

ASSESSMENT MODERATION POLICY AND PROCEDURES 2021

The Joint Venture Board of the University of Sydney Foundation Program Pty Limited (USFP), as the governing authority of the University of Sydney Preparation Programs, by resolution adopts the following policy.

Dated: 22 December 2021

Last amended: N/A

Signature:

Position:

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PART 1 – ASSESSMENT MODERATION POLICY

1 Name of policy

This is the Assessment Moderation Policy and Procedures 2021.

2 Commencement

This policy commences the day after the day on which it is registered.

3 Policy is binding

Except to the extent that a contrary intention is expressed, this policy binds The University of Sydney Foundation Program Pty Limited (CRICOS Provider Code: 00026A), staff, students and affiliates.

4 Overview

- (1) This policy (and its procedures) outlines the process of assessment moderation for students enrolled in the University of Sydney Foundation Program at the College.
- (2) The purpose of assessment moderation is to ensure that student assessment marks, grades and outcomes are fair, valid, reliable and consistent with a subject's defined learning objectives.

5 Application

- (1) This policy (and its procedures) applies to students enrolled in the University of Sydney Foundation Program delivered on behalf of the University of Sydney by Navitas Australia Pty Limited (CRICOS Provider Code: 01682E) trading as Taylors College Sydney (the College), and to staff and affiliates of the College.
- (2) The policy does not apply to the High Achievers Preparation Program (HAPP).
- (3) The policy should be read in conjunction with the USPP Student Assessment Policy and Procedures.

6 Definitions

Academic Integrity	means honest and ethical behaviour in all academic activities and acknowledgement of the work of others.
Affiliates	means consultants and contractors to the College; members of the Board of USFP; members of College committees; and any other persons appointed or engaged by USFP to perform duties or functions on its behalf.
Assessment	means the process of gathering a range of evidence about students' learning and performance that enables judgements to be formed as to whether a student has achieved the specified level of knowledge, skill and/or proficiency of application and/or performance in relation to the learning outcomes appropriate for the level of the course as specified in the expected learning outcomes for the course and subjects set out in the course and subject syllabus.
Assessment Moderation	means the review of assessment grading and marking to ensure consistency.
Assessment Notice	means a formal notification by the College setting out instructions and expectations on how to complete an assessment.
The College	means Taylors College Sydney including its staff, affiliates and contractors.
College Director	means the most senior staff member for the College (or their delegate).

Course	means a sequence of academic subjects to achieve stated learning outcomes.
Coursework	means classroom tests, presentations, research projects laboratory work and other assignments, which are formal and contribute to the final grade.
CRICOS	means Commonwealth Register of Institutions and Courses for Overseas Students.
Delegate	means a person authorised to perform a specific responsibility.
Department of Home Affairs (DHA)	means the Australian Government department responsible for issuance of student visa and provision of student visa services (www.homeaffairs.gov.au).
Grade	means a mark, score or outcome indicating the quality of a student's work.
International student/overseas student	means a person (whether physically located within or outside Australia) who holds or needs a visa with rights to study in Australia, and who has the right to enrol at the College.
National Code	means the National Code of Practice for Providers of Education and Training to Overseas Students 2018 made under subsection 33(1) of the Education Services for Overseas Students (ESOS) Act 2000 (Cth) , which outlines nationally consistent standards for the conduct of registered providers and the registration of their programs.
Reliable	means, in the context of student assessment, an assessment task that produces stable and consistent results.
Student	means a person who is currently an enrolled student in a University of Sydney Preparation Program and recent graduates).
Subject	means a separate unit of study; a combination of subjects make up a course of study.
University of Sydney Preparation Programs (USPP)	means the non-award pathway programs offered by The University of Sydney and delivered by Navitas Australia trading as Taylors College Sydney. They include the University of Sydney Foundation Program and the High Achievers Preparation Program (HAPP).
Valid	means, in the context of student assessment, an assessment task that can assess learning outcomes and that accurately reflects a student's knowledge, skills and understanding.

7 General principles

- (1) This policy (and its procedures) is based on the following broad principles promoted and upheld by the College:
 - (a) Assessment moderation will be used to ensure student assessment grades:
 - (i) are fair, valid, reliable and consistent with the assessment and learning objectives
 - (ii) are appropriately and consistently moderated by more than one member of staff or teaching affiliate who mark student work



- (iii) are independently reviewed and validated as required for consistency with required standards.
- (b) Academic staff and teaching affiliates will be actively engaged in assessment moderation processes by:
 - (i) active engagement in academic scholarship and professional learning and development
 - (ii) demonstrating a commitment to academic integrity and other relevant academic standards
 - (iii) engaging with academic peers for sharing knowledge and ensuring consistent practices.

8 Records Management

Records in association with this policy will be kept in accordance with the Records Management Policy and Procedures. Confidential documents related to the implementation of the policy will be maintained according to relevant privacy requirements.

PART 2 – ASSESSMENT MODERATION PROCEDURES

9 Assessment Moderation process

- (1) Academic staff and teaching affiliates are responsible for assessment of their subjects as outlined in the Student Assessment Policy and Procedures.
- (2) If there are multiple teachers or markers in a subject, the College holds subject meetings to discuss assessment and moderation issues and ensure consistency.
- (3) At the commencement of each subject, students are:
 - (a) informed of the assessment outcomes they need to achieve in relation to defined learning objectives, including information (where appropriate) on the grading system
 - (b) provided with information on the College's approach to assessment as outlined in the Student Assessment Policy and Procedures, and to assessment moderation as outlined in this policy and its procedures
 - (c) advised that the final grade for a subject will be moderated, and that assessment moderation may result in the award of a different grade that varies from the marks awarded for individual assessment items.
- (4) The College will:
 - (a) appropriately manage and report information to the USFP Board of Studies on grades and any required adjustments made to grades
 - (b) provide relevant training and feedback for staff responsible for marking and moderating student work
 - (c) ensure that the moderation of student assessment results is consistently applied in USPPs, especially in the same subject being offered across different classes.

10 Moderation of subject outlines, exams and assessment tasks

- (1) Moderation may include checking:
 - (a) the alignment of assessment tasks and exams with the defined subject learning objectives and outcomes



- (b) the clarity of the task description(s)
- (c) the criteria and standards by which the tasks will be marked
- (d) the clarity and usefulness of any accompanying Assessment Notice
- (e) the ways in which students will receive feedback
- (f) the provision and nature of guidance available for markers, and
- (g) the effort, workload and time required of a student for completing the assessment tasks.

11 Moderation of grading

- (1) Moderation of grading between different markers ensures that a shared understanding of the expected standards is developed, along with consistent application of these standards.
- (2) Grading review strategies used by the College may include:
 - (a) 'blind-marking' of a sample of assessment tasks, where the marker does not know the identity of the students
 - (b) 'second-marking' of a sample of student assessment tasks by a second marker, concentrating at the boundaries of grade classifications (for example, pass/fail or distinction/high distinction), without the second marker having an indication of the first marker's grades or comments. (A reasonable sample would be 5% of the papers or 10 papers (whichever is the larger)
 - (c) 'double-marking' of submitted student assessments by two different staff or teaching affiliates
 - (d) marking by an academic staff member or teaching affiliate who is external to the subject, where possible, someone who is familiar with the subject
 - (e) assigning the same marker to certain questions in assignments, exams or tests so all those questions are marked by the same assessor across different classes
 - (f) use of online automated marking
 - (g) use of the same marking criteria and Assessment Notice by all markers and assessors
 - (h) comparison with model answers for the question type
 - (i) pilot-marking to trial the required marking approach and to set marking standards.

12 Training and professional development

- (1) Academic staff and teaching affiliates will:
 - (a) receive training in assessment moderation to ensure that the setting of assessments and their grading is consistent with the expectations and standards of their academic discipline and area of expertise
 - (b) receive training on College expectations around academic integrity, identifying academic misconduct and taking appropriate action in accordance with the Academic integrity Policy and Procedures
 - (c) be provided professional development opportunities in assessment moderation
 - (d) be required to collaborate with each other and their academic peers to share best practice strategies in assessment moderation.

13 Rescissions and replacements

This document replaces the following, which are rescinded as from the date of commencement of this document:

Nil

NOTES

Assessment Moderation Policy and Procedures

Date adopted: 22 December 2021

Date registered: 5 January 2022

Date commenced: 5 January 2022

Administrator: Position title of the most senior person responsible for the day to day operation of the policy.

Review date: At least once every 5 years from the date of commencement.

Rescinded documents: Not applicable

Related documents:

- (1) *Competition and Consumer Act 2010 (Cth)*
- (2) *Corporations Act 2001 (Cth)*
- (3) *Education Services for Overseas Students (ESOS) Act 2000 (Cth)*
- (4) *Education Services for Overseas Students Regulations 2019 (Cth)*
- (5) Higher Education Standards Framework (Threshold Standards) 2021
- (6) National Code of Practice for Providers of Education and Training to Overseas Students 2018 (the National Code)
- (7) National Standards for Foundation Programs
- (8) *Privacy Act 1988 (Cth)*
- (9) Academic Integrity Policy and Procedures
- (10) Records Management Policy and Procedures
- (11) Student Assessment Policy and Procedures
- (12) Student Code of Conduct
- (13) Student Complaints and Appeals Policy and Procedures
- (14) Student Misconduct Policy and Procedures
- (15) Student Privacy Policy
- (16) University of Sydney Under 18 International Students Policy 2016
- (17) University of Sydney Under 18 International Students Procedures 2016