Moderation Policy and Procedures

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1. Purpose

a) The quality of Lincoln Institute of Higher Education Australia's (LIHE) academic programs and the academic progress of its students is measured through **valid, reliable**, **fair**, **equitable, authentic** and **feasible** assessment of the achievement of learning outcomes. Moderation of assessment is integral to the review and improvement of higher education assessment practices at LIHE, as it ensures that student assessment is graded consistently and fairly and provides data for teaching, learning and assessment improvement.

b) This policy identifies the procedures that guide the assessment moderation process to be implemented by academic staff at LIHE. It defines for both academic staff and students their obligations and rights within the process.

2. Scope

c) This policy applies to the marking of student assessment tasks at LIHE, and the finalisation of student grades.

3. Roles and Responsibilities

d) Roles related to this policy and corresponding procedure are given below

Role	Responsibility
Academic Dean (AD)	Owner of policy
Academic Quality Development Manager (AQDM)	Accountable for policy
Course Coordinator (CC)	Responsible for conducting the moderation process
Lecturer	Responsible for assessment and subject design
Marker	Responsible for marking of assessments
Moderator	Responsible for first moderation marking of assessments
Third marker	Responsible for second moderation marking of assessments

Role	Responsibility
Academic Administration Support (AAS)	Supports the logistics of the moderation process

e) The moderation process and staff roles and responsibilities in the process shall be defined and understood by all staff.

f) Assessment task criteria and standards, and grading rubrics are to be included in the subject outline for each subject. Students and academic staff shall have access to the subject outline prior to the commencement of the teaching period each semester.

g) Staff shall be trained in moderation processes through induction and professional development activities. Additional training and support shall be provided to staff as necessary.

h) Staff members shall declare any conflict of interest and agree to be removed from the moderation process where the conflict of interest applies.

i) Prior to moderation meetings, the Course Coordinator (or delegate) is responsible for establishing and communicating to all staff involved:

- academic staff roles and responsibilities

- whether additional training is needed for staff involved in assessment

- the assessment task(s) to be moderated

- any rubrics necessary

- dispute resolution processes during moderation

- responsibilities for recordkeeping and reporting

- moderation meeting schedule.

4. Guiding Moderation Principles

j) LIHE students shall be assured that their assessment tasks and marks are **valid**, **reliable**, **fair**, **equitable, authentic** and **feasible.**

k) Academic staff responsible for marking student assessment tasks shall understand and apply moderation throughout the marking process.

l) LIHE shall use the moderation process to continually improve the quality of assessment tasks and moderation processes.

m) Students have the right of appeal for any assessment decision and may refer to the *Student Grievances and Appeals Policy* for the relevant appeal processes.

n) The development of each subject in a course shall integrate effective assessment strategies that shall allow the moderation process to take place as intended. This includes clear criteria, standards, and grading rubrics for assessment tasks that are aligned with the course and subject learning outcomes.

o) LIHE shall periodically engage in external moderation to maintain the highest quality assessment practices.

5. Moderation Policy

p) Moderators should:

- be qualified to teach the subject they moderate

- not be involved in the teaching or assessment of the students who submitted the selected assessment tasks in any subject in the current semester of moderation.

5.1. Pre-assessment Moderation

5.1.1. Internal Moderation

q) Pre-assessment moderation shall involve moderation of:

- assumed knowledge, if any

- subject learning objectives

- assessment tasks and performance standards

- subject topics

- learning resources

- lesson plans

r) Pre-assessment moderation shall be conducted for all subjects offered and in every semester the subject is offered

5.1.2. External Moderation

s) External moderation shall be conducted as per the Course Review and Continual Improvement Policy and Procedures

5.2. Post-assessment Moderation

5.2.1. Internal Moderation

t) All assessment tasks over 20% will be subject to post-assessment internal moderation except for any assessment that is automatically marked, for example, all multiple-choice question (MCQ) quizzes. The course coordinator may introduce exceptions at their discretion.

u) Where an assessment includes multiple repeated tasks over a period, for example, weekly class activities, only one task shall be moderated and if necessary further tasks moderated upon the discretion of the Course Coordinator (or delegate).

v) Post-assessment moderation involves:

- double marking 10% of submissions taken from a range of grades
- Review of all grades prior to their approval and communication to students by the relevant CC.

w) The acceptable variance limit between markers is 15%

x) Post-assessment moderation shall be conducted for all subjects offered and in every semester the subject is offered

5.2.2. External Moderation

y) Post-assessment external moderation shall involve moderation of

- standard of work submitted
- marks and grades awarded

z) Post-assessment external moderation shall be conducted for all subjects offered, once during each cycle of the highest course in which it is offered. For example, a subject offered in the Master of Business Information Systems shall be externally moderated once every two years, two years being the duration of the course.

aa) For information on the selection of an external moderator, see the *Benchmarking Policy and Procedures*.

6. Moderation Process

6.1. Pre-assessment moderation

bb) Two months prior to start of semester moderator and lecturer shall be selected.

cc) Lecturer shall complete the material to be moderated six (6) weeks prior to start of semester. Materials include, but not limited to:

- subject outline

- assessment briefs

- one lesson plan

dd) Moderation shall be completed five (5) weeks prior to start of semester.

ee) Moderation meeting between moderator, subject coordinator, lecturer(s) and marker(s) to be held four (4) weeks prior to start of semester.

ff) Subject material shall be finalised three (3) weeks prior to start of semester.

6.2. Post-assessment moderation

gg) All academic staff members responsible for marking an assessment task shall attend a post-assessment moderation meeting with the moderator one (1) week prior to the due date of each assessment task to be moderated.

hh) A calibration step shall be undertaken after the due date, where a sample of assessments will be reviewed to compare criteria and standards and the mark awarded.

ii) After the lecturer has marked all the submissions, the moderator will be supplied with a representative sample of assessments to mark. A comparison shall be made between the marks awarded by both the lecturer and the moderator.

jj) If a specific assessment submission is awarded marks by two different markers, varies by more than the acceptable variance the submission shall be marked by a third marker.

kk) If a third or more of the representative sample is awarded marks by two different markers that vary by more than the acceptable variance, all submissions shall be marked by a third marker.

ll) The outcomes of this process will be discussed at the moderation meeting and staff shall collectively decide on a mark for the moderated assessment submission. The Course Coordinator (or delegate) will review all marks and feedback given during moderation. Any mark or grade discrepancies shall be resolved at this meeting. The Course Coordinator (or delegate) may make the final decision if a resolution between markers cannot be achieved.

mm) Following review, verification and consensus amongst markers, marks are finalised and recorded, ready for release to students.

nn) Moderation must be completed such that the release deadlines as per the assessment policy are met.

7. Appeals

oo) Students have the right to appeal marks awarded for assessment tasks and final grades through the mechanisms specified in the Student Grievances and Appeals Policy.

8. Record-Keeping and Reporting

pp) The Course Coordinator (or delegate) will provide a report on the marking, grading, and moderation processes for the course they are responsible for. This report shall include:

    a) a final grades report, including:

- all student marks and grades and student cohort progress through the course
- a comment on the range of grades and level of student achievement
- suggestions for improvements and amendments to any aspect of the course that impacts moderation, student achievement and progress.
- identification of students at risk of failing and students in need of additional learning support

    b) moderation process report, including:

- the frequency of double marking
- the occurrence of notable variation in marking and disputes
- consistency of application of standards and grading rubric in marking
- staff feedback on the moderation process
- any student complaints about and appeals of assessment processes.

qq) The full report on moderation activities shall be submitted to the Assessment and Awards Committee and the Teaching and Learning Committee at the end of each semester.

9. Continual Improvement

rr) Based on reports, LEA will make improvements in time for the next teaching period, regarding:

    a) clarity and usefulness of grading rubrics and standards for both staff and students

   b) accessibility of assessment methods to all students at LEA

   c) consistency and fairness of marking and moderation process

10.   Policy Implementation and Monitoring

The Academic Board delegates responsibility for the day-to-day implementation of this policy to the Course Coordinators of each course, and the academic management committees to which the Course Coordinators report.

The Academic Board will review all periodic reports from relevant committees and staff members.

Additionally, the Academic Board will review all related student complaints, concerns raised by staff members, and instances of student or staff misconduct on an ongoing basis.

Based on these monitoring activities, the Academic Board shall provide a report to Corporate Governance Board and ensure that findings are considered in planning, quality assurance and improvement processes.

11.   Compliance

All relevant staff, and all students at LEA are required to comply with this policy and its procedures, and with related policies and respective procedures. Non-compliance may result in a disciplinary action.

File Number	LEA-GEN-COR-70044-D
Responsible Officer	Chief Executive Officer
Contact Officer	Academic Dean
Legislative Compliance	• Higher Education Standards Framework (Threshold Standards) 2021 • Australian Qualifications Framework (2013) • Tertiary Education Quality and Standards Agency Act 2011
Supporting Documents	
Related Documents	• Assessment Policy and Procedures • Academic Standards Policy and Procedures • Benchmarking Policy and Procedures

	• Conflict of Interest Policy and Procedures • Course Development and Approval Policy and Procedures • Course Review and Continual Improvement Policy and Procedures
Superseded Documents	
Effective Date	7 March 2025
Next Review	3 years from the effective date

12. Definitions

Academic Board: Governing body responsible for academic matters, including teaching and learning, course approval, workforce planning, academic staff appointments, research and professional development, academic policies and procedures, overseeing student grievances and appeals processes. The Academic Board reports to the Corporate Governance Board.

Appeals Committee: Committee of the Academic Board responsible for reviewing student complaints, grievances and appeals, and monitoring, collating and reporting data on student performance and courses.

Assessment: Process of grading, marking and reviewing student assessment tasks against the assessment standards and criteria and includes devising and using assessment criteria, standards and grading rubrics; reviewing and comparing the marks and grades awarded to individual student submissions for the same assessment task within a unit of study.

Assessment task: Learning task within a unit of study designed to test the demonstration of course and unit learning outcomes. Examples include assignments, exams, online quizzes, essays, presentations, portfolios, essays, reflective journals. Assessment tasks shall include clear instructions and guidelines on marking criteria and standards, and grading rubrics.

Course Coordinator: Senior academic staff member responsible for the delivery, planning and development of a course, particularly subject curriculum information, and works in conjunction with other senior academic staff.

Double marking: Process by which a student's assessment task is marked by two markers to review, verify and endorse a mark and grade for the task.

Moderation: Quality assurance process to ensure the assessment process is consistent and transparent. This includes the review and endorsement of standards, marks for

individual assessment tasks and final grades. Moderation occurs pre-assessment and post-assessment.

Teaching and Learning Committee: Committee of the Academic Board responsible for monitoring the quality of teaching and learning at LEA including progress towards achieving objectives of the *Teaching and Learning Plan* and the adequacy of all forms of support for teaching and learning present at LEA.

13. Review schedule

This policy shall be reviewed by the Academic Board every three years.

Version number:	Approved by:	Approval Date:	Revision Notes:
1.0	Academic Board	13/08/2020	New policy
1.1	Academic Board	22/02/2023	TEQSA and CRICOS requirements incorporated
2.0	Academic Board	06/03/2025	Moderation policy changed. Principle change is to moderate a range of samples rather than only N and HD grades. Acceptable variance revised Assessment to be moderated revised. External post-moderation policy is reflected in the Course Review and Continual Improvement Policy and Procedures