



POLICY: ASSESSMENT VALIDATION AND MODERATION

POLICY NUMBER:	AC006	VERSION:	6.1
DATE ADOPTED:	19 March 2012	DATE LAST REVIEWED:	1 February 2018
DATE OF NEXT REVIEW:	1 February 2018	REVIEW FREQUENCY:	One year
AUTHORISED BY:	Chief Executive Officer	REVIEWED BY:	Academic Director
RESPONSIBLE FOR REVIEW:	Chief Executive Officer, Academic Director, Training Coordinator, English Program Manager		
REVIEW PROCESS:	Chief Executive Officer, Academic Director, Training Coordinator, English Program Manager		
DOCUMENT MANAGEMENT:	U:/Policies and Procedures		
COMMUNICATION	All relevant staff will be automatically notified by email when the reviewed policy has been authorised		

Policy context: This policy relates to:

HE STANDARDS FRAMEWORK 2011	Provider Standards: 4.1, 4.3, Course Standards:5.1 – 5.6
ESOS	
ELICOS	P4.4, P6.1
STANDARDS FOR RTO's 2015	1.3, 1.8, 1.9, 1.10, 1.11, 2.2
LEGISLATION OR OTHER REQUIREMENTS	Tertiary Education Quality and Standards Agency Act 2011 The Education Services for Overseas Students (ESOS) Act 2000 National Vocational Education and Training Regulator Act 2011 ELICOS National Standards
OTHER POLICIES	Continuous Improvement Policy Quality Policy Benchmarking Policy



	Assessment Code of Practice HE/VET
FORMS AND OTHER DOCUMENTS	<p>Assessment Validation Audit Checklist</p> <p>Assessment Validation Audit Report</p> <p>Rules of Evidence Checklist Form</p> <p>Principle of Assessment Checklist Form</p> <p>Annual Moderation Schedule/Continuous Improvement Schedule</p> <p>Moderation Meeting Report form</p> <p>Report Template - Internal Moderation of Assessments</p> <p>Report Template - External Moderation of Assessments</p>
KEY WORDS (META DATA)	Moderation, Subject Moderation, Assessment Moderation, Marking Guides, Criterion Referenced Assessment, Assessment Validation Policy and Procedure, Assessment, Validation
DEFINITIONS	<p>Moderation – a process which supports and elaborates on IIBT’s Teaching and Learning Policy by implementing measures to ensure that a student’s assessment results are graded in a manner that is comparable and measurable by a process that ensures fairness to students and assessment credibility.</p> <p>Moderation addresses the interests of students, staff, the Institute, its partners and all external stakeholders in the educative services that IIBT provides. This should occur in a manner that demonstrates:</p> <ul style="list-style-type: none"> • Good practice in assessment is consistently applied across the institution and its programs. • Student performance is properly, fairly and consistently judged across all students undertaking the same course of study at IIBT, and • Standards are appropriate, reliable and comparable to good practice across the sector. <p>Subject Moderation - Subject moderation involves a review of the unit’s learning outcomes and/or assessment results. It is normally undertaken by a qualified person who is not involved with the unit delivery or assessment.</p> <p>Assessment Moderation – involves the analysis of individual student assessment over the entire period of a unit or more likely, the entire course.</p> <p>Criterion Referenced Assessment – used as the measure to assess student performance against an agreed set of referenced objectives. Published Learning Outcomes - the criteria against which students’</p>



	<p>performance will be judged, assessed, and made available in the form of feedback to students. The intent is to provide students with a clear and explicit understanding of the standards they are expected to achieve relative to the marks awarded. The assessment criteria provide a common reference point on which academic judgement can be based, thus promoting consistency in marking.</p> <p>Assessment Validation - involves reviewing, comparing and evaluating assessment processes, tools and evidence contributing to judgements made by a range of assessors against the same standards.</p>
EVIDENCE	

Policy Information:

POLICY	<p>IIBT management and academic staff are committed to ensuring that assessments are accurate, consistent and fair. Validation is required for all assessments and must be conducted over the entire assessment lifespan from course design to student graduation. This policy represents the minimum threshold requirement for validation and assessment moderation.</p> <p>Fundamentally IIBT must ensure that validation and moderation processes ensure consistency and quality. They must achieve the following outcomes:</p> <ol style="list-style-type: none"> 1. Ensure courses and units meet AQF and /or ELICOS standards 2. Ensure courses and units are comparable with other higher education or English providers 3. Ensure courses and units meet the standards of external accreditation authorities 4. Ensure that the currency of professional academic standards is maintained 5. Ensure that procedures for assessment are valid, explicit, and reliable and these procedures are made public to all stakeholders 6. Ensure all assessment tasks reflect the learning outcomes and performance criteria as stated in the course/unit outline 7. Ensure all IIBT students are made aware of assessment requirements in the first week of the course/unit /trimester 8. Ensure all assessment tasks are graded against a marking guide (as applicable) that is consistent with the assessment criteria
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	<ol style="list-style-type: none"> 9. Ensure that assessment tasks meet the learning outcomes for the course as a whole 10. Ensure IIBT maintains transparent and fair mechanisms for marking and moderating grades 11. Ensure validation and moderation processes are evaluated systematically <p>To achieve these standards IIBT adopts validation practices at all phases of assessment development, delivery and analysis. Both internal and external validation strategies are utilised including;</p> <ol style="list-style-type: none"> 1. Internal moderation and validation activities 2. Course accreditation through relevant regulators 3. Moderation with University and other partners 4. Benchmarking with industry bodies (e.g. ACPET) 5. University partner surveys 6. Use of expert advisory panels in course development 7. Input from IIBTs Academic Board, Teaching and Learning Committee and Board of Examiners 8. Use of assessment and moderation checklists
SCOPE	<p>This policy applies to all staff and students of IIBT involved in any part of assessment inclusive of the Academic Board, Teaching and Learning Committee and Board of Examiners.</p>
PROCEDURES	<p>Moderation procedure for Higher Education</p> <p>Each trimester the Academic Director will develop a moderation plan. Such a plan may include moderation strategies as outlined below:</p> <ol style="list-style-type: none"> 1. Second-marking or sampling 2. Marking by an experienced assessor external to the unit 3. Computerised aids (online tools) 4. Ensuring all assessments have a marking guide developed at time of assessment development



5. Moderation marking meetings
6. Utilising the same assessor for different cohorts

Pre-assessment Moderation

1. The Academic Director will develop a moderation plan prior to the commencement of each Trimester. This is known as the Pre-Assessment Moderation Plan. This will occur prior to the distribution of the unit outlines to students in week one of the trimester. Moderators may be appointed from within and among academic staff employed by the Institute.
2. This plan will outline which assessments in which units are to undergo moderation and in what format.
3. The pre-assessment moderation plan identifies what assessments are due in which weeks of each trimester to ensure an even loading of assessable tasks throughout the trimester. This plan also reviews the types and mix of assessment tools.
4. This plan is then submitted to the Chair of the Teaching and Learning Committee and submitted as part of the next Board meeting report.

Post-assessment Moderation

1. Assessment tasks in all units will be subject to post-assessment moderation by internal moderators each time a unit is offered and by external moderators every third time a unit is offered. A schedule stating which units will be externally moderated for the coming trimester will be prepared for the Teaching and Learning Committee prior to each trimester by the Academic Director.
2. The Academic Director will appoint post-assessment internal moderators for each unit. Internal moderators will be appointed from within and among academic staff employed by the Institute. Each moderator will be provided with the designated assessment tasks, a marking guide for each designated assessment task and the Post-assessment Moderation of Assessable Tasks template which the moderator will complete and lodge with both the unit lecturer and the Academic Director. Moderators will lodge their completed template with the unit lecturer within one week of the receipt of the students' assessment papers and other associated material.
3. The Academic Director will also appoint post-assessment external moderators. External moderators will be provided with the designated assessment tasks, a marking guide for each designated assessment task and will use the same template as is used by internal moderators to complete and lodge with the unit coordinator and the Academic Director. The moderators will lodge



their completed template with the unit-coordinator within one week of the receipt of the students' assessment papers and other associated material.

4. For each unit, the end of trimester examination will be subject to post-assessment moderation by internal moderators. Other assessable tasks may be subject to post-assessment internal moderation.
5. For units scheduled for post-assessment moderation by external moderators, the end of trimester examination will be moderated as will the major within-trimester assessment task.
6. For both internal and external post-assessment moderation a representative sample of students' papers will be evaluated. Care will also be taken to ensure that a range of grades is included in the sample. The sample will be at least 10 percent of the papers or no less than 5 where the enrolment is up to 50 students.
7. Importantly, grades awarded by the lecturer will not be altered by either the internal or external moderator's evaluation. Such evaluations are to be used to provide the lecturer and the Academic Director with feedback in order to better assess student performance in the unit.
8. The Academic Director will keep a record of the moderated units including a record of the moderator's evaluation of the particular assessable tasks.
9. At the end of each trimester, a report will be prepared by the Academic Director for the Teaching and Learning Committee that summarises the trimester's moderation activities.

VET Validation Procedure

- At least annually or as required by the CEO, the IIBT Training Coordinator will schedule an assessment validation audit.
- Check standards#####
- The 'Assessment Validation Checklist' must be utilised to guide the focus and collection of supporting documents of assessment validation activities.
- The assessment validation audit and its supporting activities may be convened according to the Continuous Improvement Schedule or more frequently as warranted by IIBT's scope of registration or as required



by the CEO.

- The assessment validation audit will typically follow the annual moderation meeting/s and feature findings and actions taken in response to moderation.
- All documentation resulting from the audit will be retained in the 'Validation Audit Folder'.
- IIBT staff will be advised of the Assessment Validation Audit's timing.
- The IIBT Training Coordinator will convene a Moderation Meeting (frequency determined by CEO) where training staff will meet, exchange and compare their assessment methods, tools, evidence and judgements. All Moderation Meeting activities and findings must be documented for management review. Refer to the Annual Moderation Schedule and the Moderation Meeting Report form.
- The IIBT Training Coordinator will also source opportunities for and encourage training staff to attend External Moderation events where staff may compare their assessment methods, tools, evidence and judgements with other assessors from other RTO's or staff from Industry Skills Councils.
- The Assessment Checklist Tools for the Principles of Assessment and Rules of evidence and Assessor Survey should be utilised within the Moderation event.
- The IIBT Training Coordinator will ensure that Industry is consulted through the completion of Industry and Employer Surveys (employer surveys may be determined as those utilised within Quality Indicator Feedback requirements).
- The IIBT Training Coordinator will ensure that the Validation audit includes RPL approaches and documentation.
- The IIBT Training Coordinator will ensure that all Assessment Validation Audit findings that may contribute to the Annual review of the IIBT Training and Assessment Strategies are identified in the overview report to the CEO.
- The IIBT Training Coordinator will ensure that the Assessment Validation checklist is followed and finalised by the completion of the Assessment Validation Audit Report and staff action plan and all documentation collected is signed and returned to the CEO for review signage and record storage.



ELICOS Procedure

Validation

1. A validation schedule is created annually and ensures that at least 50% of assessments on a rotating basis are validated at the conclusion of each course.
2. The validation panel comprises of the English Program Manager, the Campus Manager and the teaching staff responsible for the delivery of the course.
3. Assessments are validated against a checklist and improvements to assessments are recorded.
4. All required improvements must be actioned within 10 days of the validation.
5. All amended documents must be approved by the English Program Manager prior to being allocated an updated version and made available in the system.
6. Substantial amendments will be recorded in the Continuous Improvement Register
7. All validation records are filed in the Validation and Moderation File
8. Major changes must be made as per the Course Review Policy

Moderation procedure

1. A statistically valid sample of completed assessments must be moderated prior to the release of results to students.
2. The English Program Manager will advise teachers on the number of samples required for moderation using the ASQA calculator as a guide.
3. Teachers in their first course with IIBT are required to carry out moderation with the English Program Manager and thereafter teachers may carry out moderation with their peers.
4. In cases where there is a discrepancy between markers, a third marker will be required.
5. All moderation records are filed in the Validation and Moderation File

END OF DOCUMENT