.4 Learning Outcomes and Assessment	3. Methods of assessment are consistent with the learning outcomes being assessed, are capable of confirming that all specified learning outcomes are achieved and that grades awarded reflect the level of student attainment.	Section 1.2 Section 4
5.3 Monitoring, Review and Improvement	2. A comprehensive review includes the design and content of each course of study, the expected learning outcomes, the methods for assessment of those outcomes, the extent of students' achievement of learning outcomes, and also takes account of emerging developments in the field of education, modes of delivery, the changing needs of students and	Entire Policy

	<p>identified risks to the quality of the course of study.</p> <p>4. Review and improvement activities include regular external referencing of the success of student cohorts against comparable courses of study, including</p> <p>b. the assessment methods and grading of students' achievement of learning outcomes for selected units of study within courses of study.</p>		
7.2 Information for Prospective and Current Students	<p>2. Information for students is available prior to acceptance of an offer, written in plain English where practicable, accompanied by an explanation of any technical or specialised terms, and includes:</p> <p>d. information to give access to current academic governance policies and requirements including admission, recognition of prior learning, transition, progression, assessment, grading, completion, qualifications, appeals, academic integrity, equity and diversity, intellectual property and withdrawal from or cancellation of enrolment</p>	Section 2	

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## Version Control

<b>Version</b>	v1.3
<b>Review</b>	The Academic Board will review this Policy in accordance with the Institute's <i>Policy Documents Review Schedule</i> .
<b>Approving Body</b>	Academic Board
<b>Approval and Effective Date</b>	11 July 2022
<b>Policy Custodian</b>	Dean
<b>Policy Contact</b>	Dean
<b>Related Document</b>	Glossary of Terms Assessment Policy and Procedure Quality Assurance Policy Student Code of Conduct Student Grievance Management Policy
<b>Related Legislation</b>	Higher Education Standards Framework (Threshold Standards) 2021 (Cth)
<b>Higher Education Standards Frameworks (Threshold Standard) 2021 (Cth)</b>	BI.1 "Higher Education Provider" Category Standard 1.2, ss 1 Standard 1.3, ss 2, 3 Standard 1.4, ss 3, 6 Standard 1.5, ss 6 Standard 3.1, ss 1 Standard 4.2, ss 1 Standard 5.1, ss 3 Standard 5.3, ss 2, 3 Standard 7.2, ss 2
<b>Policy Benchmarking</b>	Australia Institute of Higher Education

	International College of Management Sydney Macquarie University The University of Southern Queensland Curtin University
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## **1. Preamble**

### *1.1. Purpose*

The purpose of the Assessment Moderation Policy ('the Policy') is to clearly outline Southern Cross Institute's ('the Institute' or 'SCI') Policy on moderation of the assessments for its courses.

### *1.2. Background*

Assessment Moderation is an integral part of the Institute's assessment process. Promoting quality and ensuring consistency is the major purpose of assessment moderation. This Policy is aimed at promoting on-going quality assurance and ensuring that the assessments provided within the Institute's courses are consistent with the Course Learning Outcomes and Unit Learning Outcomes.

This Policy is developed to ensure that the Policy principles that form part of the *Assessment Policy and Procedure* are fully applied.

### *1.3. Definitions*

For definitions, please refer to the '*Glossary of Terms*'.

## **2. Scope**

This Policy applies to all students and academic staff of the Institute. In addition, this Policy applies to:

- 2.1. all assessments of all units offered at the Institute;
- 2.2. academic and administrative staff and employees of the Institute responsible for the design, management, and decision-making associated with the assessment items on behalf of the Institute.

## **3. Policy Statement**

The *Assessment Moderation Policy* will ensure that students' performances are assessed fairly, and in a timely and transparent manner based on clearly defined, appropriate and equitable criteria.

## **4. Assessment Moderation**

- 4.1. At SCI, two different assessment moderation stages are used to ensure the validity and reliability of assessments. They are as follows:
  - i. **Pre-Assessment Moderation**  
At this stage, the key objective of the moderation process is to ensure the integrity, validity, currency and reliability of the assessment items. Pre-assessment moderation ensures that the assessment criteria are drawn from the unit learning outcomes and the assessment design provides enough intellectual and procedural scope to evaluate student performance against the assessment criteria. Pre-assessment moderation occurs outside of 'live' semesters.
  - ii. **Post-Assessment Moderation**  
At this stage, the key objective of the moderation process is to ensure that marking criteria and assessment standards are applied consistently.

#### 4.2. Pre-Assessment Moderation

- i. A pre-assessment moderation would be carried out for assessment items of several sample units (20% of overall units) within each major.
- ii. The moderation will be conducted by an appointed external moderator who is a qualified academic in his or her respective field and a member of relevant professional body, and/or a professional representative of an industry, appointed by the Institute.
- iii. External moderator(s) may be appointed to moderate assessment items for each selected unit to ensure adequate oversight of moderation.
- iv. To ensure the unit outline is available for the students to access at the commencement of the semester, the moderation process will be undertaken and completed before the start of the semester. It is the responsibility of the Dean or nominee to ensure that the assessment documentation is ready for moderation.
- v. Pre-assessment moderation process will take place wherever there is a significant revision of the assessment items and/or a significant revision of the unit outline.
- vi. Pre-assessment moderation documents provided to the moderator include assessment description (instructions, requirements, and rubrics) for all assessment items (including mid-semester and final examination) of the nominated units.
- vii. Pre-assessment moderation feedback will include comments as well as suggestions on the validity, accuracy and reliability of the assessment items.
- viii. The type and weightage of the assessment items will be approved by the Dean.
- ix. Pre-assessment moderation process will be completed before the publication of semester timetable.

#### 4.3. Post Assessment Moderation

- i. Post-assessment moderation is conducted for each assessment with more than twenty (20) percent of the total assessment of the unit.
- ii. A random sample of assessment items (having low, average, and high marks), the assessment description and assessment rubrics will be submitted by the lecturer of a unit to their Academic Director for moderation. A minimum of three (3) samples, one from each level will be submitted for moderation if class size is small with less than 10 students.
- iii. If classes are running simultaneously for the same units, a minimum of three (3) moderation samples will be taken from each class.
- iv. The post assessment moderation process will be completed promptly so that students receive assessment feedback within ten (10) working days after the due date of each assessment.
- v. The Academic Director, who leads the academic operations of each Major in the Bachelor of Business, is responsible to prepare and oversee the post assessment moderation schedule, complete the process and report to the Dean within the allocated time frame.
- vi. The Post Assessment Moderation Form will include feedback, comments and suggestions on the marking consistency.

### 5. Moderation Strategies

#### 5.1. Internal Moderation

Assessment moderation by internal moderators will be undertaken for all units every time a unit is offered. Internal moderators are academic colleagues from the institute with experience and expertise in the subject area. The internal moderators check the consistency of learning outcomes and assure that assessment is a reliable and valid reflection of student learning.



## 5.2. External Moderation

Assessment moderation by external moderators will be undertaken for all units every three years. External moderators are academic staff from other higher education providers or professionals with expertise in the subject area who can provide independent review and moderation of the unit or assessment processes,

## 6. Assessment Marking

- 6.1. It is the responsibility of the Academic Director(s) to ensure reliability and consistency between different markers (lecturers/tutors) through post assessment moderation process. To ensure marking reliability and consistency the Academic Director(s) will:
  - i. ensure that all markers have a marking rubric and/or solution guide;
  - ii. ensure that markers understand the marking criteria, rubrics, marking key and/or assessment solutions guide for which a training/meeting will be conducted;
  - iii. allocate all assignments to one marker if possible;
  - iv. check marks in each unit for overly high and low scoring assessments.

## 7. Moderation of Examinations

- 7.1. It is the responsibility of the Academic Director(s) to receive and moderate copies of at least five (5) exam papers, ranging from fail, pass, credit, distinction, and high distinction from each marker (lecturer/tutor), within five (5) working days from the date of the exam. If enrolments in a unit are over 50, up to 20% of exams may be moderated, as deemed appropriate by the Academic Director(s).
- 7.2. The Academic Director(s) will moderate grades and provide feedback to the markers (lecturers/tutors) within five (5) working days of the date of receipt of exam papers. If any adjustments are required in marking, the Academic Director will provide feedback and advise the marker (lecturer/tutor) directly.
- 7.3. The marker (lecturer/tutor) may need to adjust initially awarded exam marks to conform to the moderation feedback (no marks must be released to students during this period).
- 7.4. The final semester grades will be released by the Dean after the approval of the Learning & Teaching Committee and Results Ratification Meeting of the Academic Board.

## 8. Assessment-moderation related Roles and Responsibilities

- 8.1. It is the responsibility of the marker (lecturer/tutor) to ensure that assessment items and examinations are marked fairly and consistently.
- 8.2. All lecturers/tutors and the Academic Director(s) are responsible to ensure that assessment items returned to students contain only final moderated marks.
- 8.3. Any adjustments to marks that have occurred as a result of the moderation process would be made prior to the return of assessment marks to students.
- 8.4. All markers (lecturer/tutor) are responsible to meet the timeframes for marking and moderation as outlined in this Policy to maintain timely results and feedback to students.
- 8.5. The Academic Director(s) will advise the Dean if submission of marks, or the moderation process is delayed for any reason.
- 8.6. It is the responsibility of the Academic Director in each major to maintain regular contact with markers (lecturer/tutor) throughout the term, during the moderation processes and the moderation of overall results before presenting to the Learning & Teaching Committee and the Academic Board.
- 8.7. It is the responsibility of the Academic Director(s) to prepare an assessment report including

adjustments to the results as a result of moderation at the end of each semester and submit it to the Learning & Teaching Committee and to the Academic Board.

## **9. Quality Assurances**

SCI moderation process will be carried out systematically and in accordance with this Policy to ensure the quality, consistency and transparency of the assessment marking.

## **10. Records Management**

The Institute will store all items submitted or completed by a student for the purpose of assessment in electronic format for six (6) months after the graduation in accordance with SCI Records Management Policy & Procedure.

## Appendix I: Moderation Strategies



### SCI Moderation Strategies

Assessment Moderation is an integral part of the Southern Cross Institute's (SCI) assessment process. SCI is committed to promoting on-going quality assurance and ensuring that the assessments provided within SCI's courses are consistent with the Course Learning Outcomes and Unit Learning Outcomes.



#### I. Moderation

SCI moderation strategies is designed to:




- i. ensure fair and consistent assessment marking and feedback practices for all students;
  - ii. to provide assurance of quality, consistency, currency and fairness through pre-assessment and post-assessment moderation;
  - iii. involve all lecturers and tutors at all levels of moderation.
2. Moderation practices is communicated to the student in the unit outline.
  3. Evidence of the moderation action taken are recorded/retained by the Academic Director(s).
  4. Moderation processes are reviewed by the Dean.
  5. At the end of each semester, the Academic Director in each major prepares a report and submits it to the Learning & Teaching Committee and the Academic Board.



#### Pre-assessment Moderation

Pre-assessment Moderation	Assessment Workflow	Category	Explanation
<p>A quality assurance process undertaken pre-release of assessment details to ensure the assessment task, and planned marking processes and feedback provision are rigorous, fair and consistent.</p>		Course Review	<p>During Course Review the assessment design and management of the task related to moderation practices are considered. Planned tasks are reviewed against the unit learning outcomes and syllabus, and the fairness of the assessment judged.</p>
		Revision of the assessments/unit outline	<p>The involvement of the teaching team in the design of the task and relevant marking practices assists towards gaining consistency in marking practices.</p>
		Examinations	<p>The Academic Director is responsible to ensure quality, relevance and consistency of the examination papers. This is to ensure delivery of consistency of format and quality of questions across all examination papers in their major.</p>
		Pre-assessment review and consensus meeting	<p>The Academic Director organises a meeting with all staff involved in the teaching and marking processes to consider assessment tasks and marking criteria for the unit. At the same time feedback practices are discussed to seek consistency and fairness in the nature and extent of feedback that can be provided to all students. Rubrics will be prepared and considered in the consensus marking meeting. The meeting may be held face-to-face, on-line, or through another medium (e.g. teleconference).</p>

### Post-assessment Moderation

Post-assessment Moderation	Assessment Workflow	Category	Explanation
<p>A quality assurance process undertaken post marking and before release of marks/grades to ensure marking was rigorous and feedback expectations were met according to the criteria provided in the unit outline and in accordance with the Assessment Moderation Policy.</p>		Marking criteria	Wherever possible use marking guides/rubrics to minimise variation across the marking team. This also assists the individual marker to maintain consistency when marking multiple assessments.
		Moderation	The Academic Director conducts a review of the marked assessments prior to release of marks to students.
	Post-marking review meeting	The Academic Director organises a marking team meeting to discuss marking analytics. Marking inconsistencies are identified and where anomalies are detected the assessments are re-marked.	
	Feedback	The Academic Director ensures the reliability and consistency between different markers (lecturers/tutors) through regular contact during the marking process and through post assessment moderation process.	