

Moderation Policy and Procedure

1. Purpose

This document outlines the policies and procedures for the validation and moderation of learning materials and assessments.

EIA will use the validation and moderation process to ensure that:

- Unit outlines align with the learning outcomes, learning resources, and requirements for satisfactory completion of the unit
- Assessment tasks are described and mapped against the course and unit learning outcomes
- Assessment tasks are weighted fairly and marked against a corresponding rubric, which is available to students.
- Assessments are designed, implemented, graded and returned with constructive feedback in accordance with the *Student Assessment Policy*.
- Assessment tasks are designed for quality, consistency, appropriateness, relevance, currency and fairness.

This policy complies with the Higher Education Standards (Threshold Standards) Framework 2021 in the Tertiary Education Quality and Standards Agency Act 2011 by the Commonwealth of Australia, specifically Section 1.4.

2. Scope

This policy applies to all EIA staff involved in the assessment validation and moderation process.

3. Responsibility

Unit Coordinators and academic teaching staff are responsible for the implementation of this policy and conducting a review of this policy every semester

The Academic Director is responsible for monitoring the implementation of this policy and developing the annual moderation plan.

The Academic Board is responsible for reviewing the distribution of grades under the Student Assessment Policy.

The Course Advisory Committee is responsible for reviewing unit outlines and ensuring that assessment tasks are aligned to learning outcomes.

4. Definitions

Borderline Results: a result at the boundary of a certain grade classification

Moderation (of assessment and results): The quality assurance and control processes and activities involved in ensuring consistency and comparability of standards of student performance, appropriateness and fairness of assessment judgments, as well as the validity and reliability of assessment tasks, criteria, and standards.

5. Policy

- 5.1 According with the Quality Assurance Framework, Policy and Procedure, moderation of all learning and assessment materials for each unit offered in a particular teaching period, shall be undertaken, at minimum, annually, to ensure that:
- Learning and assessment tasks are mapped to course and unit learning outcomes, and in accordance with the appropriate Australian Qualifications Framework (AQF) level.
 - Standards in which students are expected to achieve are transparent, clearly explained and observed.
 - Assessment procedures are fair and transparent, and that criteria are conveyed clearly to all students undertaking that unit.
 - Course and units are comparable and benchmarked to other higher education providers.
 - Course and units meet industry expectations and requirements (industry experts and professionals shall be involved in course development).
- 5.2 For each unit, the following documents shall be included for moderation:
- Unit outlines (including learning outcomes, assessment descriptions, assessment criteria and standards)
 - Results sheet and report (showing distribution of results)
 - Assessment Stage 1 and Stage 2 moderation reports (to be provided by the Course Coordinator)
 - Examination report (to be provided by the examination supervisors)
 - Teaching and learning report (to be provided by Unit Coordinators)
 - Misconduct report (where applicable)

6 Procedure

Development of Unit Outlines

- 6.1 The Unit Coordinator must send their unit outlines and assessment tasks to be reviewed and checked by another academic staff member every semester in relation to the following:
- mapping of assessment tasks with unit learning outcomes
 - mapping of assessment tasks with the AQF level
 - appropriateness of marking criteria and standards
 - clarity and appropriateness of any accompanying assessment matrix
 - assessor guide and model answers
 - workload of the assessment tasks
 - how students will receive feedback

- 6.2 Course Coordinator can coordinate the schedule of the moderation of unit outlines and assessment tasks contributing to 30% or more weighting to the unit.

Assessment Moderation

Assessment moderation involves two (2) stages:

Stage 1- Moderation of assessments prior to distribution to students. This ensures assessment questions are consistent with the learning outcomes and meet quality requirements.

Stage 2- Moderation of marking and grading after student submission. This ensures consistency and validity of marking.

Stage 1

- 6.3 The Unit Coordinator must send their individual assessment paper, contributing to an overall assessment weighting of 30% or more, to be moderated by an independent assessor /academic staff every trimester.
- 6.4 The Unit Coordinator and moderator must complete the Assessment Stage 1 Moderation Report and submit it to the Academic Director for approval.
- 6.5 Course Coordinator can coordinate the schedule of the moderation of assessments to ensure the validity of the assessments:
 - The assessments are consistent to the relevant learning outcome(s).
 - The questions are designed at the appropriate AQF level.
 - The assessment instructions are clear.
 - The mark and time allocations are reasonable.
 - The marking rubrics are consistent with the learning outcomes and the appropriate AQF level.
 - The marking guide is clear and comprehensive.
- 6.6 Notwithstanding Section 6.3, examination moderation must be undertaken for all examination papers by an independent academic staff.
- 6.7 Assessment moderation must be undertaken prior to the commencement of each trimester, with the exception of exam moderation being undertaken at least four (4) weeks prior to the examination period.

Stage 2

- 6.8 The Unit Coordinator must arrange a sample of assessed work to be reviewed by an independent assessor/academic staff to ensure that markings are consistent with the assessment criteria and standards every trimester.
- 6.9 Where more than one assessor is involved in the initial assessment of student work, the Unit Coordinator must hold regular meetings with the assessors to discuss, set, and review marking and grading standards.
- 6.10 The Unit Coordinator and moderator must use the Assessment Stage 2 Moderation Report to complete the moderation.
- 6.11 The Unit Coordinator must arrange a different assessor to review the following assessments, to ensure marking consistency:
 - All borderline assessments, including exam papers, where applicable.
 - All assessments that have been marked fail.
 - A sample of assessments in each grade letter (except for Fail). The sample size is the greater of 10% of the total number of students marked by an assessor and 10.
 - high distinctions and unusually high marks;
 - unusual grade distributions or significant variation from previous offerings;
 - new or substantially revised assessment tasks;
 - multiple markers;
 - significant discrepancies between markers;
 - units with elevated academic misconduct concerns; and
 - units delivered across multiple locations, partners or modes.
- 6.12 The Unit Coordinator must document any adjustments to assessments/results/grades as a result of the moderation process in the Examiner's Report.

Release and Publication of Results

Distribution of final results and grades and other moderation documents (as per 5.2) should be reviewed by the Course Coordinator every trimester and a report prepared by the Academic Director to the Student Progress and Examination Committee to ensure compliance with the Student Assessment Policy prior to the approval, release, and publication of results.

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Responsible for Implementation	Academic Director
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Version Number	Amendments
1.1	Change the company name to Edvantage Institute Australia (EIA); update responsibility
1.2	Widened the scope of moderation for assessment reliability
1.3 18 May 2026	A sample of assessments in each grade letter (except for Fail). The sample size is the greater of 10% of the total number of students marked by an assessor and 10. high distinctions and unusually high marks; unusual grade distributions or significant variation from previous offerings; new or substantially revised assessment tasks; multiple markers; significant discrepancies between markers; units with elevated academic misconduct concerns; and units delivered across multiple locations, partners or modes.