



Wellington Faculty of Health

Te Wāhanga Tātai Hauora

ASSESSMENT AND MODERATION PROCEDURES

1 Purpose

This document describes the Faculty of Health procedures for assessment and moderation. Its purpose is to ensure that assessment practices with the faculty are aligned with the guidelines and values of Te Herenga Waka-Victoria University of Wellington.

2 Scope

These procedures apply to all staff members responsible for the setting and/or marking of assessment tasks within the Faculty of Health.

3 Responsibilities

- 3.1 **Faculty Learning, Teaching and Equity Committee (FALTEC)** is responsible for ensuring that all Schools in the Faculty of Health implement moderation requirements conforming to the procedures outlined herewith.
- 3.2 **Head of School or delegate** is responsible for the oversight of all curriculum assessment and moderation practices and processes. The Head of School may, after consultation with the course coordinator, make a final decision on any question concerning marking within the course as long as it falls within the scope of those duties permitted by the Assessment Handbook. They are responsible for ensuring:
 - 3.2..1 All staff involved in assessment are aware of assessment and moderation requirements and their responsibilities as detailed in the Assessment Handbook and Delegations Statute
 - 3.2..2 Assessment practices in their School are fair and consistent
 - 3.2..3 New staff receive adequate training, guidance and support.
- 3.3 **Course coordinator** is responsible for:
 - 3.3..1 Design of assessment tasks and marking criteria, including pre-assessment moderation and quality of assessment
 - 3.3..2 Marking processes, including post-assessment moderation

3.3..3 Supporting and supervising the tutors marking in the courses they co-ordinate

3.4 School Teaching and Learning Committee has delegated responsibility for

- Reporting on assessment practices annually to the Faculty Learning, Teaching and Equity committee
- Supporting teaching staff in teaching, assessment and moderation processes.

3.5 Manager, Student and Academic Services is responsible for:

- Managing the Faculty's examinations, and some procedures pertaining to assessment processes.
- Maintaining formal record of changes to assessment.

3.6 Marking of assessments

- **Course coordinator** *is responsible for ensuring*
 - Students receive marking criteria for all assessments in a timely manner;
 - Tutors have completed training in marking and feedback, are appropriately mentored and monitored, and receive any additional training that is required (see Assessment Handbook 1.5.8);
 - Pre-marking meetings are held when more than one marker is used, focussing on achieving:
 - consistent marking standards,
 - understanding of marking criteria,
 - agreed-upon time frame for the return of work,
 - expected feedback standards and
 - record keeping;
 - Markers are informed when a request for a grade reconsideration results in a change of grade for an assessment item marked by them, and notified of the reason for the change;
 - Appropriate record keeping and communication with students takes place about assignment and final grades.

4 Moderation

4.1 Pre-assessment moderation

- **Course coordinator** *is responsible for ensuring* assessment tasks are suitable for the course and its learning objectives. When they are introduced, or changed, they should be discussed with another permanent member of academic staff before being distributed to students. Matters to be addressed in the conversation(s) include whether: the assessment task aligns with course learning objectives and the assessment principles set out in the *Assessment Handbook*; the level

of challenge is appropriate; the material to be distributed to students is free from errors; feedback from students has been considered; and the questions and marking criteria can be easily understood by students and markers. Changes to assessment are documented by filling in the *Course Pre-Moderation of Assessment* form (Appendix 1)

- **Programme director responsibilities** – monitoring of the pre-assessment moderation processes will normally be achieved by communicating with, and supporting, academic staff members about moderation dates and requirements; and by processing documentation from course co-ordinators about assessment tasks, copies of which are kept in sharepoint under final grades meetings - this happens at the final grades meetings.
 - **School Teaching and Learning Committee** *has delegated responsibility for* Ensuring moderation requirements take place as outlined by this document. This will normally be achieved by communicating with, and supporting, academic staff members about moderation dates and requirements; and by processing documentation from course co-ordinators about assessment tasks and communicating these changes to the Academic Programme Coordinator.
 - Providing a forum (usually at an end-of-year meeting of all permanent academic staff) to report on issues related to moderation and assessment that have arisen.

4.2 Post-assessment moderation for all assessments worth over 10% of the course

- **Course coordinator** *is responsible for ensuring*
 - A process to ensure minimal inter-marker variation when there are multiple markers. This might include marking meetings; exchanging or sample marking assignments; cross-marking. Sampling will also usually include verifying grade boundaries, all failing assignments, and assignments in the highest and lowest grade ranges.
 - Moderation of grade distribution as described in section 7.3 of the Assessment Handbook.
 - Details of the post-assessment moderation are recorded and provided at the end of trimester grades' meetings via a *Course Final Grades Report*

4.3 Moderation of **course** grades

- Programmes should have end-of-trimester moderation, grades' meeting or similar procedure, to
 - Compare the preliminary distribution of course grades with those for recent offerings of the same course or similar courses, and with other courses in the programme.
 - Scrutinise the pass/fail boundary
 - Verify the boundary between grades
 - Determine whether scaling of assignments or of over-all marks is required for distribution which is out of line with expectations

5 Extensions and Penalties

5.1 Extensions

Extensions to an assessment deadline may be offered to individual students at the course coordinator's discretion, with appropriate explanation, and in line with the Assessment Handbook, section 4.2.1. For extensions of more than two weeks' duration, the course coordinator must be satisfied that the student's exceptional personal circumstances are valid, and may require supporting evidence. For short extensions, the course co-ordinator should not normally request external justification.

5.2 Penalties

Late assignments may be subject to delays in marking, may not receive comprehensive feedback, and may receive mark penalties. Course coordinators will specify clearly in the course outline what penalties will be applied to work that is submitted late. The penalties must be proportionate, transparent and reasonable, and may range from grade penalties to failure for very late work for which no extension has been negotiated.

8 References

Victoria University of Wellington Assessment Handbook (April 2018)

Approval Agency

Academic Committee

This version was approved on: 31 August 2021

This version takes effect from: 31 August 2021

Wellington Faculty of Health Changes to Assessment

Course Title	
Course Code	
Course Co-ordinator	
Peer Reviewer	
Explanation for changes	
Please discuss whether the the assessment task aligns with course learning objectives and the assessment principles set out in the Assessment Handbook whether the level of challenge is appropriate; the material to be distributed to students is free from errors; feedback from students has been considered and the questions and marking criteria can be easily understood by students and markers.	
Date of discussion	

EXISTING VERSION (Copy existing assessment items as reflected on Course Finder/Course Description)				NEW VERSION (Indicate how the relevant amended assessment items are to reflect on Course Finder/Course Description)			
	Assessment items and workload per item	%	CLO(s)		Assessment items and workload per item	%	CLO(s)
1				1			
2				2			
3				3			
4				4			

	Signature	Moderation date
Course Coordinator		
Peer reviewer		
SLTEC (for noting)		

Once completed, form is sent to the APC (tracey-lee.viviers@vuw.ac.nz) to update the Course Description and Matrix of Course Amendments, and before changes can be approved on the Online Course Editor.

Note:

- Changes to assessment items include weighting change, task description, adding or removing an assessment.
- Course Coordinator to consult with relevant stakeholders when considering change, e.g. Māori and/or Pacific perspective, SASO, CAD, etc.

