

Moderation of Assessment (GC)



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ABN 38 076 195 027

Document

Document Name	Moderation of Assessment (GC)
Brief Description	This Policy outlines Griffith College's internal and external moderation processes as a quality assurance mechanism to ensure validity and reliability of expected learning outcomes, assessment tasks, marking criteria and final grades.
Responsibility	Academic Director
Initial Issue Date	30/11/2006
Authorising Body	Academic Board

Version Control

Date	Version No.	Summary of Changes	Reviewer Name and Department/Office
08.12.2021	6	Revised to ensure accuracy and currency of terminology and process and to including the RASCI table as per new template requirements.	Academic Director

Related Documents

Name	Location
Assessment Policy	Policy Hub

Contents

1	Purpose and Scope	3
1.1	Introduction	3
1.2	Purpose	3
1.3	Scope	3
2	Policy Statement	3
2.1	Overview	3
2.2	Internal Moderation of Assessment	3
2.3	Internal Moderation of Marking	4
2.4	External Moderation of Course Outlines	4
2.5	External Moderation of Assessment Instruments	5
2.6	External Moderation of Marking	5
2.6.1	Within-Trimester Assessment	5
2.6.2	Significant Assessments	5
2.7	Benchmarking of Significant Assessments	6
2.8	External Moderation of End of Trimester Grades	6
3	Responsibilities	6
4	Compliance.....	9
4.1	General	9
4.2	Relevant Legislation	9
4.3	Review	9
4.4	Records Management.....	9

1 Purpose and Scope

1.1 Introduction

This Moderation of Assessment Policy sets out the approach of Griffith College relating to the management of the internal and external moderation processes at Griffith College.

1.2 Purpose

The purpose of this Policy is to ensure that teaching staff within courses are making consistent and accurate assessment decisions in accordance with the criteria defined for the assessment item. This Policy is also designed to verify the validity of assessment instruments and reliability of assessment decisions made by the teaching staff at Griffith College.

1.3 Scope

This Policy has been prepared in accordance with Griffith College's [Assessment Policy](#).

2 Policy Statement

2.1 Overview

Griffith College undertakes internal and external moderation processes as a quality assurance mechanism to ensure validity and reliability of expected learning outcomes, assessment tasks, marking criteria and final grades.

Internal moderation is designed to ensure that teaching staff within courses are making consistent and accurate assessment decisions in accordance with the criteria defined for the assessment item.

External moderation with Griffith University is designed to verify the validity of assessment instruments and reliability of assessment decisions made by the teaching staff at Griffith College.

External moderation may be undertaken before or after the release of final grades. External moderation undertaken before the release of final grades may result in adjustment of final grades.

In the context of this policy, the process of external moderation undertaken *after* the release (publication) of final grades is referred to as 'Benchmarking'. Outcomes of benchmarking activities in this context do not affect final grades but are acted upon in the application of marking standards for future marking practices.

Moderation can also include feedback provided by other review avenues such as the Student Evaluation of Courses, and recommendations from the Formal Review of Course process.

2.2 Internal Moderation of Assessment

As part of the internal moderation of assessment, Course Coordinators ensure that solution guide and/or marking schema are developed that will allow the teaching team to clarify assessment requirements and ensure consistency of expectations. Solutions and marking schema also provide a mechanism against which external moderators can review marking practices undertaken by Griffith College staff.

Where a course is delivered on multiple campuses, to ensure cross-campus consistency, the Course Coordinator will be responsible for ensuring consistency in marking across campuses through pre-assessment and post assessment internal moderation practices. Identical assessment items and solution guides and/or marking schema will therefore be implemented on each campus.

Prior to the implementation of assessment, Course Coordinators will meet with teachers from all campuses, in person or electronically, to discuss assessment tasks and the solutions/marketing schema.

The team also provides feedback on the marking schema where requirements are unclear or there is potential for a discrepancy around expectations.

2.3 Internal Moderation of Marking

Where there are multiple markers involved in the marking of assessment items within a course, internal moderation of assessment will occur prior to the publishing of marks. Moderation allows for scrutiny of all marks generated by the marking team to verify the appropriateness of the marking and also to bring a second judgement, particularly in relation to very good or very poor performance. Internal moderation may take the form of:

- detailed and agreed upon marking criteria;
- detailed and agreed upon exam solutions;
- cross or shared marking between classes;
- double marking of fails and of a sample of other grades; and/or
- any other suitable method that allows for the moderation of marks awarded within a team situation.

In team teaching situations, the Griffith College Course Coordinator is initially responsible for examining the distribution of marks awarded by each of the markers. This process identifies where teachers are awarding marks outside of the average or general trend within in the course.

Where a Course Coordinator identifies a problem with a particular marker, they should discuss the situation with the relevant teaching staff member. Where the Course Coordinator discovers discrepancies without a valid explanation, they will consult the Program Convenor to discuss the options that may be available.

Where a course is delivered on multiple campuses, the Course Coordinator will be responsible for ensuring consistency in the application of marks across campuses. Cross-campus internal moderation may take the form of:

- detailed and agreed upon marking criteria;
- detailed and agreed upon exam solutions;
- cross or shared marking across campuses;
- double marking of at least fails and double marking or a sample of other grades; and/or
- any other suitable method that allows for the moderation of marks awarded within a cross-campus course situation.

The process will be managed by the Course Coordinator. As a contingency, where it is not possible for team members to jointly take part in moderation, a sample from both sites, and from all markers, will be moderated by the Course Coordinator.

2.4 External Moderation of Course Outlines

Griffith College courses (with the exception of Foundation Program courses) largely mirror equivalent courses designed and delivered at Griffith University and are therefore subject to curriculum design (learning outcomes, content and assessment) principles as applied within the relevant School or Group at Griffith University. The reliability of assessment practices detailed within Griffith College course outlines, as moderated by Griffith University Course Convenors is reviewed against relevant discipline and industry standards and expectations.

Each Trimester, or each year of delivery, Griffith University Course Convenors review Griffith College course outlines to ensure that Griffith College course curriculum aligns with the Griffith University equivalent course. The review involves scrutiny of the learning outcomes, content and assessment. This process ensures that assessment is broadly consistent across courses at the two institutions and that assessment items are designed to reliably assess performance against stated learning outcomes within each course.

Where a course is offered at more than one campus, there will be only one course outline for all campus course offerings. Where necessary, the outline will contain information which is common to all campus offerings as well as information which is specific to each campus offering. The Course Coordinator will be responsible for managing the approval of the course outline irrespective of whether the course is delivered on one or more campuses, as well as for ensuring that advice from the Griffith Convenor is acted upon and that final approvals are received by the designated Administration Officer in a timely manner.

Assessment practices at Griffith College are also moderated by relevant Griffith College Program Advisory Committees (PAC). Twice a year, where these committees are provided with summaries of the changes to learning outcomes, content, and assessment schedules. Members of these Committees review these summaries in association with relevant Trimester pass/fail rates and Program Learning Outcomes.

Where a course is considered to be underperforming by the assessment committee and/or PAC a Formal Review of Course is undertaken. Recommendations from this review are reported to the relevant Griffith College Program Advisory Committee and the relevant Griffith Course Convenor. If changes are recommended, approval for those changes follows the process outlined above.

2.5 External Moderation of Assessment Instruments

Prior to the implementation of assessment each Trimester, Griffith College Course Coordinators send copies of up to two proposed major (significantly weighted) assessment items (typically this would include final examination papers) to the relevant Griffith Course Convenor. Griffith Course Convenors undertake an assessment of the proposed assessment item and confirm the validity and reliability of the assessment instrument.

To ensure the integrity of assessment for the same courses across multiple campuses, identical assessment items will be implemented on each campus the course is offered. To further ensure the integrity of identical items being implemented on different campuses, examination will be implemented on the same date and time, on each different campus, and submission dates of other assessment will be synchronised to ensure no student is able to take advantage of a marked item before theirs is due.

2.6 External Moderation of Marking

2.6.1 Within-Trimester Assessment

A 10% sample (representing the spread of grades) of completed assessment may be externally moderated by Griffith University Course Convenors each Trimester for a designated number of Diploma, Associate Degree, and MQP courses.

The Griffith College Course Coordinator is responsible for providing a sample of completed assessments to the Griffith University Convenor for external moderation. Where the course is delivered across multiple campuses, the sample for external moderation may be drawn from one or both sites. As cross campus internal moderation will have occurred prior to external moderation, a sample from one campus should be a valid representation of the standard applied across both campuses.

2.6.2 Significant Assessments

Each Trimester, once all internal moderation processes for significant assessments have been undertaken, a 10% sample of marked assessments from all Diplomas, Associate Degree and MQP courses is provided to the relevant Griffith University Course Convenor for moderation prior to the release of final grades. These are moderated to ensure comparability of marking standards between Griffith College and Griffith University, and consistency within Griffith College.

In the case of multi-campus courses, the Griffith College Course Coordinator will, where possible, provide a sample of assessments drawn from both campuses for the purpose of external moderation. Where it is not possible due to time and logistical constraints, scripts from one campus only will be provided. In all cases, comprehensive cross-campus internal moderation will be undertaken prior to external moderation, to ensure that all assessments subject to external moderation represent the marking standards applied at both campuses.

Griffith University Course Convenors will liaise with the relevant College Course Coordinator to affect any necessary remarking of assessments or adjustment of grades to be awarded, prior to the release of grades, as a result of the moderation process.

Where timely moderation is not possible due to unforeseen circumstances; assessments will be benchmarked (see below) and outcomes actioned, if appropriate, before the implementation of the assessment item in the following Trimester.

2.7 Benchmarking of Significant Assessments

Each Trimester, once all internal moderation processes have been undertaken, a 10% sample of significant assessments across all grades for the courses not moderated in that Trimester is provided to the relevant Griffith University Course Convenor. These assessments are benchmarked to ensure comparability of marking standards between Griffith College and Griffith University, and consistency within Griffith College.

Griffith University Course Convenors provide feedback to the relevant Griffith College Program Convenor. The Program Convenor liaises with relevant Course Coordinators to discuss, where relevant, possible modifications to assessment practices for future Trimesters.

2.8 External Moderation of End of Trimester Grades

Prior to the release of results each Trimester, the Griffith College Assessment Committee meets to moderate final grades. The Committee membership includes senior academic staff from the Griffith College and Griffith University.

The Assessment Committees, as part of the moderation process, undertake an evaluation of the spread grades to assess whether the assessment tasks and interpretation of marking schema have been appropriate. As a result of this evaluation, the Assessment Committee may amend grade distributions where anomalies are identified.

The Assessment Committee will consider grades from all courses offered within a Trimester regardless of the campus of offering.

3 Responsibilities

Each of the positions involved in implementing and achieving policy objectives and carrying out procedures are clearly described in the table below:

Responsibility	CDP	AD	PC	CC	Teachers	AB	PAC	SAS	Q&C	M'Ment
Consistency of assessment throughout each course of study	I	A/R	R	R	S	I	C	S	S	A
Reporting to the Academic Board	I	A	S	S	S	I	S	S	C	R
Alignment of individual course and the coherence of assessment tasks in each course	I	A	R	R	R	I	S		C	A
Convene 'course' meetings to discuss similar curriculum and assessment issues	I	A	R	R	S	I	I	S	C	A
Conducting review of all course outlines on an annual basis as required	I	A	S	S	S	I	R		C	S
Conducting program reviews on a triennial cycle or as required by major curriculum change	I	R	S	S	S	I	R		C	A
Reviewing the distribution of grades on a trimester basis to ensure compliance with the College's Assessment and Moderation Policy	I	A	S	S	S	R			C	A/R
Development of Moderation Plan for each trimester	I	R	S	S	S	I	C		C	A
Development of Assessment Plan for each trimester to ensure alignment with learning outcomes in each course of study	I	R	S	S	S	I			C	A
Establish moderation teams for each course of study	I	R	S	R	S	I			C	A
Arrange for external moderation as required	I	R	S	S	S	I	I	S	C	A
Assuring student feedback mechanisms	I	R	S	S	S	I		S	C	A
Developing guidance for markers to ensure consistency	I	A	R	S	I	I	I		C	A
Nurturing culture of scholarship within the Assessment and Moderation process	A	R	S	S	S	I		S	C	R
Undertaking self-reflection and evaluation	I	A	R	R	R	I			C	A
Arrange and support external moderation and peer review activities	I	A	R	S	S	I	I	S	C	A
Ensuring course accreditation process and requirements are compliant	I	R	S	S	S	I	I	S	A	A
Reviewing the Assessment and Moderation Policy and Procedure on at least a two-year cycle	I	R	S	S	S	I	I	S	C	A
Managing internal and external benchmarking activities and processes	I	R	S	S	S	I			S	A
Managing continuous improvement of Assessment and Moderation processes	I	R	R	S	S	I			S	A
Managing Assessment and Moderation at partner University	I	A	R	S	S	I			S	A

Mapping assessment tasks against learning outcomes in each course of study	I	A	A	R	R	I			S	C
Mapping assessment and moderation activity against regulatory requirements (eg, HESF and AQF)	I	A	S	S	S	I		S	R	A
Assuring appropriateness of communication to students about Assessment and Moderation	I	A	R	R	R	I	I	S	C	A
Assuring that assessment design includes both formative and summative assessments with clearly defined criteria and standards and appropriate to the learning participation mode of the students (ie, synchronous on campus; bichronous on campus and on video conferencing and asynchronous via supported online participation)	I	R	R	R	S	I	C			A
Developing and implementing marking schemes and rubrics	I	R	R	R	S	I	I			A
Managing periodic review of performance at course level	I	R	S	S	S	I		S	C	A
Managing the quality assurance arrangements for Assessment and Moderation	I	R	R	S	S	I	C		S	A
Assuring that Learning Outcomes in each course and Assessment and Moderation processes in each course of study comply with HESF Standard clauses 1.4.1 – 1.4.4	I	R	R	S	S	A	C	S	S	A
Assuring that Course Design processes are compliant with HESF Standard 3.1.1 to 3.1.5	I	R	R	S	S	A	C	S	R	A
<p>CDP = College Director & Principal, CFM = College Finance Manager, QCM = Quality & Compliance Manager, AD = Academic Director, DSAS = Director, Student & Academic Services, DMA = Director, Marketing & Admissions, AB = Academic Board, All = Staff, PC = Program Convenor, CC = Course Coordinators, PAC = Program Advisory Committee, M'Ment = Management</p> <p>R = Responsible, A = Accountable, S = Supporting, C = Consulting, I = Informed</p>										

4 Compliance

4.1 General

The Academic Director will ensure staff are informed about this Policy through staff meetings and communications.

Students will be made aware of this Policy through the College website, digital campus, communication and support from Student and Academic Services and Support and Academic teams.

4.2 Relevant Legislation

Higher Education Standard Framework (2021)

4.3 Review

This Policy is tested and reviewed at least every 24 months and when at the time of any changes to the regulatory compliance requirements, legislation, regulation and guidelines. This review process aims to ensure alignment to appropriate strategic direction of Griffith College and continued relevance to Navitas' current and planned operations.

4.4 Records Management

All records in relation to this document will be managed as follows:

Record type	Owner	Location	Retention	Disposal
Policy	Academic Director	Policy Hub	Permanently with control in place for revisions	Policy Hub archive