

## MODERATION POLICY: CCSC; EDUCATION

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| <b>Superseded documents</b>   | Moderation Policy: Education; Counselling, Chaplaincy and Spiritual Care          |                        |   |
| <b>Compliance References</b>  | HES_5.3.4   |                        |   |
| <b>Document classification</b><br><i>Select from the drop-down menu</i> | Learning and Teaching   |                        |   |

### 1. PURPOSE

To outline the approach to moderation in courses in Education and Counselling, Chaplaincy and Spiritual Care (CCSC).

### 2. DEFINITIONS

| Key Term or Acronym | Definition  |
|---------------------|---|
| CCSC                | The faculty of Counselling, Chaplaincy and Spiritual Care, includes Professional Supervision.   |
| Grade               | The final result which describes the students result derived from the combined marks from the assessed learning tasks for a unit.   |
| MC                  | Morling College   |
| Rubric              | A grading tool that outlines the task expectations and assessment criteria. It may be accompanied by more detailed marking guidelines or performance descriptions that outline expected achievement at different standards/level. |

### 3. SCOPE

This policy applies to units in the faculties of Education and CCSC.

### 4. POLICY STATEMENT

Morling College (MC) undertakes moderation processes in units in Education and CCSC for quality assurance and quality control purposes. These processes aim to assure consistency, appropriateness and fairness of assessment judgements and the validity and reliability of assessment instruments, criteria, and standards. Moderation of assessment processes establish comparability of standards of student performances across, for example, different markers, subjects, and courses of study.

Moderation seeks to ensure that the learning outcomes for each unit are addressed in the way students are assessed, the grade descriptors are uniformly and consistently applied, and graduate outcomes are likely to be obtained.

## **5. PRINCIPLES**

### **Overview**

- 5.1 All results in each unit must be subject to moderation.
- 5.2 The Academic Board has oversight of the moderation process and quality standards.
- 5.3 The method of moderation may vary between faculties.
- 5.4 Moderation is a collective responsibility and will usually be undertaken by a moderation committee.
- 5.5 Moderators external to MC may be part of the committee or be engaged to undertake independent moderation, including the cross-marking of a selection of sample assessment tasks.
- 5.6 Moderators are to assure the quality in the units by ensuring consistency of, and comparability between, assessment judgements.
- 5.7 Evidence of moderation is to be retained until the next unit review.
- 5.8 Faculties are responsible for ensuring all lecturers, especially newly appointed faculty, adjuncts, guest lecturers and tutors involved in assessment are familiar with the assessment standards and expectations.
- 5.9 The Director of Student Services may only release results which have been moderated and approved by the faculty.

### **Moderation and the Assessment Lifecycle**

- 5.10 Moderation will occur at all stages of the assessment lifecycle including:
  - 5.10.1 Setting and modifying assessment criteria and standards
  - 5.10.2 Designing and modifying assessment tasks and rubrics
  - 5.10.3 Pre-marking, if more than one marker
  - 5.10.4 Marking and grading
  - 5.10.5 Review and evaluation.

### **Setting and modifying assessment criteria and standards**

- 5.11 Moderation, however organised, should confirm that the assessment criteria and standards:

- 5.11.1 Relate to the demonstration of the knowledge, understanding and skills set out in the unit learning outcomes, achievement of which is being assessed.
- 5.11.2 Are clear and sufficient to differentiate levels of achievement.
- 5.11.3 Can be understood by students and all members of staff involved in the grading of assessments.

#### Design and modification of assessment tasks and rubrics

- 5.12 Each program team should ensure the appropriateness of the type of assessment tasks across a program.
- 5.13 Internal processes will ensure the moderation of specific assessment tasks. The aim of this moderation is to ensure that:
  - 5.13.1 Each task is a valid means of providing students with an opportunity to demonstrate achievement of the intended learning outcomes for the unit
  - 5.13.2 The questions or instructions are clearly worded and contain no ambiguities as to what students are expected to do.
  - 5.13.3 The assessment workload is appropriate to the assessment across the program
  - 5.13.4 The time allowed for completion of the task is reasonable
  - 5.13.5 All students can reasonably be expected to have access to the resources required for completion of the task
  - 5.13.6 There is a clear marking scheme or rubric confirming correct answers or key features of model answers and if applicable, directions where and how marks are to be apportioned according to performance in specific questions or against specific assessment criteria and standards.

#### Pre-marking

- 5.14 All markers must be familiar with the assessment standards and agree on marking processes. The aims of this moderation are to:
  - 5.14.1 clarify any misunderstanding of assessment requirements; and
  - 5.14.2 ensure shared understanding and application of criteria and standards for assessment.
- 5.15 Common forms of pre-marking moderation include:
  - 5.15.1 Pre-marking meetings with the teaching team and a step-by-step discussion of each question, checking for clarity and lack of ambiguity and for consensus around expectations of student responses.
  - 5.15.2 Trial marking to refine the marking scheme and generate shared understandings of expected standards.

- 5.15.3 For assessment tasks where there is only one marker, the marker may pilot mark several scripts to familiarise themselves with the standards.

### Marking and Grading

- 5.16 Marks moderation must ensure that the judgements/marks have been arrived at accurately, consistently, and fairly in accordance with the assessment criteria.
- 5.17 Common forms of moderation may include:
- 5.17.1 Checks for the consistent application of standards between different markers, using comparative measures such as failure rates.
- 5.17.2 For a sample of submissions
- Checking that the mark or grade awarded by the first marker is appropriate in accordance with the assessment criteria/marketing scheme.
  - Second marking (also referred to as double marking) the work to confirm the first mark, where the first mark is known to the second marker.
  - Blind second marking which means that the first mark is not known by the second marker (including cross-institutional blind second marking by an external moderator).

### Review and Evaluation

- 5.18 Identify and address areas for improvement in curriculum and assessment design, in time for modification for the next unit offering.

## 6. RELATED DOCUMENTS AND LEGISLATION

Student Assessment Policy: Education; Counselling, Chaplaincy, and Spiritual Care

## 7. REFERENCES

ACT Moderation Policy

Macquarie University Assessment Policy Schedule 5 Moderation Requirements

## 8. VERSION HISTORY

| Version | Approved by    | Approval Date | Effective Date | Changes made  |
|---------|----------------|---------------|----------------|---|
| 2.02    | Academic Board | 6 March 2024  | 6 March 2024   | 5.5 Added: <i>including the cross-marking of a selection of sample assessment tasks.</i><br>5.17 Added <i>including cross-institutional blind second marking by an external moderator</i> |

|      |                    |               |               |   |
|------|--------------------|---------------|---------------|---|
|      |                    |               |               | Updated Responsible Officer and contact   |
| 2.01 | Policy Coordinator | Feb 2023      | Feb 2023      | Header table updated to latest version, including addition of keywords. Updated title to include Edu and CCSC. Replaced “registrar” with “Director of Student Services” |
| 2.00 | Academic Board     | 5 August 2020 | 5 August 2020 | Extensively revised to provide a comprehensive framework. Amended to reflect changes in position titles. Formatted to new template                                      |
| 1    | Academic Board     | March 2012    | March 2012    |   |

*Download this policy anew with each use, as it may have changed.*