

Assessment Moderation Policy

RSY-ACA-PY-v3.0 Assessment Moderation Policy

Document History

| Version | Date of Review | Date of Approval | Change(s) |
|---------|----------------|------------------|--|
| 1.0 | | Apr 2016 | - |
| 2.0 | Apr 2017 | June 2017 | Updated the Policy: <ul style="list-style-type: none"> • to change the position title from 'Head of Department' to 'Dean/Academic Director'. • to add 'Work Integrated Learning' under section 8.2. • to include the timeframe under section 10, 11 & 12. |
| 3.0 | Jan 2018 | Feb 2018 | Updated the Policy: <ul style="list-style-type: none"> • to add 'Recommended moderations of other assessment tasks' under section 8.3 • to included increased external input under section 11 • amend the section 8.1 |

Approved by: Academic Board on 9 February 2018

Distribution List

To: All RCDC Staff
All RCDC Students
All Associate Colleges, College Directors

Cc: Chair, Council

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1 Scope

This policy on moderation of assessments shall apply to all assessments that contribute towards an award of Raffles College of Design and Commerce (RCDC), regardless of where the assessments are conducted.

2 Moderation

Moderation is the process whereby the markers of one or more assessment tasks are enabled to confirm or modify their own judgment, in the light of the experience of others. Moderation is concerned with the standards of marking, the consistency of marking, and to establish that all candidates have attained the same levels of learning and competence in their subjects and course.

3 Markers' comments

Markers who wish to comment on assessments shall record their comments. The comments will inform the moderation process, other than in those exceptional cases where second marking or moderation is to be 'comment concealed'. The same comments may also serve as the basis for formative feedback to students, an important part of the assessment process.

4 Markers' comments on continuous assessment

The annotation of the submitted work is often the most effective and efficient way of providing detailed assessment information to moderators, and feedback to students. Such feedback requires that the work is returned to the students, and a copy must be taken by the Moderator of those submissions which are to be retained as the standard sample for moderation.

5 Markers' comments on examination answers

Markers' comments on examination answers will often be made in order to inform moderators, rather than to provide feedback to students on examination performance. However, programs that have chosen to provide individual feedback on examinations will use the markers' comments to inform the feedback process, as well as to aid moderation.

The annotation of students' work is assumed to be the most efficient and effective way of providing evidence for moderation. As examination scripts are not normally returned to students, examinations will not need to be photocopied in order to make them available for moderation. It is expected that moderators will normally choose to write their comments on the examination scripts.

All examination scripts shall be retained for a period of one year by the respective College. If students wish to see their examination scripts, they may do so by making application to the Program Director and/or Academic Director of the College.

6 Minimum Standard

All assessments that contribute more than 10% weighting towards the final grade of the subject shall be moderated. The sample required for moderation shall cover:

- All available grades such as High Distinction, Distinction, Pass, Credit, Fail
- Top, middle and bottom grades
- Borderline cases.

The sample size shall be determined by the Learning and Teaching Committee, in consultation with the Dean.

7 Alternative forms of moderation

7.1 Moderation of oral participation and assessments

In assessments such as oral seminar assessments or oral participation, the subject instructor and the internal moderator should be present together to assess the oral presentation of the students. However, if the weighting of the oral assessment is less than 30% of the subject, the assessment may be done by only the subject instructor.

7.2 Moderation of internship/practice placement, Work Integrated Learning (WIL) assessments

Assessment of the professional competence of students in the workplace is commonly undertaken by *practice assessors* who may also be known as practice supervisors, assessors or mentors.

In order to demonstrate the reliability and validity of assessments conducted in the workplace, it is important that practice assessments are subject to the same level of moderation as university college-based assessments. Therefore, while one or more practice assessors may be responsible for determining the grade or mark awarded, it is also necessary for the subject instructors to coordinate regular moderation meetings with practice assessors, where at least a representative sample of student profiles and grades are subject to moderation. As implementation may vary across programs, each program specification should include written details of the moderation of practice assessments within that program.

7.3 Recommended moderations of other assessment tasks

| Assessment task | Weightings (% total marks) | Moderation arrangements |
|--------------------|----------------------------|--|
| Practical exercise | 10-30% | Marking criteria, a marking rubric, and multiple marking of a sample of 20% of exercises. |
| Practical report | 10-30% | Marking criteria, marking rubric, multiple marking of a sample of 20% of reports. |
| Case study report | 10-30% | Marking criteria, marking rubric, multiple marking of a sample of 20% of reports. |
| Individual project | 20-50% | Model, marking criteria and rubric, and multiple marking of a sample of 20% of exercises. |
| Group project | 20-50% | Model, marking criteria and rubric, and multiple marking. |
| Essay | 10-50% | Marking criteria and rubric, and multiple marking of a sample of 20% of reports. |
| Exam | 20-50% | Combination of model answers, online automated random question selection, and multiple marking of a sample of 20%. |
| Major project | 50-100% | Model, marking criteria and rubric, and multiple marking. |

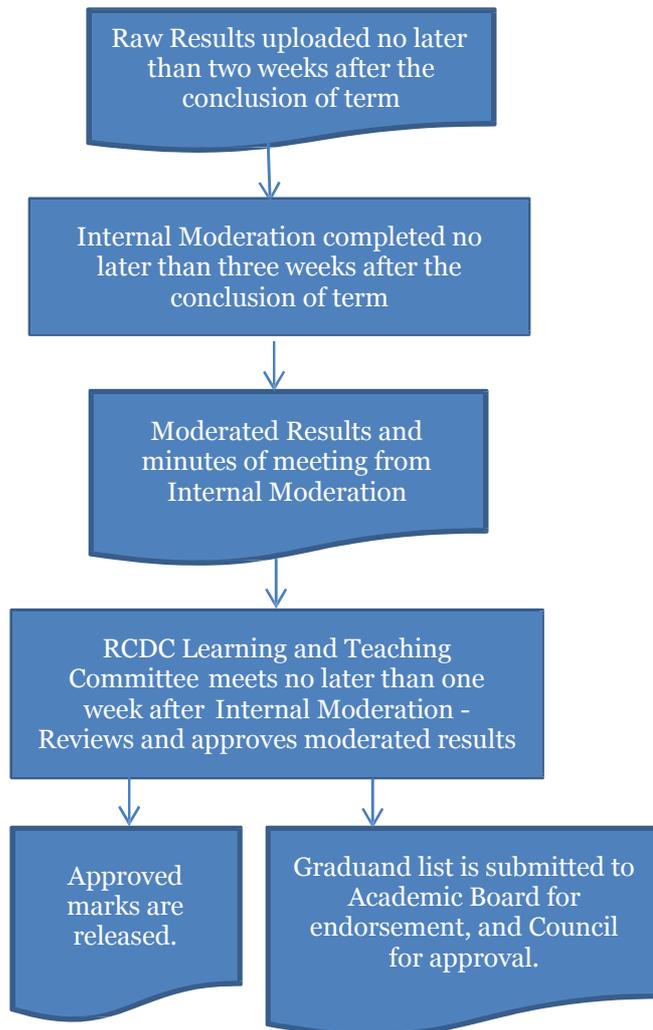
8 Statistical inspection

Statistical inspection can play a role in moderation. A set of marks, mean and standard deviation, can be compared with some agreed norm such as the performance of the same cohort of students across a range of other assessments and statistically significant differences noted. More simply, it might be agreed that a mean which differs by more than a certain level of percentage points from a standard, or a standard deviation which differs by more than a certain percentage of points from a standard, should be subject to further evaluation. There is no presumption that a set of marks which differs from the standard must be revised.

9 Internal Moderation

Internal moderation must be completed no later than three weeks after the conclusion of a term. Internal Moderation shall be conducted for all subjects for every term by a committee of qualified teachers representing RCDC and each Associate College, coordinated by an appropriate senior academic appointed by the Dean. The Dean or senior academic shall collate assessment samples from each subject of each campus, as determined under Section 6 of this policy. At the internal moderation meeting, the committee is expected to agree on a recommended mark. Minutes of the meeting and mark sheets for each subject should be submitted to the Learning and Teaching Committee, which may request sample assessment materials. Please refer to the Terms of Reference of the Learning and Teaching Committee.

An overview of the internal moderation process at the end of each term is set out below:



10 External Moderation

Prior to their submission to the Learning and Teaching Committee for recommendation to the Academic Board, Program Directors meet for a final moderation of the assessment tasks. These meetings must include at least one external moderator. External moderators are senior academic experts who can examine and benchmark the academic standard of the degree with comparable colleges or universities, and are appointed by the Academic Board.

11 Determination and Confirmation of the Subject Marks

After Internal Moderations, all subject marks shall be determined and confirmed by the Learning and Teaching Committee. The Learning and Teaching Committee must be within one week following the completion on Internal Moderation. No marks can be released to students before they are confirmed by the Learning and Teaching Committee. The graduand list for that term shall be submitted to the Academic Board for endorsement and shall recommend the graduand list to the Council for approval, in accordance with the Qualifications Issuance Policy. The Student Services Manager is the designated official, authorised by the Academic Board, to release the official marks to students.

12 Implementation and Operating Procedures

In consultation with the Chair of Academic Board, and within the provisions and guidance provided in this Policy Statement, the Learning and Teaching Committee will decide on appropriate operating and implementation procedures.

In exceptional circumstances, and with the agreement of the Chair of Academic Board, the Chair of Learning and Teaching Committee may vary the terms and requirements of this policy. The variations, if any, will be reported to the Academic Board in its next meeting.