

# Moderation Policy

## 1. Overview

UC International College (UCIC) undertakes internal and external moderation as a quality assurance process within principles of good practice. This ensures the validity and reliability of learning outcomes, assessment tasks and marking criteria, underpinned by accountability for assessment outcomes.

As an overriding principle, liaison between UCIC and the University of Canterbury ensures that UCIC remains abreast of course developments and changes in curriculum and learning and teaching practices, and ensures consistency of practice with design, application and marking of assessments. Moderation is also undertaken with other tertiary institutions.

Moderation practices may also include feedback provided by other review avenues such as student and teacher evaluations and reviews undertaken by the UCIC Academic Committee.

## 2. Aim of Moderation

The aims of moderation include:

- Ensuring course content and delivery is at the appropriate NZQA level.
- Monitoring the quality of the assessment processes.
- Providing feedback on marking criteria and standards.
- Identifying any areas for improving assessment practices.
- Accountability to the University, accrediting bodies, employers and the wider community.

## 3. Definitions

Term or Acronym	Definition
Moderation	An independent process of checking marks awarded and verifying marking against the stated assessment criteria.
Sample of assignments	Selection of assignments representative of grade levels (eg low, mid and high range) for moderation.
Internal moderation	A process of checking consistency and accuracy in the assessment decisions made in accordance with stated assessment criteria.
External moderation	A process of verifying the validity of assessment decisions as undertaken by external lecturers at the partner university.
Examiners' meeting	A formal process at the end of the study semester to review all course grades.

Benchmarking	A process of verifying that course and assessment requirements are aligned with the equivalent course at the partner university.
Academic Liaison	Arrangements between UCIC and the University for monitoring and approving course moderation practices.
Pre-assessment moderation	A process of moderating course outlines and assessment items prior to course commencement.
Post-assessment moderation	A process of moderating assessment items following marking.

#### 4. Ethical Practices for Moderation

Ethical practices for moderation involve undertaking the moderation process in good faith between all parties involved. Assessment items to be moderated will be selected by moderators.

Where any conflict of interest arises the teacher or moderator can request an independent scrutiny of the assessment item. Moderation processes will be advised to students in writing in course outlines.

#### 5. Moderation Processes

##### 5.1 External Moderation of Course Outlines

UCIC University Transfer Programme (UTP) courses equate to equivalent courses delivered at University of Canterbury and are therefore subject to curriculum design (content and assessment) principles as applied within the appropriate course at the relevant University College.

Each semester, University of Canterbury appointed moderators review UCIC Course outlines to ensure that UCIC course curriculum aligns with the UCIC University equivalent course. The benchmarking involves scrutiny for consistency of learning outcomes, content and assessment. All modifications to course outlines are documented.

Foundation Programme moderators review course outlines for inclusion of all required information.

##### 5.2 Internal Moderation of Assessment

Internal moderation is designed to ensure that teachers within courses are making consistent and accurate assessment decisions in accordance with the criteria defined for the assessment item. Internal moderation of assessment must occur within courses of more than one teacher and each teacher is expected to engage with another UCIC teacher for internal moderation.

A prepared marking schedule specifies assessment requirements, to ensure consistency of expectations and to enable external moderators to review marking practices undertaken by UCIC teaching staff.

Where there are multiple markers involved in the marking of assessment items within a course, internal moderation of both formative and summative assessment will occur prior to the publishing of marks. Internal moderation may incorporate:

- Documented and agreed upon marking criteria;
- Documented and agreed upon exam solutions;
- Cross or shared marking between classes; in-semester;
- Double marking of at least all fails and double marking of a sample of other grades; and/or
- Any other suitable method that allows for the moderation of marks awarded within a team situation.

In course team teaching, a nominated teacher is responsible for checking the distribution of marks awarded by each of the markers. Where a marking issue is identified, the matter will be discussed with the marker, and if necessary, involve the external moderator.

### **5.3 External Moderation of Assessment**

#### **5.3.1 In-semester assessments**

External moderation of in-semester assessments occurs between UCIC teachers and external moderators. This ensures marking is consistent and fair, and feedback to students is appropriate. External moderators will moderate a range of invigilated assessments submitted for each formal/invigilated assessment component of a course, as determined by a moderation cycle agreed to by the relevant Dean or equivalent.

- Moderation of in-class assessments (e.g. presentations) may be undertaken by another UCIC teacher or an external moderator.
- A record will be retained of moderation feedback for reporting purposes.
- Marking assistants' marking will be moderated internally and externally.
- Moderation of scripts from an Application for a Review of Marks may be undertaken by an external moderator.

### **5.4 External Moderation of Final Examination Papers**

Prior to the implementation of final examinations each semester, UCIC teachers provide the proposed final examination paper and marking scheme to the relevant University of Canterbury moderator. The moderator will ensure that:

- The examination is representative of the University's academic standards.
- The examination can be completed within the allocated time.
- The questions are fair, accurate and free of ambiguity.
- The marking scheme is explicit and provides suitable guidance to the marker.

Written documentation of decisions made will be retained for reporting purposes.

## **5.5 External Moderation of Final Examination Scripts**

Post-examination, a sample of examination scripts for each course across the spread of grades is provided to the relevant University of Canterbury (or other external) Moderator to benchmark and ensure comparability of marking standards between UCIC and University of Canterbury, and consistency within UCIC.

The University of Canterbury Moderator will liaise with the UCIC teacher to effect any necessary remarking of examination scripts or adjustment of grades to be awarded, prior to the finalisation and release of grades.

Written documentation of decisions made will be retained for reporting purposes.

## **5.6 Examiners' Meeting and External Moderation of End of Semester Grades**

Prior to grade release each semester, the Examiners' Meeting convenes to moderate final course grades. Membership includes representatives from CCEL and programmes delivering equivalent courses at the University of Canterbury. UCIC teachers also attend to present and discuss course final grade information.

Moderation at the Examiners' meeting involves the review of grades distributions to ensure final grades are an accurate, valid and reliable representation of each course assessments. Grade distributions may be amended where anomalies are identified.

## **6. Moderation Reporting**

Moderation reporting and documentation is undertaken to meet quality assurance standards:

- Academic Liaison checklists and associated documentation of moderation activities are provided to the UCIC Academic Coordinator.
- The UCIC Academic Committee receives a moderation summary on each course at the end of each semester.
- An annual moderation report is prepared by the Academic Manager and Academic Coordinator addressing the following:
  - UCIC liaison held with external moderators.
  - Summary of moderation practices (internal and external).
  - Compliance and quality assurance matters.
  - Identification of any issues and recommendations.

The Annual Moderation report will be presented to the UCIC/UC Advisory Committee.

## **7. Retention and storage of moderated materials**

All moderation items will be stored electronically by the teachers on each course in Sharepoint. Paper copies of moderated assessments will be stored securely for a period of five years.

## 8. Moderation Cycle

In-semester assessments will be moderated on a cycle agreed to by the relevant dean or nominee and notified to UCIC. Tests and examination scripts will be moderated each time of offering.

Review of Marks applications will be moderated as required.

<b>Policy Title</b>	Moderation Policy	
<b>Policy Owners</b>	Academic Manager	
<b>Contact Persons</b>	Academic Coordinator	
<b>Key Stakeholders</b>	UCIC Students, Academic Staff, UC Moderators, UC Stakeholders	
<b>Approval Body</b>	UCIC Executive Committee	<b>Meeting date approved</b> 5/7/2018
<b>Relevant Legislation</b>	The Education (Pastoral Care of International Students) Code of Practice 2016, the Private Training Establishment Registration Rules 2013 under section 253 of the Education Act 1989, the NZQA PTE Enrolment and Academic Records Rules 2013 (and amendments).	
<b>Related Policies</b>	Assessment Policy; Test and Examination Regulations	
<b>Related Guidelines</b>	N/A	
<b>File information</b>	<b>File number</b> N/A	<b>Version number</b> V1.1
<b>Date Effective</b>	5/7/2018	<b>Next Review Date</b> August 2020