

Faculty of Humanities and Social Sciences Assessment and Moderation Requirements

1. Purpose

The purpose of the Assessment and Moderation Requirements is to ensure that all assessment in the Faculty of Humanities and Social Sciences (FHSS) is valid (as defined in 1.4(a) in the Assessment Handbook), and that the marking of all student work in FHSS is consistent and fair (as required in 1.4(b) in the Assessment Handbook).

2. Application of Assessment and Moderation Requirements

The requirements apply to all staff members responsible for the setting and/or marking of assessment in FHSS. Heads of School or their delegates (e.g. Programme Directors or other permanent academic staff) are responsible for ensuring that all staff are aware of these requirements, including tutors or other staff on fixed-term contracts. Schools and Programmes are the organising units referred to in the requirements, however moderation requirements may specify other organisational units as is appropriate.

Assessment and Moderation Requirements Content

3. Responsibilities regarding the setting and marking of assessment tasks.

3.1 Course coordinators are responsible for the setting of assessment tasks as specified in the Assessment Handbook (1.5.6).

(a) Other academic staff involved in the teaching of the course may set assessment tasks but responsibility for ensuring all assessment conforms to the criteria set out in the Assessment Handbook (1.3) is the responsibility of the course coordinator.

(b) Where the course coordinator is not a permanent member of academic staff, the Programme Director or delegate should ensure they are aware of the requirements and responsibilities set out in the Assessment Handbook.

3.2 Course coordinators are responsible for overseeing the marking of assessment tasks as specified in Assessment Handbook (1.5.7). Responsibilities for ensuring professional development of other markers are as set out in the Assessment Handbook (1.5.8).

4. Responsibilities regarding the monitoring of and reporting on moderation.

4.1 Te Maruako Aronui (TMA, FHSS Learning, Teaching and Equity Committee) has responsibility for ensuring that all Schools or Programmes have moderation requirements in place, and that these conform to the requirements of pre and post-assessment moderation outlined in this document. An outline of those requirements will be presented to TMA by School representatives as part of the initial implementation of the Faculty requirements, and subsequently only when significant changes to those requirements are made.

- 4.2 HOS or their delegates (e.g. Programme Directors, Learning and Teaching Committee representatives) have responsibility for ensuring that moderation takes place as per their requirements.
- 4.3 Moderation will be an item on the agenda of the final TMA meeting each year in order to provide an opportunity for Schools to report on any issues related to moderation that have arisen.

5. Requirements for pre-assessment moderation.

- 5.1 All pieces of assessment should be discussed with another permanent member of academic staff before being distributed to students for the first time to ensure that they meet the six principles of assessment identified in the Assessment Handbook (1.3).
 - (a) Programmes/Schools may employ their own procedures for ensuring that this takes place, and in what form (e.g. informal discussion with a colleague, email, a template/checklist, discussion at programme or moderation meeting).
 - (b) This may take place as part of other procedures (e.g. course outline checklists).
 - (c) An assessment is only subject to this procedure the first time it is introduced, or where it undergoes significant alteration. If a “piece of assessment” is made up of a large number of small tasks (e.g. weekly quizzes or weekly reading responses), only the overall task needs to be moderated.
 - (d) Where there is disagreement, advice should be sought from a third party (e.g. the Programme Director, Head of School, or the Centre for Academic Development). The Head of School or delegate has overall oversight and responsibility for assessment as specified in the Assessment Handbook (1.5.5).
- 5.2 Schools or programmes should ensure that records are kept that confirm that pre-assessment moderation has taken place. The mechanism for doing so should be in accordance with the procedure followed in 5.1 (a) or (b) above.

6. Requirements for post-assessment moderation.

- 6.1 Where there are multiple markers in a course, programmes must have appropriate processes for ensuring marking is accurate and consistent. These may include: marking meetings, exchanging or sample marking assignments; cross-marking; automated marking.
- 6.2 Schools or programmes should ensure that records are kept that confirm that post-assessment moderation has taken place. Examples of record keeping include drop-down checkboxes or meeting date entry on Master Markbooks/Gradesheets, or a discussion of moderation processes in courses at end-of-trimester moderation/examiners’ meetings.

7. Training provided for tutors

- 7.1 All tutors involved in marking must have completed training in marking and feedback as specified in the Assessment Handbook (1.5.8).
- 7.2 Schools and Programmes may choose to offer additional training. This may include a requirement that tutors or other contracted markers are retrained after a period of employment in order to ensure consistency over time.

- 7.3 Course coordinators should ensure that all markers understand marking criteria, the competencies that each grade reflects, expectations of feedback, expectations of timeframe for the return of work, and adequate record-keeping.

8. Support available for tutors or contracted staff undertaking the role of marker.

- 8.1 FHSS recognises that marking is a skill/competency that must be adequately supported for successful development. Course co-ordinators should ensure that there is a forum (e.g. marking meeting, email) for all markers to discuss issues related to marking.
- 8.2 Where issues arise with a marker that are not resolved through the moderation, additional support or training from CAD may be sought.
- 8.3 Markers should be 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.

9. Moderation of course grades

- 9.1 Programmes should have clear procedures in place to ensure that final moderation of course grades is carried out and recorded as required in the Assessment Handbook (7.3). End of trimester moderation or examiners' meetings are noted as the most common mechanism for this in FHSS, and these may incorporate pre and post assessment moderation record keeping as required in 5.2 and 6.2 above.

10. Processes for record keeping and reporting

- 10.1 As noted in 5.2 and 6.2 above, Schools or Programmes are responsible for record keeping and these procedures should be noted in the outline of moderation policies presented at TMA as part of the initial implementation of this procedure. (see 4.1).
- 10.2 The moderation discussion at the final TMA meeting each year (see 4.2) provides an opportunity to report on any issues arising from moderation at School or Programme level.
- 10.3 Recording and reporting on the moderation of course grades should follow the procedures outlined in the Assessment Handbook (7.3-7.4).

11. Definitions

In this Statute/Policy/Requirements, unless the context otherwise requires:

Staff Member means employees of Victoria University of Wellington

Student means students enrolled in qualifications at Victoria University of Wellington

12. Related Documents and Information

Education Act 1989

13. Document Management and Control

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