



Australian
**Chiropractic
College**

POLICY AND PROCEDURE

ACADEMIC MODERATION

PURPOSE

Effective moderation of assessment is fundamental to the ongoing development of academic quality. Moderation is undertaken to enable a reasonable level of assurance that assessment activities have been designed and implemented appropriately so that students and staff can be confident that the results provided are valid and reliable.

Collaborative moderation occurs at two (2) points during the assessment process: pre-assessment and post-assessment. Pre-assessment moderation certifies the relevance of assessment tasks against course learning outcomes and graduate attributes. Post-assessment moderation aims to achieve a comparability of results between students, ensuring marks/grades awarded to students are valid and defensible.

Collaboration between academic staff and external reviewers aims to maintain a high level of academic rigor whilst ensuring a comparable standard against other relevant tertiary institutions.

SCOPE

Academic moderation policy and procedures are applicable to academic staff, external reviewers and students of the ACC.

POLICY STATEMENT

In an effort to maintain effective assessment, moderation is conducted both internally and externally to ensure valid and consistent assessment subject learning outcomes and student performance whilst maintain comparable standards against other tertiary education providers. Moderation also endeavours to ensure all aspects of the course and each individual subject meet AQF standards.

PROCEDURE

1. Moderation of Assessment Tasks

1.1. Course Conveners will set and review assessment items and present these items to the Academic Dean.

- 1.2. The Academic Dean will present all drafted course profiles and assessment tasks to the Course Development Committee and external reviewers to ensure suitability and quality of the assessment task.
- 1.3. The Academic Dean will be responsible for review and approval all assessment items in relation to the alignment with Course learning outcomes and graduate attributes.
- 1.4. A clear and concise description of assessment task criteria will be provided within the course profile

2. Moderation of Results/Grades

2.1. Course Work Assessment (other than exams):

- 2.1.1. Prior to commencement of term, Course Conveners will provide to the Academic Dean a full description of assessment tasks along with marking rubrics or schedules.
- 2.1.2. Where multiple assessors are used for submitted course work, a selection of at least five (5) examples of students' work, ranging from fail, pass, credit, distinction and high distinction from each assessor will be provided by each assessor for internal moderation by the course conveners.
- 2.1.3. The course convener will moderate grades and provide feedback to individual assessors advising them directly of any adjustments needed toward their marking. This may require assessors going back and re-addressing previously graded tasks prior to submission of grades.
- 2.1.4. Assessors must acknowledge receipt of feedback and action all requirements as appropriate.

2.2. Examinations:

- 2.2.1. Where multiple assessors are used for examination, a selection of at least five (5) examples of students' examination papers, ranging from fail, pass, credit, distinction and high distinction from each assessor will be provided by each assessor for internal moderation by the course conveners.
- 2.2.2. The course convener will moderate grades and provide feedback to individual assessors advising them directly of any adjustments needed toward their marking. This may require assessors going back and re-addressing previously graded tasks prior to submission of grades.
- 2.2.3. Assessors must acknowledge receipt of feedback and action all requirements as appropriate.
- 2.2.4. In examinations where multiple assessors are required to assess the overall performance of student ability and provide judgment on overall achievement, consensus moderation will take place. This will involve one or more moderation meetings or discussions between assessors, sharing judgments' on examples of student performance in order to reach agreement about the marks/grades awarded to the student. The process will also act as a facilitator for grade resolution where there maybe disagreement between assessors as to the appropriate mark/grade awarded across the cohort or individual.
- 2.2.5. The Course Convener should receive a list of all assessment marks from each assessor on completion of marking so a full post-assessment review of all work, grades and overall calculation of grades can be ratified prior to publication of grades.

2.3. It is the responsibility of the each assessor to ensure:

- They meet timeframes for marking and submission of grades.
- They are appropriately acquainted with assessment tasks and marking criteria prior to assessment.
- All course work or examination assessment is done in a fair and unbiased process.
- Provide Course Convener with samples of marked assessments for internal moderation.

- Respond to the acknowledgement and actioning of feedback items as they pertain to the marking process.
- Provide the Course Convener with a full list of marks for each student and each assessment item.
- Ensure all marks/grades are withheld from students until ratified and moderation is complete
- Ensure all students receive timely and constructive feedback on all assessment items

2.4. It is the responsibility of the Course Convener to ensure:

- The production and timely submission of assessment task descriptions and marking rubric/schedules to the Academic Dean, for timely publication and release to both students and academic assessors.
- Continual and effective communication with all course assessors through the term and during the moderation process to ensure the consistency and continuity of grades across each assessment item.
- Only one ratified grade is released to students following the completion of the moderation process.

3. External Moderation

3.1. External moderators will be appointed by the Academic Board in accordance with procedures set forth by the Academic Board in relation to course development and review.

3.2. External moderators will report to the Academic Board on:

- i. The quality and effectiveness of assessment tasks.
- ii. The quality of cohort performance in term of knowledge and skills development as set forth in the course learning outcomes.
- iii. The extent to which benchmarking standards are being meet.

IMPLEMENTATION and MONITORING

The College President and Academic Dean are responsible for the implementation of the policy.
The Course Conveners and academic staff are responsible for the delivery and application.

REVIEW

The policy is to be reviewed by 8 November 2019.

Draft Date: 1 November 2017

Version: 2.0

Approval Date: 15 January 2018

Approved by: Academic Board

Date of Next Review: 8 November 2019