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MODERATION POLICY

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| Section | Learning and Teaching | | |
| Approval Date | 09.04.2014 | Approved by | Academic Board |
| Next Review | 12.06.2021 | Responsibility | Executive Director – Customer Experience and Excellence |
| Last Reviewed | 12.06.2019 | Key Evaluation Question | 3 |

PURPOSE

Assessment and moderation are inextricably linked as an integral part of the student learning process. The purpose of moderation is to ensure that NMIT assessment activities are **valid, fair, consistent** and **reliable**; fit for purpose with stakeholder requirements and that they embody NMIT's core value of Rangatiratanga.

The moderation process begins with the planning of teaching, learning and assessment in an environment where NMIT is developing programmes that prepare student for success in the information age.

This policy supports the NMIT vision of being a future-focused learning organisation preparing work and world ready graduates; a vision underpinned by the following strategic objectives:

- To build a high-performing customer-focused team
- To enable learning that develops and inspires capable and connected graduates
- To optimise NMIT's programme mix to meet work and world ready outcomes

PRINCIPLES

The core principles of this policy which inform moderation, and which support the Moderation Procedure, include:

- NMIT will ensure that assessment is valid, fair, consistent and reliable
- All assessments shall be moderated in accordance with the Programme Moderation Cycle
- A Programme Moderation Cycle is in place for all programmes and an Annual Moderation Plan for each programme is approved by the Academic Committee every year
- A balance of Internal and External moderation (pre-assessment; intra-assessment; and post-assessment) needs to take place
- Moderation works best when the processes involve **collaboration** to establish **shared understandings** of what the achievement of standards looks like, what evidence is needed to demonstrate achievement of standards, and whether the evidence submitted by students demonstrates achievement of the standard
- Moderation is a negotiated process of agreement between assessor and moderator
- All assessments are moderated in their first year of delivery. Thereafter, a programme's assessments are scheduled for moderation on a three-year cycle, i.e. one third of all courses in one year
- All internal and external moderation requirements are met and appropriate records are maintained
- Moderation results are used to ensure a continuous cycle of course and programme improvement
- Moderation outcomes are reported in a constructive and informative way
- Moderation is embedded in NMIT's Quality Management System, and complies with NZQA's moderation requirements
- Moderation helps to ensure consistency of assessment within the Institute, over time and between assessors.

The Moderation Procedure details the steps necessary to comply with and implement this policy.

The Tertiary Education Organisation reporting the student results is responsible for the moderation. It does not matter where an organisation sources the assessment material from, or who conducted the assessment.

To safeguard student's privacy, all reference to students' names will be removed from the assessment materials before being submitted to the moderator.

SCOPE

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

Not in Scope:

1. Degree Monitoring (covered in a separate policy document: ***Degree Monitoring***)
2. Consistency Reviews

BEST PRACTICE

Each Department at NMIT needs to demonstrate moderation best practice by:

- Engaging in quality processes that are understood and supported by academic staff
- Ensuring that all material required for external moderation is internally moderated pre-assessment and post-assessment, as appropriate
- Ensuring that recommendations made by Moderators are responded to in a timely manner and that revised
- Providing training, guidance and sharing of best practice to ensure assessors have a sound understanding of this policy and associated procedures and NZQA and ITO moderation requirements
- Ensuring all academic staff take part in agreed internal and external moderation processes, including regular team moderation forums, across all delivery and campuses
- Presenting robust moderation records as evidence for internal reporting and consistency reviews
- Using continuous evaluative self-assessment to identify strengths, areas for improvement and actions for the *KEQ3: How well do programme design and delivery, including learning and assessment activities, match the needs of students and other relevant stakeholders?*

DEFINITIONS

A list of academic terminology and the glossary of Māori terms – Kupu - are located in section 2 of the NMIT Academic Statute.

The definitions of additional specialist terms relevant to moderation 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, and in consultation with, the broader scope of the Programme Moderation Cycle). The Annual Moderation Plan is submitted to the Academic Committee for approval, monitoring and review. |
| Assessment schedule (aka Marking schedule) | The rubric for the assessor's use only (not the students) to mark the student's work. It includes lists of the evidence required and the judgements that define the achievement of the standard. |
| Evidence | The answers or performance expected from the student. Marking schedules provide examples of the evidence expected. |

| Specialist Terms | Definitions |
|------------------------------------|--|
| External moderation* | <p>Moderation carried out by individuals or organisations external to NMIT, involving correspondence and communication with the tutor/assessor. The following activities are examples of external moderation activities:</p> <ul style="list-style-type: none"> - NMIT tutors /assessors attending cluster group meetings organised by ITOs - an external person contracted to visit NMIT to review and verify validity of assessments - an external person or other TEO/institute/body/organisation contracted by NMIT to review and verify validity of NMIT’s assessments by providing material without face-to-face engagement |
| Internal moderation* | <p>Moderation that is undertaken by NMIT staff or staff of contracted partners delivering NMIT programmes.</p> <p>Internal moderation is often synonymous with pre-assessment moderation, as the majority of pre-assessment moderation is undertaken internally.</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> <p>Intra-assessment moderation must be done on anything identified for external moderation, before material is sent out to an external moderator.</p> |
| Judgement | <p>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.”</p> |
| Marking schedule | <p>See Assessment schedule</p> |
| Moderation Coordinator | <p>This role may be held by Programme Coordinators, Academic staff including contractors, including those for sub-contracted programmes, team leaders or other senior staff. The team member responsible for the role will be identified in the Annual Moderation Plan.</p> |
| Moderation Liaison | <p>The key contact on matters of external moderation between NZQA and NMIT. [<i>Def: NZQA</i>]</p> |
| Moderator | <p>A person who moderates the validity, reliability and fairness of assessment processes/assessments against set standards and stated course/programme learning outcomes.</p> |
| Programme Moderation Cycle | <p>The cycle describing the pattern of external moderation planned for all summative assessments for all the courses in a programme and the rationale behind the pattern.</p> <p>For all current deliveries, a Programme Moderation Cycle is described in the Programme Regulations. For a new programme of study, the Programme Moderation Cycle will also be described in the Application Document or Capability Document. The cycle will comprise a three-year schedule of internal and external moderation activities for all assessments for all courses in the programme.</p> |
| Post-assessment moderation | <p>Moderation that takes place, after assessment results have been finalised, to give staff feedback on the assessments that have been carried out, and the validity of their assessment judgements.</p> <p>Most post-assessment moderation is undertaken by an external party – and is, therefore, often referred to as External Moderation.</p> |

| Specialist Terms | Definitions |
|---|---|
| Pre-assessment moderation | <p>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.</p> <p>Most pre-assessment moderation is undertaken by NMIT's academic staff members – and is therefore often referred to as Internal Moderation.</p> <p>Officially, however, pre-assessment moderation can be undertaken by an external body.</p> |
| Valid, Fair, Consistent and Reliable | <p>A range of systematic questions, checks and matching exercises can be applied to an assessment and its marking schedule to ensure that an assessment is valid, fair, consistent and reliable.</p> <p>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 each assessment and the learning outcomes it assesses. It must be designed to gather the full range of evidence to cover the learning outcomes.</p> <p>In order for an assessment to be fair, the instructions need to be clear, complete and easily understood. They should be detailed enough that the students know exactly what they have to do to meet the requirements of the task and that different cohorts of students receive the same instructions.</p> <p>The content of the assessment must not disadvantage or advantage a particular group of students. For example, the language used in the assessment must be accessible to all students without bias to any particular group.</p> <p>For an assessment to be consistent and reliable, it must give results that are dependable across time/students/courses/ institutions (if relevant), i.e. results that can be relied on.</p> <p>For an assessment to be reliable, it must give results</p> |

* Where NMIT delivers programmes sourced from /in collaboration with another ITP, the Programme Moderation Cycle and/or Annual Moderation Plan will be informed by any arrangements under that agreement (The ITPs will vary in referring to these as external or internal)

REFERENCES

INTERNAL

[Assessment Policy](#)

[Moderation Procedure](#)

[NMIT Academic Statute s6 Academic Board Terms of Reference](#)

Programme regulations

Moderation Forms (available on the Knowledge Base, NMIT intranet), for NMIT staff use when arranging pre-, intra- or post-assessment moderation events

EXTERNAL

[National external moderation guidelines for Tertiary Education Organisations \(2017\)](#) (NZQA website)

[NZQA National external moderation guidelines for Tertiary Education Organisations](#) (NZQA website)