

Moderation Policy

1. Purpose

This Policy supports the [Assessment Policy](#) and details the internal and external moderation processes undertaken to ensure the quality of assessment and content, to ensure alignment with the equivalent UNSW course.

The processes are designed to ensure that marking is consistent, accurate, in accordance with specific criteria designed for each assessment item and verifies the validity and reliability of assessment decisions.

2. Scope

This Policy applies to all academic staff and students enrolled in programs delivered by UNSW College.

3. Overview

- (a) The College largely draws on UNSW First Year curricula within specific degrees to develop its higher education diploma programs, with the sharing of intellectual property supported by a Master Services Agreement between the College and the University.
- (b) In some cases, assessment tasks and marking rubrics used by the University for courses delivered by both institutions, are shared with the College and mapped to course and program learning outcomes of the College diplomas.
- (c) In some cases, the College designs the assessment tasks and marking rubrics for the courses, with all assessment tasks mapped to course and program learning outcomes of the College diplomas.
- (d) Assessment tasks, including marking criteria, are clearly communicated to students at the commencement of each Term in which the course is undertaken.
- (e) Marking rubrics for each assessment item within each course, distinguish assigned levels of grading and student achievement of learning.
- (f) Internal and external moderation of assessment is undertaken as a quality assurance mechanism to ensure the validity of assessment instruments and the reliability of assessment decisions made by College academic staff.

4. Internal moderation

4.1. Solution guides and marking rubrics

- (a) Regardless of whether assessment tasks are those drawn from UNSW or whether developed by the College, prior to the commencement of the teaching period in which the course is to be delivered, Course Convenors:



- i. share the proposed detailed solution guide and marking rubric for each major assessment item with all teaching staff delivering the course;
 - ii. meet with teaching staff delivering the course to discuss and seek feedback on assessment tasks, the solutions guide and marking rubric.
- (b) This process ensures a shared understanding of the expected standards and promotes consistency of application in the marking process.

4.2. Moderation of marking

- (a) In the case of multiple markers of the same assessment item, moderation provides a mechanism for ensuring consistent application of the detailed solutions guide and marking rubrics.
- (b) If the assessment item contributes more than 20% towards the final grade or is the final exam (regardless of the weighting it contributes to the final grade), the Course Convenor organises cross marking by another member of the teaching team, of a sample of up to 10% of assessments or final exam scripts. Where available, at least 25% of that sample should include scripts that were awarded an F (Fail) grade and the remaining 75% across a range of grades.
- (c) If an issue is identified in the cross-marking moderation process, the matter will be raised with the Course Convenor and subsequently discussed with the specific marker. If there is no valid reason for any perceived discrepancy when benchmarked against other markers, the matter is raised with the relevant Education Manager and the next steps determined.
- (d) This process occurs prior to the publication of any marks or final grades and supports consistency of marking and consistent application of solution guides and marking rubrics.

5. External moderation

5.1. External moderation of course content

- (a) As College curriculum for diplomas is drawn largely from UNSW First Year degree programs, University Faculties appoint Quality Assurance Review Consultants (QARCs) to provide quality oversight and ensure alignment of the College course with that of the equivalent University course.
- (b) As part of this process, the relevant QARC appointed to oversee the College course will undertake an annual review of the College Course Outline, to ensure that the course content, learning outcomes and assessments are broadly consistent with that of the equivalent University course.
- (c) If subsequent revisions to the course content or learning outcomes are recommended as a result of quality monitoring by College academic committees, proposed changes are provided to the QARC for discussion and endorsement, to ensure broad ongoing alignment with the equivalent University course.

5.2. External moderation of planned assessments

- (a) Prior to the commencement of each teaching period, each of the College Course Convenors send copies of proposed significant assessment items (contribute \geq

20% of final grade) and examination papers, solution guides and marking rubrics to the relevant UNSW QARC.

- (b) QARCs undertake a review of these and either seek revisions or confirm the validity and reliability of the assessment instruments and the solutions and marking guides.
- (c) If revisions to assessments are subsequently recommended as a result of quality monitoring by College academic committees, the proposed changes are sent to the QARC for discussion and endorsement, to ensure broad ongoing alignment with the equivalent University course.

5.3. External moderation of marking

- (a) After completion of internal moderation of marking of all assessment items, including the final exam, a sample of marked assessments from each course is forwarded to the relevant QARC for review.
- (b) This is undertaken prior to the approval of final grades by the College Assessment and Integrity Committee.
- (c) This process benchmarks the comparability of marking standards between UNSW and the College and thus, ensures the reliability of College marking standards.
- (d) If inconsistencies are evident, the matter is raised by the College Course Convenor with the Education Manager to determine next steps.

6. External moderation and approval of final grades

- (a) On completion of all moderation processes for each course, Course Convenors make a recommendation to the relevant Education Manager for approval of final grades, accompanied by a report on the moderation processes undertaken, any subsequent resulting revisions and a grade distribution report.
- (b) The Education Manager considers the recommendation and accompanying reports and if satisfied, makes a recommendation to the Assessment and Integrity Committee, accompanied by relevant reports.
- (c) The Assessment and Integrity Committee reviews each course recommendation and the relevant reports to ensure all moderation processes have been undertaken, final grades have been endorsed by the UNSW QARC, Education Manager and Course Convenor and if satisfied, approves final grades for release.
- (d) This Committee also reviews distribution of grade reports to evaluate whether assessment tasks and marking rubrics were appropriate. This process is typically after the release of final grades and informs subsequent assessment practices rather than influencing the outcomes for the current teaching period, to ensure final grades are released in a timely manner.

7. Roles, responsibilities and delegations

Role	Responsibility
Academic Board	<ul style="list-style-type: none"> • Ultimate responsibility for ensuring quality assurance for all academic areas including assessment.
Academic Staff	<ul style="list-style-type: none"> • Designing appropriate assessment tasks that allow students to demonstrate their level of learning. • Marking assessment tasks against the marking rubric provided to students or other relevant criteria. • Providing directed and timely feedback. This must be provided within two weeks of the submission of the assessment task. • Discussing with students any queries they may have regarding the grade allotted for any assessment task.
Teaching and Learning Quality Committee	<ul style="list-style-type: none"> • Provides oversight of all teaching and learning practices and responds to internal and external quality frameworks and benchmarks.
Assessment and Integrity Committee	<ul style="list-style-type: none"> • Provides oversight of assessment quality and integrity and moderation of final results
Course Convenor	<ul style="list-style-type: none"> • A Course Convenor has primary responsibility for the curriculum, learning outcomes and assessment for a course.
QARC	<ul style="list-style-type: none"> • A UNSW Quality Assurance and Review Consultant (QARC) is responsible for providing advice and quality assurance of all Diploma, Foundation Studies and UEEC courses and major course assessments.

8. Definitions

Definitions and Acronyms	
Academic Staff	Academic staff refers to any staff member who teaches in a course.
Assessment	Assessment evaluates each student's performance against the prescribed learning outcomes for a course.
Formative assessment	Formative assessment refers to an assessment conducted throughout a course that provides information to support and guide students' further learning.

Learning Outcomes	Learning outcomes set out the knowledge and skills a student has acquired as a result of the learning in a course. The expected learning outcomes will be specified in each unit outline.
Moderation	Moderation is a quality assurance process that is used to check that assessment practices are applied equitably to all students in the same program or course. Moderation includes processes put in place prior to marking and grading to ensure assessors understand assessment criteria and performance standards and those put in place subsequently to ensure consistency in their application. Moderation ensures that marks or grades are awarded appropriately and consistently.
Student	A student refers in this policy to both domestic and international students.
Marking Rubric or Marking Criteria	A Marking Rubric or Marking Criteria are tables that itemise all aspects of an assessment task on which students are scored and all the levels of achievement students can reach with regard to each aspect.

Related Policy Documents and Supporting Documents	
Legislation	<ul style="list-style-type: none"> • Higher Education Standards Framework (Threshold Standards) 2021 (Cth) • Australian Qualifications Framework • Foundation Program Standards 2021 • National Code of Practice for Providers of Education and Training to Overseas Students 2018 (Cth)
Policy	<ul style="list-style-type: none"> • Examinations Policy • Quality Assurance Framework • Student Grievances and Complaints Policy • Student Review and Appeal Policy • Academic Progression and Exclusion Policy • Academic Integrity Policy
Procedures	<ul style="list-style-type: none"> • Assessment Procedure
Local protocols	<ul style="list-style-type: none"> • UNSW Academic Honesty Policy

9. Policy Governance

Moderation of Assessment Policy	
Category/Business Group	Academic Programs
Published Externally (Yes/No)	Yes
Approver	Academic Board
Responsible Officer	Executive Director Academic
Contact Officer	Director, Academic Programs
Effective Date	17/08/2023
Next Review Date	17/08/2026
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Revision History

Version	Approved By	Approval Date	Effective Date	Sections Modified
1	Academic Board	08 August 2023	17 August 2023	N/A

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