

FACULTY OF ARCHITECTURE AND DESIGN

ASSESSMENT AND MODERATION REQUIREMENTS

Preamble:

- a) The university's assessment and moderation requirements are set out in the *Assessment Handbook*. Each Faculty is required to adopt a moderation requirements process in the light of the *Assessment Handbook* (section 2). The *Assessment Handbook* requires other relevant matters also to be stipulated, such as tutor training.
- b) The aim of moderation as outlined in the *Assessment Handbook* is to: foster student learning, assess student achievement, and provide evidence of the quality of programmes. And, to ensure that all assessment in the Faculty of Architecture and Design follows the guidelines covered in section 1.3(a) of the *Assessment Handbook*, to create assessment which is: valid, reliable, fair and inclusive, contributes to learning, manageable and transparent.
- c) The aim of the Faculty of Architecture and Design's *Assessment and Moderation Requirements* is to: (i) facilitate excellent teaching and assessment for our students, including innovative teaching and assessment practices; and (ii) encourage collegial discussions about teaching, assessment design, and marking practices.

1. Key Responsibilities

- 1.1 Key responsibilities are outlined in section 1.5 of the *Assessment Handbook*. This includes the responsibilities of Academic Board, Faculty Academic Committee and Associate Deans.

School Administrators

- 1.2 School of Architecture and School of Design Administrators who are responsible for managing tutor contracts will direct all new tutors to undertake training provided by the Centre for Academic Development (CAD), and, where necessary, training on 'Marking and Feedback.'

Course Coordinators

- 1.3 Course coordinators have primary responsibility for ensuring that all assessment tasks in the course comply with the *Assessment Handbook* and the Faculty of Architecture and Design's *Assessment and Moderation Requirements*.
- 1.4 **Course Coordinators will:**
 - a. Ensure that tutors are aware of the *Assessment Handbook* and the Faculty of Architecture and Design's *Assessment and Moderation Requirements*.
 - b. Ensure that no hand-in or submission time is set after 9 pm.

- c. Ensure that no assessment hand-in or submission is set for the mid-trimester break.
- d. Ensure that marking criteria are made available to students alongside the course assessment items.
- e. Monitor tutors' work to ensure that any issues that arise are addressed promptly and with adequate support.
- f. Observe the following penalties are used in all courses offered within the Faculty: where work that is submitted arrives late without an approved extension receives a penalty of 5 % (i.e., 5% of the marks received by the student) immediately, then 5 % per day for every subsequent 24 hours. The maximum late penalty that can be applied to an assessment is 25 %. After 7 days, without an approved extension, an assignment will be deemed a non-submission.
- g. Course coordinators should be consistent in the application of penalty grades to ensure transparency and clarity for students and provide clear feedback to students.
- h. Seek approval for any changes to mandatory course requirements from the Associate Dean (Academic Development) six weeks prior to the commencement of the course.
- i. Ensure that where tutors or contract markers are employed to assess students' work that the proportion of marking undertaken by tutors or contract markers is outlined in the examiner's report.

1.5 In addition to responsibilities outlined in section 4.2 and any delegated authority as per section 1.5.5 of the *Assessment Handbook* **Programme Directors**, and **Undergraduate Director** and **Postgraduate Director** where appropriate, will:

- a. Ensure that a consistent approach is applied across the programme with respect to the treatment of extension requests and accommodating good practice guidelines, as per the *Assessment Handbook*, and to penalties, as per this *Assessment and Moderation Requirements* document.
- b. Monitor the timing and scheduling of assessments across courses within their programme and work with course coordinators to achieve the best possible spread of assessment due dates, as per section 3.1.b of the *Assessment Handbook*.
- c. Monitor that assessments are of the appropriate size in accordance with section 3.1.c of the *Assessment Handbook*. When concern is raised about a course PD's are to report this to the HoS.

1.6 In addition to responsibilities outlined in section 1.5.5 of the *Assessment Handbook* **Head of Schools** will ensure:

- a. Ensure new academic staff attend CAD's Orientation to Academic Life.
- b. That academics teaching within the course have sufficient engagement with students' work that they receive useful feedback for the next iteration of the course.

2. Moderation Guidelines

Pre-Moderation

- 2.1 Before students are set an assessment task the assessment should be discussed in a collegial conversation with another permanent member of the academic staff. The name of the colleague will be recorded in the examiner's report, or as documentation appended.
- 2.2 The matters to be addressed in the conversation(s) described in 2.1, for the purpose of 2.2 and 2.3 the assessment brief must be read by a colleague to check: whether the assessment task aligns with course learning objectives and the assessment principles set out in the *Assessment Handbook* and the *Programme and Course Design Handbook*; whether the assessment task is likely to enable a range of achievement; whether the material to be distributed to students is free from errors; and if the assessment tasks will be easily understood by students and, as relevant, tutors marking the assignment.
- 2.3 All assessment briefs disseminated in the FAD are required to include: a title, introduction, when is the assessment due, where do students submit to, what do students submit (for example word count), and marking criteria.
- 2.4 If there is any disagreement relating to matters addressed in 2.2 advice should be sought from PD, HoS, or AD.

Moderation in the marking of assessment tasks

- 2.5 If there are multiple markers of the same part(s) of an assessment task, the course coordinator should ensure that there is an appropriate process in place for ensuring that marking is accurate and that there is consistency between the different markers. That process should include at least two of the following steps:
 - a. Providing markers with a suitably detailed marking guide and rubric (i.e. a suitably specific statement of how marks are to be awarded) directed at ensuring that there is consistency between different markers;
 - b. A meeting (or, if needed, a number of meetings) of markers at which marking standards are explained and a sample of each marker's marking is compared, if an alternative process is taken this needs to be outlined in the examiner's report;
 - c. With large classes in which there are multiple markers, the Course Coordinator will communicate in their examiner's report what moderation process/es they used: (i) provided a sample of marked work to tutors, (ii) compared the spread of grades, (iii) blind marked a sample

of work by each marker, and/or (iv) visually compare a range of work marked by each marker.

- 2.6 Where there is only one marker, a representative sample of marked assignments from at least one substantial piece of assessment should be cross-checked by another member of academic staff, to ensure consistency of marking across the programme, or a suitably qualified person approved by the PD or Head of School, taking into account resource considerations.

3. Examiners' Meetings

- 3.1 All grades are provisional until the final grades have been confirmed by the Architecture and Design's Examiners' meeting, respectively. The functions of each School's Examiner's meeting that are relevant to moderation include:

- a) Monitoring assessment practices in the light of applicable Faculty standards and expectations;
- b) ensuring the marks and grades for individual courses meet Faculty expectations (and achieve consistency with applicable grade-spread guidelines, appropriate parity between equivalent courses, robustness of any scaling methods, etc); and
- c) Approving final course grades (subject to the Head of School's final approval).

- 3.2 No final course grades will be released until they have been confirmed by the relevant Examiner's meeting.

4. Review of grade distributions and moderation process across courses

- 4.1 Following each School's Examiner's Meeting a short report on grade distribution across cohorts and the moderation requirements will be submitted by the School to the Faculty Academic Committee, highlighting any issues the School would like addressed. Feedback from the Faculty Academic Committee will be provided to the relevant Head of School to support further discussion and self-review within qualifications.

5. Moderation Record Keeping

- 5.1 The *Assessment Handbook* requires faculties to keep records of assessment moderation. Relevant record-keeping requirements set forth in the *Assessment Handbook* will be administered by School Administrators and then forwarded to the relevant Faculty Administrator.

This document was prepared by the Wellington Faculty of Architecture and Design Innovation Academic Committee. It was adopted at the Faculty Board meeting on 12 September 2018.

These guidelines were reviewed in 2019 and subsequently approved by Academic Committee on 26 November 2019. Any further changes will be approved by the Academic Committee as per their responsibility for review and evaluation of assessment.

This document has been produced in accordance with the university's *Assessment Handbook* and by drawing from the *Assessment and Moderation Requirements* of the FHSS, the FOE and the Faculty of Law.