

Moderation and Validation Procedure



Institute of Health &
Management Pty. Ltd.

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SECTION 1

Purpose

1. The purpose of 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 satisfies institutional, national, and international standards of the academic discipline or professional community.

Scope

2. This Procedure applies to all:
 - c) higher education courses at Institute of Health & Management (IHM).
 - d) students, staff, and others associated with, or contracted by, IHM who are responsible for assessment in these courses.

Definitions

3. The following definitions are relevant to this Policy:
 - a) **Academic integrity** - Relates to honest and responsible scholarship through students creating and expressing their ideas, acknowledging all sources of information, completing all work, e.g. assessment tasks independently and/or, acknowledging any collaboration.
 - b) **Assessment** - is a process to determine a student's achievement of expected learning outcomes and may include a range of written and oral methods and practice or demonstration.⁵
 - c) **Assessment task** - Includes, but is not limited to essays, tests, examinations, laboratory, field, and clinical work, workplace learning tasks, portfolios, projects, presentations, and online activities.
 - d) **Assignment** - An assignment is a set or prescribed task that a student is expected to complete over an extended period and by a designated due date. Assignments allow and usually require students to do further reading and research while completing the task. An assignment must produce an assessable artifact or performance such as a paper, a work in an electronic medium such as a video or a presentation.
 - e) **AQF Qualification** - This qualification is the result of an accredited complete course of learning leading to formal certification that a graduate has achieved the learning outcomes described in the AQF
 - f) **Benchmarking** - Is a structured, collaborative process for comparing practices, processes, and outcomes of courses across the Higher Education sector. It assists IHM to identify comparative strengths and weaknesses that will support ongoing improvements in academic quality.⁶
 - g) **Core Generic skills** - The Australian Qualifications Framework, which spans all education and training sectors, captures Core Generic skills under four broad categories: Basic Fundamental skills, People skills, Thinking skills, and Personal skills.
 - h) **Criterion** - is a specific aspect of performance that is specified by the assessor and which the student must consider and address in their submitted response to an assessment task. Where a grade is

⁵ Refer to the AQF Glossary of Terminology in the *Australian Qualifications Framework*, January 2013

⁶ Definition adapted from TEQSA's *Guidance Note: External Referencing (including Benchmarking)*, Version 2.5, 16 April 2019 (Link: <https://www.teqsa.gov.au/latest-news/publications/guidance-note-external-referencing-including-benchmarking>, accessed 15 June 2022)



assigned, it is assigned on the judgment of the standard the student has achieved on each of the criteria specified for the task. It provides a focus for learning and teaching and specifies for both student and assessor what is required from the assessment task.

- i) **Criterion-referenced assessment** - involves the use of predetermined criteria and standards to support judgments about the quality of a student's performance rather than a reference to the achievement of other students and/or a scaled distribution of grades across a cohort it is often defined in contrast to norm-referenced assessment defined below.
- j) **Equity and ease of access** - Assessment must avoid placing requirements upon students that they cannot meet due to their special needs unless those requirements are an intrinsic part of the course content or the intended employment outcomes of its graduates. In some special cases, the alternative assessment will be provided to students who have special needs such as a disability, injury, or illness.
- k) **Examiner**-Any academic staff member involved directly in the marking evaluation of a student's performance in an examination or assignment is considered an examiner.
- l) **Examination**-An examination is a formalised process allowing students to demonstrate skills, knowledge, and procedures within a limited timeframe. The time limitations on an examination are such that there is no or very limited opportunity for students to access resources or do further reading while they complete it.
- m) **External Referencing** - a process through which a higher education provider compares an aspect of its operations with an **external** comparator(s)
- n) **Feedback in the context of assessment** - Feedback in the context of assessment relates to the information returned to students on their progress in a unit of study or learning outcomes. The information can be quantified in the form of marks or grades for assessment tasks and/or in the qualitative form such as comments, model answers, reading suggestions, etc. All assessments should incorporate both formative and summative assessment feedback for students to use in the pursuit of life-long learning (assessment FOR learning) in addition to an assessment of learning to date (assessment OF learning).
- o) **Formative assessment** - an assessment task is formative when it provides feedback to students on how their work can be improved. Formative assessment aims to help students to monitor and reflect on their learning progress and determine where improvements can be made.
- p) **Integrity of assessments** - IHM will take all reasonable and necessary steps to ensure that students complete their assessments themselves, unaided, and with integrity. All students will sign or electronically acknowledge a declaration that work they are submitting for assessment is their own and is free from collusion, plagiarism, and other forms of misconduct.
- q) **Learning Outcomes** -The expression of the set of knowledge, skills and the application of the knowledge and skills a person has acquired and is able to demonstrate as a result of learning.⁷
- r) **Moderation** - Is a quality assurance and control process that aims to assure consistency and/or comparability, appropriateness, and fairness of assessment judgments, as well as the validity and reliability of assessment tasks, criteria and standards. Moderation of assessment processes establish comparability of standards of student performance across, for example different markers, locations, subject, providers and/or courses of study.⁸ At IHM, moderation has three phases: pre-delivery moderation; moderation during delivery; and post-delivery moderation.
- s) **Peer review of Assessment** - Ensuring assessment is fit-for-purpose, clearly communicated and

⁷ Refer to the AQF Glossary of Terminology in the *Australian Qualifications Framework*, January 2013

⁸ Definition adapted from TEQSA's Glossary of terms (Link: <https://www.teqsa.gov.au/glossary-terms>, accessed 15 June 2022)

moderated, e.g. using the [Peer Review Portal](#), a cloud-based review management system, approved by the Tertiary Education Quality and Standards Agency (TEQSA) as an optional support mechanism which universities, industry, disciplinary networks, and professional bodies can use to meet academic standards through external review.

- t) **Prevention of plagiarism and collusion** - Prevention of plagiarism is central to the design of assessment tasks as well as the processes by which they are administered and marked. Policies and procedures relating to this are outlined in the Academic Honesty and Integrity Policy.
- u) **Rubric (or assessment rubric)** - a rubric is an evaluation tool or set of guidelines used to promote consistent marking of an assessment task. A rubric communicates the application of expectations about learning outcomes, the criteria that will be used to judge their achievement, and the standards of performance or quality expectations around a particular criterion for demonstrating achievement of the learning in an assessment task.
- v) **Standards** - are statements describing the level of the quality of performance in relation to stated criteria in an assessment task. When specific criteria are established in standards-based assessment specified levels and qualities of performance are developed as standards to demonstrate achievement of those criteria for each assessment task. Marks can be awarded by reference to the standards of performance specified across the various criteria of the assessment task. To achieve this, staff must identify and articulate clearly the different levels of performance that are connected to the grade and communicate those standards to students and other staff.
- w) **Student** - A person who has enrolled in and been admitted to a course or unit of study at IHM. For this policy, this includes students who have completed their course, up until all marking has been completed and their final transcripts and awards have been conferred.
- x) **Summative assessment** - assessment is summative when it forms part of the final grade in a Unit. The student's work is assessed in terms of pre-determined standards so that it can be classified in terms of levels of achievement (grades).
- y) **Units** - Units are the component parts of accredited courses (this includes HE, Non-Award Courses) that are designed as discrete entities but also complement other Units to form a coherent course of study that leads to the learning outcomes of an award course. Each Unit has a distinct set of learning outcomes the achievement of which are measured through appropriate assessment tasks.
- z) **Validation**: Validation is a process of peer review, which occurs before the setting of assessment tools. It is used to check that assessment is aligned with and reflects unit learning outcomes, and that the format, content, and criteria for assessment are set at an appropriate level.
- aa) **Workloads** - Assignments and examinations are a part of the student workload for each unit of study and must therefore be taken into consideration in the calculation of hours and credit points.

Suite documents

4. This Procedure is linked to the following:

- c) Moderation and Validation Policy
- d) See also the associated information listed in the 'Related Internal Documents' in Section 4 below.

SECTION 2

5. **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.

6. 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.

7. 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.

8. 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:
 - 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.

9. 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

10. 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	<ul style="list-style-type: none"> • Academic Honesty and Integrity Policy • Academic Honesty and Integrity Procedure • Assessment Policy • Assessment Procedure
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	<ul style="list-style-type: none"> • 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	<ul style="list-style-type: none"> • 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	<ul style="list-style-type: none"> • 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	<ul style="list-style-type: none"> • Wells Advisory provided a review of all Course Design and related policies and procedures (May 2022) • Version 3 amended as follows: <ul style="list-style-type: none"> • Minor edits to definitions • Aligned to HESF 2021 standards • Approved by Academic Board on 03/08/2022