



IHM[®]
Institute of Health and Management

Assessment Moderation Policy and Procedure

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Purpose: This Procedure sets out the principles and processes for assessment at the Institute of Health and Management (IHM).

Scope: This procedure applies to all Higher Education courses at IHM.

Definitions: Assessment, Moderation [See Appendix A]

Policy Principles: This Procedure is underpinned by the following principles:

- Assessment design and the quality process is transparent to students and teaching staff.
- Assessment is moderated and validated internally and externally to meet the higher education and professional accreditation requirements.
- Moderation includes pre-moderation, moderation and post-moderation activities

Responsibility

- The Director of Studies has overall ownership of the policy and ensures that it is regularly reviewed and effectively communicated to stakeholders.
- Each Unit Chair is responsible for undertaking moderation within their unit of study and provide an end of term report for the Learning and Teaching Committee Meeting.
- Unit Chairs delegate moderation to lecturers within their unit. Since each Unit Coordinator is also a lecturer, they ensure that an administrative staff member de-identifies papers for moderation on their behalf.

Procedures

Design of Assessment: Pre-moderation	<ol style="list-style-type: none"> 1. The teaching team for each unit meets to discuss, review and provide feedback on the assessments and the marking rubrics. 2. Unit chairs convene biennial meetings with the lecturers in their Unit of Study and ensure that assessment is reviewed and updated. 3. Changes made during the review are tabled at the next subsequent Course Development, Evaluation and Review Committee meeting.
Pre-Marking Moderation	<p>Pre-Marking moderation is undertaken for at least one assessment in each subject during each teaching period. It is coordinated by the Unit Chair in accordance with the following procedure:</p> <ol style="list-style-type: none"> 1. Students submit their assessments and administrative staff use a random number generator to select a paper from each campus at which the unit is taught. 2. The randomly selected papers are de-identified and disseminated to all lecturers who teach in the unit. Random selection should take into consideration whether there is a different type of assessment questions. 3. The lecturers assess the papers and identify the allocated score to each criterion in the marking criteria, as well as provide general comments. 4. Grades/scores for the papers from each lecturer are compiled into a table for comparison. 5. The Unit Chair identifies any major discrepancy between grades/scores. If a discrepancy of greater than 10% of the weighting of the assessment is detected, a



	<p>meeting of the lecturers is convened and the reasons for the discrepancy are discussed with the aim of reaching a consensus. If a consensus cannot be reached, the matter is referred to the National Course Convenor, who makes a final decision as to the grading rationale.</p> <ol style="list-style-type: none"> 6. Each Unit Chair submits an end of term moderation report to the National Course Convenor who ensures that the reports are tabled at the next scheduled meeting of the Teaching and Learning Committee. 7. Lecturers commence grading the papers, with reference to the rationale established in relation to the marking criteria.
<p>Post-Marking consensus moderation</p>	<p>Unit Chairs undertake post moderation and report their findings to the National Course Convenor as follows:</p> <ol style="list-style-type: none"> 1. Sample papers (one from each campus) from each band in the grading scale in each subject are shared with all lecturers undertaking a subject. 2. Upon completion of marking, we need to ensure that the average total grade given by markers across the campuses are not significantly different. 3. Lecturers from the subject meet and discuss any variance that arises from the samples. The Unit Chair facilitates the meeting with the aim of reaching consensus through discussion. 4. In the event that consensus cannot be reached, the Unit Chair refers the process to the National Course Convenor who implements expert moderation using either their own expertise or those of another suitable academic with appropriate expertise. 5. Once grades have been agreed upon, model papers from each band in the grading scale are distributed to all lecturers undertaking the subject and are stored in a repository to be used by lecturers subsequently recruited, including those recruited.
<p>External Review & Validation of Assessment</p>	<ol style="list-style-type: none"> 1. Periodically, a random sample of papers from each campus is across all subjects (at least one per unit of study) is taken and papers are distributed to external validators and reviewers. 2. The external validators and reviewers undertake marking of the assessments using a marking criteria table. They submit their findings in a pre-designed report template to the National Course Convenor. 3. The findings are distributed to all lecturers and tabled at the next scheduled Teaching and Learning Committee, where Committee members deliberate upon the external feedback that has been given in order to optimise the marking process.

Supplementary Information

Related Policies/Procedures

- Student Assessment Policy and Procedure.

Related Documents

- IHM Moderation Report Template
- IHM Assessment Validation Form

Relevant Legislation

- Higher Education Standards Framework (Threshold) (2015)
- National Code of Practice for Providers of Education and Training to Overseas Students (2018)
- Tertiary Education Quality and Standards Act (2011)

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