

SA.14 **POLICY ~ MODERATION OF COURSES AND ASSESSMENTS**

APPROVED BY	ACADEMIC BOARD	Reviewed	2023
REVIEW STAKEHOLDERS	▪ PRINCIPAL	Minor Edit	Aug 2023
	▪ ACADEMIC DEAN	Review period	3 YEARS
	▪ HEADS OF SCHOOL	Next review	2026

1 **PURPOSE**

- 1.1. This policy sets out the guidelines for course critique (pre-assessment moderation), internal and external assessment moderation, course evaluation (post-assessment moderation) and national moderation.

2 **PRINCIPLES**

- 2.1. Moderation processes support the validity, sufficiency, transparency, consistency, and reliability of assessments. Additionally, moderation supports high quality assessment practices and informs future practice.

3 **POLICY**

- 3.1. Moderation schedules for internal, external, and national moderation shall be published each year by the Professional/Programme Leader and uploaded to SharePoint.
- 3.2. Moderation schedules will indicate personnel for course critique (pre-assessment moderation) & internal assessment moderation, as well as the assignment task/s for internal, external, and national moderation (where required).
- 3.3. Internal moderators will have at least 1 year of experience teaching in any course/programme/school and should have interest and expertise in the course subject field.

4 **Course Critique (Pre-Assessment Moderation)**

- 4.1. Towards the end of each semester, course educators receive access to relevant information (course outline, course evaluation, internal and external assessment moderation), from Admin Support Services, to prepare for course critique.
- 4.2. Educators then update course outlines, responding to changes suggested in the course evaluation and internal assessment moderation.
- 4.3. The moderators for the course critique (pre-assessment moderation) will, ideally, consist of two (2) educators.
- 4.4. Moderators will scrutinise the course outlines to check:
- The number, weighting, and appropriateness of assignments.
 - The coherence between learning intentions, course content, and assignments.
 - That the tasks provide an appropriate degree of rigour according to the level of the paper.
 - Whether the assessment task provides learners with an adequate opportunity to produce evidence of meeting the learning intentions.
 - That the recommendations made in the post assessment moderation process by the course coordinator (or equivalent) have been responded to.
 - The accuracy of dates, APA referencing, course outline format, and other technical details.
- 4.5. If necessary, the moderator will make recommendations to the educator for changes to be made.
- 4.6. Courses should be critiqued and approved by the Programme Leader (or equivalent) at least two weeks before the start of the course.

- 4.7. Course outlines are required to be approved prior to the course outline to be published online, printed, or distributed to students.
- 4.8. Changes to course descriptors or learning intentions may be tabled for approval at the Academic Board once a semester following the course critique process. NZQA will then be advised of these by the Academic Dean.
- 4.9. The Programme Leader (or equivalent) is responsible for ensuring any other significant changes (e.g., assessment design) are noted in the programme reports to the Academic Board.

5 Internal Assessment Moderation

- 5.1. All assessments in a course will be internally moderated, over the course of 3 years with at least 1 assessment moderated per year.
- 5.2. An educator is appointed as the moderator for internal assessment moderation. Where two or more educators share a course, the course educators may opt to internally moderate the assessment themselves.
- 5.3. All assignments shall be published in the course outline along with the criteria for grading and percentage weighting for each assignment.
- 5.4. Where possible, 3 assignments will be internally moderated annually by the appointed moderator in every course. In addition, all failing grades will be moderated.
- 5.5. Ideally, the educator selects a sample of assignments (A, B, & C), which demonstrate a range of achievement in the group, to be moderated. This is done as early in the marking process as possible and passed on to the moderator before further marking is completed.
- 5.6. The moderator assesses the consistency and standard of the grading, with reference to the published assessment criteria, paying particular attention to verifying the learner evidence against the marking criteria. The moderator's comments, evidence (marking rubrics) and assessed grade are recorded on the Internal Moderation Form.
- 5.7. Moderation is expected to be completed in time to allow educators to mark all assignments within the 3-week marking period.
- 5.8. The moderator may comment on the Internal Moderation Form, about any grading discrepancies related to the learning intentions, rubric criteria, or student evidence at the completion of the moderation.
- 5.9. The internal assessment moderator and the course educator shall engage in collegial conversation to;
 - reach agreement in the case of grade discrepancy
 - discuss modifications to the assessment task or assessment rubric to support student learning.
- 5.10. Graded assignments shall not be returned to students until the internal assessment moderation process has been completed.
- 5.11. Moderator grades, rubrics, and comments will not routinely be provided to students.
- 5.12. All moderated assignments, along with a copy of the assessment task, the published criteria, educator grading, and Internal Moderation Forms are uploaded to SharePoint.
- 5.13. Each semester, Programme/Professional Leaders provide a summary of the internal assessment moderations for the Academic Dean.
- 5.14. A report is submitted by the Academic Dean to the Academic Board. This is also included in the annual programme report sent to NZQA, Programme Monitor, Academic Board, and other relevant professional organisations.

6 Course Evaluation (Post Assessment Moderation)

- 6.1. At the conclusion of the course, the educator/s will complete a course evaluation summary. They will note whether suggested changes from the course critique were effective, and recommend changes to assessments, and course content, based on internal moderation and student evaluations.
- 6.2. Each semester, Programme/Professional Leaders provide a summary of the programme course evaluations to the Academic Board. This is also included in the annual programme report sent to NZQA, Programme Monitor, Academic Board, and other relevant professional organisations.

7 External Moderation

- 7.1. 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.
- 7.2. The schedule of courses for external moderation is communicated by the Programme/Professional Leader to the identified external moderator(s).
- 7.3. Where external moderation is scheduled to occur, assessments will be internally moderated first (consistent with 5.1).
- 7.4. For each course being moderated, the external moderator is provided with copies of the course outlines and assessment tasks for the designated courses. The moderator receives the internally moderated assessments along with the completed 'Internal Moderation Form' and the External Moderation Form. Only one (1) failed grade is required for external moderation.
- 7.5. External moderators review and provide feedback on the sense of fit between assignments, the course learning intentions, and the NZQA level for each paper. They also review the internal moderation processes to support fair and equitable marking and outcomes across student assignments.
- 7.6. External moderators complete the 'External Moderation Form' and return all materials to the educator who passes this to the Head of School/Programme/Professional Leader.
- 7.7. Programme/Professional Leaders include a summary of the external moderations with the internal moderation summary report for the Academic Dean.

8 National Moderation

- 8.1. Where national moderation is scheduled to occur, assessments will be internally moderated first (consistent with 5.1).
- 8.2. Where national moderation is required, as for SoTE programmes, educators will, where feasible, participate in national moderation meetings. Alternatively, where challenges arise, the Head of School may decide to make available assessment and moderation material for the national process without attending in person.