

NMIT MODERATION PROCEDURE

Section	Learning and Teaching		
Approval Date	09.04.2014	Approved by	Academic Committee
Next Review	02.05.2024	Responsibility	Interim Operations Lead
Last Reviewed	02.05.2023	Key Evaluation Question	5,6

INTRODUCTION

Moderation is an integral part of assessment best practice. NZQA requires institutions to have robust assessment and moderation processes. For most programmes, pre-assessment, intra-assessment and post-assessment moderation are needed, covering moderation of assessment materials and assessor judgements, and with an appropriate mix of internal and external input. The mix depends on the type of qualification, level, length, industry contact, and practical considerations such as availability of suitable moderators.

PURPOSE

To ensure that Te Pūkenga - NMIT assessment activities are **valid, fair, consistent** and **reliable**; fit for purpose with stakeholder requirements and that they embody Te Pūkenga - NMIT core values of Manawa nui, Manawa roa and Manawa ora.

To provide a framework for ensuring that continual improvement in assessment design and delivery occurs.

To allow Te Pūkenga - NMIT to provide evidential assurance of its credibility and compliance with stakeholder requirements.

SCOPE

All summative assessments, (and assessment standards under relevant Consent and Moderation Requirements) delivered at, or administered by, Te Pūkenga - NMIT. This includes joint ventures or partners subcontracted to deliver on behalf of Te Pūkenga - NMIT.

Not in Scope:

1. Degree Monitoring (covered in a separate policy document: [NMIT Degree Monitoring policy](#))
2. Consistency Reviews

DEFINITIONS

The definitions of specialist terms are listed below:

Specialist Terms	Definitions
Annual Moderation Plan	The schedule identifying which courses and/or standards for a particular programme will be moderated for the current year (fed from the broader scope of the Curriculum Area/Programme Moderation Cycle). The Annual Moderation Plan is submitted to the Academic Standards and Quality Committee for endorsement, monitoring and review. The AMP needs to be in place before the end of March each year.
Check-marking	An exercise between kaiako conducted to confirm that the assessor followed the marking schedule, and that the 'checker' would give the work the same marks. (<i>def. NZQA</i>)
Cluster Group	A locally, regionally or nationally based moderation group comprising local, regional or national providers (e.g. Tertiary Education Organisations, Secondary Schools, Private Training Establishments).
CMR	Consent and Moderation Requirements. Each unit standard and achievement standard listed on the Directory of Assessment Standards (DAS) has an associated Consent and Moderation Requirements (CMR) document, which outlines the specific requirements for consent to assess against standards, and national external moderation. CMRs are developed by standard-setting bodies (SSBs). [<i>Def: NZQA</i>]
DAS	The Directory of Assessment Standards (DAS) lists all quality assured unit and achievement standards, known collectively as 'assessment standards'. [<i>Def: NZQA</i>]
Evidence	The answers or performance expected from the ākongā. Marking Rubrics provide examples of the evidence expected.
External moderation*	Moderation carried out by individuals or organisations external to Te Pūkenga - NMIT.
Internal moderation	Moderation that is undertaken by Te Pūkenga - NMIT kaimahi or kaimahi of contracted partners delivering Te Pūkenga - NMIT programmes. All course work identified for external moderation must be internally moderated before material is sent to the external moderator.
Intra-assessment moderation	Moderation that takes place during the marking process which is conducted on a sample of assessments before results are finalised. Particularly useful for practical assessment activities.
Judgement	A statement on the marking schedule that defines the standards of the assessment to be met. e.g. "Candidate must provide at least one correct statement."
Marking Rubric (aka Marking Schedule)	The set of criteria used to allocate marks to ākongā work.

Specialist Terms	Definitions
Moderation Coordinator	A function of the role of Programme Support Coordinator or Programme Team Lead. The team member with this role will be identified in the Annual Moderation Plan.
Moderation Liaison	The key contact on matters of external moderation between NZQA and Te Pūkenga - NMIT . [Def: NZQA]
Moderation Report Coversheet	A coversheet, for internal use, that is attached to every External Moderation Report summarising the results in the Report, after recommended changes have been made to an assessment and before being submitted to Te Pūkenga - NMIT Academic Standards and Quality Committee. [Available on Knowledge Base]
Moderator	A person who checks the validity, reliability and fairness of assessments, assessment processes and/or decisions against set standards and stated course/programme learning outcomes.
Programme Moderation Cycle	The plan (usually for 3 years) that outlines the pattern of external moderation planned for all summative assessments for all the courses in a programme and the rationale behind the pattern.
Post-assessment moderation	<p>A quality assurance activity to ensure:</p> <ul style="list-style-type: none"> Marking is fair; Assessor's feedback supports learning; The work is authentic (learner's own); The work is appropriate for the level of the course; There is sufficient evidence that the learner has met the learning outcomes. <p>NZQA time-frame: before results are reported to learners</p> <p>WDC time-frame: after results have been finalised and released to learners. In this case moderation does not change the results that are being reviewed but is intended to give guidance (and in some cases requirements) for future assessments, and contribute to continuous improvement.</p>
Pre-assessment moderation	Moderation that occurs before an assessment takes place, where assessment tasks are checked to ensure they assess the relevant learning outcomes and are valid, fair, consistent and reliable.
Standard Setting Body (SSB)	Standard-setting bodies are responsible for the quality of standards submitted to NZQA for listing on the Directory of Assessment Standards (DAS). They work with industry partners, professional groups and others to develop useful and relevant standards that are nationally recognised. There are currently three types of standard-setting body: WDCs (for specific industries and professions), the Ministry of Education (for NCEA achievement standards and the Literacy and Numeracy Te Reo Matatini me te Pāngarau standards) and NZQA (for all other standards). [Def, NZQA]
Valid, Reliable, Informative, Equitable, Authentic	<p>Assessment is VALID: it measures the achievement of learning outcomes, is evidence based, and appropriate.</p> <p>Assessment decisions are RELIABLE: they are comparable and consistent when made against the same outcomes in</p>

Specialist Terms	Definitions
	<p>different contexts.</p> <p>Assessment is INFORMATIVE: it is valued, meaningful and purposeful to the context of ākonga achievement.</p> <p>Assessment is EQUITABLE: it is fair, accessible and values cultural diversity and individual needs.</p> <p>Assessment is AUTHENTIC: it affirms the skills, knowledge and competencies acquired by ākonga, and reflects real world contexts.</p>
WDC	<p>Workforce Development Council</p> <p>WDCs set standards, develop qualifications and help shape the curriculum of vocational education. They moderate assessments against industry standards and, where appropriate, set and moderate capstone assessments at the end of a qualification.</p> <p>https://www.tec.govt.nz/vocational-education/vocational-education/strengthening-vocational-education/workforce-development-councils-wdcs/</p>

* Where Te Pūkenga - NMIT delivers programmes sourced from /in collaboration with another Te Pūkenga business division, the Programme Moderation Cycle and/or Annual Moderation Plan will be informed by any arrangements under that agreement.)

Where a unified product is offered across Te Pūkenga network, external to business division is replaced by moderation between Te Pūkenga business divisions.

(Please refer to [Appendix 1: Transition to Te Pūkenga Moderation](#))

RESPONSIBILITIES

Academic and Quality team is responsible for:

- Advising Curriculum areas on CMR requirements
- Monitoring compliance on CMR requirements

Academic Standards and Quality Committee is responsible for:

- Reviewing and endorsing Annual Moderation Plans.
- Receiving External Moderation Reports and monitoring resulting action plans.
- Endorsing curriculum changes resulting from Moderation Reports and feedback.
- Maintaining high-level records of moderation activity, including approval dates of Annual Moderation Plans and subsequent submitted moderation reports.

Curriculum Area Managers (CAMs) are responsible for:

- Establishing a Moderation Cycle; and an Annual Moderation Plan for each programme for which they are responsible, stating intended moderation activities for all summative assessments in the programme for that year, ensuring the Annual Moderation Plan complies with the Moderation policy, approving the plan and submitting it to the Academic Standards and Quality Committee for approval early in the academic year.
- Ensuring that tasks relating to moderation are carried out and are consistent with the approved Annual Moderation Plan.
- Ensuring the programmes for which they are responsible meet internal and external moderation requirements, including CMR requirements.
- Approving external moderators, where applicable.

- Ensuring that moderation reports are shared, considered, acted upon and are used as the basis for improvement.
- Receiving and reviewing Action Plans completed in response to Moderation Reports and ensuring the actions are implemented.

Kaiako are responsible for:

- Carrying out tasks relating to assessment and moderation that are consistent with the approved Programme Regulations.
- Ensuring that assessments are valid, reliable, informative, equitable, and authentic.
- Responding to Moderation Reports where moderators identify requirements or recommendations to an assessment, with appropriate actions to address issues.
- Ensuring that assessments provided to ākongā are up-to-date and the approved version

Moderation Coordinators are responsible for:

- Being familiar with the Annual Moderation Plan for the programmes on which they are working.
- Liaising with Te Pūkenga - NMIT contracted moderators and ensuring expectations, responsibilities and arrangements for their work with Te Pūkenga - NMIT are clear and understood.
- Providing all relevant information necessary for any moderation activity (internal or external) e.g. course descriptors, assessment tools, marking guides, moderation forms to be completed for each assessment; and in the case of post-assessment moderation, samples of ākongā work (normally samples of work from 3 separate ākongā, representing a range of achievement).
NB: All forms are available on Knowledge Base – Te Pūkenga - NMIT Intranet.
And when submitting ākongā samples for moderation by a SSB (WDC or NZQA), the names and any other identifiers (eg NSI numbers) must be redacted before sending out.
- Completing the Moderation Report Coversheet (summarising the results for all External Moderation Reports); and forwarding the report and the Coversheet to Academic Standards and Quality Committee for review.
- Maintaining accurate data in the Moderation Tracksheet for all Programme areas they are responsible for (this data feeds the PowerBI report).
- Identifying and proposing suitable moderators (for external moderation) and submitting to Curriculum Area Manager for approval.
- Where an assessment is delivered across more than one programme and/or department, the moderation coordinator is required to establish a moderation relationship with the other programmes/departments and ensure that the outcomes of the moderation process are shared and resulting actions are consistently applied.

The Quality Advisor is responsible for:

- Providing Moderation Liaison function for NZQA and all other SSBs
- Collating and submitting the Annual Assessment plan for all SSBs and their managed unit standards
- Collating, quality checking and submitting materials for moderation to NZQA and all other SSBs
- Monitoring external moderation activities and recording outcomes
- Providing input into continual improvement of Te Pūkenga - NMIT external moderation tracking and reporting capability
- Providing support and training to staff in the area of external moderation as required.
- Reporting to Directors and Academic Standards and Quality committee as required to identify trends, and alert committee to areas that may be at risk of not achieving milestones.

ANNUAL MODERATION PLAN

An Annual Moderation Plan (see [Process Map](#) in Knowledge Base) covers the current calendar year and needs to include the following

- The programme of study being covered.
- List of courses to be moderated
- If courses include unit standards, a list of the unit standards to be moderated and timeframes for those, if known by March
- The names and contact details of moderators if available.
- The name of the Moderation Coordinator for each programme

An annual moderation plan needs to be submitted for, or include, all programmes of study that include assessment of ākongā work, eg. Star courses, Top of the South Trades Academy, micro-credentials.

The AMP will be considered (and subsequently endorsed where appropriate) at the Te Pūkenga - NMIT Academic Standards and Quality Committee.

MODERATION EXPECTATIONS

Where the programme includes assessment standards the relevant CMR has to be followed (see NZQA website).

If courses contain unit standards, the schedule of moderation for individual unit standards will be set by the SSB (often the WDC or NZQA). The SSB will communicate their requirements to the Moderation Liaison who will liaise with the relevant Moderation Coordinator to coordinate the required materials.

All summative assessments need to be moderated prior to first use, and prior to first use following significant alteration.

See [Process map](#) (on Knowledge Base)

RECORDS MANAGEMENT

Samples of assessed work used for external post-assessment moderation purposes need to be retained for a minimum period of seven years. All other assessed work must be retained for a minimum of one year after the date of release of results.

REFERENCES

INTERNAL

- [Action Plan inc 'Closing the Loop'](#) [Available on Knowledge Base]
- [Annual Moderation Plan \[template\]](#) [Available on Knowledge Base]
- [Annual Moderation Plans Process Map](#) [Available on Knowledge Base]
- [External Moderation Events Process Map](#) [Available on Knowledge Base]
- [External Moderation Reports Process Map](#) [Available on Knowledge Base]
- [NMIT Assessment Policy](#)
- [Te Pūkenga Moderation Policy](#)
- [Te Pūkenga Moderation Engagement document, 2022](#)

EXTERNAL

- [National external moderation guidelines for TEOs](#)
- [Aromatawai and the Principles of Assessment](#) (NZQA)

APPENDIX 1: TRANSITION TO TE PŪKENGA MODERATION

From [Te Pūkenga Moderation Engagement document, 2022](#)

The diagrams below show the main steps required to move from existing moderation procedures of each subsidiary to Te Pūkenga Moderation.

Through 2023 (Day 1: 01 Jan 2023 to Horizon 1: 31 Dec 2023)

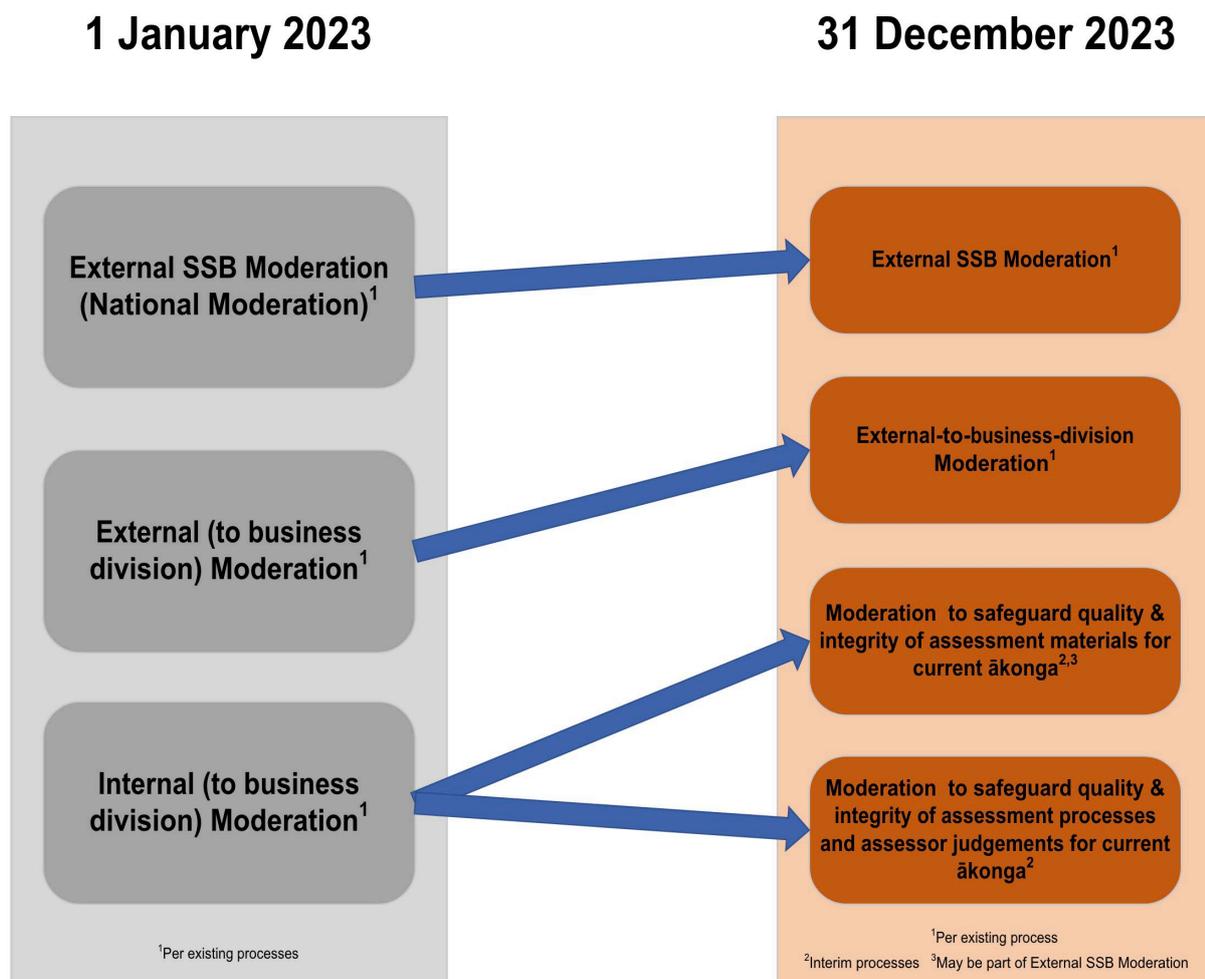
During 2023, each business division takes an interim “Horizon 1” step with their moderation processes. In this step, each business division continues with their **existing local processes** for:

- External Standard Setting Body (SSB) Moderation, and
- External-to-business-division Moderation.

Internal (to business division) Moderation is replaced by Horizon 1 (interim) business division processes for:

- Moderation to safeguard quality and integrity of assessment materials for current ākongā, and
- Moderation to safeguard quality and integrity of assessment processes and assessor judgements for current ākongā.

For products containing WDC unit standards, Moderation to safeguard assessment materials may occur through the External SSB Moderation. It is envisioned that aspects of existing local processes will be able to be carried through, and built on, to develop these new interim processes.



Where there is a unified product offered across Te Pūkenga

In this option, each business division engages in the following, under the umbrella of Te Pūkenga Moderation Policy:

- External SSB Moderation continues as per **existing local processes**.
- External-to-business-division moderation is replaced by Moderation between Te Pūkenga business divisions

For some, this will mean no change. However, for those who previously did external moderation with PTEs or other external parties, it will mean bringing this aspect of moderation in-house within Te Pūkenga.

- Business division processes which cover safeguarding the quality and integrity of assessment materials, and of assessment processes and assessor judgements, continue as per Horizon 1 step.

1 January 2023

31 December 2023

