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MODERATION OF ASSESSMENT

Section	Teaching and Learning		
Approval Date	09.04.14	Approved by	Academic Board
Next Review	April 2016	Responsibility	Director of Curriculum and Quality (Acting)
Last Reviewed	09.04.2014	Key Evaluation Question	4

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.

Moderation of unit standards Consent and Moderation Requirements (CMR).

DEFINITIONS

AMAP	This definition is expiring, AMAP replaced by CMR. Refer to <i>Consent and Moderation Requirements (CMR)</i>
Annual Moderation Plan	The plan describing how moderation will occur each year to reflect the Moderation Plan so that a balance of moderation occurs (i.e. pre-assessment, intra-assessment and post-assessment moderation, and internal and external moderation).
Consent and Moderation Requirements (CMR)	This is an NZQA document that outlines the requirements for achieving ‘consent to assess against standards’ and the ongoing moderation expectations. (This replaces the term AMAP). (TANZ)
External Monitor	A person or body external to the institute but not limited to the ITP sector, who may be appointed by NZQA or the

	<p>institute to assist in the continuous improvement of academic standards through regular review of an identified programme of study. (TANZ)</p> <p>Also known as <i>Degree Monitor</i></p> <p><i>Note: The role of Monitor is distinct from the role of moderator.</i></p>
External moderation	<p>Moderation performed by individuals or organisations external to NMIT. This is likely to involve any one or a combination of the following:</p> <ul style="list-style-type: none"> - NMIT assessors attending external meetings - an external person visiting NMIT assessors - exchanges of assessment material between NMIT assessors and external moderators that do not involve face to face contact.
External Moderator	<p>A person external to an institute who provides verification that the institute's assessment activities are fair, valid, reliable and consistently applied. (TANZ)</p>
Internal moderation	<p>Moderation that is undertaken by staff of NMIT or staff of contracted partners delivering NMIT programmes.</p>
Intra-assessment moderation	<p>Moderation that takes place during the marking process e.g. team marking or peer review of marking before results are finalised.</p>
Local qualification	<p>An award recognising the successful completion of a programme of study for which NMIT holds approval, 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.</p>
Moderation	<p>The process of confirming that assessment activities are fair, valid, reliable and consistently applied both internally and externally across a number of assessors or assessing institutions. (TANZ)</p>
Moderation Cluster Group	<p>A locally, regionally or nationally based external moderation group comprised of local, regional or national providers (e.g. Tertiary Institutes, Secondary Schools, Private Training Establishments).</p>

Moderator	A person who moderates the validity and reliability of assessment processes/assessments against standards and stated course/programme outcomes.
Monitor	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.
Moderation Plan	<p>The overall Programme Moderation Plan covers the pattern of internal and external moderation planned for all summative assessments for all the courses in a programme and the rationale behind the pattern. The Programme Moderation Plan is described in the Capability Document for a programme.</p> <p>The Annual Moderation Plan is drawn up each year, and covers the specific information about the moderation to be carried out within the programme in that year, including courses and any relevant unit standards contained within the programme. The Annual Moderation Plan is submitted to the Academic Committee for approval.</p>
Moderation Summary Report	Report submitted by PAL to Academic Committee summarising the moderation activity that has taken place in their Programme Area.
NZQA National External Moderation Plan	NMIT's Moderation Plan determined by NZQA covering the selection of NZQA administered assessment standards to be externally moderated in a particular year.
Post-assessment moderation	Moderation that takes place after results have been finalised, to give staff feedback on the assessments that have been carried out, and
Pre-assessment moderation	Moderation that occurs before an assessment takes place, where assessment tasks and materials are checked.
Random moderation	Moderation that occurs as a spot check e.g. moderation carried out as a part of investigating and assessment complaint.
Reliability	Reliability is the extent that the assessment gives results that are a consistent and accurate representation of what is

	measured - across time/students/courses/ institutions (if relevant), i.e. results that can be relied on.
Summative Assessment	Assessment activities that contribute to a student's final results for a course. Summative assessment provides students with a specific measure of their achievement in relation to course learning outcomes. Successful completion of a summative assessment demonstrates that students have met the requirements for specific learning outcomes which may lead to progression and/or completion within the programme. (TANZ)
Validity	Validity is the extent to which the assessment fairly assesses what it sets out to assess in an appropriate manner and to the appropriate standard (i.e. is fit for purpose). This is specific to a particular assessment.

RESPONSIBILITIES

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

Academic Committees are responsible for:

- Ensuring accreditation and moderation requirements are met
- Receiving external Moderation Reports, monitoring actions, and forwarding reports to Quality Committee
- Reviewing and approving Annual Moderation Plans
- Endorsing curriculum changes resulting from Moderation Reports and feedback

Programme Area Leaders* (PALs) are responsible for:

- Carrying out tasks relating to moderation that are consistent with the approved Programme Moderation Plan.
- Establishing an Annual Moderation Plan for each programme for which the PAL is responsible, which states internal and external moderation activities for all summative assessments in the programme for that year, and submitting the Plan to the Academic Committee for approval.
- Implementing and maintaining robust internal and external moderation practices which ensure that assessment is valid, fair, and reliable, and where relevant is consistent across the Institute.
- Ensuring the programmes for which they are responsible meet all internal and external moderation requirements and any relevant consistency requirements.
- Negotiating with external moderators about arrangements, responsibilities and contracts.
- In the case of degrees, ensuring that Moderation Plans and Moderation Reports are available to the Monitor if required.

**PALs have the authority to assign specific responsibilities to others (e.g. Programme Coordinators, Team Leaders, senior staff or other nominated staff) but maintain overall accountability.*

Academic staff members and contractors, including those for sub-contracted programmes are responsible for:

- Being familiar with this Moderation of Assessment Policy
- Being familiar with the Annual Moderation Plan for the programmes on which they are working
- Gaining the necessary knowledge and skills to carry out moderation
- Carrying out the moderation tasks assigned to them in a professional manner

NZQF Coordinators are staff members within the Programme Areas who are responsible for liaising with PALs to provide assessment material and samples of assessed work to meet external moderation requirements and timelines as per CMR requirements.

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

INTERNAL AND EXTERNAL MODERATION PLANS AND ACTIVITIES

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

The overall Programme Moderation Plan covers the pattern of internal and external moderation planned for all summative assessments for all the courses in a programme and the rationale behind the pattern. The Programme Moderation Plan is described in the Capability Document for a programme. For each programme, the **Annual Moderation Plan** will specify in detail the moderation requirements for the year. The plan describes how moderation will occur that year to reflect the Programme Moderation Plan, so that a balance of moderation occurs (i.e. pre-assessment, intra-assessment and post-assessment moderation, and internal and external moderation).

ANNUAL MODERATION PLAN

An Annual Moderation Plan should cover a specific date range and should include:

- The programme of study that the Annual Moderation Plan covers
- An overview or rationale outlining the principles on which the Annual Moderation Plan is based
- Types of moderation included: pre-assessment, intra-assessment, post assessment
- List of courses to be moderated and a schedule for each to be done
- If courses include unit standards, a list of the unit standards to be moderated and times for those, plus the NMIT staff member who is NZQF Coordinator
- Clear indication of when external moderation is to be used (as distinct from internal moderation)
- Reference to any external compliance required
- The names and contact details of moderators if available
- The name of the Programme Area Leader (or delegate) who is responsible for ensuring the moderation processes are in place and are systematic and robust
- The date the plan was approved by the Programme Area Leader and the relevant Academic Committee

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) **Intra-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 e.g. 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 e.g. as part of investigating assessment complaints.

EXPECTED EXTERNAL MODERATION ACTIVITIES:

i) Pre-assessment moderation

ii) Mid-assessment moderation

iii) Post-assessment moderation

PALs liaise with external moderators and ensure expectations, responsibilities and arrangements for their work with NMIT are clear and understood. PALs also ensure that external Moderation Reports are forwarded to the Academic Committee, and in the case of degrees, forwarded to the Degree Monitor if required.

Programme Area staff are responsible for providing external moderators with all relevant information e.g. course descriptors, assessment tools, marking guides and samples of student work.

Samples of assessed work used for post-assessment moderation purposes need to be retained for a minimum period of 7 years. All other assessed work must be retained for a minimum of one year after the date of release of results.

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

RECORDS

- Assessments
- Samples of marked student assessments
- Assessment tools
- Marking guides
- Moderation Plans
- Correspondence relating to moderation
- Moderation Forms

APPENDICES

Appendix 1: Guidelines for External Moderation and Exemplar Moderation Form

REFERENCES

INTERNAL

NMIT Academic Statute
Assessment Policy
NMIT Tutor Guide to Assessment
Development of New Qualifications and New and Changed Programmes and Courses Policy
NMIT approved programme documentation
NMIT NZQF Coordinators (Responsibilities for External Moderation)

EXTERNAL

Consent and Moderation Requirements (CMR)
NZQA Guidelines for Approval and/or Accreditation of Degrees and Related Qualifications
NZQA National External Moderation Manual for Tertiary Education Organisations
NZQA website: Assessment and Moderation <http://www.nzqa.govt.nz/providers-partners/assessment-and-moderation/>
NZQA website: <http://www.nzqa.govt.nz/providers-partners/consistency-grad-outcomes/>

GUIDELINES FOR EXTERNAL MODERATION*

(For Pre-assessment, Intra-assessment- and Post-Assessment Moderation)

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

The relevant NMIT Programme Area Leader (PAL) 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-assessment, intra-assessment, 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.

Intra-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 and results have gone through the NMIT approval process. The moderator checks to see that assessments have been marked accurately and fairly, according to the marking schedule, that there has been consistency of judgement in the marking, and that the appropriate standard has been used. The moderator will recommend if changes are needed before the assessment is used again. Post-assessment moderation does not change the results that are being reviewed during the moderation exercise, but is intended to give guidance (and in some cases requirements) for future assessments.

Note: an external moderator is not the same as an external assessor.

NMIT EXTERNAL MODERATION: EXEMPLAR FORM*

(For pre-assessment, intra-assessment and post-assessment moderation)

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

**EXTERNAL MODERATION REPORT****EXTERNAL MODERATOR TO COMPLETE:**

Course Code and Title	
Semester and Year	
Date(s) of moderation	
Title of assessment being moderated (e.g. Final Exam, Practical 1)	
Type of moderation (e.g. pre-assessment, intra-assessment, or post-assessment)	
If student assessments are being moderated, list all student ID numbers here.	
Name of Course Tutor	
Name of Moderator	

The moderator should have the following information supplied:

- (a) Course descriptor.
- (b) Copies of all relevant assessments.
- (c) Marking schemes to all assessments listed above.
- (d) Copies of students' work for each assessment, covering a cross-section of abilities.
- (e) Topic weighting assessment summary if applicable.
- (f) Printout of student results.

Instructions to the Moderator:

With reference to the above information supplied, please respond to the items that follow. Please complete the relevant sections of this form for the type of moderation you are conducting and submit it to NMIT as instructed.

Section 1: Pre-Assessment Moderation (complete questions 1 – 6)			
1	Does the assessment enable students to provide evidence corresponding to the stated learning outcomes? Is it appropriate to the course level?		
Yes / Not completely <i>(Circle as appropriate)</i>	Comments:		
2	Are all assessment instructions and any marking schedule details available to students clear for all students to understand?		
Yes / Not completely	Comments:		
3	Is the marking schedule clear for markers to understand?		
Yes / Not completely	Comments:		
4	Does the marking schedule indicate the range of evidence and judgements required to ensure consistency in assessment?		
Yes / Not completely	Comments:		
5	List any changes you recommend before the assessment and marking schedule is used again.		
Recommended changes:			
6	Any other comments you have arising from this pre-assessment moderation?		
Additional comments:			
Moderator signature		Date	

Section 2: Intra-Assessment Moderation (complete questions 7 - 10)			
7	Is the marking accurate, fair and consistent for the assessments you have reviewed?		
Yes / Not entirely <i>(Circle as appropriate)</i>	Comments:		
8	Do you recommend any changes needed to the marks/results for the assessments you have reviewed?		
Yes / No	Comments:		
9	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?		
Yes / No	Comments:		
10	Any other comments you have arising from your intra-assessment moderation?		
Additional comments:			
Moderator signature		Date	

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