

## MODERATION OF ASSESSMENT PROCEDURE

### Section 1 - Purpose and Scope

- (1) This Procedure gives effect to the Moderation of Assessment Policy, setting out:
  - a. assessment moderation responsibilities; and
  - b. the internal moderation process across the assessment lifecycle.
- (2) This Procedure applies to all academic staff teaching into undergraduate and postgraduate courses.

### Section 2 - Definitions

- (3) As set out in the Moderation of Assessment Policy.

### Section 3 - Procedures

#### Assessment Moderation Responsibilities

- (4) Academic staff are required to:
  - a. participate in moderation activities as instructed by the Unit Coordinator; and
  - b. comply with relevant policies, procedures, and practices.
- (5) The Unit Coordinator is responsible for:
  - a. leading and managing moderation activities in the unit;
  - b. ensuring all High Distinctions and Fails are moderated;
  - c. resolving any disputed moderation results;
  - d. ensuring that the assessment tasks returned to students contain the correct and only verified moderated mark and grade;
  - e. completing the Moderation Report form following end-of-semester examinations;
  - f. reviewing assessment tasks at the end of the semester based on moderation feedback;
  - g. reviewing moderation documents and student feedback after delivery of a unit to identify any issues that may require modification when the unit is next offered; and
  - h. preparing papers for the Learning and Teaching Committee where changes to assessment are proposed following moderation feedback.
- (6) The Head of Department is responsible for:
  - a. overseeing moderation activity and staff preparedness within the Department;
  - b. initiating a review of the assessment tasks each semester a unit is to be offered, to be undertaken by a moderator (pre-assessment moderation);
  - c. arbitrating marks/grades where consensus cannot be reached;
  - d. reviewing Moderation Reports;
  - e. retaining Moderation Reports until the next unit review;

- f. preparing results for submission to the Examiners Committee;
- g. overseeing the documentation of any proposed changes to assessment because of the moderation process; and
- h. coordinating internal and external benchmarking of assessment tasks.

(7) The Dean is responsible for:

- a. monitoring departmental moderation processes;
- b. ensuring benchmarking of assessment tasks internally;
- c. reviewing the effectiveness of internal moderation processes; and
- d. implementing external referencing of the assessment moderation processes at least every three years.

### **Internal moderation process**

(8) Moderation will occur at all stages of the assessment lifecycle:

- a. pre-assessment;
- b. moderation during delivery; and
- c. post-delivery assessment.

(9) The purpose of pre-assessment moderation is to ensure that:

- a. each task is a valid and fair means of providing students with an opportunity to demonstrate achievement of the intended learning outcomes for the unit;
- b. the task descriptors are clearly worded and contain no ambiguities as to what students are expected to do; and
- c. rubrics are clearly written and in sufficient detail to differentiate levels of achievement.

(10) Pre-assessment moderation is undertaken each semester the unit is offered, in accordance with the Assessment Policy and Procedure, and associated requirements.

(11) The purpose of moderation during delivery is to ensure the consistency and reliability of judgments before communicating marks and grades to students. This involves:

- a. Implementing moderation for each assessment task in the unit;
- b. having a shared understanding and application of criteria and standards for each assessment;
- c. double-marking every fail and high distinction mark;
- d. double-marking of a random selection of tasks;
- e. proper recording of the individual assessment marks moderated using the Moderation Report template and reporting of feedback where required.

(12) The purpose of post-assessment moderation is to review the overall marks and grade spread to identify any anomalies before marks/grades are released to students.

- (13) An anomalous result is one that does not fit with the expected grade distribution or the regular pattern of results seen within a unit. Anomalies that should be investigated include:
- discrepancies between grade allocations of individual markers;
  - high numbers of fails, or high distinctions;
  - clustering of marks; and
  - discrepancies between marks or grades allocated to individual students in successive assessment tasks.
- (14) Common forms of moderation include:
- pre-marking meetings of the marking team, with a step-by-step discussion of each assessment task, checking for clarity and consensus as to expectations of student responses;
  - consensus marking of selected sample tasks, to compare marks allocated;
  - rotational marking – each section of an assessment is marked by the same markers;
  - blind marking – the marks are unknown prior to marking; and
  - post-marking moderation to review a selection of marked tasks.
- (15) Final moderated marks are:
- entered into the unit results spreadsheet by the Unit Coordinator, who records any adjustment to the overall final marks;
  - reviewed by the Head of Department with the Unit Coordinator. The Head of Department is responsible for submitting the results to the Examiners Committee; and
  - accompanied by an explanation where there are anomalous or unexpected grade spreads.

## Document Administration

<b>Procedure Name</b>	Moderation of Assessment Procedure
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# Unless otherwise indicated, this Policy will still apply beyond the Review date