

## MODERATION OF ASSESSMENT POLICY

### Section 1 - Purpose and Scope

- (1) Assessment moderation is part of the College's quality assurance process aimed at ensuring that:
- issues of assessment validity and reliability are identified and improved; and
  - that assessment tasks are marked with accuracy, consistency and fairness.

#### Scope

- (2) This Policy applies to all academic staff teaching into undergraduate and postgraduate courses.

### Section 2 - Definitions

- (3) In this Policy:

**Academic Board** means the principal academic decision-making body for the College.

**Assessment** means the ongoing gathering, analysing and interpreting evidence to make informed and consistent judgements on a student's achievement in a unit.

**Assessment task** means an illustrative task or performance opportunity that closely targets defined learning outcomes, allowing students to demonstrate their learning and capabilities.

**Course** means the entire program of study that spans several years and is made up of multiple units.

**Graduate Attributes** are the generic transferable, non-discipline learning skills and qualities that a graduate is expected to develop during their time at ACPE. These generic graduate attributes outline the overarching capabilities that will be developed by students. These attributes are intended to equip graduates to be global citizens, and effective members of society. The graduate attributes go across all areas of study.

**Learning Outcomes** means the set of knowledge, skills and application of the knowledge and skills a person has acquired and is able to demonstrate as a result of learning.

**Moderation** is the set of tasks and actions undertaken at all stages of the assessment cycle to:

- monitor and make adjustments to the quality of assessment tasks; and
- to ensure the accuracy, consistency and fairness when grading summative assessment tasks.

**Moderator** means a person, apart from the person who has set or marked the assessment task, who is responsible for ensuring the quality of setting and/or

marking of student assessment. A moderator does not teach into the unit, but has appropriate expertise in the discipline area or in assessment design.

**Reliability** means the extent to which an assessment method or instrument measures consistently the performance of students.

**Rubric** is an outline of the assessment criteria; a marking scheme or guidelines used to interpret and grade the student's work against the assessment criteria and standards.

**Student** means the individual person who is formally enrolled to study at the College.

**Summative assessment** means an assessment used in the determination of a final mark or grade for a unit.

**Unit** means the smallest stand-alone component of a student's award course for which a grade is assigned on a student's academic transcript. A unit refers to a 15-16 week (6 weeks in intensive mode) unit of study centred around a specific theme or topic. Each unit is designated 6 credit points.

**Unit Coordinator** means the academic staff member responsible for ensuring that the assessment process for a unit is implemented and completed.

**Validity** means the extent to which an assessment accurately measures what it is intended to measure.

### Section 3 - Policy Statement

- (4) Moderation of assessment tasks is undertaken to ensure that the assessment of the student learning outcomes is accurate, consistent and representative of each students' capability.
- (5) The following principles inform all assessment moderation undertaken across the College:
  - a. All summative assessment tasks in a unit are subject to moderation.
  - b. Assessment tasks are designed to ensure their validity and reliability in assessing a student's level of achievement of the unit learning outcomes as stated in the Unit Outline.
  - c. Assessment tasks will state:
    - (i) the learning outcomes, the task requirements and marking criteria that clearly differentiates each of the grade levels; and
    - (ii) the Graduate Attributes being assessed.
  - d. The marks/grades allocated for each standard of performance are appropriate for the task requirements.
  - e. Marking rubrics that differentiate between the levels of achievement are provided for all assessment tasks, aligning the assessment criteria and the rubric descriptors.
  - f. No marks or grades are released to students until the internal moderation process is complete.

## External referencing

- (6) The College has obligations under the Higher Education Standards Framework (Threshold Standards) 2015 to ensure that assessment requirements, marking criteria, assessment rubrics and student performance within selected units in each course are externally referenced against similar courses offered by other higher education providers.
- (7) External referencing;
- will occur on a regular basis in all courses; and
  - is to occur at least once every three years for a sample of units in each degree.
- (8) All external referencing processes undertaken are to be documented and reported to the Academic Board.

## Section 4 - Procedures

- (9) See Moderation of Assessment Procedure.

## Section 5 – Guideline

Nil.

## Related documents

This Policy should be read in conjunction with but not limited to:

- Moderation of Assessment Procedure
- Assessment Policy and Procedure

## Legislation:

- Higher Education Standards Framework (Threshold Standards) 2021
- Tertiary Education Quality and Standards Agency Act 2011
- National Code of Practice for Providers of Education and Training to Overseas Students 2018

## Document Administration

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# Unless otherwise indicated, this Policy will still apply beyond the Review date