

**Faculty of Commerce/  
Wellington School of Business & Government**

**Assessment and Moderation Requirements**

**Part 1: Purpose and Application**

**1. Purpose**

The purpose of this Moderation Procedure to ensure that all assessment in the Faculty of Commerce – wherever that assessment is undertaken - is valid (as defined in 1.3 (a) in the Assessment Handbook) and that the marking of all student work in the Faculty is consistent and fair as required in 1.3 (b) and (c) in the Assessment Handbook. The Assessment Handbook provides that:

“Each faculty must have procedures specifying faculty requirements on assessment and moderation. Faculty procedures must clearly outline and define standards for assessment and moderation in the faculty in the context of the range of disciplines offered. Faculty procedures (including any changes to the procedures) will be approved by the Academic Committee as per their responsibility for review and evaluation of assessment” (Assessment Handbook 2 (a)).

The Faculty of Commerce is committed to ensuring that the Moderation and Assessment policies and processes are consistent with the purposes of assessment (section 1.2 of the Assessment Handbook, and the principles of assessment (section 1.3 of the Assessment Handbook). As such this Faculty policy is designed to ensure that the design of assessment is pedagogically robust, that assessment instruments are designed in accordance with the principles set out in the Assessment Handbook, and that processes are in place to ensure marking quality while not being unduly onerous on staff. The Faculty does acknowledge that assessment may result in the production of information that is personally or commercially sensitive and that moderation processes may need to be designed to protect the privacy of individuals and/or organisations.

**2. Application of Moderation Procedure**

This Moderation Procedure applies to all staff members responsible for the setting and/or marking of assessment in the Faculty of Commerce. 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 procedures, including tutors or other staff on fixed-term contracts.

**Part 2: Moderation Procedure 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 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 The Faculty Learning, Teaching and Equity Committee has responsibility for ensuring that all Schools or Programmes have moderation procedures in place, and that these conform to the Faculty procedures for pre and post-assessment moderation. An outline of those procedures will be provided to the Committee by School representatives as part of the initial implementation of this Faculty Procedure, and subsequently only when significant changes to those School-level procedures are made.
- 4.2 At the end of each teaching trimester, Schools will submit a short report confirming that moderation has taken place as per their procedures, and highlighting any issues the School would like discussed at the Learning, Teaching and Equity Committee.

#### **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.
- (a) Programmes/Schools may employ their own procedures for ensuring 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 Centre for Academic Development). The Head of School or their 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.

## **6. Requirements for post-assessment moderation**

- 6.1 The marking in each course should include some procedure for ensuring marking is consistent and fair.
  - (a) 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.
  - (b) Where there are multiple markers, programmes should agree on appropriate processes for ensuring marking is accurate and consistent. These may include: marking meetings, exchanging or sample marking assignments; cross-marking; automated marking.
  - (c) Students should be made aware of the process for reconsideration of grades. It is also recommended that they are made aware of the moderation process that takes place in the course.
- 6.2 Schools or programmes should ensure that records are kept that confirm that post-assessment moderation has taken place. There is no expectation that details of individual grade changes are kept.
- 6.3 The Assessment Handbook provisions for the moderation of course grades (i.e. a final moderation process) must be complied with. These are specified in section 7.3 of the Assessment Handbook.
- 6.4 Scaling may be undertaken in accordance with the policy and processes stipulated in the Assessment Handbook (section 8). Marks or grades for assessment items may be scaled up or down provided this is prior to marks or grade being released to students. After being released to students, marks or grades for assessment items may only be scaled up.

## **7. Resources provided for staff participating in moderation and assessment**

- 7.1 The Faculty shall, through the Associate Dean (Learning and Teaching) maintain a resource file, accessible by all staff, including information relevant to moderation and assessment, and the implementation of moderation and assessment policies by Schools/Programme within the Faculty.

## **8. Training provided for tutors.**

- 8.1 All tutors must have completed training in marking and feedback as specified under University policy (see Assessment Handbook 1.5.8).
- 8.2 Course coordinators should ensure that all markers understand marking criteria, expectations of feedback, expectations of timeframe for the return of work, and adequate record-keeping.

## **9. Support available for tutors or contracted staff undertaking the role of marker.**

- 9.1. The Faculty 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.

- 9.2 Where issues arise with a marker that are not resolved through the moderation procedures in 6.1(b) or 8.1, additional support or training from CAD may be sought.
- 9.3. 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.

## **10. Processes for record keeping and reporting**

- 10.1 As noted in 5.2 and 6.2 above, Schools or Programmes are responsible for ensuring that an accurate record of the moderation that takes place each academic year is kept. This may be as part of other reporting and recording procedures (e.g. examiners' meetings, or course co-ordinator's reports). The procedures for record keeping should be noted in the outline of moderation policies presented at the Learning, Teaching and Equity Committee as part of the initial implementation of this procedure. (see 4.1).

## **11. Document Management and Control**

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| <b>Contact person</b>  | WSBG Senior Administrator, Learning & Teaching and Accreditation<br>Ext. 6866 |