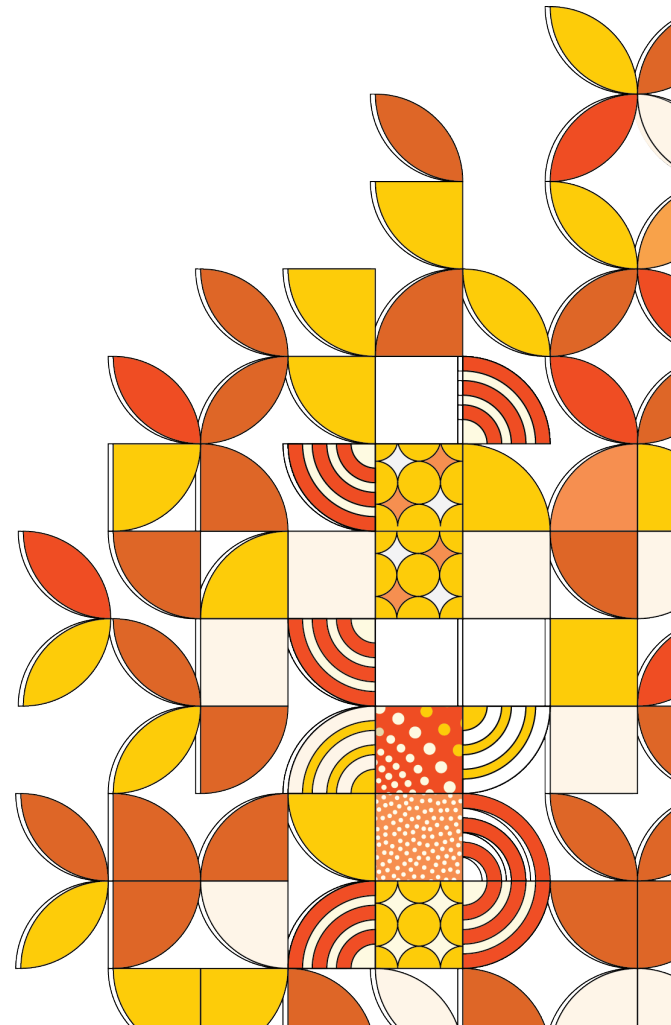# Moderation and Validation Procedure

SECTION 1

Purpose

1. The purpose of the Moderation and Validation Procedure is to:

    a) Specify the assessment moderation practice and procedures consistent with TEQSA requirements.

    b) Maintain and strengthen the integrity of the overall assessment system at IHM.

    c) To ensure that grades attributed to students' performances reflect the appropriate standards at the Unit level and satisfy institutional, national, and international standards of the academic discipline or professional community.

Scope

2. This Procedure applies to all:

    a) higher education courses at Institute of Health & Management (IHM).

    b) students, staff, and others associated with, or contracted by, IHM who are responsible for assessment in these courses.

Suite documents

3. This Procedure is linked to the following:

    a) Moderation and Validation Policy

    b) See also the associated information listed in the 'Related Internal Documents' in Section 4 below.

SECTION 2

4. **Validation**

    a) The validation of assessment tools is generally undertaken by the Unit Coordinator as part of the unit development and review process and/or before the first delivery of an assessment item.

    b) Ensure that assessment items have been validated and documented according to the guidelines for all assessment items and examinations.

    c) Validation of examination papers must additionally occur for examinations at the time of each delivery of the examination and be documented(using IHM Assessment Validation Form).

    d) In the case of examination validation, the Unit Coordinator should provide the completed form to the Course Convenor/Course Coordinator.

    e) The Unit Coordinator should store a digital copy of validation forms with unit files.

    f) Validation documents will be required for accreditation and review purposes.

5. **Validation Procedure**

a) Learning and Teaching Committee will ensure that the appropriate persons are selected for the validation team.

b) The Course Convenor/Course Coordinator will provide the units for validation

    a. Unit guide

    b. Selection of graded assignments for each assessment.

c) Validators are asked to:

    a. Review the unit guide, course content, and structure. They are to evaluate against the Principles of Assessment and Graduate Attributes.

    b. review the graded assessments. This specifically refers to the Rules of Evidence; and

    c. complete the Validation Report.

d) Once the report is complete, the Course Coordinator will forward it to the Learning and Teaching Committee, with a report on any actions as a result of the validation.

6. **The Objectives of Moderation**

a) Moderation seeks to ensure that:

    a. The Course Convenor/Course Coordinator(s)/Subject Coordinators and course teams comply with the Assessment Principles Policy.

    b. Standards to be achieved by students are transparent, widely understood and observed.

    c. Learning assessment tasks are consistent with stated learning outcomes and are set at the appropriate Australian Qualifications Framework level for the award.

    d. Assessment procedures and practices are fair and incorporate clearly defined assessment (and marking) criteria that are fairly and consistently applied for all students in the Unit.

7. **Moderation Practice and Procedure**

a) IHM has three phases for moderation such as pre-delivery moderation; moderation during delivery; post-delivery moderation.

Pre-Delivery Moderation

a) **Design of Assessment:**
 	
   a. The teaching team for each unit undertakes a comprehensive analysis of the content of the Unit guide across all Unit offerings,
 	
   b. Assessment tasks will be subject to pre-assessment moderation to ensure that:
     they are appropriately aligned with the learning outcomes of the course;
     a. assessments are fair and feasible, take into consideration adjustments that may be required for students b. with disabilities and that reasonable weighting are applied for each task;
     c. they are appropriately spaced throughout the study period and achievable by students in the allocated timeframe;

d. their content and instructions are presented using plain English, so that students understand what is required of them to achieve a given grade, in accordance with the Assessment Principles Policy; and

e. the academic challenge they demand of students is consistent with the level of the award for the course.

c. The report of the review is tabled at the Course Advisory and Development Committee meeting.

Moderation During Delivery

a) **Moderation of Assessment:**

a. The teaching team for each unit meets to discuss, review, and provide feedback on the assessments and the marking rubrics.

b. The course Coordinator convenes biennial meetings with the lecturers in their Unit of Study and ensures that assessment is reviewed and updated.

c. Changes made during the review are tabled at the next subsequent Learning and Teaching Committee.

b) **Pre-Marking Moderation**

Pre-marking moderation is undertaken for at least one assessment in each subject during each teaching period. It is coordinated by the Unit Coordinator in accordance with the following procedure:

a. Students submit their assessments and administrative staff uses a random number generator to select a paper from each campus at which the unit is taught.

b. 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.

c. The lecturers assess the papers and identify the allocated score to each criterion in the marking criteria, as well as provide general comments.

d. Grades/scores for the papers from each lecturer are compiled into a table for comparison.

e. The Unit Coordinator identifies any major discrepancy between grades/scores. If a discrepancy of greater than 10% of the weighting of the assessment is detected, a meeting of the lecturers is convened and the reasons for the discrepancy are discussed to reach a consensus. If a consensus cannot be reached, the matter is referred to the Course Convenor/Course Coordinator, who makes a final decision as to the grading rationale.

f. Each Unit Coordinator submits an end of term moderation report (Using IHM Moderation template) to the Course Convenor/Course Coordinator who ensures that the reports are tabled at the next scheduled meeting of the Learning and Teaching Committee.

g. Lecturers commence grading the papers, with reference to the rationale established in relation to the marking criteria.

Post-Delivery Moderation

a) **Post-Marking Moderation**

This stage does not affect the marks and grades given to students but is important for the future. Questions to ask are 'How consistent were we?' and 'How can we do better next time?'

b) Unit Coordinators undertake post moderation and report their findings to the Course Convenor/Course Coordinator as follows:

a. Sample papers (one from each campus) from each band in the grading scale in each subject are shared with all lecturers undertaking a subject.

b. Upon completion of marking, IHM needs to ensure that the average total grade given by markers across the campuses are not significantly different.

c. Lecturers from the Unit meet and discuss any variance that arises from the samples. The Unit Coordinator facilitates the meeting to reach consensus through discussion.

d. If consensus cannot be reached, the Unit Coordinator refers the process to the Course Convenor/Course Coordinator who implements expert moderation using either their expertise or those of another suitable academic with appropriate expertise.

e. 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.

8. **External Benchmarking of Assessment**

a) External moderation is undertaken by an appointed external moderator with expertise in the relevant discipline.

b) IHM uses the Peer Review Portal, an online system where pertinent information is uploaded for review.

c) Information needed for the Peer Review Portal for External Benchmarking of Assessment is outlined in the IHM guidelines for Peer Review Portal.

d) 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.

e) Note the inclusion of **de-identified** student work samples is required for review by an external institution.

f) The completed Peer Review Report is distributed to all lecturers and tabled at the next scheduled Learning and Teaching Committee, where Committee members deliberate upon the external feedback that has been given to optimise the marking process.

g) A final report on all External Moderation activities will be tabled at the Academic Board in the Learning and Teaching Committee Report.

h) The completed Peer Review Report feeds into the subsequent course reviews and ensures that IHM has adequate reporting to satisfy TEQSA requirements.

i) This process underscores the rationale for choosing Units and/or courses that are about to undergo review as part of the regular IHM Course review cycle.

SECTION 3

9. **Responsibility**

   a) Chair, Learning, and Teaching Committee must ensure that moderation occurs in units where it is required.

   b) The Learning and Teaching Committee is responsible to ensure that any required changes or improvements are actioned, including Professional Development activities if needed.

SECTION 4

Associated Information

Related Internal Documents	
	• Academic Honesty and Integrity Policy
	• Academic Honesty and Integrity Procedure
	• Assessment Policy
	• Assessment Procedure
	• Benchmarking Policy
	• Benchmarking Procedure
	• Course Design and Development Policy
	• Course Design and Development Procedure
	• Course Review and Evaluation Policy
	• Course Review and Evaluation Procedure
	• Credit and Recognition of Prior Learning Policy
	• Credit and Recognition of Prior Learning Procedure
	• IHM Benchmarking Document template
	• IHM Course Curriculum Template
	• IHM Course Proposal Template (IHM-CPT)
	• IHM Mapping Document Template
	• IHM Session Plan Template
	• Learning and Teaching Plan
	• Learning and Teaching Policy
	• Learning and Teaching Procedure

	• Moderation and Validation Policy
	• Student Assessment and Examination Policy
	• Student Assessment and Examination Procedure
	• Student Selection and Admission Policy
	• Student Selection and Admission Procedure
	• Unit Guide Template
Related Legislation, Standards, and Codes	• Australian Qualifications Framework (2013)
	• Higher Education Support Act (2003)
	• Higher Education Standards Framework (Threshold Standards) 2021
	• 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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Change History

Version Control		Version 4
Change Summary	Date	Short description of the change, incl version number, changes, who considered, approved etc
	02/12/2020 Version 3	• Added rubric, standards, Summative assessment, to the definition • Reworded subjects to units • Replaced Director, QA with Academic Dean • version 3, approved by Academic Board on 02/12/2020
	03/08/2022 Version 4	• Wells Advisory provided a review of all Course Design and related policies and procedures (May 2022) • Version 3 amended as follows: • Minor edits to definitions • Aligned to HESF 2021 standards • Approved by Academic Board on 03/08/2022
	27/11/2023 Version 4.1	• The definitions have been relocated to the IHM glossary and the template has been updated.