

Moderation of Assessment Manual

Higher Education

Process and Tools

Coordinated by: Centre for Academic Development (CAD)

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1. Introduction

This document supports the [Higher Education Assessment Policy \[LT1302\]](#) and [Higher Education Assessment Procedure \[LT1254\]](#) with focus on supporting quality moderation of assessment processes and practices. The resources and documentation tools are designed to support institutes and partner providers in carrying out effective and efficient moderation of all elements of assessment.

1.1 Background

1.1.1 Purpose

The Moderation of Assessment Manual expands and contextualizes options regarding assessment design, models of marking moderation and reviewing assessment practices. According to Bloxham, Hughes and Adie (2016, p. 642), this includes a focus on the following:

- Ensuring consistency and fairness in educational standards (equity)
- Creating confidence for academics in grading decisions (justification)
- Aligning with systemic requirements (accountability)
- Calibrating judgements and building shared interpretations of criteria and standards (community building)

1.1.2 Scope

The Moderation of Assessment Manual is relevant to Federation University undergraduate and postgraduate courses offered through all delivery modes and via partnership and third-party vendor arrangements. It does not apply to higher degree by research courses subject to [Regulation 5.1 Higher Doctorates, The Degree of Philosophy, Professional Doctorates and Masters Degrees by Research](#). It also does not apply to courses offered by Federation TAFE.

1.1.3 Context

The Moderation of Assessment Manual provides a check on the constructive alignment of student learning and assessment. Specified processes ensure confidence in the validity and consistency of student assessment across courses and within disciplines. Implicit outcomes provide for quality assurance of course content underpinned by student adoption of effective and discipline relevant learning strategies.

1.1.4 Versions

Version 1 of this manual was based on the collaborative works lead by a working party under the auspices of the Federation University Learning and Teaching Committee in 2019.

This Version 2 document is an extension and update of that information to include refined processes, practical tools to document, monitor and report on quality assurance of moderation processes, and to reflect the structural changes within the academic portfolio implemented in April 2022. Draft 1 of the documentation tools were piloted by 16 teaching staff across five Schools in Semester 2, 2020, and an additional six staff across two Schools piloted Draft 2 of the tools in Semester 1, 2021. The Associate Deans (Teaching Quality) of these Schools co-coordinated the pilot process with the then, Centre for Teaching Innovation and Quality, now Centre for Academic Development (CAD). Development and piloting of digital documentation of Appendices in *fdlGrades* occurred in Semester 1, 2022 to improve access and enable ease of completion by users, and improved monitoring and reporting by leadership teams for quality assurance purposes.

1.1.5 Types

There are three types of moderation of assessment outlined in this resource:

- Moderation of assessment design (type I) – completed prior to course delivery
- Moderation of assessment marking (type II) – completed during course delivery
- Moderation of assessment practice (type III) – completed post course delivery

1.1.6 Definitions

Key roles within each type of assessment moderation are listed as follows. A comprehensive list of other stakeholder definitions associated with assessment can be located within the Higher Education Assessment Procedure.

Course Coordinator	An academic with overall responsibility for the design, delivery and assessment of a course of study
Course Reviewer	Academic staff member <u>independent</u> of the coordination, teaching or marking of a course within a course delivery period. They may be from within or external to the discipline area.
Course Moderator	Academic staff member responsible for overseeing moderation of marking process within a course delivery period. This may be the Course Coordinator, or a designated member of the Course Teaching Team, or Course Grading Team, or a person independent from the course, if deemed appropriate by the Executive Dean.
Course Teaching Team	All teaching staff involved in teaching within a course delivery period
Course Grading Team	All teaching staff involved in marking/grading assessments within a course delivery period

1.2 Department responsibilities

1.2.1 Centre for Academic Development

As per [Higher Education Assessment Procedure \[LT1254\]](#), the Dean of Learning and Teaching or nominee is responsible for:

1.2.1.1 Setting quality assurance targets

Setting quality assurance targets in consultation with Institute Executive Deans (or equivalent) and/or nominees. Determinations on moderation types, timing and included course deliveries, will account for practicalities and efficiencies, based on consultation with Institute/School/Centre leadership teams. Examples may include:

- Moderation of assessment design (type I) completed every third course delivery
- Moderation of assessment design (type I) completed on all courses offered by third-party provider
- Moderation of assessment design (type I) completed on all new courses developed prior to delivery
- Moderation of assessment marking (type II) on all tasks (where applicable) in all courses offered any semester of delivery
- Moderation of assessment practice (type III) completed on all courses as part of a program-wide review
- Moderation of assessment practice (type III) completed every third course delivery
- All three types of assessment moderation on all first-year courses offered in a single semester

All course deliveries must engage with at least one assessment moderation type in a calendar year.

1.2.1.2 Maintaining currency of resource

Working in collaboration with Institute Directors (Learning and Teaching), Global Professional School and other delivery Centres, leadership teams to ensure the Moderation of Assessment Manual remains current and reflective of quality contemporary moderation practices within the higher education sector.

1.2.1.3 Training materials

Maintaining provision of online materials and information made available for just-in-time support, and training workshops delivered to academic staff who hold key roles within the moderation of assessment process on request at an Institute or discipline level.

1.2.2 Institute/School/Centre

As per [Higher Education Assessment Procedure \[LT1254\]](#), the Institute Executive Dean (or equivalent) or nominee is responsible for:

1.2.2.1 Appointing roles for each course delivery

Appointing a course coordinator, course grading panel, course moderator and course reviewer for each course. Courses may have multiple delivery modes and locations. Required expertise and experience for appointed roles remain at the Institute/School/Centre's discretion.

1.2.2.2 Course moderators and reviewer induction

Supporting course moderators and course reviewers in carrying out their role through institute/school/centre-based induction process that familiarise them with the disciplines approach to assessment. This process can be supported by resources and expertise within the Centre for Academic Development.

1.2.2.3 Maintaining records for assessment moderation

Maintaining Institute/School/Centre records of the assessment moderation types implemented, timing, included courses and moderation outcomes. The course coordinator and Institute/School/Centre maintain a full record of assessment moderation outcomes via *fd/Grades*. The Institute Director (Learning and Teaching) (or equivalent) can produce an annual moderation report that compiles moderation data and reports for all courses in an academic year.

1.2.2.4 Resolving disagreements

Developing a process to resolving disagreements between course coordinators, course reviewers, course moderators or any other member of an assessment moderation process.

1.2.3 Information Technology Services

As per [Higher Education Assessment Procedure \[LT1254\]](#), the ITS | *fd/Grades* Coordinator or nominee is responsible for:

1.2.3.1 Supporting record management and reporting

Maintaining the electronic platform – *fd/Grades* – for keeping central records of all types of assessment moderation across all Institutes/Schools/Centres. Includes supporting Institute Executive Deans (or equivalent) or nominees, and the Dean of Learning and Teaching to access portfolio wide data and reports related to quality assurance of assessment moderation processes and practices.

2. Moderation of Assessment Design

Moderation of **assessment design** (type I) is completed prior to course delivery in accordance with the [Higher Education Assessment Procedure \(LT1254\)](#) by providing checks on and support for the design of evidence-based best practice assessment tasks. This includes sound assessment task design, and development of a course learning plan that includes aligned learning content, learning activities, associated support resources, and facilitation practices to maximise student success. This process ensures assessment tasks are designed and implemented in accordance with University policies/procedures, Institute/School/Centre guidelines, and auditing and contractual obligations.

2.1 Process

2.1.1 Summary

Moderation of **assessment design** involves the following steps, by the following roles, undertaking the following responsibilities in the 4 – 6 weeks leading into the teaching semester.

Step 1. Course Coordinator	Designs all components of course assessment tasks and course learning plan based on university approved Course Outline, as per Higher Education Assessment Procedure [LT1254] and relevant Supplementary Guidelines. Consideration given to formal and informal feedback and evaluations from students and staff from previous reiterations. Identify model(s) of marking moderation to be used for each task (see Moderation of assessment marking) and documents in Course Description.
Step 2. Course Teaching Team	Where possible, the Course Teaching Team has an opportunity to contribute to discussions on assessment design, associated support resources and course learning plan.
Step 3. Course Coordinator	Develops assessment tasks and subsequent course learning plan and makes available to Course Reviewer.
Step 4. Course Reviewer	Reviews all components of the assessment tasks, associated documents, and online resources. Course Reviewer provides feedback and recommendations to ensure sound assessment design and compliance with university policy and procedure.
Step 5. Course Coordinator	Views comments and recommendations made by Course Reviewer. Where major amendments are required/recommended, discuss with the Course Reviewer , Program Coordinator , Discipline Lead , Institute Director Learning & Teaching or CAD staff to seek clarity, advice and/or guidance on enhancements required. Documents response to recommendations.
Step 6. Course Reviewer	Records approval of amended course assessment tasks.
Step 7. Course Coordinator	Documents approved assessment task information into Course Description. Course Description is approved by designated Institute Approver. Published version of Course Description and any additional assessment instructions (including marking criteria) made available to students via Moodle within timeframe stipulated in Higher Education Assessment Procedure [LT1254].

2.1.2 Time allocation

A pilot undertaken in Semester 2, 2020 within eight courses across five Schools collected feedback on time taken to conduct each step. This varied slightly due to the availability and clarity of evidence provided, number and complexity of assessment tasks, and level of enhancement or amendments required. The following average hours are depicted in a range to accommodate these variances.

- Steps 1 & 3 | Course Coordinator – Average: 4 – 8 hours
- Steps 4 & 6 | Course Reviewer – Average: 2 – 6 hours
- Steps 5 & 7 | Course Coordinator – Average: 1 – 3 hours

2.1.3 Documentation

Refer to Appendix I, *Moderation of assessment design – documentation tool* to view an image of the tool used to document Steps 4, 5 and 6. This tool can be accessed in *fdlGrades* via the Peer Review section for efficiency in recording and reporting. Courses will require the allocation of a course coordinator and course reviewer to access the relevant sections of *fdlGrades*.

2.2 Role responsibilities

2.2.1 Course Coordinator responsibilities

The course coordinator designs and develops assessment tasks and a course learning plan consistent with the approved Course Outline, University Procedures, and Supplementary Guidelines (Assessment). In completing this role as per Step 1 and 2, the Course Coordinator, in consultation with the teaching team (where possible), must ensure:

- The design of assessment tasks complies with the ten elements listed in the [Higher Education Assessment Procedure \[LT1254\]](#)
- The design of assessment tasks complies with program, course and industry (where applicable) learning outcomes plus graduate attributes as listed in the Course Outline as per [Higher Education Assessment Procedure \[LT1254\]](#)
- Criteria for assessment grading, including where applicable, mark/grade allocations, marking criteria and forms of feedback, are available to all teaching staff and students on or before course start date as per [Higher Education Assessment Procedure \[LT1254\]](#)
- Opportunities to enable student success through access of suitable preparatory learning and direction, which may include learning resources, learning activities, assessment examples, monitoring of progress and feedback as per [Higher Education Assessment Procedure \[LT1254\]](#) and [BOLD Learning and Teaching Practices – Focus Area 05](#). Includes opportunity for clarification on requirements, and sufficient time for completion of assessment tasks.
- Specified assessment tasks have been updated, revised or changed based on previous moderation outcomes, or other Institute/Discipline course and/or assessment review processes.
- Provision of evidence of all assessment tasks in the likes of:
 - Draft Course Description
 - Course learning plan (see [Learning and Teaching website](#) for example)
 - Access to Moodle site – Assessment section, assessment instructions, submission portals, question forums
 - Access to Moodle site – Learning content, learning activities, embedded student supports and resources
 - Assessment Task Student Instructions, including marking criteria (see [Learning and Teaching website](#) for example)
 - Draft Exam
 - Meeting Minutes

The course coordinator is then responsible for:

- Providing the course reviewer with evidence of all assessment tasks and associated course learning plan for review, as per Step 3.
- Considering the comments and recommendations made by the course reviewer and liaise where necessary with expertise regarding any amendments as per Step 5 and 6.

- Document a response to course reviewer comments/feedback, including amendments to the assessment tasks or course learning plan in the *Moderation of assessment design – documentation tool* (see Appendix I – Part B).

2.2.2 Teaching Team responsibilities

The teaching team includes all lecturers, tutors, and demonstrators involved in the delivery of a course. Teaching teams may be large and located in different university and partner locations. It is important that all members of the teaching team approach assessment of, for and as learning in a consistent manner, regardless of location.

- Scrutinise assessment tasks and associated documents/resources to become familiar with expectations of students and markers
- Communicate with the course coordinator to discuss any matters of concern, clarify procedures surrounding reporting, record keeping, marking and feedback expectations, as per Step 2.

2.2.3 Course Reviewer responsibilities

The course reviewer is responsible for independently reviewing any planned course assessment and learning plan delivery. The course reviewer provides constructive feedback to the course coordinator on the course assessment design and associated course learning plan.

- The course reviewer analyses and documents feedback on the assessment design and proposed course delivery plan consistent with the above-specified course coordinator responsibilities, as per Step 4. Comments and feedback are documented in the *Moderation of assessment design – documentation tool* (see Appendix I – Part A).
- Resources to support the review process include:
 - [Higher Education Assessment Procedure \[LT1254\]](#)
 - [Supplementary Guidelines – Learning Outcomes and Assessment](#)
 - [Supplementary Guidelines – Student Workloads](#)
 - [BOLD Learning and Teaching Practices – Focus Area 05](#)
 - Specific Institute/School/Discipline assessment guidelines
- Feedback and matters of concern are discussed with the course coordinator, as per Step 5.
- The course reviewer reviews and approves the course coordinators response/comments, including adjustments to the course learning plan or assessment, as per Step 6. Record final approval in the *Moderation of assessment design – documentation tool* (see Appendix I – Part C).

3. Moderation of Assessment Marking

Moderation of **assessment marking** (Type II) is completed during course delivery in accordance with the [Higher Education Assessment Procedure \(LT1254\)](#) whereby a model or models of marking moderation are selected and implemented for each assessment task (where applicable) to ensure that all marks/grades are fair, consistent and accurate in line with published assessment criteria, regardless of the type of assessment, number of markers or delivery location. This ensures marking of assessment tasks uphold professional integrity in accordance with University policies and procedures, Institute/School/Centre guidelines, and auditing and contractual obligations.

3.1 Process

3.1.1 Summary

Moderation of **assessment marking** involves the following steps, by the following roles, undertaking the following responsibilities, using the selected model(s) of marking moderation, within the teaching semester.

Step 1. Course Coordinator	Confirms selected model(s) of marking moderation to be used for integrity, consistency and fairness between all assessors/markers in the Course Grading Team . Choice of model(s) (see Appendix III) must comply with any institute policies/guidelines, auditing or contractual obligations (eg: Partner Providers) and be documented in Course Description.
Step 2. Course Coordinator	Facilitate all processes, expectations, channels of communication and relevant access to Course Grading Team and Course Moderator for all elements of marking assessment tasks and model(s) of marking moderation.

Step 3. Course Grading Team	Assess student work and enter grades in approved University systems (ie: Moodle and/or <i>fdlGrades</i>) as per selected model(s) of marking moderation
Step 4. Course Moderator	Review and moderate marks applied to assessment tasks. Work with Course Coordinator regarding any inconsistencies, discrepancies and/or disputes
Step 5. Course Grading Team	Contribute to review discussions on process of marking/grading, model(s) of moderation used, and challenges/issues experienced.
Step 6. Course Coordinator	Record model(s) of marking moderation used and subsequent outcomes.

3.1.2 Time allocation

A pilot undertaken in Semester 2, 2020 within eight courses each across five Schools collected feedback on time taken to conduct each step. This varied significantly due to the variation in assessment types and weighting, model(s) of marking moderation used, members of the Course Grading team (i.e., numbers and level of expertise) and student cohort size. The following average hours, per assessment task, are depicted in a range to accommodate these variances.

- Steps 1, 2 & 6 | Course Coordinator – Average: 1 – 4 hours
- Step 4 | Course Moderator – Average: 1 – 4 hours

3.1.3 Documentation

Refer to Appendix II, *Moderation of assessment marking – documentation tools* to view the tools used to document Steps 4 & 6. These tools are located in *fdlGrades* within the Course Description (documenting model used for each task) and individual assessment tab (moderation of marking outcomes), for efficiency in recording and reporting. Courses will require the allocation of a course coordinator and course moderator to access the relevant sections of *fdlGrades*.

3.2 Role responsibilities

3.2.1 Course Coordinator responsibilities

The course coordinator implements course delivery for all locations specified. Tasks and activities are recorded and stored in the University approved records management system.

Throughout the teaching semester, the course coordinator:

- Provides access to the course learning plan and assessment for the course teaching team, including partner providers or other third-party vendors delivering the course.
- Provides opportunity for correspondence and discussion on the course with the course teaching team in relation to alignment of learning activities to assessment tasks
- Gives advice on strategies and processes to maintain academic integrity, including use of electronic text matching systems, invigilated examinations and online testing software.
- Advises on expectations around student support and direction for students with special circumstances under policy

In relation to the marking/grading of assessment tasks, the course coordinator:

- Selects a model or models of marking moderation in consultation with the course teaching team, course moderator and/or Institute/Discipline/School/Centre Assessment Guidelines. Refer to Appendix III, *Models of marking moderation* for a list of commonly used models available. The choice of model (or use of multiple models) may depend on the assessment type and weighting, student cohort size, and number and expertise of the course grading team.
 - **Note:** All decisions for moderation of assessment marking involving courses managed through the Global Professional School must comply with processes defined in the relevant manual for third-party providers in order to ensure compliance with auditing and contractual obligations.
- The model(s) of marking moderation used for each assessment task are communicated to students via the Course Description (see Appendix II)

- In conjunction with the course moderator, work with course grading team to provide subsequent information, guidance and support related to the model(s) of marking moderation to be undertaken. Ensure clarity of all components of the process to maintain consistency and fairness of all marking of assessment tasks.
- In conjunction with the course moderator, liaise directly with the course grading team with regards to moderation feedback and outcomes, and resolve disagreements between markers, where necessary
- Liaises directly with the course moderator to apply any corrective action of moderation results and update *fdlGrades* accordingly.

On course completion, the course coordinator:

- Records process and approves outcomes in the individual assessment section in *fdlGrades* (see Appendix II), and include a summary within the Course Coordinators Report, which may be used for ratification or upward reporting as required under policy.

3.2.2 Course Teaching Team responsibilities

The course teaching team includes all academic staff employed to teach course content within the course. This may include the course coordinator, lecturer and tutors in all delivery locations. Responsibilities include:

- Reporting to the course coordinator any variations to the conditions under which assessment tasks are completed.
- If applicable, tag selected assessment tasks for discussion with course coordinator and/or course grading team to assist in developing consistent responses/grades/marks.

3.2.3 Course Grading Team responsibilities

Course grading teams includes all academic staff employed to grade/mark assessment tasks within the course. This may include the course coordinator, lecturers, tutors and sessional markers involved in assessing demonstrations of learning in a course. Responsibilities include:

- Engage with the information, guidance and support offered by the course coordinator and course moderator in regard to model(s) of marking moderation to be undertaken. Ensure clarity of all components of the process to maintain consistency and fairness of all marking of assessment tasks.
- Undertake marking of allocated assessment tasks within the process and timeline set by the course coordinator, Institute/School Assessment Guidelines, and in compliance with [Higher Education Assessment Procedure \[LT1254\]](#).

3.2.4 Course Moderator responsibilities

The course moderator is an appropriately qualified academic staff member(s) responsible for ensuring the quality of marking student assessments to ensure consistency and fairness between all assessors/markers in the course grading team, regardless of delivery or location. This may be the course coordinator, or a designated member of the course teaching team, or course grading team, or a person independent from the course, if deemed appropriate by the Institute Executive Dean (or equivalent). Responsibilities include:

- In conjunction with the course coordinator, work with course grading team to provide subsequent information, guidance and support related to the model or models of marking moderation to be undertaken. Ensure clarity of all components of the process to maintain consistency and fairness of all marking of assessment tasks.
- Identifying any mark/grade discrepancies within assessment tasks graded/graded by the course grading team
- Working with the course coordinator to determine suitable and timely corrective action. Action taken and rationale is communicated to the course grading team and documented.
- Seeking advice about corrective action, as appropriate from the Institute Director (Learning and Teaching) or Program Coordinator. In the event of dispute, the Institute Executive Dean (or equivalent) has ultimate authority in assessment matters
- Applying corrective action on the basis of moderation results and update *fdlGrades* accordingly
- In the case of third-party providers, ensuring that marking moderation processes abide by the auditing and contractual agreements as set out in the relevant third-party provider manual
- Records process and outcomes in the individual assessment section in *fdlGrades* (see Appendix II) for all delivery locations.

4. Moderation of Assessment Practice

Moderation of **assessment practice** (Type III) is completed post course delivery in accordance with the [Higher Education Assessment Procedure \(LT1254\)](#) by evaluating the success of the assessment tasks, course learning plan, and facilitation practices undertaken in enabling and demonstrating student learning. It is acknowledged that despite the best of intention in assessment and course learning plan design, desired student outcomes are sometimes not achieved due to a range of internal and external factors. This review process provides a vehicle for continuous improvement through acknowledgment of successes and challenges, and provision of recommendations to mitigate challenges for future assessment and course learning plan design, development and delivery.

4.1 Process

4.1.1 Summary

Moderation of **assessment practice** involves the following steps, by the following roles, undertaking the following responsibilities in the 4 – 6 weeks post the teaching semester.

Step 1. Course Coordinator	Review all components of course assessment tasks, course learning plan, model/process of marking moderation and feedback based on Higher Education Assessment Procedure [LT1254].
Step 2. Course Teaching Team Course Grading Team Course Coordinator	Where possible, both the Course Teaching Team and Course Grading Team (if different) has an opportunity to contribute to discussions on evaluating assessment design/development and course learning materials (moderation of assessment design), model/process of marking moderation (moderation of assessment marking). Course coordinator prepares material for review and notifies Course Reviewer.
Step 3. Course Reviewer	Review documentation of moderation of assessment design (if completed) and moderation of assessment marking (if completed) and additional practice evidence. Liaise with Course Coordinator to discuss resources and processes on Moodle and/or in class. Documents recommendations.
Step 4. Course Coordinator	Views comments and recommendations made by Course Reviewer. Where major amendments are required/recommended, see Course Reviewer, Program Coordinator, Discipline Lead, Director Learning and Teaching or CAD staff to seek clarity, advice and/or guidance on any issues noted and recommendations for future enhancements. Documents plan to address recommendations.
Step 5. Course Reviewer	Documents completion of course assessment review.
Step 6. Course Coordinator	Commences plan to address agreed amendments in preparation for next delivery. Documents approval in fdl grades and summary in Course Coordinators Report.

4.1.2 Time allocation

A pilot undertaken in Semester 2, 2020 within eight courses across five Schools collected feedback on time taken to conduct each step. This varied slightly due to the availability and clarity of evidence provided, complexity of challenges identified, and number of recommendations made. The following average hours are depicted in a range to accommodate these variances.

- Steps 1, 4 & 6 | Course Coordinator – Average: 2 – 4 hours
- Steps 3 & 5 | Course Reviewer – Average: 1 – 3 hours

4.1.3 Documentation

Refer to Appendix IV, *Moderation of assessment practice – documentation tool* to view the tool used to document Steps 3, 4 & 5. This tool can be accessed in *fdlGrades* via the Peer Review section for efficiency in recording and reporting. Courses will require the allocation of a course coordinator and course reviewer to access the relevant sections of *fdlGrades*.

4.2 Role responsibilities

4.2.1 Course Coordinator responsibilities

The course coordinator is responsible for leading the review of all practices and processes associated with assessment for the teaching period within the approved Course Outline, University Procedures, Supplementary Guidelines and good teaching practice. In completing this role as per Step 1 and 2, the course coordinator, in consultation with the teaching and grading teams (where possible), undertakes a self-review of the assessment task design and delivery practices to evaluate if the:

- Learning content and learning activities undertaken were appropriately aligned to enable successful completion of the assessment tasks (alignment)
- Measures taken in the choice and context of assessment tasks enabled a valid judgement of the course learning outcomes (validity)
- Academic challenge of the assessment tasks was consistent with the context of the course, year level, program and student workloads as per course credit (authenticity)
- Assessment task information was made available at the commencement of the teaching semester – including the likes of student assessment instructions, criteria for assessment grading, mark/grade allocations, marking criteria, forms of feedback and mark/grade release (transparency)
- Opportunities were available for students to seek clarity in a timely manner (transparency)
- Opportunities to maintain academic integrity were maximised through task design, embedded student resources and use of integrity software (where applicable), and instances of academic misconduct were managed as per Academic Integrity Procedure [LT1944] (veracity)
- Sufficient academic resources and supports were provided to enable academic success in tasks (inclusiveness)
- Feedback as provided in a constructive, meaningful and timely manner within three weeks of submission as per Higher Education Assessment Procedure [LT1254] (feedback)
- Assessment marking criteria was effective in making judgements on student work (reliability)
- Manageable within student and staff workloads allocated for the course credit points as per university policy (manageability)
- Formal and/or informal feedback is sought from the Teaching Team and/or Course Grading Team and students on effectiveness of the assessment tasks in demonstrating student learning outcomes (evaluation)
- Model or models of marking moderation ensured fair, consistent and accurate marking of tasks across all campuses and locations.

Evidence of the above can be viewed in the likes of:

- Final Course Description
- Access to Moodle site – Assessment section, submission portals, student feedback, mark/grade distribution
- Access to Moodle site – Learning activities, discussion forums, embedded student supports/resources, lecture recordings, tutorial lesson plans
- Assessment Task Student Instructions, including marking criteria (see [Learning and Teaching website](#) for example)
- Meeting Minutes
- Student feedback

The Course Coordinator is then responsible for:

- Documenting the self-review process in *Moderation of assessment practice – documentation tool* (see Appendix IV – Part A)
- Providing the course reviewer with evidence of the course assessment practices and items for review, as per Step 1 & 2.
- Considering the comments and recommendations made by the course reviewer and liaise where necessary with expertise regarding any major amendments or enhancements as per Step 4.
- Record changes to be made for the next offering of the course in *Moderation of assessment practice – documentation tool* (see Appendix IV – Part C & D), and where applicable, commence processes required for any major amendments
- Provide a summary of all three stages of assessment moderation as part of the *Course Coordinators Report* section in *fdlGrades*, as per Step 6.

4.2.2 Course Teaching and Course Grading Team responsibilities

The course teaching and grading teams includes all lecturers, tutors, demonstrators, assessors and markers involved in the delivery of a course and marking of assessments. It is important that all members of the teaching and grading

team have an opportunity to provide feedback on all elements of the course assessment tasks, associated learning activities, marking processes and assessment practices.

- Communicate with the course coordinator to discuss any matters of concern regarding the assessment design, student instructions, content learning plan, model of moderation used, marking, feedback and record keeping, as per Step 2.

4.2.3 Course Reviewer responsibilities

The course reviewer is responsible for **independently** reviewing the actual course assessment practices within the teaching period. The course reviewer provides constructive feedback to the course coordinator on the effectiveness of the assessment design in demonstrating student learning, implemented course learning plan, and practice of assessment processes.

- The course reviewer to liaise with course coordinator to review the success of the assessment design in demonstrating student learning and implemented course learning plan (as outlined in moderation of assessment design process), consistent with the above-specified course coordinator responsibilities, as per Step 3. Comments and recommendations for future enhancements documented in *Moderation of assessment practice – documentation tool* (see Appendix IV – Part B).
- The course reviewer reviews and approves the course coordinators responses to the Part B comments/feedback, including recommendations to the assessment design, course delivery plan or marking moderation model used, as per Step 5. Record final approval in *Moderation of assessment practice – documentation tool* (see Appendix IV – Part D).

Resources to support the review process can include:

- [Higher Education Assessment Procedure \[LT1254\]](#)
- [Supplementary Guidelines \(Learning Outcomes and Assessment\)](#)
- [Supplementary Guidelines \(Student Workloads\)](#)
- [University Academic Workload Model](#)
- Institute/School/Discipline specific assessment guidelines and/or documentation

5. Appendices

5.1 Appendix I: Moderation of Assessment Design (type I) – documentation tool

The documentation tool to complete **moderation of assessment design** can be found in *fdlGrades* under the **Peer Review** section. Courses will require the allocation of a Course Coordinator and Course Reviewer to access the relevant sections of *fdlGrades*. Below is an image of the assessment design information moderated.

LOCATION:	eg: ONLINE, FLEXBALL, AAPOLY			TERM:	eg: 2020/15
COURSE:	eg: EDGCT5007				
Part A Course Reviewer: Preparation Analysis	Y	N	If NO, comments on areas that require attention	Part B Course Coordinator: Response	
1. ALIGNMENT: Is there evidence that... a. All tasks are aligned to learning outcomes and assessment requirements set out in the Course Outline? b. Graduate attributes are embedded and assessed either directly or indirectly? c. Tasks are sequenced and scaffolded logically to build upon previous tasks?	<input type="checkbox"/>	<input type="checkbox"/>	Free text: Include any general comments, meetings had, expertise sought, and recommendations required	Free text: Include any general comments, meetings had, expertise sought, and amendments made based on Course Reviewer analysis	
2. VALIDITY: Is there evidence that... a. The choice of tasks is considered evidence-based best practice and a valid judgement of course learning outcomes? b. Choice of task is appropriate for mode(s) of delivery? c. Tasks are not inappropriately used to measure engagement in learning, as opposed to demonstration of learning?	<input type="checkbox"/>	<input type="checkbox"/>			
3. AUTHENTICITY: Is there evidence that... a. The academic challenge in the task is consistent within the context of the course, year level, program, and student workloads per course credit points? b. Assessment tasks are realistic, and reflect real world situations, where appropriate? c. Tasks are ethically sound as per Discipline, School and University codes of conduct and work integrated learning agreements?	<input type="checkbox"/>	<input type="checkbox"/>			
4. TRANSPARENCY: Is there evidence that... a. Student instructions are clear and give sufficient detail to allow them to complete and submit the assessment tasks?	<input type="checkbox"/>	<input type="checkbox"/>			
5. INCLUSIVENESS: Is there evidence that... a. Student's current knowledge, experience, academic literacy and digital literacy needs for successful completion of the task are accounted for? b. Tasks are fair and equitable to accommodate students from diverse backgrounds and needs, and across campuses/modes of offering?	<input type="checkbox"/>	<input type="checkbox"/>			
6. VERACITY: Is there evidence that... a. Steps have been taken to maintain academic integrity of submissions? b. Invigilation in assessment has been considered?	<input type="checkbox"/>	<input type="checkbox"/>			
7. FEEDBACK: Is there evidence that: b. Opportunities are available for formative and summative feedback, or both to improve student future performance?	<input type="checkbox"/>	<input type="checkbox"/>			
8. RELIABILITY: Is there evidence that... a. Assessment marking criteria are explicit, which both students and the Course Grading Team can use to consistently understand expectations? b. Model(s) of marking moderation to be used are confirmed and comply with any School policies/guidelines, auditing or contractual obligations	<input type="checkbox"/>	<input type="checkbox"/>			
9. MANAGEABILITY: Is there evidence that... c. Student instructions for each task include realistic time allocations?	<input type="checkbox"/>	<input type="checkbox"/>			
Part C Course Reviewer + Course Coordinator: Approval				Stage One (MAP completed: <input type="checkbox"/>)	
Course Reviewer:	[insert name]		[insert signature]		[insert date]
Course Coordinator:	[insert name]		[insert signature]		[insert date]

5.2 Appendix II: Moderation of Assessment Marking (type II) – documentation tools

The first documentation tool to complete **moderation of assessment marking** can be found in *fdlGrades* under the **Course Description** section. Courses will require the allocation of a Course Coordinator to access this section of *fdlGrades*. Below is an image of the where the agreed main model of marking moderation used for each task is communicated to students within the Course Description.

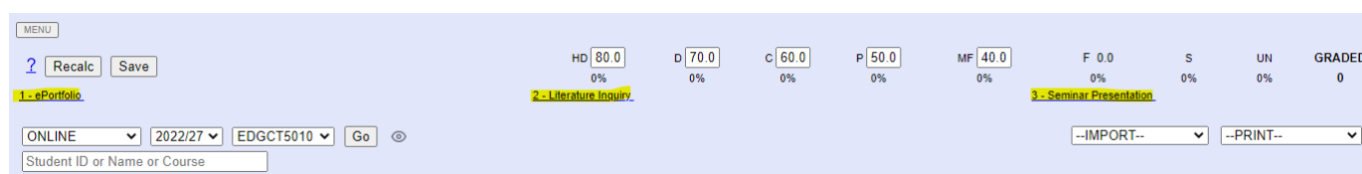
Assessment:

The following tasks will be graded.

Task	Released	Due	Weighting
ePortfolio	Week 1	Various	40.0%
Literature Inquiry	Week 1	Mon, Jan 24, 2022 - 09:00 (Other)	40.0%
Seminar Presentation	Week 1	Wed, Feb 9, 2022 - 09:00 (Other)	20.0%

The second documentation tool to complete **moderation of assessment marking** can be found in *fdlGrades* under the **individual assessment** section within the course. Courses will require the allocation of a Course Coordinator and Course Moderator to access these sections of *fdlGrades*. Below is an image of the where the outcomes of the marking moderation process are to be documented.

1. Click on the individual assessment (see yellow highlight)



2. In the free text box provided:

- Note any additional moderation of marking processes undertaken that are not listed in the Course Description
- Record any discrepancies/ disputes in grades/marks
- Processes of resolving any discrepancies/disputes
- Document any issues involved in undertaking any step within the moderation of marking process

?

Please note: new note, user name and date will be added to existing notes.
By hitting the Save Note button above your notes will be saved and you do not need to press the Save button on the main class list screen.

Notes

Previous Term Notes

Checked by:

Course Description Guidelines:

Closing the Loop / Student Feedback:

At the end of each teaching semester/delivery, it is the responsibility of Course Coordinators to review the feedback received from students through a variety of mechanisms, including eVALUate. The following 4 key prompts are designed to provide Course Coordinators with guidance on structuring a summary statement of student feedback when completing the Closing the Loop section of the university endorsed Course Description:

1. Acknowledgement of key issues identified through such feedback:
2. Summary of improvements or course modifications as a result of the student feedback, peer review and/or course review.
3. Summary of how key issues will be addressed in the future delivery of the course.
4. An estimated time when any resulting changes will be included in the course.

5.4 Appendix III: Models of Marking Moderation

PRE – MARKING MODERATION MODELS

- **Model A – BLIND MARKING.** Prior to commencing marking, all members of the Course Grading Team are provided with three de-identified pieces of student work to mark as per the assessment marking criteria. The Course Coordinator then leads a collective discussion with the Course Grading Team on any inconsistencies noted and resolutions to enable consistent marking practices moving forward.

MID – MARKING MODERATION MODELS

- **Model B – SIMULTANEOUS MARKING.** Two members of the Course Grading Team simultaneously mark the assessment tasks in real time for the likes of oral presentations, performances and practicals.
- **Model C – SINGLE MARKERS/MULTIPLE TASKS.** A single marker assesses all submissions for a single task using the published assessment marking criteria, and another single marker assesses all submissions for the next single task. For example, all of Task 1 submissions are marked by Lecturer A, all of Task 2 submissions are marked by Lecturer B, and all of Task 3 submissions are marked by Lecturer C. Inherent differences between markers are reduced as all student assessments are marked by all three Lecturers within the course.
- **Model D – COLLABORATIVE MARKING.** When an assessment task has two elements, one person will mark one component and a second person will mark the other. e.g: practical skill demonstration followed by a reflective video diary entry – one lecturer might mark the practical skill element for all students and another lecturer will mark the reflective video element for all students, which are then combined to form a single mark/grade for the task.

POST – MARKING MODERATION MODELS

- **Model E – DOUBLE MARKING.** The Course Grading Team complete marking of assessment tasks according to the assessment marking criteria. All marks within 80-100% (high distinction) and 0-49% (marginal fail and fail) are marked by a second marker within the Course Grading Team. The second marker is to mark a 'clean' copy of the assessment.
- **Model F – THIRD MARKER.** A third marker is engaged for major student projects (e.g., capstone courses) or arbitrating unresolved disputes or discrepancies.
- **Model G – SAMPLING.** Remarking a sample of submissions (e.g., 10% of assessment tasks items for each location). All grades/marks must be entered by all assessors/markers across all locations in *fd/Grades* to perform this model of moderation. Note: This model is mandated for all courses delivered via Partner Providers. Refer to Partner Provider Manual for specific definitions of sample sizes and process.
- **Model H – STATISTICAL ANALYSIS.** Statistical analysis of mark distributions testing for sample differences. This refers to the assumption of a normal distribution and be guided by the mode (most often occurring), mean (average) and median (mid-point of distribution). If the data are normally distributed, the preferred measure of central tendency is the mean. However, if the data are not normally distributed, the median is a better measure of central tendency. The median is the point in the distribution above which and below which 50% of the scores lie – i.e., if the scores are listed in order from highest to lowest (or lowest to highest), the middle-most score is the median.
- **Model J – DIGITAL REFERENCE.** Video recording of time-current assessment tasks (e.g., performances, presentations, practicals) to allow for cross-checking of marks awarded by the Course Moderator or Course Coordinator.

OTHER

- **Model K – OTHER.** To accommodate other forms of assuring marks/grades of assessment tasks are fair and consistent. A brief explanation of process used must be noted.
- **Model Z – NOT APPLICABLE.** Noting that some assessment tasks are unable to be moderated due to the nature of the learning outcomes being assessed. Examples may include tasks with a satisfactory/unsatisfactory grade (such as an industry placement, demonstration of a skill, hurdle task).

5.5 Appendix IV: Moderation of Assessment Practice (type III) – documentation tool

The documentation tool to complete **moderation of assessment practice** can be found in *fdlGrades* under the **Peer Review** section. Courses will require the allocation of a Course Coordinator and Course Reviewer to access the relevant sections of *fdlGrades*. Below is an image of the assessment practices moderated.

LOCATION:		eg: ONLINE, FLEXBALL, AAPOLY		TERM:		eg: 2020/15	
COURSE:		eg: EDGCT5007					
Part A Course Reviewer: Preparation analysis			Y	N	If NO, comment on areas that require attention		Part B Course Coordinator: Response
1. ALIGNMENT: Is there evidence that... a. Learning activities undertaken each week were aligned to successfully complete the assessment tasks?			<input type="checkbox"/>	<input type="checkbox"/>	Free text: Include any general comments, explanations, strategies moving forward		Free text: Include any general comments and recommendations for mitigating future challenges
2. VALIDITY: Is there evidence that... a. Measures taken in the choice and context of assessment tasks enabled a valid judgement of the course learning outcomes in an equitable manner?			<input type="checkbox"/>	<input type="checkbox"/>			
3. AUTHENTICITY: Is there evidence that... a. Academic challenge of the assessment tasks was consistent with the context of the course, year level, program, and student workloads as per course credit?			<input type="checkbox"/>	<input type="checkbox"/>			
4. TRANSPARENCY: Is there evidence that... a. Assessment instructions were made available at the commencement of the teaching semester? b. Opportunities were available for students to seek clarity in a timely manner?			<input type="checkbox"/>	<input type="checkbox"/>			
5. INCLUSIVENESS: Is there evidence that... a. Sufficient academic resources and supports were provided to enable academic success in tasks?			<input type="checkbox"/>	<input type="checkbox"/>			
6. VERACITY: Is there evidence that... a. Instances of academic misconduct was managed as per Academic Integrity Procedure [LT1944]			<input type="checkbox"/>	<input type="checkbox"/>			
7. FEEDBACK: Is there evidence that: a. Feedback was provided in a constructive, meaningful and timely manner within three weeks of submission as per University policy?			<input type="checkbox"/>	<input type="checkbox"/>			
8. RELIABILITY: Is there evidence that... a. Assessment marking criteria was effective in making informed judgements on student work?			<input type="checkbox"/>	<input type="checkbox"/>			
9. MANAGEABILITY: Is there evidence that... a. Student time allocations for task completion were realistic? b. Course grading team were able to mark the tasks and provide meaningful feedback within allocated staff workload hours?			<input type="checkbox"/>	<input type="checkbox"/>			
10. EVALUATION: Is there evidence that... a. Feedback sought from the Teaching Team and/or Course Grading Team on effectiveness of assessment tasks in demonstrating course learning outcomes? b. Feedback sought from students on relevance of assessment tasks to demonstrate course learning outcomes?			<input type="checkbox"/>	<input type="checkbox"/>			
11. MARKING MODERATION: Is there evidence that... d. Model or models of marking moderation used ensured fair and consistent marks/grading across all campuses and locations?			<input type="checkbox"/>	<input type="checkbox"/>			
Part C Course Coordinator: Proposed enhancements							
Free text: Proposed enhancements recommended for future reiterations, persons responsible, process required and timelines							
Part D Course Reviewer + Course Coordinator: Approval						Stage Three (MAR) completed: <input type="checkbox"/>	
Course Reviewer:	[insert name]			[insert signature]			[insert date]
Course Coordinator:	[insert name]			[insert signature]			[insert date]

6. References

Bloxham, S., Hughes, C., and Adie, L. (2016). [What's the point of moderation? A discussion of the purposes achieved through contemporary moderation practices](https://www.tandfonline.com/doi/full/10.1080/02602938.2015.1039932), *Assessment & Evaluation in Higher Education*, Vol. 41(4), pp 638-653. Accessed via: <http://www.tandfonline.com/doi/full/10.1080/02602938.2015.1039932>

Federation University (2019) Higher Education Assessment Policy [LT1302]. Accessed via: https://policy.federation.edu.au/learning_and_teaching/assessment/assessment/ch03.php

Federation University (2019) Higher Education Assessment Procedure [LT1952]. Accessed via: https://policy.federation.edu.au/learning_and_teaching/assessment/assessment/ch01.php

7. Acknowledgement

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End document