MODERATION POLICY AND PROCEDURES (H2)

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1   DOCUMENT MANAGEMENT

Version control	Effective date	Created/reviewed by October 2022	Reason for review
Version 2	15/08/2019	Susan Warring	Update
Version 3	2024	Ricky Versteeg	Annual review

2   PURPOSE

Kiwi College of New Zealand has a Moderation Policy and Procedures in place for pre- and post-moderation of all assessments. The policy and associated procedures aim to ensure Kiwi College remains compliant with the requirements of the Education and Training Act 2020 and the Private Training Establishment Registration Rules 2022.

The purpose of this policy is to ensure that moderation activities are carried out in a consistent manner to
  (a)   ensure summative assessments are fair, valid and appropriate for the level,
  (b)   there is consistency in delivery,
  (c)   and assessments enable students to meet the Learning Outcomes and Graduate Profile Outcomes.
  (d)   meet the external moderation requirements as prescribed by NZQA.

Glossary

Programme	A coherent arrangement of learning or training that is based on clearly linked aims, outcomes, content, and assessment practices leading to qualification(s) listed on the New Zealand Qualifications Framework.
Module / course	Is part of a programme that is separately documented, with a purpose and learning outcomes
Moderation	A review of course teaching and assessment to ensure that assessments is fair, valid, reliable and consistent.
Pre- and post-moderation	Teaching material and assessment must be moderated before it is used (pre-moderation). Teaching and assessment material, and assessor judgements on student work must be moderated after it is used (post-moderation)
External moderator	An independent person who is not an employee of the institution who is familiar with similar programmes offered by other organisations.
Internal moderator	An employee of the organisation with the responsibility and relevant subject and process knowledge to moderate a course or programme.
Marking guide / Assessment schedule	Document which includes the marking criteria and the performance standards. May include specimen answers where appropriate.
Assessment grid	A table that shows the link between a course learning outcomes and assessment.

3   POLICY

  (a)   Every programme and training scheme that involves assessment (including sub-contracted delivery) will have a current moderation plan, which outlines and tracks the implementation and outcomes of both pre- and post-moderation.

(b)   Kiwi College moderation procedures will ensure that summative assessments are moderated so that assessments are fair, valid, consistent and appropriate for the level, given the stated graduate and learning outcomes.

(c)   Moderation is undertaken by an appropriately qualified moderator who has subject knowledge, other than the assessor or assessment developer. External moderation is to be undertaken by a moderator outside of Kiwi College.

(d)   Moderation outcomes will be used to improve assessment and assessment practices, and form part of the self-evaluation of each programme or training scheme.

4   PROCEDURES

(a)   The respective programme leader shall create an assessment/moderation plan, indicating due dates for assessment submission and moderation, for approval by the Academic Board.

(b)   All pre- and post-moderation (internal and external) will be done according to the approved annual moderation plan.

(c)   Any major concerns with moderation will be reported by the programme leader to the Academic Director.

(c)   The moderator will return moderated assessment materials and the moderation report to the assessor no later than one week from the date of receipt of the assessment.

(d)   If required, the moderator will discuss the result of the moderation with the assessor. The assessor adjusts the assessment tasks based upon the moderator's report and resubmits the modified materials to the moderator within three working days, for final approval. No assessment can be administered without the final approval of the moderator.

5   PRE-MODERATION

5.1 Internal pre-moderation

Internal pre-moderation is conducted to ensure that:

(a) all the assessment materials should meet the requirements of the learning outcomes of the programmes or courses.
(b) appropriate assessment tools are used to assess the relevant performance criteria.

Internal pre-moderation of all assessments will occur:

(a) prior to an assessment being used for the first time or first iteration of programme or course,

(b) after any changes were made to the assessment,

(c) a minimum of every three years.

The assessor will send the assessment tools to the moderator two weeks before the commencement of the programme/course for pre-moderation.

5.2 External pre-moderation

As part of the self-evaluation process at Kiwi College, programmes or courses are externally moderated on an annual basis.

External pre-moderation will occur:

(a) prior to the first delivery of a programme or course.

(b) if significant changes were made to an assessment.

The programme leader is responsible for coordinating and implementing external moderation procedures.

The programme leader will submit assessment tasks, module descriptors, programme documents and moderation report templates for pre-moderation to the appointed external moderator.

If required, the assessor makes adjustments based upon external moderator's pre-moderation report and resubmits to moderator for final sign off before administering the assessment.

6 POST-MODERATION

Post-moderation is conducted to ensure that all students' works have been consistently assessed in accordance with the judgement criteria and marking schedule.

6.1 Internal post-moderation

Internal post-moderation will occur:

(a) after an assessment is used for the first time,

(b) if a new academic staff member is teaching the course or

(c) once per assessor during the year the assessment is delivered.

The assessor will provide the moderator with assessment materials, student samples, marking schedule (including judgement criteria) and a post-moderation form.

(a) For achievement-based assessments three (3) student samples per assessment are required to undertake the post-moderation process. The samples must represent the

upper, middle and lower grades achieved by students. The same three students need to be moderated throughout the course.

(b) For competency-based assessments, two (2) student samples per assessment are required to undertake the post-moderation process. The samples must include:
    i.   one achieved AND one not achieved, OR
    ii. two achieved OR two not achieved.

Moderation reports need to be returned to the assessor before the results can be released. If the moderator does not sign off that the assessment decision is fair, valid and consistent then he/she must meet with the assessor to reassess a further sample of students work for this specific assessment task.

All moderation reports must be submitted to the programme leaders.

6.2 External post-moderation

External post-moderation will occur:

(a) Upon request from NZQA and other Standard Setting Bodies
(b) Annually, 50% of the courses per programme or 50% of training schemes according to the moderation plan.

The respective programme leader is responsible for co-ordinating and implementing external post-moderation procedures. The assessor must provide the assessment materials, student samples, marking schedule and judgement criteria used in internal post-moderation.

The programme leader will submit assessment tasks, module descriptors, programme documents and an external post-moderation report to the appointed external moderator.

Note: If students were reassessed and/or appealed results all copies of the relevant student assessments should be sent to the external moderator.

The post-moderation report is provided to the programme leader who decides on any actions or outcome as necessary.

6.3 DUTIES OF MODERATORS AND CRITERIA FOR APPOINTMENT OF MODERATORS

6.3.1 Duties of a pre-moderator

The moderator must:

(a) moderate all questions of the assessment against the learning outcomes.

(b) moderate the marking scheme/indicative marking criteria. This will include moderating the outline model answers for essay-type or open-ended questions and the allocation of marks for each part/section or step.

(c) moderate the general instructions, including course/component/unit standard, name, code, time-allocation and any other instructions.

(d) ensure that special tables, formulae and other documents accompanying the assessment are provided.

(e) edit and suggest improvements to the questions.

(f) ensure that there is a balance between the time allocated for the component, the complexity or level of difficulty of the questions and marks allocated.

(g) check and suggest improvements to the model answers or outline model answers and marking schemes/indicative marking criteria to dovetail with intended answers.

(h) complete and sign the moderator's form in the agreed timeframe.

In collaboration with the assessor, a question may be modified or replaced.

6.3.2 Duties of a post-moderator

The moderator must:

(a) check that the marking scheme/indicative marking criteria has been strictly and consistently followed to ensure fairness to all students.

(b) check that each and every answer has been properly marked, and that the marks have been correctly totaled.

(c) check that each section has been marked and marks correctly totaled.

(d) discuss with the assessor or marker any anomalies noted, and moderate another student sample if required.

(e) Complete the post-moderation report within the agreed timeframe.

General

It is imperative for moderator to maintain **STRICT CONFIDENTIALITY**. All matters connected with the moderation of question papers, marking schemes/indicative marking criteria etc. must be treated in strict confidence and information concerning them should **NOT** be divulged to unauthorised person.

6.3.3   Criteria for the appointment of moderators

(a)   Subject knowledge/ expertise in the learning area being moderated.

(b)   A teaching qualification or equivalent.

(c)   Recent experience of at least 3 years in assessing components in the same learning area in a school setting.

(d) Have gained credit for the following unit standards or equivalent: 4098-Use standards to assess candidate performance, 11551- Quality assure assessment and 11552- Design and evaluate assessment materials.

(e)   Have had moderating experience of at least one year.

7   ASSOCIATED POLICIES AND PROCEDURES

Assessment Policy and Procedures (H1)

Pre- and post-moderation form for internal and external moderation

Agreement with moderator template