

Assessment Validation and Moderation Policy

Purpose	This policy outlines AITC's approach to student assessment and moderation.
Location	The policy is maintained on ownCloud
Responsible executive	Academic Dean
Responsible office	Academic Dean's Office
Contact officer	TBA
Effective date	29 June 2020
Review date	TBA
Modification history	Version 1.1
Related documents	AITC Student Assessment Policy and Procedure AITC Assessment Appeals Policy AITC Examinations Policy and Procedure AITC Education Plan
Authority	Approved by Academic Board

1. Purpose

This Policy of the Australian Institute of Technology and Commerce (AITC) addresses the assessment and moderation of the work of Students and is integral to the maintenance of Academic standards at both Unit and Course levels. Assessments must be fair, equitable, reasonable, transparent and valid. In each Unit outline the learning outcomes need to be clear and carefully mapped against assessment tasks to allow students to demonstrate that they have progressed towards attaining these learning outcomes.

2. Scope

This policy applies to all academic staff of the AITC.

3. Definitions

Assessments provide feedback to students on their learning progress and outcome and provide a basis for the measurement and certification of their academic achievements.

4. Types of Assessments

Assessments can be of three main types:

- a) Diagnostic assessment provides information on students' prior knowledge at the commencement of the study of a Unit.
- b) Formative assessment takes place during the period of learning of the Students. The major purpose of formative assessment is to provide frequent feedback on how a student is progressing. It also helps teaching staff diagnose learning needs, coordinate intervention strategies and design, negotiate and modify learning activities.
- c) Summative assessment of performance is undertaken at the end of the period of Unit learning. It is the collection of information through the formal assessment components of a Unit to determine the

final grade of the Student, as well as to improve the quality of teaching and learning.

5. Policy Intent

- 5.1 AITC Institute views assessment as a key factor in the learning process for students. Assessments allow students to demonstrate that they have achieved the learning outcomes and graduate attributes, which lead to the conferral of a higher education award under the Australian Qualifications Framework (AQF).
- 5.2 Assessments must be fair, consistent and equitable. Assessments must have transparency around what students need to demonstrate to achieve certain marks or grades. Assessments must allow every student the opportunity to succeed in their academic endeavours and reach the required level, with flexibility for students experiencing difficulties, both academically or otherwise. Assessments need to be consistently reviewed for academic integrity prior to implementation in any teaching period.
- 5.3 AITC Institute acknowledges that there are various forms of assessment. The appropriateness of an assessment will depend on the unit on the learning outcomes. Academic staff will need to ensure that the assessments in a unit are appropriate for the field of study and allow students to demonstrate that they have achieved the required learning outcomes. Important issues that need to be considered include the academic integrity of assessments, suitably assessing achievements of Learning Outcomes, and relevance of the structure, and core knowledge and skills of Units.

6. Assessment Validation Principles

- 6.1 Principle 1: Assessments must foster, encourage and reinforce learning
 - a) They should be in alignment with published Unit materials and assessment information, including Unit outlines and clear specification of assessments, which consists of at least the respective description and rubrics.
 - b) The specified Unit Learning Outcomes and pre-determined assessment criteria standards must be used to determine how marks for all assessment tasks and the overall grade are decided; and marks should reflect the actual achievement of the student, meeting both equitable and differential requirements.
 - c) Timely and meaningful feedback is given to students.
- 6.2 Principle 2: Assessments must allow robust, reasonable and fair judgements about student's academic performance
 - a) The range of assessment tasks is sufficiently extensive and varied to permit valid and reliable judgement of a student's performance.
 - b) Assessment practices are conducted and undertaken ethically, and with honesty and integrity by teaching staff, including teacher and tutors, and students in accordance with the *Student Academic Integrity Policy and Non-Academic Misconduct Policy and Procedure*.
 - c) Students are required to submit all assessments electronically with an accompanying completed cover sheet and declaration form, unless specific circumstances require otherwise. Such circumstances will need to be approved by the Dean.

6.3 Principle 3: Assessment practices must be reasonable, fair and equitable for all students

- a) Students have an opportunity to access examples of assessment tasks (including previous assessment tasks where available) and are provided with timely information about assessments/examinations.
- b) Assessments are specified with inclusive language and to avoid gender, racial or cultural bias.
- c) Reasonable adjustments can be made to cater for any disadvantages, without compromising the academic standards of assessment.
- d) Students are given timely opportunities to discuss any concerns or grievances about the assessment outcomes with academic staff.

6.4 Principle 4: Assessment must maintain academic standards

- a) Assessments are marked or graded by appropriately qualified academic staff.
- b) Appropriate moderation processes are undertaken with results ratified to ensure consistency, where needed.
- c) Partner academic standards (or benchmarking) are ensured by the moderation of assessment tasks.

7. Assessment Validation Requirements

7.1 AITC Institute has the following requirements for assessment validation:

- a) Assessments must demonstrate alignment with achieving the levels of courses of study set out in the AQF.
- b) Assessments must demonstrate the alignment with the Graduate Attributes, Course Learning Outcomes and Unit Learning Outcomes.
- c) Assessments must be appropriate and proportionate to the Unit Learning Outcomes.
- d) Assessments must be appropriate and proportionate to the study load for the unit.
- e) Assessments must not unfairly advantage or disadvantage any range of student cohorts including those based on ethnicity, gender, socio-economic status or beliefs.
- f) Assessments tasks must be sequenced in line with cumulative teaching and learning.
- g) The maximum weighting for a single assessment is 60% of the total mark for a unit.
- h) Assessments must be moderated.

7.2 The detailed responsibilities for assessment validation process are as below:

- a) The Teaching, Learning and Examination Committee will be responsible to review the Unit

outlines and Course materials on a 3-year cycle, including the assessment tasks, assessment rubrics and other related assessment information.

- b) The Course Coordinators will be responsible to map the alignment of the units between the assessment tasks and curriculum. Unit meetings will be organised every semester to discuss any curriculum and assessment issues they may have during the teaching periods. The Unit Coordinators should report the meeting minutes, outcome of the discussions to the Dean.
- c) The Dean will be responsible for the overall consistency of assessments to ensure a quality control. The Dean will invite the Course/Unit Coordinators, Academic Staff, Exam Sub-Committee to discuss the assessment design, implementation with consistency and fairness.
- d) The Academic Board will be responsible for reviewing the report from the Dean for the assessment quality assurance in compliance with the Assessment Policy on a semester basis.

8. Assessment Moderation Principles

- 8.1 Internal moderation as well as external referencing are the processes AITC will utilise to ensure that assessments are appropriate, and that marking is consistent.
- 8.2 Moderation is the peer review of assessments outcomes and if inconsistencies are found in how assessment decisions were made, appropriate action will be taken.
- 8.3 The general principles for internal moderation at AITC are:
 - a) The highest and lowest graded assessment will be moderated.
 - b) All assessments that received a mark of less than 50% of the respective task will be moderated.
 - c) Moderation must not be performed by the Academic Staff member who originally graded the assessment.
 - d) The moderator must use the same assessment criteria or rubric that the original marker had used.
- 8.4 The review and improvement activities associated with assessment include the regular external referencing/moderation on the success of student cohorts against the comparable courses of study, and this will normally include the assessment methods and grading of students' achievements for selected Units within particular Courses of study.

9. Assessment Moderation Procedure

- 9.1 For every teaching period, at least one internal moderator will be appointed for every Unit on offering. The internal moderator will be the academic staff who is an expert of the field of study, but not the Academic Staff (lecturer/ unit coordinator / tutor) of the particular unit under moderation. The responsibilities of the internal moderator will include:
 - a) Remark / moderate some samples of the students' assessment, usually 10% of the total assessments submitted by students.
 - b) Determine corrective action on the basis of moderation results, e.g., to confirm the marks or

request a re-mark by the assessor.

- c) Advise the outcome of the moderation to the Course Coordinator.
- d) Seek advice about corrective action, as appropriate, and report to Academic Dean.
- e) Record feedback in a Moderation report which is provided to the TLEC;

92 After assessment moderation, the following actions will happen:

- a) Confirming and approving students' results: The Academic Dean or Course Coordinator will submit a report to the TLEC in approved format.
- b) Recording and releasing final results:
 - Marks will be entered into the student management system.
 - Marks will be made accessible to students via the learning management system.
- c) Responding to student appeals: Any appeal or request for re-marking must be submitted by the student in writing.

10. Assessment Feedback

- 10.1 Assessments should be designed to provide good quality and timely feedback to students to allow them to know how well they are progressing in a Unit. Academic staff are required to provide timely, specific and constructive feedback to support students' progress toward the achievement of the Unit and Course Learning Outcomes. Feedback can either be immediate or deferred. Many assignments may provide feedback in a means of delayed time window, whereas Multiple-Choice Question (MCQ)s and other 'in-class' activities may provide immediate feedback. The former is likely to be more appropriate in the AQF Level 9 Master of IT Course.
- 10.2 Formal feedback of assessments must be provided to a student once they have submitted their assessments. Feedback for all assessments within a semester must be provided earlier than end of semester assessments.
- 10.3 Academic staff are expected to provide feedback to students within ten (10) business days of the assessment being submitted. The exception to this will be the final exam, where the student should receive feedback within twenty (20) business days of the student sitting the exam.
- 10.4 Academic staff are also expected to provide guidance and feedback to students in the preparation stage of assignments and group work.
- 10.5 Academic staff can provide feedback through various means including:
 - a) Face to face discourse.
 - b) In writing.
 - c) Online or via email.
 - d) Verbal or over the phone if appropriate.