

SA.14 MODERATION OF ASSESSMENTS

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| PURPOSE | This policy sets out the guidelines for both the internal and external moderation processes at the Institute. | | |

1 PURPOSE

The institute is cognisant of the fact that while assessment grading is guided by published assessment criteria for each task, a check on consistency and standards may be achieved through both internal and external moderation by an informed, objective professional appointed as moderator. This policy sets out the guidelines for both the internal and external moderation processes at the Institute.

2 POLICY

1. Assessment schedules for both internal and external moderation shall be published and actioned year by year.
2. All assessment tasks shall be published in the course outline along with the assessment criteria for grading of each task.
3. Graded assessment tasks shall not be returned to students until the internal moderation process has been completed.

3 PROCESS

Internal Moderation:

1. The Course Critique Committee will, prior to each semester, scrutinise course outlines to check the number, weighting and appropriateness of assignments and the matching of tasks to Learning Intention and the degree of rigour according to the level of the paper. If necessary, this Committee will make recommendations to the educator for changes to be made to assessment tasks. Course Outlines will be required to be re-submitted to the Programme Coordinator before approval is given for the course outline to be printed and distributed.
2. A Bethlehem Tertiary Institute educator, who will have some degree of interest and expertise in the course content, will be appointed as the internal moderator for each of the academic courses.
3. Where two or more educators share a course, the course educators may opt to internally moderate the assessment themselves.
4. At least one assessment task is required to be internally moderated by the appointed moderator in every BTI course. This task will preferably be the task carrying the majority weighting.
5. For the assignments being moderated, the educator selects a sample of three assessments which demonstrate a range of achievement in the group. All failing assessment tasks will also be moderated. The Internal Moderation Form accompanying this sample records the grade and its rationale for each student.

6. The Internal Moderator assesses the consistency and standard of the grading, with particular reference to the published assessment criteria in the Course Outline. The Moderator's comments are recorded on the Internal Moderation Form.
7. Should there be any discrepancy in the grades awarded for the sample assessments then the Internal Moderator and the Course Educator shall engage in collegial conversation to reach agreement.
8. All moderated tasks along with a copy of the assessment task, the published criteria, and Internal Moderation Forms are given to the Administration Manager, who collates them for the Programme Coordinators' meeting following each semester.
9. The internal moderation summary from each programme is then discussed and analysed for trends and patterns. The Head of Teaching and Learning then reports these to the Academic Board, noting actions for the future.

External Moderation:

1. External moderation occurs with either an appointed External Moderator or through a team approach with a Memorandum of Agreement between BTI and identified institute(s) with similar programmes. External moderation reviews and provides feedback on the sense of fit between assessments and their programme rationales, course learning intentions and the NZQA level for each paper and also reviews the internal moderation processes in order to ensure fair and equitable marking and outcomes across student assignments.
2. The schedule of courses for external moderation is communicated by the Programme Coordinator to the identified External Moderator(s).
3. For each course being moderated, the External Moderator is provided with copies of the course outlines and assessment tasks for the designated courses. All identifying information related to student names shall be removed prior to being moderated. The Moderator receives the internally moderated assessments along with the completed Internal Moderation Form and the External Moderation Form.
4. External Moderators complete the External Moderation Form and return all materials to the Programme Coordinator.
5. The external moderation summary from each programme is then discussed and analysed for trends and patterns. A report is submitted by the Head of Teaching and Learning to the Academic Board with comments and recommended actions. This is also included in the annual programme report sent to NZQA, Programme Monitor, Academic Board and other relevant professional organisations.