



LOCAL INSTRUCTION: School of Nursing, Paramedicine & Healthcare Sciences Moderation and marking process.

Applicability

This Local Instruction applies to every offering of every undergraduate and coursework postgraduate subject. To be read in conjunction with the University's Division of Learning and Teaching (DLT) [Subject Delivery Guide](#), the University [Assessment Policy](#), Clauses 87 - 90, the [Assessment -Conduct of Coursework Assessment and Examinations Procedure](#), Clauses 59 - 60, 79 – 82 and DLT's [Moderation Site](#). This local instruction applies to the marking of assessments aspect of this process for the School of Nursing, Paramedicine and Healthcare Sciences (SNPHS) ([Assessment Policy](#), Section 5 – Glossary: y: i).

Definition

This definition is from the University's [Assessment Policy](#), Section 5 - Glossary:

- “y. Moderation – comprises activities to control assessment, assure its quality and review it, to ensure:
- i. consistency, comparability, appropriateness and fairness of assessment judgements;
 - ii. validity and reliability of assessment tasks, criteria and standards; and that
 - iii. assessment tasks are credibly capable of valid assessment of the learning outcomes”.

Moderation is a process that involves multiple steps. In the SNPHS, each subject will have several assessments. All assessment items must be marked consistently using the approved rubric from the published subject outline and moderated to demonstrate the comparability and fairness of the marking. Please see the current workload policy for hours associated with moderation.

The Subject Convenor's responsibility is to ensure that the marking is consistent, comparable, appropriate, and fair across the marking team for each assessment item to be appropriately moderated in the subject.

Please note: All assessment items must be moderated to ensure consistency in marking, although only one assessment item per session needs to be documented in QUASAR.

Undertaking marking moderation for each assessment item:

To complete this process there are several steps the Subject Convenor must undertake **for all assessments** in all subjects:

STEP 1 -

Prior to marking subjects that have two or more markers:

- Distribute one (1) randomly selected paper to each of the markers, and ask them to complete the marking of that assessment item with the rubric from the subject outline. Constructive feedback is not required on this paper;
- Conduct a recorded marking meeting with markers to outline the expectations of marking the assessment item and send it to all markers;
- Distribute a marking guide to each of the markers in the marking team that explains what the expected student responses should be and includes constructive feedback on the way in which they have addressed the marking rubric, and possible strategies for improvement;
- **NOTE** – additional processes below relating to the assessment being reported in QUASAR.

OR

Prior to marking subjects that have only one marker (The Subject Convenor does the marking):

- Contact the Moderation Lead and discuss the moderation process to ensure consistency, comparability, appropriateness, and fairness;
- The Moderation Lead may contact another SNPHS academic to moderate an assessment and provide feedback to the Subject Convenor, as required.

STEP 2 -

During the marking period to moderate assessment items:

- To ensure consistency in the marking, check at least one assessment of each marker in the team at each of the points below:
 - by day five (5) of the marking period, an assessment that is at a pass or fail level; and
 - by day ten (10) of the marking period, an assessment that is at a pass or fail level.
- Compare similar graded assessments between markers. Assessments should be graded in a way that is consistent and comparable with similar feedback at similar marks/ grade points. For example, one marker's fail should be like another marker's fail.
- Seek guidance from the Moderation Lead on the process of moderating assessment items if required.

STEP 3 -

Return the assessments to the students and maintain the record of both the process and results of moderation for each assessment. Ensure that a file is maintained in your subject records. You may use this information for the reflection on the assessment.

Guidance for addressing inconsistencies in marking

If moderation of the selected sample identifies inconsistencies against the marking criteria:

1. Review a larger sample of marking from the marker/s where there are identified inconsistencies;
2. Communicate with marker/s where inconsistencies have been identified and ask the marker/s to review and adjust as necessary;
3. If there are still inconsistencies identified seek advice from Moderation Lead and complete as per guidance and document in QUASAR (see below for guidance).

Double marking is not to be undertaken for any assessment items. Students may elect to apply for a Review of Mark (ROM) through the appropriate system.

Reporting in QUASAR of identified moderated assessment

Whilst all assessment items must be moderated, **only one assessment item per subject, per session is required** to have the moderation process **reported** in [QUASAR](#). The assessment reported in QUASAR should be the heaviest weighted in the subject. If the assessments are equally weighted, a decision will be made during the quality assurance process as to which assessment will be reported on ([Assessment – Conduct of Coursework Assessment and Examinations Procedure](#), Clause 79b).

Reporting moderation in QUASAR

As well as undertaking the above procedures (Steps 1, 2 & 3) below are the additional requirements for the reported assessment, please complete the QUASAR form as below.

Subject Convenor's are responsible for the process and for reporting the information for the identified assessment in QUASAR

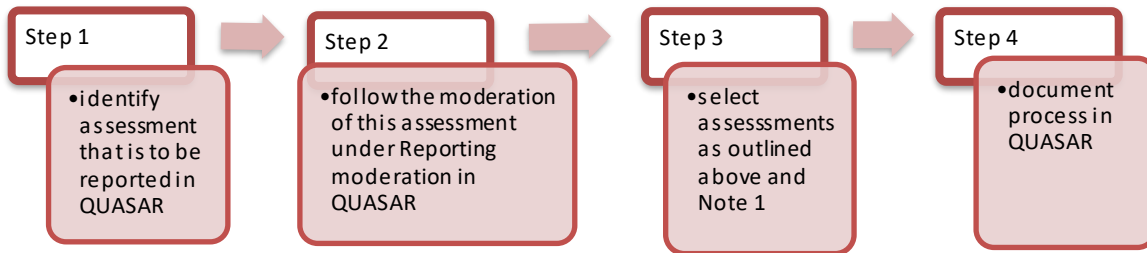


Figure 1: Four step process for documenting in QUASAR

Documentation in QUASAR

Moderation and Grades form (MAG) is required to be completed by the Pre-SAC meeting for the SNPHS. There are three questions that must have responses:

- Question 1 –
 - For Subject Convenors with a team of markers – please select at least four of the options;
 - For Subject Convenors with no marking team – please select at least two options;
- Question 2
 - Under Item – select the assessment that was identified as the one to be formally reported;
 - Fill in the numbers of assessment moderated. For example, if there were 100 students enrolled across six cohorts, one may have been taken from five of the six cohorts, OR, five may have been taken from the largest of the cohorts;
 - Include the names of the markers in your marking team and the numbers of papers they have marked;
- Question 3
 - If any of the above process identified that marks needed to be adjusted, please select YES, and include the detail;
- Grades
 - Ensure that a comment is included that explains the grade distribution that is shown
 - If this is a WPL subject with a majority of TA grades in Grade Centre, it is necessary to state that the theoretical component of the subject is now complete and fully marked and include a distribution of the grades (from the Grade Centre calculated grade column statistics);
- Subject Declaration
 - Sign off the MAG as the Subject Convenor, save all the entries and push to the Moderator. **DO NOT fill out the Whole Cohort TA section.**

Further resources and information regarding moderation of assessments.

- Division of Learning & Teaching Moderation page <https://www.csu.edu.au/division/learning-teaching/assessments/moderation>