AUSTRALIAN INSTITUTE
OF HIGHER EDUCATION

Internal Assessment Moderation Policy and Procedure

Policy Category	Academic
Policy Code	ACA-HE-13
Policy Owner	Dean
Responsible Officer	Dean
Approving authority	Academic Board
Contact Officer	Registrar
Approval date	30 November 2022
Commencement date	30 November 2022
Review date	3 years
Version	2022.2
Related Documents	Management of Personal Information Policy Management of Personal Information Procedure Records Management Policy Records Management Procedure Student Assessment Policy Student Assessment Procedure Diversity and Equity Policy Quality Assurance Framework Academic Quality and Governance Framework External Moderation and Benchmarking Policy External Moderation and Benchmarking Procedure
HESF (Threshold Standards) 2021	1.4.1; 1.4.3; 5.3.7

1.   Purpose

This Policy and Procedure seeks to provide a framework for the moderation of units and to facilitate the commitment of the Institute to the continuous improvement and quality assurance of courses and units offered.

2.   Principles

Key principles informing this Policy and Procedure are:

- Course and unit materials provided to students contain clearly-stated learning outcomes and current learning resources;

- Marks/grades are appropriate, in terms of the standards of performance achieved against the assessment criteria;

- Procedures for assessment are explicit, valid and reliable and these procedures are made available to students from Week 1 of the study period;

- All assessment tasks are graded against a marking scheme (rubric) that is consistent with the assessment criteria;

- Moderation of assessment items should occur promptly following completion of

marking all submissions, and should not significantly delay the provision of results or feedback to students.

3. Context

This Policy and Procedure has been developed in order to ensure there is a systematic and comprehensive framework for the moderation of assessments.

4. Scope

This Policy and Procedure applies to all academic staff including full-time, part-time and sessional staff.

5. Definitions

See the AIH Glossary of Terms for definitions.

6. Policy and Procedure Details

6.1 Types of Moderation

Moderation is the process of ensuring that assessment is valid, reliable and fair, and refers to the processes of moderating grades and moderating individual assessment items.

Moderation comprises three (3) forms:

1. **Moderation of individual assessment marks**: samples of marked assessments at each grade will be moderated by academic peers internally to establish reliability of marking.
2. **Moderation of unit marks** (final grades): this is conducted by the Board of Examiners and the Grade Ratification Committee at the end of each Study Period.
3. **External Moderation of units and marks**, e.g. multiple marking based on sample of each grade of assessments submitted. For further information, refer to the External Moderation and Benchmarking Policy and associated Procedure.

6.2 Moderation Responsibilities

6.2.1 Academic Staff
Academic staff are responsible for:
- Participating in moderation activities, providing qualitative and qualitative data to support assessment decisions as required;
- Familiarising themselves and complying with the moderation process and the Student Assessment Policy and associated Procedure.

6.2.2 Unit Coordinators
Unit Coordinators are responsible for:
- Leading and managing moderation activities;
- Cultivate an appreciation amongst staff and students of moderation as a way of enhancing assessment practice and outcomes;

- Resolve any disputed moderation or escalate to the Program Manager or Dean if the dispute cannot be resolved;
- Prepare moderation reports and present to the Board of Examiners;
- Report to the required Governing Committees on the moderation process, findings and any actions taken.

6.2.3 Program Managers and Dean

The Program Managers and Dean are responsible for:
- Monitoring moderation activities;
- Ensuring that moderation activities are adequately resourced;
- Take final responsibility for the adjustment, allocation, and reporting of grades;
- Report findings from the Board of Examiners to the Grade Ratification Committee.

6.2.4 Governing Committees

The Governing Committee's responsibilities can be found in the Academic Quality and Governance Framework.

6.3 Internal Assessment Moderation Process

No marks or grades are to be released to students until the internal assessment moderation process is complete.

It is the responsibility of all markers including the Unit Coordinator's, to ensure that assessment items are returned to students contain only one substantiated moderated mark, and that any adjustments to marks that have occurred as a result of the moderation process have been made prior to the return of work to students.

6.3.1 Moderation of individual assessment marks

- Marks are entered by the marker into Moodle.
- The moderator selects and obtains sample assessments for moderation.
- If there is a normal distribution of grades then the moderator selects one sample from each grade for moderation. If the grade distribution shows bias then discuss this with the marker and agree on a sample selection.
- Please note: assessments that do not require interpretative marking (such as multiple choice quizzes) do not need marking moderation. Responses to these types of assessment questions are either correct or incorrect. Also, the presentation element of some assessments might not be subject to marking moderation due to their ephemeral nature. If in doubt, discuss what needs moderation with your relevant Unit Coordinator.
- Assessment marking is reviewed by the moderator.
- If the marking is found to be reliable (+/-10%): no changes are required.
- If the marking is found to be unreliable:

- Consensus is required on the moderated mark between the marker and the moderator.
- If consensus cannot be achieved, refer to the Unit Coordinator for arbitration.
- If the Unit Coordinator is unable to arbitrate, escalate to the Program Manager or Dean for a final decision.
- Final marks are to be entered into Moodle reviewed with PM and Unit Coordinator summary report prepared and presented at the Board of Examiners meeting.
- At the end of the Study Period, the unit results template is to be sent to the Unit Coordinator.
- Unit Coordinator is to prepare a report on moderation for the Board of Examiners.

6.3.2 Moderation of unit marks (final grades)

- The Program Manager is to present the moderation report to the Board of Examiners.
- The moderation report will cover the distribution of marks, highlighting any adjustments to marks, making recommendations for change to assessment tasks and/or relevant feedback on markers.
- The Dean will report the findings from the Board of Examiners to the Grade Ratification Committee.
- For further information on the Board of Examiners responsibilities, refer to the Academic Quality and Governance Framework.
- The Grade Ratification Committee will ratify the final results.
- For further information on the Grade Ratification Committee's responsibilities, refer to the Academic Quality and Governance Framework.
- Final results can be released upon approval of the Dean or delegate.
- A summary of the moderation findings and any actions from the Grade Ratification Committee will be presented to the Teaching and Learning Committee, the Academic Board and the Board of Directors.

7. Legislation

This Policy and Procedure comply with Higher Education Standards Framework Standard 5.3 (Monitoring, Review and Improvement), which specifies (in summary) that:

- The results of regular interim monitoring, comprehensive reviews, external referencing and student feedback are used to mitigate future risks to the quality of the education provided and to guide and evaluate improvements, including the use of data on student progress and success to inform admission criteria and approaches to course design, teaching, supervision, learning and academic support.

This Policy and the associated Procedure also comply with Higher Education Standards Framework Standard 1.4 (Learning Outcomes and Assessment), which specifies (in summary) that:

- The expected learning outcomes for each course of study are specified, consistent with the level and field of education of the qualification awarded, and informed by national and international comparators.

- 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.

8. Version Control

This Policy and Procedure has been endorsed by the Australian Institute of Higher Education Academic Board as at November 2022 and is reviewed every 3 years. The Policy and Procedure is published and available on the Australian Institute of Higher Education website http://www.aih.nsw.edu.au/ under 'Policies and Procedures'.

Change and Version Control				
Version	**Authored by**	**Brief Description of the changes**	**Date Approved:**	**Effective Date:**
2017-1	Registrar	New Policy and Procedure	7 June 2017	13 June 2017
2020.1	Dean	Minor Updates	2 December 2020	3 December 2020
2022.1	Registrar	Updated Higher Education Standards Framework [Threshold Standard] 2021	25 May 2022	26 May 2022
2022.2	PMs	Minor grammatical updates and minor updates to wording within the policy document	30 November 2022	30 November 2022