



**UNIVERSAL
BUSINESS
SCHOOL
SYDNEY**

ASSESSMENT MODERATION AT UBSS

Emeritus Professor Greg Whateley

April 2020

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PART A

Using the TEQSA Glossary of Terms –

‘Moderation of assessment – quality assurance, control processes and activities such as peer review that aim to assure: consistency or comparability, appropriateness, and fairness of assessment judgements; and the validity and reliability of assessment tasks, criteria and standards. Moderation of assessment processes establish comparability of standards of student performance across, for example, different markers, locations, subjects, providers and/or courses of study.’

It is evident that UBSS does have in place an appropriate assessment moderation policy that is followed, and appropriate in relation to all awards on offer. In attempts at policy benchmarking it became evident that most providers do not in fact have a policy in place at all.

In truth the mix of –

- A robust and benchmarked Assessment Moderation Policy;
- Informed and experienced Assessment leadership;
- Extensive benchmarking of Assessment outcomes across the Sector;
- Staff who teach at multiple locations;
- Staff who have taught at other institutions;
- Staff who are involved in benchmarking in the domain;
- Staff who understand assessment;
- Staff who co-teach subjects;
- External staff who are prepared to review assessments

Is the ideal situation for meaningful and appropriate assessment moderation. UBSS is fortunate to have these quality elements in place.

This is most recently evidenced in the iHEP Assessment Moderation Conference Report (Booth, March 2020) based on data collected 31 iHEPs and actually hosted over two days by UBSS on the Sydney CBD Campus. UBSS Assessment Moderation is

UBSS has in place an appropriate **Assessment Moderation Policy** - <https://www.ubss.edu.au/media/1768/assessment-moderation.pdf> - that is fit for purpose.

The policy is current and has been refreshed on a number of occasions, the most recent review in December 2019. The document control panel is illustrative of this –

9 Document Change Control

Version	Change Description	Date	Author
v12	Refreshed format	November 2017	Professor Ian Bofinger
v12	Expanded legislative context (Section 2.2)	November 2017	Professor Greg Whateley
v12	Expanded definitions to include 'benchmarking' (Section (3))	November 2017	Professor Greg Whateley
V12.1	Amendments to clarify definitions and the distinction between the setting and marking of assessment pieces (4) & (5.1), specifications for moderation procedures (5.4) and processes for units with multiple or external examiners (5.5)	March 2018	Professor Ian Bofinger
V12.2	Addition of reference to Assessment Guidelines	June 2018	Associate Professor Andy West
V12.3	Amendment to section 7.1 External Moderation Procedures to include TEQSA condition 3A Assessment Moderation.	December 2018	Associate Professor Andy West
V12.4	Amendment to 5.5 for procedure for moderation of assessments by Units marked by two or more examiners	December 2019	Associate Professor Wayne Smithson

In summary, the policy embraces both **internal and external moderation**. It is best viewed in three parts –

1. Internal

- Subject Assessors (in this instance *Program Directors*) review and endorse assessment items of each subject prior to release to students (this is done each trimester);
- Subject Assessors (*in this instance Program Directors*) moderate or endorse marked progressive assessments (this is done in Week #6 and/or Week #10 each trimester);
- Subject Assessors (in this instance *Program Directors*) review end of term assessments prior to end of term (this is done in Week #11);
- Subject Assessors (in this instance, members of the *Grade Review Committee*) moderate the end-of-term assessments prior to releasing the results to students.

2. Rolling internal moderation and sampling

This calls for the rolling moderation of 8 subjects in each award every year, for a three-year period.

It is important to note that 8 subjects are common to both the Bachelor of Business and the Bachelor of Accounting.

Findings are reported to the Academic Senate and Course Advisory Committee (in this instance via the *Grade Review Committee Reports*) and

3. External Moderation

Each year 3 comparable subjects are reviewed by a nominated external reviewer on a confidential basis.

Findings are reported to the Academic Senate and Course Advisory Committee (in this instance via the *Grade Review Committee Reports*).

Further, ongoing review by students through the extensive SFU process suggests that the assessment at UBSS is appropriate to student needs and expectations contributing to an appropriate student experience. -

Survey Questions		Bachelor of Business											
		T2 16	T3 16	T1 17	T2 17	T3 17	T1 18	T2 18	T3 18	T1 19	T2 19	T3 19	
Q1	The subject provided useful knowledge and skills	4.20	4.38	4.30	4.36	4.28	4.57	4.44	4.35	4.35	4.26	4.50	
Q2	The learning outcomes were achievable	4.09	4.29	4.27	4.30	4.25	4.55	4.36	4.23	4.23	4.21	4.42	
Q3	The subject workload was manageable	4.06	4.00	4.14	4.20	4.17	4.51	4.21	4.19	4.19	4.16	4.36	
Q4	The subject helped to develop relevant professional skills such as problem solving and critical thinking	4.17	4.20	4.27	4.31	4.26	4.55	4.35	4.24	4.30	4.25	4.38	
Q5	The lecturer was well prepared for each class	4.35	4.45	4.44	4.39	4.40	4.62	4.54	4.42	4.20	4.25	4.53	
Q6	The lecturer provided useful feedback	4.29	4.37	4.35	4.30	4.32	4.56	4.47	4.33	4.33	4.23	4.48	
Q7	The lecturer had a good knowledge of the subject matter	4.28	4.52	4.46	4.41	4.39	4.69	4.54	4.47	4.45	4.30	4.51	
Q8	The lecturer used e-learning resources eg smartboard moodle in a way that aided learning in the subject	4.31	4.45	4.33	4.34	4.33	4.56	4.45	4.39	4.39	4.24	4.48	
Q9	The lecturer was available to discuss learning problems outside of class time	4.13	4.28	4.18	4.27	4.14	4.55	4.37	4.24	4.53	4.20	4.42	
Q10	The assessment requirements were clearly explained	4.27	4.28	4.28	4.32	4.27	4.63	4.41	4.34	4.33	4.17	4.40	
Q11	Overall the teaching in the subject was of a high quality	4.30	4.37	4.31	4.28	4.29	4.52	4.45	4.37	4.32	4.30	4.46	
AVERAGE		4.22	4.33	4.30	4.32	4.28	4.57	4.42	4.32	4.33	4.23	4.45	

With regard to assessment within the *Bachelor of Business* – the most relevant lines (domains) would be Q2 The learning outcomes were achievable (appropriateness of assessment); Q6 The lecturer provided useful feedback (assessment feedback, both informative and summative); Q10 The assessment requirements were clearly explained (appropriateness and relevance of assessment); and Q11 The overall teaching in the subject was of high quality (appropriate assessment contributing to overall student experience and quality of teaching).

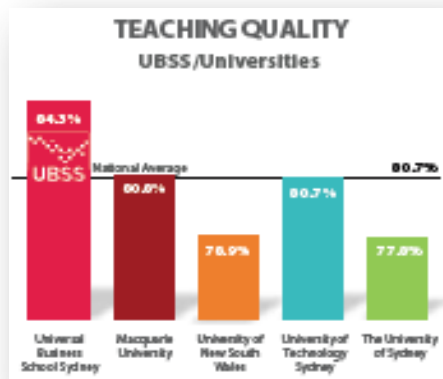
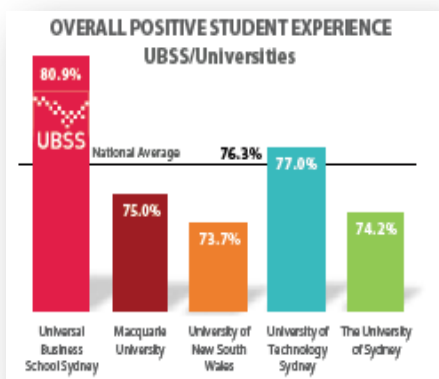
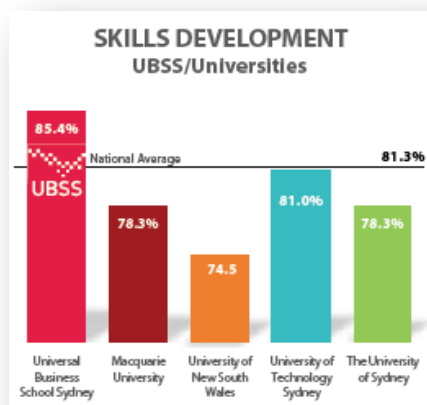
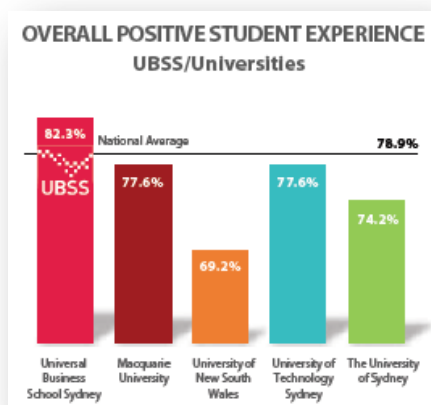
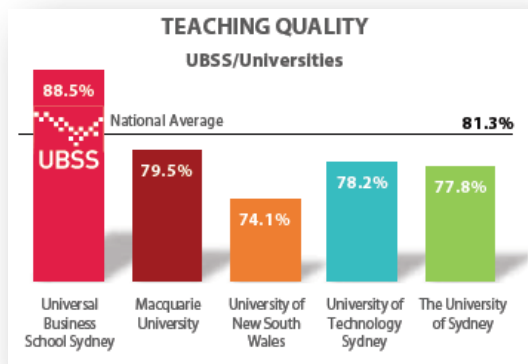
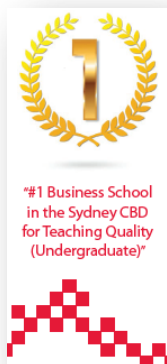
Survey Questions		Bachelor of Accounting										
		T2 16	T3 16	T1 17	T2 17	T3 17	T1 18	T2 18	T3 18	T1 19	T2 19	T3 19
Q1	The subject provided useful knowledge and skills	4.15	4.43	4.16	4.36	4.18	4.26	4.27	4.34	4.34	4.25	4.38
Q2	The learning outcomes were achievable	4.05	4.39	4.10	4.30	4.07	4.25	4.17	4.32	4.32	4.23	4.26
Q3	The subject workload was manageable	3.95	4.09	4.10	4.20	3.98	4.17	4.11	4.21	4.21	4.13	4.23
Q4	The subject helped to develop relevant professional skills such as problem solving and critical thinking	4.10	4.32	4.15	4.31	4.04	4.20	4.20	4.29	4.10	4.22	4.29
Q5	The lecturer was well prepared for each class	4.26	4.48	4.27	4.39	4.16	4.29	4.29	4.41	4.30	4.26	4.25
Q6	The lecturer provided useful feedback	4.19	4.38	4.16	4.30	4.04	4.19	4.20	4.37	4.30	4.23	4.22
Q7	The lecturer had a good knowledge of the subject matter	4.29	4.36	4.25	4.41	4.18	4.34	4.33	4.48	4.20	4.31	4.29
Q8	The lecturer used e-learning resources eg smartboard moodle in a way that aided learning in the subject	4.24	4.46	4.22	4.34	4.11	4.29	4.25	4.43	4.20	4.26	4.31
Q9	The lecturer was available to discuss learning problems outside of class time	4.03	4.26	4.04	4.27	3.98	4.17	4.16	4.30	4.10	4.19	4.18
Q10	The assessment requirements were clearly explained	4.19	4.34	4.15	4.32	4.08	4.23	4.24	4.35	4.20	4.25	4.25
Q11	Overall the teaching in the subject was of a high quality	4.15	4.40	4.17	4.28	4.07	4.24	4.19	4.34	4.20	4.16	4.22
AVERAGE		4.15	4.35	4.16	4.32	4.08	4.24	4.22	4.35	4.22	4.23	4.26

With regard to assessment within the *Bachelor of Accounting* – the most relevant lines (domains) would be Q2. The learning outcomes were achievable (appropriateness of assessment); Q6 The lecturer provided useful feedback (assessment feedback, both informative and summative); Q10 The assessment requirements were clearly explained (appropriateness and relevance of assessment); and Q11 The overall teaching in the subject was of high quality (appropriate assessment contributing to overall student experience and quality of teaching).

Survey Questions		Master of Business Administration										
		T2 16	T3 16	T1 17	T2 17	T3 17	T1 18	T2 18	T3 18	T1 19	T2 19	T3 19
Q1	The subject provided useful knowledge and skills	4.20	4.44	4.27	4.24	4.35	4.40	4.27	4.37	4.37	4.33	4.39
Q2	The learning outcomes were achievable	4.00	4.36	4.15	4.17	4.27	4.37	4.19	4.28	4.28	4.31	4.36
Q3	The subject workload was manageable	3.90	4.21	4.09	4.08	4.18	4.25	4.15	4.25	4.35	4.25	4.33
Q4	The subject helped to develop relevant professional skills such as problem solving and critical thinking	3.90	4.40	4.11	4.12	4.25	4.31	4.19	4.27	4.27	4.29	4.36
Q5	The lecturer was well prepared for each class	4.20	4.59	4.17	4.29	4.42	4.44	4.37	4.42	4.42	4.38	4.46
Q6	The lecturer provided useful feedback	4.10	4.44	4.19	4.17	4.31	4.33	4.26	4.32	4.50	4.28	4.38
Q7	The lecturer had a good knowledge of the subject matter	4.30	4.58	4.30	4.38	4.43	4.48	4.41	4.48	4.48	4.41	4.50
Q8	The lecturer used e-learning resources eg smartboard moodle in a way that aided learning in the subject	4.10	4.51	4.27	4.29	4.31	4.37	4.30	4.40	4.40	4.31	4.39
Q9	The lecturer was available to discuss learning problems outside of class time	4.00	4.26	4.13	4.12	4.20	4.20	4.11	4.21	4.25	4.24	4.34
Q10	The assessment requirements were clearly explained	4.00	4.51	4.17	4.22	4.28	4.38	4.26	4.34	4.35	4.35	4.40
Q11	Overall the teaching in the subject was of a high quality	4.10	4.41	4.09	4.18	4.26	4.32	4.23	4.31	4.36	4.27	4.40
AVERAGE		4.07	4.43	4.17	4.21	4.30	4.35	4.25	4.33	4.37	4.31	4.39

With regard to assessment within the *Master of Business Administration* – the most relevant lines (domains) would be Q2 The learning outcomes were achievable (appropriateness of assessment); Q6 The lecturer provided useful feedback (assessment feedback, both informative and summative); Q10 The assessment requirements were clearly explained (appropriateness and relevance of assessment); and Q11 The overall teaching in the subject was of high quality (appropriate assessment contributing to overall student experience and quality of teaching).

To further validate this the most recent outcomes from the 2019 QILT surveys (published in early 2020) suggest high levels of performances by relevant and current staff (one would argue who are up to date, informed and using appropriate assessment tools. The outcomes are summarised in terms of comparison with neighbouring institutions -



I deal with each of the three (3) elements of the policy and the associated activity in turn.

1. INTERNAL MODERATION

(a) Academic preparation

Subject Assessors (in this instance **Program Directors**) review and endorse assessment items of each subject *prior to release to students* (this is done each trimester).

During Orientation Week (0) or before all teaching staff members are required to present their refreshed subjects outlines to the appropriate Program Director for scrutiny, review and, as required, moderation.

The staff members at UBSS are always timely on such matters.

Currently there are 3 awards at UBSS.

Award	Subject Assessor	# of subjects
Bachelor of Accounting	Associate Professor Wayne Smithson	24
Bachelor of Business	Associate Professor Felix Stravens	24
Master of Business Administration	Associate Professor Duncan Honore-Morris	24

Assessors focus on –

- Appropriate timelines;
- Comprehensiveness and clarity;
- Alignment with graduate attributes;
- Descriptiveness of assessment – nature, weighting, limits, format, due dates;
- Link with learning outcomes;
- Allocation of marks.

A foot note *on all subject outlines* provides evidence of this review process before being released to students via the Learning Management System (LMS). A sample is provided –

Date Completed:	6 November 2019
Date Approved:	6 November 2019
	Wayne Smithson

If a Program Director is actually teaching a subject to be viewed – these are passed to one of the other Program Directors for assessment. Currently this only occurs at the undergraduate level and is managed accordingly.

(b) Student Support

Subject Assessors (*in this instance Program Directors*) moderate or endorse marked progressive assessments (this is done in Week #6 *post Mid Semester Test #1* and Week #10 *post Mid Semester Test #2*). The test/exam regime is in response to ensuring Academic Integrity across the School and also addressing the diminishing AF grade (non-engagement) issue.

Subject Lecturers (with the support of Program Directors) send early intervention letters (via the Learning Support Coordinator) to students who have not performed well in the Week #5 assessments. Students are reminded of the support services available to assist including the workshops on Literacy (Weeks 6,7,8,10 each trimester) eLibrary Support (Weeks 6,7,8 and 10 each trimester) and Research Skills (Weeks 6,7, 8 and 10 each trimester).

Workshop #1 – is ideal for undergraduate students providing support on how to maximize the use of our extensive eLibrary.



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The Private MBA Business School

UNDERGRADUATE

RESEARCH SKILLS WORKSHOP
eLibrary

Thursdays 11:45am – 1:45pm in Room 1110 / eResource Room

You only attend ONE Workshop

Week 3
Week 4
Week 6
Week 7
Week 8
Week 10
Week 12

informat

emerald PUBLISHING

UNDERGRADUATE

GALE CENGAGE Learning

Enhance your research skills, expand your knowledge and submit quality work

GCA **FOR ENROLMENTS & ENQUIRIES**
Madalina Treasca – Learning Support Coordinator | madalina.treasca@ubss.edu.au
UBSS is a member of Group Colleges Australia
Universal Business School Sydney | Levels 10 & 11, 233 Castlemagh Street, Sydney NSW 2000
Direct: +61 2 8532 2525 Extension 123 | Alternative: 1 300 422 422 | www.ubss.edu.au

This Workshop is ideal for undergraduate students

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**MBA
RESEARCH SKILLS WORKSHOP**
eLibrary

Wednesdays 8:30am – 11:30am in Room 1003 / eResource Room

You only attend ONE Workshop

Week 3

Week 4

Week 6

Week 7

Week 8

Week 10

Week 12

Enhance your research skills, expand your knowledge and submit quality work

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This Workshop is ideal for postgraduate students

**UNIVERSAL
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Employability Skills Workshop for MBA Students
IDENTIFY YOUR CAREER PATH

FOUR WORKSHOPS/SESSIONS IN WEEK 3, 4, 6 & 7
Wednesdays 11:45am – 2:45pm in Room 1003

SESSION 1 Identify your Career Path
SESSION 2 Preparing CV & Covering Letter
SESSION 3 Winning the Interview
SESSION 4 Networking – Field Trip

"The workshops were an excellent opportunity to learn how to overcome lack of confidence and improve skills. This is very useful for international students who are new to the country and culture. The design team have well thought out the design."
Sophie Mauer
Master of Business Administration

DREAM JOB

GENERAL MANAGER
CONTRACT MANAGER
MARKETING

SUCCESS

GRADUATION

STEP 7

STEP 6

STEP 5

STEP 4

STEP 3

STEP 2

STEP 1

1 TODAY I AM HERE
MBA Student

2 ATTENDING LECTURES

3 WORKSHOP 1 – Week 3
Identify your Career Path

4 WORKSHOP 2 – Week 4
Preparing CV & Covering Letter

5 WORKSHOP 3 – Week 6
Winning the Interview

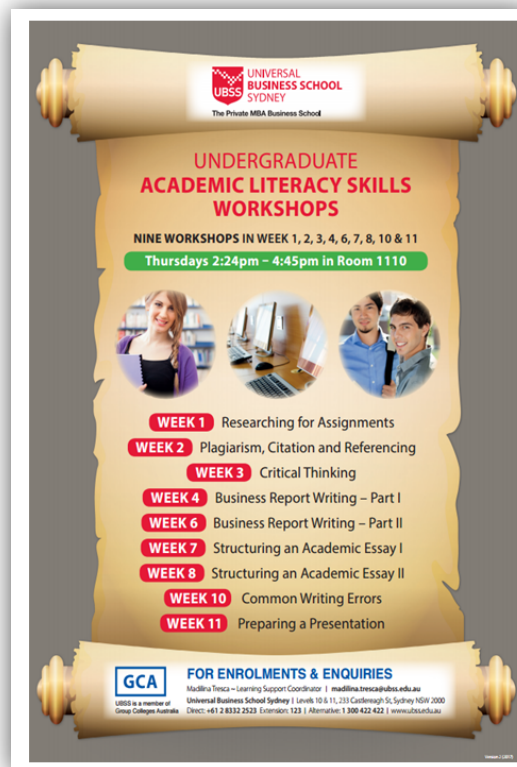
6 WORKSHOP 4 – Week 7
Networking – Field Trip

7 EXAMS

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This Workshop is ideal for postgraduate students



This Workshop is ideal for undergraduate students

The same process is used from Week #10 for a second intervention from both Subject Assessors (Program Directors) and Subject Teachers - *with support sessions being offered in Weeks 10, 11 and 12.*

(c) Assessment Review

Subject Assessors (*in this instance Program Directors*) review upcoming end of term assessments well prior to end of term.

(d) Assessment Moderation

Subject Assessors (in this instance by members of the *Grade Review Committee – a sub-committee of the Academic Senate*) moderate the end-of-term assessments prior to releasing the results to students. The GRC meets and carefully examines the end of trimester results – compares them to the previous trimester – overlays the grade distributions achieved from a local, national, international benchmarking exercise on grade distribution – and after *considered* moderation release the grades to students.

To date this has been an effective and efficient process. The staff response to efficiency on ‘turning marks around’ has been exemplary. A report by the GRC is prepared for the *next* meeting of the Academic Senate and a comprehensive report is provided to all staff via the ‘Message from the Executive Dean’.

A sample GRC Report (T1, 2020 results) is provided as for illustration –

GRADE REVIEW COMMITTEE REPORT

T1, 2020 GRADE DISTRIBUTIONS (RESULTS)

The observation is that UBSS continues to mature in this all-important domain of grade distribution. In a recent Paper by Associate Professor Andrew West April 2020) this has become evident using the data from 9 trimesters. UBSS does not internally moderate results – that is we do not adjust (normalise) at the macro level to fit a formula or curve (unlike many Universities). *Rather*, we encourage staff to create sensible and appropriate assessment and mark accordingly. The moderation takes place through experienced staff (who teach at other like institutions), an external moderator who looks at our grade distributions and samples of assessment across the major programs (currently **Dr Lu, Jiao** – Macquarie University); a COPHE benchmarking activity that provides further external moderation; an extensive HEPP-QN benchmarking project (the bases for West’s April 2020 paper); internal comparison where more than one teacher actually teaches a single subject; and through a careful national/international benchmarking exercise that currently compares our distributions with some 25-30 other HEPs and iHEPs. The moderation is thorough and appropriate.

The **Grades Review Committee** (*a sub-committee of the Academic Senate*) conferred on Monday, May 4, 2020 and considered the T1, 2020 grade distributions post final examinations.

Membership of this committee included –



Associate Professor Felix Stravens
(Program Director, Bachelor of Business)



Assistant Professor Richard Xi
(Postgraduate Coordinator)



Associate Professor Wayne Smithson
(Program Director, Bachelor of Accounting)



Associate Professor Duncan Honore - Morris
(Program Director, Master of Business
Administration)



Emeritus Professor Greg Whateley
(Executive Dean)

The outcomes continue to shape appropriately as evidenced in the tables and graphs provided below. The distributions are continuing to take on an appropriate shape and consistency with other like schools – despite our current policy of ‘no adjustment to real results’. The aggregated progression rate for T1, 2020 is 79% (9% above Strategic Plan target). It is worth noting that the *Bachelor of Accounting* progression rate was 83% (13% above target); the *Bachelor of Business* progression rate was 77% (7% above target); and the *Master of Business Administration* progression rate was 77% (7% above target).

*The distributions for the three programs are presented in table form, graph form (**Associate Professor Wayne Smithson**) and then superimposed over a national/international benchmarking project conducted by **Professor Ian Bofinger** (UBSS Academic Senate) and **Emeritus Professor Greg Whateley** (UBSS) in Mannheim, Germany in late 2016 and continues to be updated with more recent input. A recent grade distribution benchmarking activity by HEPP-QN in which **Associate Professor Andy West** participated has also contributed to the comparative graph.*

We want to take this opportunity to thank all UBSS staff for a brilliant turnaround of results for T1, 2020. This speedy marking and resolution has contributed to a very smooth ratification of grades, recording of outcomes and release of grades on Monday – May 4 (ahead of schedule).

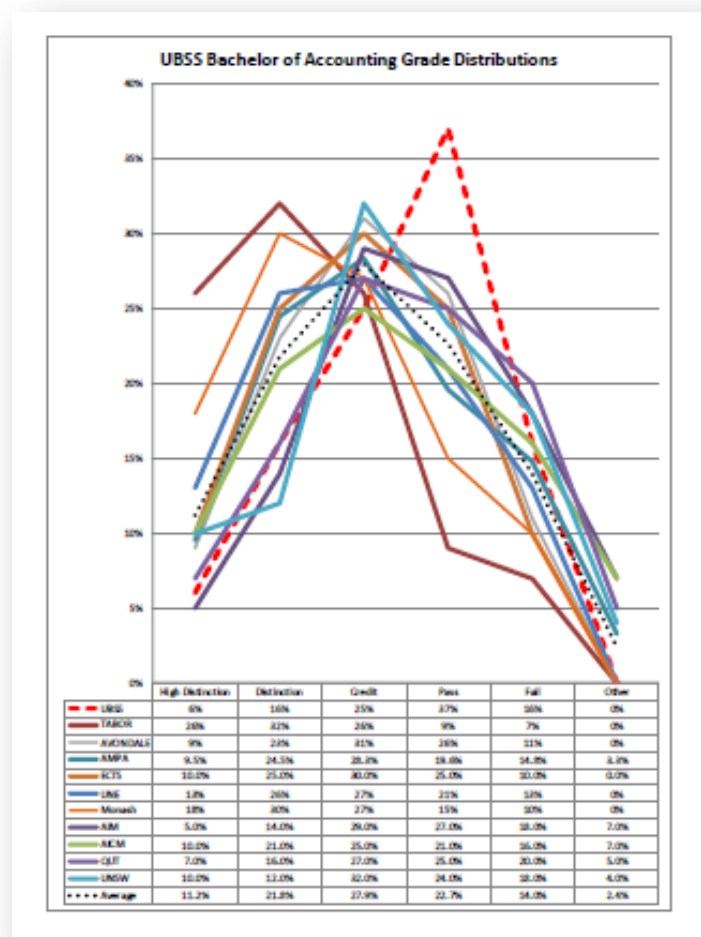
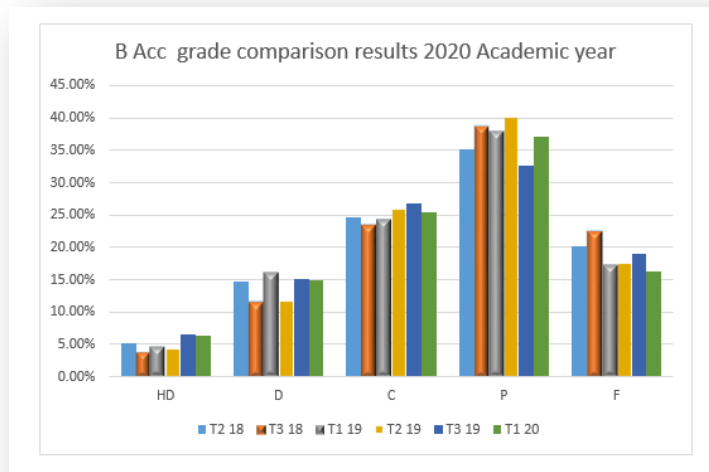
Great Effort! Great team work!

The T1, 2020 grade distributions are captured in a number of ways including –

Grade	BACC	BBUS	MBA	UBSS
HD	6%	2%	9%	6%
D	16%	12%	13%	14%
C	25%	24%	24%	24%
P	37%	40%	31%	36%
F	16%	22%	23%	20%

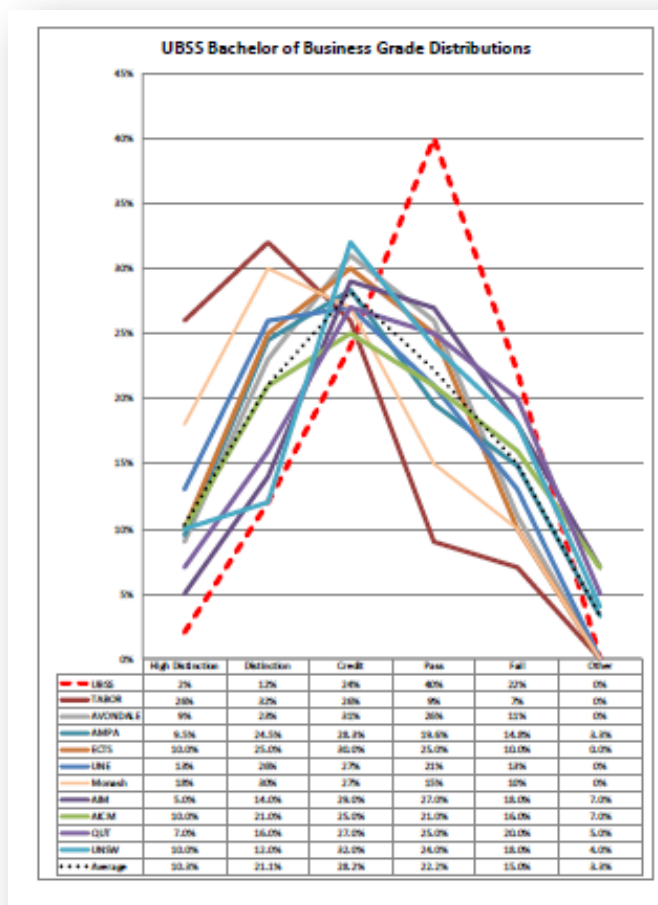
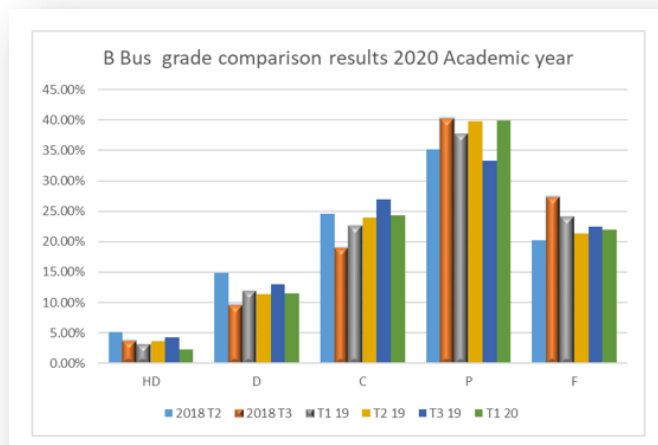
A further graphic representation is provided below including a national/international comparison made possible by **Bofinger and Whateley** (2016+) and **West** (2017+) and an aggregated UBSS outcome -

Bachelor of Accounting (Comparison over 6 Trimesters)



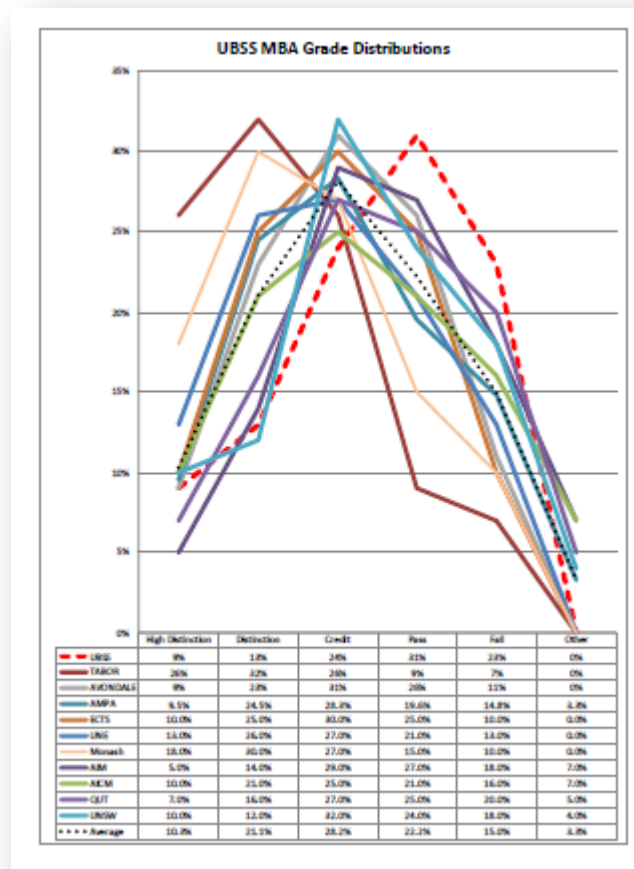
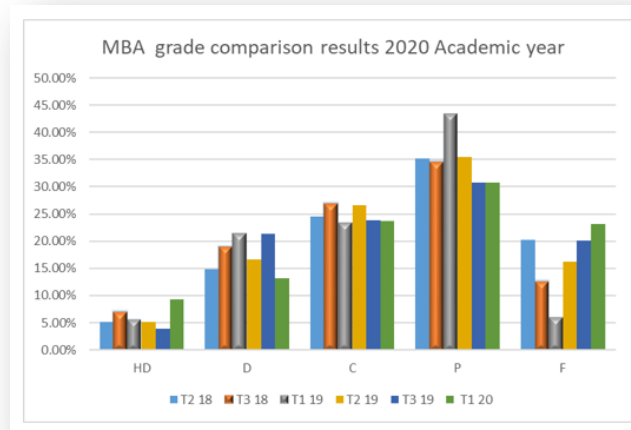
This indicates a Progression Rate of 83% (13% above target)

Bachelor of Business (Comparison over 6 Trimesters)



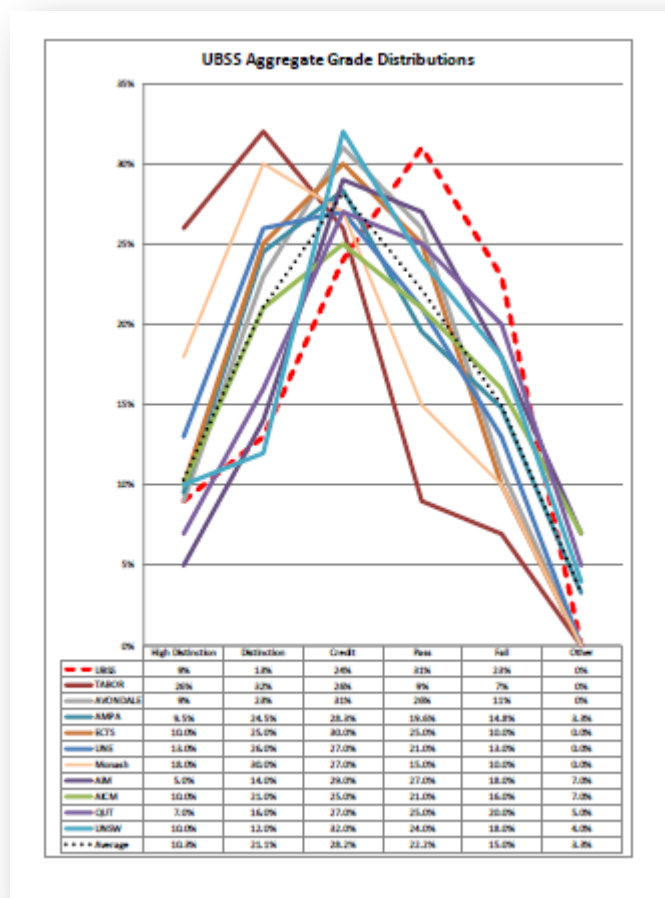
This indicates a Progression Rate of 77% (7% above target)

Master of Business Administration (Comparison over 6 Trimesters)



This indicates a Progression Rate of 77% (7% above target)

An aggregated (benchmarked) grade distribution comparison for UBSS overall in T1, 2020 (Comparison over 6 Trimesters)




The aggregated progression rate for T1, 2020 is 79 % (9 % above target) and interestingly the same as T3, 2019 and T2, 2019.

Again, we extend our thanks to all involved in the process. This is an excellent set of outcomes. A special thankyou to **Associate Professor Wayne Smithson (Internal)** for data capture, **Professor Ian Bofinger (External)** for his work on the national/international comparative data presentation as well as **Associate Professor Andrew West (Internal)** for national data.

In addition, the work done by **Assistant Professor Richard Xi (postgraduate)**, **Associate Professor Felix Stravens (undergraduate)** **Associate Professor Duncan Honore-Morris (postgraduate)** needs to be acknowledged and applauded.

This report was presented to the **Academic Senate** meeting on Wednesday, May 6, 2020.

10. <u>Grade Review Committee Report (Screen Presentation)</u>	
	Issue Grade Review Committee report – Emeritus Professor Greg Whateley (GW) Screen and Verbal presentation - 10:41am – 10:56am
	Consideration GW presented the T1, 2020 GRC report, summarised below - <ul style="list-style-type: none"> • The Grade Review Committee (<i>a sub-committee of the Academic Senate</i>) conferred on Monday, May 4, 2020 and considered the T1, 2020 grade distributions post final examinations. • The outcomes continue to shape appropriately as evidenced in the tables and graphs provided below. The distributions are continuing to take on an appropriate shape and consistency with other like schools – despite our current policy of no adjustment to <i>real</i> results. This is about integrity in place of a convenient bell curve. • The progression rate for the BBUS program and the MBA is 77%. • The progression rate for the BACC program is 83%. • The progression rate for the MBA program is 77%. • The aggregated progression rate for the School is 79% (9% above target as per Strategic Plan).
	Resolution It was recommended that the report be accepted. The report was moved by AP and seconded by AW. The report was accepted without dissent.
	Action JR to send all Senate members a soft copy of the report. WS to send JR a copy of the 'AFs' report for distribution to Senate members.


Extract from Minutes of the May 2020 UBSS Academic Senate meeting – Item #10

The same report was presented to all staff and stakeholders via '**Message from the Executive Dean #102**' published on Friday, May 8, 2020



Masthead from the Message from the Executive Dean #102

The was presented to teaching staff at the **Professional Development Day** on Monday, May 11, 2020 as part of the Executive Dean's Address/Update.



UNIVERSAL
BUSINESS SCHOOL
SYDNEY

Independent MBA Business School

Trimester 2 2020 Staff Professional Development

ONLINE

Monday, 11 May 2020

AGENDA

10am to midday

1. For all lecturers, update on Trimester 1, 2020 by Professor Greg Whateley (20 mins) **ONLINE**
2. ESOS Update by Carlos Munoz (10 mins) **ONLINE**
3. For all lecturers, a session with Program Directors Online (45 mins)
4. General Q & A Session on Moodle (with Kim) Online (45 mins)

Agenda from the most recent Professional Development Day for teaching staff

The process is inclusive, informed, benchmarked, visible and appropriate.

2. ROLLING INTERNAL MODERATION AND SAMPLING

This calls for the rolling moderation of 8 subjects in each award every year, for a three-year period.

Findings are reported to the Academic Senate (in this instance via the *Grade Review Committee* and *Course Advisory Committee* Reports)

In 2019 a total of **24 subjects were internally moderated and sampled** in line with the UBSS Assessment Moderation Policy.

The subjects included –

Bachelor of Accounting

Subject	Timing	Assessor
Advanced Business Communications	T2, 2019	Associate Professor Wayne Smithson
Capstone	T2, 2019	Associate Professor Wayne Smithson
Corporate Finance	T2, 2019	Associate Professor Wayne Smithson
Innovation and Entrepreneurship	T2, 2019	Associate Professor Wayne Smithson
Management Accounting	T2, 2019	Associate Professor Wayne Smithson
Organisational Behaviour	T3, 2019	Associate Professor Wayne Smithson
Principles of Accounting	T2, 2019	Associate Professor Wayne Smithson
Stakeholder Values and Ethics	T2, 2019	Associate Professor Wayne Smithson

A useful 7-part template was created for each of the subjects –

Subject Title and Code	Advanced Business Communication	
Lecturer	Sue Cammeron	
Semester and Year	T2, 2019	
PD Name	Wayne Smithson	

Subject Outline	Weight	N/a
Moderation Criteria	Criteria met?	Comment
If assessment's timelines are appropriate and clearly specified, and aligned with the graduate attributes endorsed by UBSS	✓	
The descriptions of each assessment are appropriate	✓	
The linkage between the specified learning outcomes and each assessment is clearly demonstrated;	✓	
There is significant departure from the marking guide that causes a change of a grade band.	✓	
A guidance concerning the requirements of assessment to be met by students if appropriate.	✓	

16			
17	<u>Week 5 Test</u>	<u>Weight</u>	
18	<u>Moderation Criteria</u>	Criteria met?	Comment
19	The exam is designed to address the learning objectives as per subject outline.		
20	There is an acceptable degree of analytical, situational and scenario based questions in the exam.		
21	Clear instructions are given to students on the cover page of the exam.		
22	There is significant departure from the marking guide that causes a change of a grade band.		
23	There is incorrect tallying of the marks.		
24	Sufficient feedback has been given to students.		
25	Number of exam papers moderated		
26			

26			
27	<u>Week 9 Test</u>		
28	<u>Moderation Criteria</u>	Criteria met?	
29	The exam is designed to address the learning objectives as per subject outline.		
30	There is an acceptable degree of analytical, situational and scenario based questions in the exam.		
31	Clear instructions are given to students on the cover page of the exam.		
32	There is significant departure from the marking guide that causes a change of a grade band.		
33	There is incorrect tallying of the marks.		
34	Sufficient feedback has been given to students.		
35	FINAL COMMENTS		
36	Number of exam papers moderated		

8	Final Exam	50%	
9	Moderation Criteria	Criteria met?	
0	Pre assessment		
1	The final exam is formatted appropriately.	✓	
2	Does the exam match to learning objective and course outline assessment item section.	✓	
3	Is the time frame appropriate for questions.	✓	
4	Is there a balance of theory and practical application.	✓	
5	There is an acceptable degree of multiple choices, analytical, situational and scenario based questions in the exam.	✓	
6	Post assessment		
7	There is not significant departure from the marking guide that causes a change of a grade band.	✓	Reviewed and OK
8	There is correct tallying of the marks.	✓	
9	Number of exam papers moderated	3	Three exam scripts have been moderated pass /credit fail SN 1365920,1247620,1442484

1	Assignment based assessments	15%	
2	Moderation Criteria	Criteria met?	
3	The assessment is designed to address the learning objectives as per subject outline.	✓	
4	There is an acceptable degree of analytical, situational and scenario based questions in the assessment.	✓	
5	Clear instructions are given to students on the cover page of the assessments.	✓	
6	Rubrics are used to inform students what are expected of them.	✓	
7	There is significant departure from the marking guide that causes a change of a grade band.	✓	
8	There is incorrect tallying of the marks.	✓	
9	Sufficient feedback has been given to students.	✓	
0	Number of assignments moderated	✓	

53	Total Weights of Assessments moderated	65%	
54	Target	65% - 70%	
55			

Bachelor of Business

Subject	Timing	Assessor
Advanced Business Communication	T2, 2016	Associate Professor Felix Stravens
Capstone	T2, 2016	Associate Professor Felix Stravens
Innovation and Entrepreneurship	T2, 2016	Associate Professor Felix Stravens
Management Principles	T2, 2016	Associate Professor Felix Stravens
Marketing Fundamentals	T2, 2016	Associate Professor Felix Stravens
Project Management	T3, 2016	Associate Professor Felix Stravens
Risk Management	T2, 2016	Associate Professor Felix Stravens
Organisational Behaviour	T2, 2016	Associate Professor Felix Stravens

The same useful 7-part template was used for each of the subjects.

Master of Business Administration

Subject	Timing	Assessor
Marketing New Products	T2, 2019	Professor Ray Hayek
Corporate Strategy	T2, 2019	Professor Ray Hayek
Organisational Behaviour	T2, 2019	Professor Ray Hayek
Law and Governance	T2, 2019	Professor Ray Hayek
Management Attributes A	T2, 2019	Professor Ray Hayek
Economic Environment	T3, 2019	Emeritus Professor Greg Whateley
Management Attributes	T3, 2019	Emeritus Professor Greg Whateley
Managerial Finance	T3, 2019	Emeritus Professor Greg Whateley

The same useful 7-part template was created for each of the subjects.

3. EXTERNAL MODERATION

Each year 3 comparable subjects are reviewed by a nominated external reviewer on a confidential basis.

In September 2016 and 2017 **Dr Marc Morgan** (*Victoria University, Melbourne*) reviewed the following three subjects -

2016

Subjects	Program	Timing
Accounting for Business	Bachelor of Accounting	September 2016
Risk Management	Bachelor of Business	September 2016
Project Management	Master of Business Administration	September 2016

In **2017** the following were considered -

Subjects	Program	Timing
Issues in Financial Reporting	Bachelor of Accounting	June 2017
Marketing Management	Bachelor of Business	June 2017
Organisational Behaviour	Master of Business Administration	June 2017

In September 2018 and 2019 **Dr Jessica Chen** (*Macquarie University, Sydney*) reviewed the following three subjects -

2018

Subjects	Program	Timing
Corporate Finance	Bachelor of Accounting	September 2018
Management Principles	Bachelor of Business	September 2018
Management Attributes and Skills	Master of Business Administration	September 2018

In **2019** the following were considered

Subjects	Program	Timing
Principles of Accounting	Bachelor of Accounting	September 2019
Business Law	Bachelor of Business	September 2019
Corporate Strategy	Master of Business Administration	September 2019

A pro-forma was designed for the purpose of External Review using the headings of –

1. Reliability
2. Validity
3. Fairness
4. Acceptance
5. Comparability

See format below -



External Assessment Moderation Report

External Assessor Opinion of the Assessment Strategy

This section is to be completed by the external expert

Criterion	Comments
<i>Reliability</i>	
Are the assessment tasks in the unit authentic?	
Do students have sufficient time to complete all the assessment tasks in the unit?	
Is the breakdown of marks in each assessment task logical and fair?	
<i>Validity</i>	
Are the assessment tasks aligned to the Unit Learning Outcomes?	
Is suitable weighting applied to each assessment task in the unit?	

Criterion	Comments
Are the assessment tasks achievable (answerable) from a complexity level when aligned to the AQF level of learning?	
Fairness	
Do the assessment tasks use language at the appropriate learning level of AQF?	
Does the assessment in the unit (as a whole) provide reasonable breadth with regard to subject understanding and application?	
Does the assessment in the unit (as a whole) take into account the variety of skill sets that collectively contribute to the learning outcomes for the subject?	
Acceptance	
Overall, the assessment in the unit (as a whole) is appropriate. (Y/N)	
Overall, the assessment in the unit (as a whole) requires the following minor changes (as noted below). (Y/N)	
The assessment in the unit (as a whole) is not suitable and is required to be comprehensively reviewed (as noted below). (Y/N)	
Comparability	
How does this unit compare to similar/equivalent unit(s) at your institution?	
Other comments on the assessment in the unit as a whole	

Further, during 2017 - 2019 three formal expert reviews of the assessment regime at UBSS were commissioned. *Three* external members of the UBSS Academic Senate (**Professor Ian Bofinger**, October 2017; **Professor Craig Ellis**, March 2018; and **Dr Cyril Jankoff**, July 2017) provided quality reports that were reviewed by the Academic Senate and recommendations embedded.

The issue of Assessment Moderation appears to have been an ongoing concern for TEQSA (Daniel, 2018 and Pratt, 2018) despite numerous updates and evidence provided by UBSS to validate and illuminate.

A condition was placed on UBSS re-registration accordingly –

Condition 3

GCA must:

- a. by 21 June 2018 provide TEQSA with a revised policy dealing with moderation of assessment, together with evidence that the revised policy has been approved by GCA's Academic Senate. The policy must describe the basis on which GCA will arrange for independent external review, by no fewer than two external moderators, of a statistically representative sample of assessments for each study period in each higher education course;
- b. implement the revised policy; and
- c. provide TEQSA with evidence that the revised policy has been implemented as part of GCA's next renewal of registration application.

The need for the condition in the first instance was unfounded, but accepted by UBSS as a means to an end.

All Assessment Moderation sub conditions have been satisfied in a timely and appropriate way, in 6 tranches, throughout 2018/2019 –

IMPROVEMENTS IN PERFORMANCE						
Condition #3 - ASSESSMENT MODERATION						
3a A revised Assessment Moderation Policy approved by the AS to include independent external review with no fewer than two external moderators of a statistically representative sample of assessments for each study period		9 April				Completed
3b Implementation of the policy		End T1	End T2	End T3	End T1	
3c Provide evidence of application of policy with re-registration					1 May	
Condition #4 - HISTORICAL DATA ANALYSIS						

No feedback has been provided by the Regulator on the matter – one can only assume all is in order. Brook (2019/2020) did verbally raise the matter at a Sydney site visit and a F2F TEQSA meeting in Melbourne without detail or elaboration – suggesting little substance to the concern.

The current **Assessment Moderation** process at UBSS is superior to like institutions supported by a robust and appropriate policy that is followed carefully. A comparative search in 2018 demonstrated the superiority of the UBSS process and policy -

ASSESSMENT MODERATION POLICY SEARCH AND COMPARISON (a web search)

HEPS		Sampling	Rolling	External	Overall Comment
University of New South Wales	No policy on site	-	-	-	No policy
University of Sydney	No policy on site	-	-	-	No policy
University of Technology, Sydney	No policy on site	-	-	-	No policy
Charles Sturt University	No policy on site	-	-	-	No policy
University of Western Sydney	No policy on site	-	-	-	No policy
NUHEPS					
Australian Institute of Music	No policy on site	-	-	-	No policy
Academy of Music and Performing Arts	Moderation Policy in place	No sampling required	No rolling assessment	External marking for graduating performance exams and theses	Inferior to UBSS
Australian College of Applied Psychology	No policy on site		-	-	No policy
KENT Institute*	Moderation policy in place	10 papers	No rolling	No external marking	Inferior to UBSS
Australian Institute of Business	Moderation Policy in place	Only used for subjects with more than one teacher	No rolling	No external marking	Inferior to UBSS
Australian Institute of Higher Education	Moderation Policy in place	No specified sampling	No rolling	No external marking	Inferior to UBSS
Study Group Australia	Moderation Policy in place	5% or 10 papers	No rolling	No external marking	Inferior to UBSS

Based on the research summarised above and with the Pratt critique overlaid all 12 institutions are *not* meeting PCAS 5.3. Copies of policies attached.

A recent publication provides insight into a recent 10 institution benchmarking project (West 2020) that aligns UBSS assessment and assessment moderation and demonstrates that UBSS remains a leading provider in the space.

