

# MODERATION OF ASSESSMENT

AMENDED 01.04.2011

<b>Section</b>	Teaching and Learning		
<b>Approval Date</b>	04.03.09	<b>Approved by</b>	Academic Board
<b>Next Review</b>	As required	<b>Responsibility</b>	Director of Curriculum and Planning
<b>Key Evaluation Question</b>	4	<b>ITPNZ Quality Standard</b>	9

## PURPOSE

To ensure that student assessments are valid and reliable, that course assessment procedures are fair and equitable, and that Nelson Marlborough Institute of Technology programme delivery is credible to academic stakeholders.

## SCOPE

All summative assessments used within programmes delivered at, or administered by, Nelson Marlborough Institute of Technology; including those delivered by joint venture partners.

Requirements relating to moderation of unit standards and National (AMAP).

New Zealand Qualifications Framework (NZQF) qualifications are included in the registered Accreditation and Moderation Action Plan

## DEFINITIONS

<b>Moderation</b>	<p>A process designed to ensure assessments are valid and reliable, assessment decisions are fair and consistent, and feedback is used to make improvements. Moderation is usually described in terms of:</p> <ul style="list-style-type: none"> <li>- pre-assessment moderation: occurs before an assessment takes place</li> <li>- mid (or intra) assessment moderation: occurs during the assessment process</li> <li>- post-assessment moderation: occurs after the marking of an assessment</li> <li>- random moderation: occurs as spot checks; investigating assessment complaints</li> </ul>
<b>External moderation</b>	<p>Moderation performed by individuals or organisations external to Nelson Marlborough Institute of Technology. This is likely to involve</p>

	<p>any one or a combination of the following:</p> <ul style="list-style-type: none"> <li>- assessors attending external meetings</li> <li>- an external person visiting assessors</li> <li>- exchanges of assessment material that do not involve face to face contact.</li> </ul>
<b>Internal moderation</b>	Moderation that is undertaken by staff of Nelson Marlborough Institute of Technology or staff of contracted partners delivering NMIT programmes.
<b>Local qualification</b>	An award recognising the successful completion of a programme of study that NMIT holds approval for, consisting of locally developed courses, which may or may not include a combination of unit standards, and that is not a national or New Zealand qualification recognised by NZQA
<b>Accreditation and Moderation Action Plan (AMAP)</b>	Plans required by NZQA and developed by National Standard Setting Bodies (NSBs) that detail moderation requirements for unit standards.
<b>NMIT Moderation Plan</b>	The plan stating internal and external moderation requirements for all summative assessments required by NMIT as specified in the Programme Application document/Programme Regulations, and submitted to the Academic Committee.
<b>Annual Moderation Plan</b>	The plan describing how moderation will occur each year to reflect the NMIT Moderation Plan so that a balance of moderation occurs (ie pre-, mid- and post-moderated, and internal and external moderation).
<b>Moderation Cluster Group</b>	A locally, regionally or nationally based external moderation group comprised of local, regional or national providers (eg Tertiary Institutes, Secondary Schools, Private Training Establishments).
<b>Moderator</b>	A person who moderates the validity and reliability of assessment processes/assessments against standards and stated course/programme outcomes.
<b>Monitor</b>	An NZQA-appointed person who monitors degrees and related qualifications, to reassure NZQA and all stakeholders that the degree is being implemented and managed as planned.
<b>Reliability</b>	A reliable assessment gives results that are a consistent and accurate representation of what is measured – across time/students/courses/institutions (if relevant); ie results can be relied on.

<b>Summative Assessment</b>	An assessment where the result counts towards the final grade or pass criteria in a course/programme.
<b>Validity</b>	A valid assessment is one that assesses what it sets out to assess in an appropriate manner (ie is fit for purpose), covering fairly the stated course content and objectives.

## RESPONSIBILITY

**The Academic Board** is responsible for developing policy related to moderation and for delegating responsibilities for moderation as it deems appropriate.

**Academic Committees** shall:

- ensure accreditation and moderation requirements are met
- receive and action external moderation reports, by:
  - reviewing moderation plans and reports annually
  - being responsible for approving curriculum changes resulting from moderation and assessment reports and feedback.
  - approving as deemed appropriate, assessment tools and timetables prior to course/programme commencement.

**Heads of School\*** are responsible for:

- establishing an **Annual Moderation Plan** (or plans), which will state internal and external moderation activities for all summative assessments in programmes for which the School is responsible.
- implementing and maintaining internal and external moderation practices which ensure that assessment is valid, fair, reliable, consistent across the Institute and meet all internal and external moderation requirements.

\*Heads of School have the authority to assign specific responsibilities to others (eg Programme Leaders or other nominated staff) but maintain overall accountability.

**Programme Leaders** are responsible for carrying out tasks relating to moderation that are consistent with the approved moderation plan.

**Academic staff members and contractors, including those for sub-contracted programmes** are responsible for understanding this moderation of assessment policy and for gaining the necessary knowledge and skills to carry out moderation and respond to moderation requirements in a professional manner.

For NZQA external moderation, **NZQF Coordinators** are responsible for liaising with Programme Leaders to provide assessment material and samples of assessed work to meet external moderation requirements and timelines as per AMAP requirements.

The Academic Registrar acts as the NMIT Moderation Liaison for unit standards for which NZQA is the Standard Setting Body. **The Moderation Liaison** coordinates moderation processes for these unit standards and is the internal and external contact person for all correspondence and enquiries in this respect.

## INTERNAL AND EXTERNAL MODERATION STANDARDS

All courses/programmes submitted for academic approval shall refer to the moderation of assessment process to be used (the **NMIT Moderation Plan**).

The goal is to sustain effective moderation that is meaningful, sustainable, and used as the basis for improvement.

For each programme, the **Annual Moderation Plan** will specify in detail the moderation requirements for all summative assessments, so that a balance of moderation occurs to reflect the moderation requirements as specified in the Programme Regulations (ie pre-, mid- and post-moderated, and internal and external moderation).

### EXPECTED INTERNAL MODERATION ACTIVITIES:

i) Pre-assessment moderation

Moderation of **all summative assessments prior to first use, and prior to first use following significant alteration**. The moderation process will ensure that in the assessment design, the following conditions are met:

- Conditions are clearly stated
- Instructions/questions are appropriate and fair and will be clearly understood
- Assessment / marking schedules indicate range of evidence and judgements required to ensure consistency.
- Assessments enable students to provide evidence corresponding to the stated learning outcomes and are appropriate to the course level.
- Where methods of assessment have been altered to meet the requirements of different modes of delivery, these assessments are moderated to ensure reliability.

ii) Mid-assessment moderation

Moderation that occurs while the assessment process is taking place to ensure the accuracy and consistency of marking - particularly useful for practical assessment activities, but also mid way through marking of assignments/exam papers eg co-marking a sample of assessments.

iii) Post-assessment moderation

Moderation of completed student work which has already been assessed and marked, to verify the accuracy, consistency, and (if relevant) comparability of results with other

courses, intakes or institutions, providing feedback on judgement of assessment decisions.

iv) Random moderation

Spot checks; investigating assessment complaints

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EXPECTED EXTERNAL MODERATION ACTIVITIES:

i) Pre-assessment moderation

ii) Mid-assessment moderation

iii) Post-assessment moderation

Schools are responsible for providing external moderators with all relevant information eg course descriptors, assessment tools, marking guides and samples of assessed work.

For the purposes of moderation, samples of assessed work need to be retained for a minimum period of one year.

Where unit standards or national qualifications are involved, the registered AMAP is followed.

## APPENDICES

Appendix 1: Guidelines for External Moderation and Exemplar Moderation Form

## REFERENCES

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### INTERNAL

Assessment

Approval for New and Changed Programmes

Guidelines for Programme Design

NMIT approved programme documentation

NMIT NZQF Coordinators (Responsibilities for External Moderation) Refer NMIT Public

Folders/Academic

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### EXTERNAL

ITPNZ Academic Quality Standards (April 2006)

Accreditation and Moderation Action Plans (AMAPs)

NZQA Designing a Moderation System

NZQA Moderation of Assessment, An Introduction for National Standards Bodies

NZQA Moderation of Degree Programmes

NZQA National External Moderation Manual for Tertiary Education Organisations

## GUIDELINES FOR EXTERNAL MODERATION\*

(For Pre-, Mid- and Post- Assessment Moderation)

(\*Note: NZQF moderators follow guidelines in the NZQA National External Moderation Manual for Tertiary Education Organisations)

The relevant NMIT School will liaise with the external moderator in connection with their contract and external moderation process, providing all relevant information for the moderation exercise.

External moderators should start by familiarising themselves with the course - read the relevant information from the Student Handbook/course booklets including course descriptors, marking guides, and NMIT's Policy *Moderation of Assessment*.

Moderators should complete an External Moderation Form for each moderation activity they conduct – pre-, intra-, or post-assessment moderation.

**Pre-Assessment Moderation:** is conducted on all summative assessments prior to first use, and prior to first use following significant alteration. The moderator checks that the assessment tool and marking schedule is designed to ensure valid, fair, reliable and consistent assessment against standards and stated course/programme outcomes. The moderator recommends if any changes are required prior to the assessment being used.

**Mid-Assessment Moderation:** takes place part way through the assessment process. The moderator checks that assessments are being marked accurately and fairly, according to the marking schedule; and that there is consistency of judgement in the marking. If inconsistencies are identified the moderator will recommend if changes are needed to the marking.

**Post-Assessment Moderation:** takes place after all student work has been marked. The moderator monitors that assessments have been marked accurately and fairly, according to the marking schedule and that there has been consistency of judgement in the marking. The moderator will recommend if changes are needed before the assessment is used again.

**NMIT EXTERNAL MODERATION: EXEMPLAR FORM\***

(For Pre-, Mid- and Post- Assessment Moderation)

(\*Note: NZQF moderators follow guidelines in the NZQA National External Moderation Manual for Tertiary Education Organisations)

**EXTERNAL MODERATOR TO COMPLETE.**

<b>Course Title</b>		<b>Course code</b>	
Details/title of assessment being moderated (eg final exam, Practical 1)		Type of moderation (pre-, intra-, or post-assessment)	
Date(s) of assessments being moderated		If student assessments are being moderated, list all student numbers here.	
Name of course tutor		Your name	

Please complete the relevant section of this form for the type of moderation you are conducting and submit it to NMIT as instructed.

<b>Section 1: Pre-Assessment Moderation (complete questions 1 – 6)</b>	
<b>1</b>	<b>Does the assessment enable students to provide evidence corresponding to the stated learning outcomes? and is it appropriate to the course level?</b>
Yes / Not completely <i>(Circle as appropriate)</i>	Comments:
<b>2</b>	<b>Are all assessment instructions and any marking schedule details available to students clear for all students to understand?</b>
Yes / Not completely	Comments:
<b>3</b>	<b>Is the marking schedule clear for markers to understand?</b>
Yes / Not completely	Comments:

APPENDIX 1

<b>4</b>	<b>Does the marking schedule indicate the range of evidence and judgements required to ensure consistency in assessment?</b>		
Yes / Not completely	Comments:		
<b>5</b>	<b>List any changes you recommend before the assessment and marking schedule is used.</b>		
Recommended changes:			
<b>6</b>	<b>Any other comments you have arising from this pre-assessment moderation?</b>		
Additional comments:			
Your signature		Date	
<b>Section 2: Mid-Assessment Moderation (complete questions 7 - 10)</b>			
<b>7</b>	<b>Is the marking accurate, fair and consistent for the assessments you have reviewed?</b>		
Yes / Not entirely <i>(Circle as appropriate)</i>	Comments:		
<b>8</b>	<b>Do you recommend any changes needed to the marks for the assessments you have reviewed?</b>		
Yes / No	Comments:		
<b>9</b>	<b>Do any matters need to be addressed by the marker(s) in respect of assessments that have not been provided for external moderation, or from students who are yet to be assessed?</b>		
Yes / No	Comments:		
<b>10</b>	<b>Any other comments you have arising from your mid-assessment moderation?</b>		
Additional comments:			

Your signature		Date	
<b>Section 3: Post Assessment Moderation (complete questions 11 - 15)</b>			
<b>11</b>	<b>Is the marking accurate, fair and consistent for the assessments you have reviewed?</b>		
Yes / Not entirely (Circle as appropriate)	Comments:		
<b>12</b>	<b>Would you recommend any changes to future marking based on the assessments you have reviewed?</b>		
Yes / No	Comments:		
<b>13</b>	<b>Do you have any suggestions for improvement to the assessment and/or associated marking guide?</b>		
Yes / No	Comments:		
<b>14</b>	<b>Do you have any comments on comparability of results with other courses/intakes/institutions?</b>		
Yes / No	Comments:		
<b>14</b>	<b>Any other comments you have arising from your post-assessment moderation?</b>		
Additional comments:			
Your signature		Date	