Academic Policy 1
Assessment and Moderation Policy

This policy is to be read in conjunction with Animation College's 'Recognition of Prior Learning and Cross Crediting Policy'.

1. Purpose

To provide monitoring, quality assurance, guidance and guardianship around assessment and moderation practices on all programmes at Animation College which lead to the award of a qualification.

To ensure that assessment and moderation at Animation College is consistent with the nationally accepted standards for the type of programme and level of study.

2. Scope

This policy covers assessment and moderation activities undertaken in all programmes at Animation College that lead to the award of a qualification.

3. Definitions

Assessment is the process by which tools and systems are developed which enable evidence-based judgments to be made in order to determine the quality and depth of learning achieved for specific criteria as reflected by a grade.

Moderation is the term used to describe review processes that are used to assure the quality of summative assessments. Moderation involves both pre-assessment moderation of assessment tools and post assessment moderation of assessment decisions.

Internal moderation is carried out by peers within the discipline area of the programme and internal to Animation College. Internal moderation is the process of Animation College evaluating and validating the quality of assessment tools, methods, practices and assessment judgements and decisions for consistency.

External moderation is carried out by independent peers and/or stakeholders in the discipline but external to Animation College.

Pre-event moderation occurs when the moderator is asked to review assessment items, marking schemes etc. prior to the assessment being given to students.

Post-event moderation occurs when the moderator reviews the judgements that have been made about student work.

Synchronous moderation occurs when the moderator and the examiner/assessor work alongside each other and confirm judgements being made as the assessment takes place.

Assessment is fair and equitable when:

- it matches information provided to students at the start of and during a course;
- instructions are clear;
- the time allowed to complete the task is reasonable;
- the resources provided to enable the student to carry out the assessment task are adequate;
- there has been sufficient teaching/learning to enable the student to achieve the outcomes that are assessed;
- there is no gender, cultural or other bias in the assessment task ;
- the task enables students to achieve the highest possible grade;
- the student is not required to do tasks that will not go towards their final grade;

Assessment is valid when:

- it is consistent with the philosophy of the programme;
- the assessment activity requires performance that matches the learning outcomes being assessed;
- there is no assessment of performance that is additional to the stated outcomes.

Assessment is consistent when:

- it matches the teaching/learning experiences of the course;
- it is appropriate to the level of the course;
- judgements match the expectations of Animation College and industry stakeholders;
- different assessors arrive at similar judgements about the quality of the work.

Assessment is authentic when:

- it is relevant to the subject being studied;
- it is realistic and bears a relationship to tasks that may be undertaken in the workforce;
- it is not trying to entrap a student.

4. Policy Principles

5.1 The tools and methods of assessment shall be fair, valid, authentic, consistent, equitable and reasonable. 5.2 Assessors must ensure that reasonable and valid assessment practices, protocols and methods are in

place so that students have the best chance of showing evidence of their competency and of doing their best work.

5.3 Moderation practices must ensure that assessment is fair, valid, reasonable, equitable, and that it is has been carried out ethically and authentically.

5.4 Moderation ensures that assessors are making consistent judgements about student performance based on the evidence provided by the student in the assessment towards the marking criteria.

5.5 Feedback to students on assessments should be timely, supportive and useful.

5. Policy

5.1 Pre-event moderation shall be based on evaluating and validating whether assessment tools provide adequate opportunity for the student to demonstrate evidence of sufficient ability and knowledge in order to meet the marking criteria. 5.2 All assessments shall be pre-event moderated:

• Prior to first usage

• After any issues arise

• If changed substantially

5.3 Post-event moderation will be based on determining whether a marker's assessment decisions are consistent, fair, equitable and valid and in line with the principles of this policy.

5.4 In the first iteration of a course within a programme leading to a qualification, internal and external pre and post-event moderation shall be undertaken for no less than a 10% sample of completed assessments. This sample shall comprise of a range of passing grades and *all fail grades*. After the first iteration of a course the Assessment and Moderation Committee shall set fair and reasonable parameters for the internal and external moderation of student work.

5.5 The turnaround time for assessments and grades to be fed back to students shall normally be no more than three weeks; however, all grades are provisional until the approval of results by the Academic Board.

5.6 All new degree-level assessments must be externally moderated prior to delivery.

5.7 All applicable assessment and moderation changes shall be governed by the Animation College *Assessment and Moderation Committee* (see **Appendix 1** for Terms of Reference), which will be overseen by the *Academic Board*.

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Policy:	Research and Curriculum Manager