



QUANTUM INSTITUTE OF HIGHER EDUCATION

Moderation and Validation

Policy and Procedure

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Moderation and Validation Policy and Procedure

Purpose

In its commitment to consistently provide high quality education to its students, the Moderation and Validation Policy and Procedure ('the Policy') is prepared by Quantum Institute of Higher Education ('QIHE' or 'the Institute') to outline the process of moderation and validation of QIHE's assessments to ensure that they remain reliable, effective and fair.

Scope

This Policy applies to all members and staff of QIHE who are involved in the process of designing, preparing and conducting assessments.

I. Policy Principles

Regarding moderation and validation, QIHE upholds the following principles:

- i. **Commitment to Quality.** QIHE upholds itself to a high standard of academic quality, therefore ensures that quality and integrity are maintained and fostered.
- ii. **Fairness and Equity.** All assessment activities in QIHE are to be conducted in a fair and equitable manner, providing every student with an equal opportunity to demonstrate their development and learning.
- iii. **Transparency and Consistency.** Moderation and validation processes are to be consistent and conducted with transparency across all QIHE courses and programs.
- iv. **Compliance.** QIHE ensures that its moderation and validation activities comply with relevant regulatory requirements.
- v. **Continuous Improvement.** The process of moderation and validation showcases QIHE's commitment to continuous improvement and the process itself will be regularly improved to ensure relevancy.

2. Moderation Process and Procedures

2.1 Overview of Moderation

- i. Moderation serves as the process which ensures that assessments towards students are being conducted in a fair, consistent and reliable manner according to an agreed upon standard. This process mainly assess:
 - a. Whether grading criteria and rubrics are applied consistently and appropriately by academic staff;

- b. Whether assessment tasks align with the learning outcomes and applicable standards;
 - c. Whether the complexity of learning outcomes is appropriately measured and assessed properly;
 - d. To identify and rectify any issues in the assessment and implementation.
- ii. Moderation will be conducted for pre-assessment and post-assessment:
 - a. Pre-assessment Moderation: where the design of the assessment tasks and criteria are reviewed before they are given to students to ensure that it is relevant and appropriate for the Course;
 - b. Post-assessment Moderation: where samples of graded assessments are reviewed to ensure consistency and adherence to the established criteria and rubric.
- iii. Moderation process is to be conducted for at least:
 - a. Twice a year internally;
 - b. Once each year and/or when there are changes in a Course's curriculum or design externally conducted in consultation with external parties or assessor.
- iv. The moderation process can be conducted internally and externally with relevant external parties:
 - a. Internal moderation is to be conducted by the Course Director(s);
 - b. External moderation may be conducted by peers from another comparable higher education provider and/or other external reviewers that holds the relevant qualifications and expertise in the discipline, as recommended by the Academic Board.

2.2 Moderation Process

- i. All of QIHE's assessment tasks are subject to pre-assessment moderation, particularly regarding the content of the assessment.
- ii. The academic staff participating in the moderation process will be given a Moderation and Validation Template for them to fill in during the process. This Moderation and Validation Template will be made available once the Institute becomes operational.
- iii. The process of pre-assessment moderation includes:
 - a. Planning and setting up objectives for the moderation process;
 - b. The academic staff will review the following, but are not limited to:
 - alignment with learning outcomes;
 - the relevancy of the assessment task;

- the progression and relation between assessment tasks across the Course and Program;
 - the progression of complexity;
 - the rubric and criteria of the assessment task.
 - c. Once the assessment task has been reviewed, the academic staff will present their report and suggestion to the relevant Course Director(s) where they are responsible for the approval of the report and documentation of the recommendations and evaluation;
 - d. The report will then be presented by the Course Director(s) to the Teaching and Learning Committee where if further action is required, it will go for discussion and implementation prior to the administration of the assessment task.
- iv. The process of post-assessment moderation includes:
- a. After the conduct of assessment, the academic staff will select a sample of assessments of at least 10% of the total submitted assessment with a minimal of three student samples to be moderated;
 - b. The academic staff will review the following, but not limited to:
 - The grading process;
 - The grading standard across representative samples;
 - The overall result of the assessment;
 - The overall student grasp and performance in the assessment.
 - c. The academic staff will then present their feedback and report to the Course Director(s) where they are responsible for the approval of the report and documentation of the recommendation and evaluation;
 - d. Where a problem is identified for the grading process, the Course Director(s) may engage in the following, but not limited to:
 - Discuss the matter with the academic staff;
 - Decide for the assessments to be remarked;
 - Decide for the marks to be scaled;
 - Call for additional supervision for the academic staff in subsequent assessments.
 - e. The process of post-assessment moderation is done prior to the release of results to students.

- v. For external moderation, the external reviewers should not be involved with the original grading and the outcomes from their recommendations do not affect the final grades, however their report and recommendations are to be acted upon for subsequent assessment and program design.

3. Validation Process and Procedures

3.1 Validation Overview, Process and Procedures

- i. In addition to the moderation, QIHE will regularly go through the validation process for its assessments where they are reviewed by peers that are experienced in the related discipline to ensure that the assessment can properly assess the intended learning outcomes that are set. This process mainly assess:
 - a. Whether the assessment tasks are valid and accurately measure the intended learning outcomes;
 - b. Whether the assessments are fair, reliable and consistent across different student cohorts;
 - c. Whether the assessment design as well as its criteria and rubrics are clear;
 - d. Whether there are improvements required to the assessment design and implementation.
- ii. The validation process is done after the approval of the assessments and prior to the administration of the assessments and/or the start of teaching and learning activities for the course. Additionally, further validation process is to be convened when there are changes made to the Course and/or Program;
- iii. The validation process is to be done by peers from another comparable higher education provider and/or other external reviewers that holds the relevant qualifications and expertise to the discipline;
- iv. The peers who are participating in the validation process will be given the Moderation and Validation Template for them to fill in during the process. This Moderation and Validation Template will be made available once the Institute becomes operational.
- v. The validation process is overseen and conducted by the Course Director(s);
- vi. The report and recommendations from the validation process are to be actioned by the Course Director(s), Teaching and Learning Committee and the Course and Industry Advisory Committee for continuous improvement of QIHE's assessments;
- vii. Validation can also be done from students and graduate's feedback where feedback regarding assessment will be analysed and considered by QIHE to improve its assessments, further details are outlined in the *Stakeholder Engagement Policy* and *Quality Management Policy*.

4. Privacy and Records Management

QIHE upholds the importance of everyone's privacy. Documentation of the process and outcomes of assessments, including the moderation and validation processes, are to be kept in QIHE's records. All records will be kept in accordance with the *Records Retention Policy*. All records and information of students will remain confidential within QIHE's database, and no information should be disclosed, except with the permission of the parties involved and/or should it be required by the relevant authorities.

5. Monitoring and Review

QIHE is dedicated to effective and sustainable operations in providing high quality education for its students. Therefore, QIHE regularly assesses the effectiveness of its policies and internal controls relating to teaching and learning activities in QIHE, particularly regarding the conduct of assessments to evaluate students' progression and learning. The composition of this Policy and the strategies set within it will undergo regular reviews in accordance with the *Policy Review Schedule*. In the event of new developments and/or changes in the standards in the field of QIHE's programs, QIHE will evaluate and update its Course and/or Program assessment accordingly where necessary.

Glossary

Assessment refers to a process used to determine a student's achievement of expected learning outcomes (AQF 2013 p.92).

Assessor refers to an academic staff member or external parties who are responsible to evaluate QIHE's assessment in the moderation and validation processes.

AQF refers to the Australian Qualifications Framework, the national policy for regulated qualifications in Australian education and training.

Course refers to QIHE's units of study or subjects.

Governing Body refers to all the functional bodies QIHE.

Grader refers to an academic staff member responsible for evaluating and grading student work.

Members of the Committee refers to all members of QIHE's Governing Body, including members of the Governing Council, Academic Board, Course and Industry Advisory Committee, Teaching and Learning Committee, Risk Committee, and Executive Management Team.

Moderation refers to the quality assurance process aimed at ensuring fairness, consistency, and reliability in the assessment of student work. It involves collaborative activities among educators to achieve shared understanding and agreement on standards and criteria for grading.

Program refers to the Bachelor of Business and Bachelor of Information Technology degree that QIHE is preparing to establish.

TEQSA (Tertiary Education Quality and Standards Agency) refers to the independent national regulator for the higher education sector in Australia.

Validation refers to the process of ensuring that assessment tools and practices are effective, reliable, and valid in measuring student learning outcomes. It involves a thorough review and evaluation of assessment tasks to confirm they align with educational standards and best practices.

Version Control

Version	1.1
Last Review	22 August 2025
Policy Category	Academic Board
Related Documents	<i>Assessment Policy and Procedure</i> <i>Program Design, Development and Review Policy</i> <i>Stakeholder Engagement Policy</i> <i>Teaching and Learning Plan</i> <i>Quality Management Policy</i>
Legislation References	TEQSA Higher Education Standards Framework (Threshold Standards) 2021
References	Australian Institute of Higher Education Lincoln Institute of Higher Education La Trobe University University of Tasmania