Unitec Moderation Report

Complete a separate moderation report for each moderation event.

Read the *Guidance* section at the end of this document before completing this report.

## Section A: OVERVIEW

## A1. Summary

|  |  |
| --- | --- |
| Programme Code & Title | e.g. BASCI – Bachelor of Applied Science. |
| Course / Standard Code & Title | e.g., ABCD1234 Science Fundamenetals |
| Course / Standard Level | Level | Credit value | Credits |
| Grading approach | Choose an item. |
| Course delivered in | Select Semester |
| Assessor(s)[[1]](#footnote-2) name(s): | The academics who have marked assessments in the course. e.g, John Doe |
| Moderator name (org.) | e.g., Jo Bloggs (AUT) |
| Moderation Type:  | Select moderation type | Completed on | Click or tap to enter a date. |

## A2. Scope

This report includes the moderation of:

Select scope of moderation**.**

## A3. Summary of moderation outcomes (assessment materials[[2]](#footnote-3)):

In the moderator’s professional opinion, the assessment materials are:

Moderator to select outcome

## A4. Summary of moderation outcomes (assessor judgements):

The moderator agrees with the assessor’s judgements for X (number of samples the moderator agrees with the assessor out of Y – total number of ākonga samples provided samples.

“X” is the total number of samples for which the moderator agrees with the judgements of the assessing kaiako.

“Y” is the total number of samples provided for moderation.

If assessment samples are not included in this moderation report, both “X” and “Y” will be “0”.

## A5. Assessor view on moderation report

The assessor/s **agree/disagree** with the overall moderation outcomes (see *Section E* for details).

Section B:Assessment Materials information (assessor to complete)

B1. Comments for Moderator

|  |  |
| --- | --- |
| Comments for moderator (optional): | State here anything you think the moderator needs to know before they moderate the course. |

B2. Assessment details

|  |  |  |
| --- | --- | --- |
| Assessment title | Weighting | Learning outcome(s) assessed |
| Assessment title | % | LO assessed |
| Assessment title | % | LO assessed |
| Assessment title | % | LO assessed |
| Assessment title | % | LO assessed |
| Assessment title | % | LO assessed |
| Assessment title | % | LO assessed |
| Assessment title | % | LO assessed |

*Add or delete rows as needed (see instructions at end of Guidance on how to make document editable)*

B3. Artefacts attached*Indicate and detail as appropriate*

|  |  |  |
| --- | --- | --- |
| Artefact\* | Yes / No | Detail |
| Course Descriptor  | Choose | Add any additional details |
| Standards (if applicable) | Choose | Add any additional details |
| Assessment matrix / map | Choose | Add any additional details |
| Assessment task(s) | Choose | Add any additional details |
| Marking guidance (Includes: assessment schedules, rubrics, model answers, etc.) | Choose | Add any additional details |
| Exemplars / Benchmarked examples of evidence | Choose | Add any additional details |
| Samples of assessed work | Choose | Number of samples: Number of ākonga samples provided |
| Other | Choose | Add any additional details |

\*See [*Moderation Procedure*](https://thenest.unitec.ac.nz/TheNestWP/wp-content/uploads/2018/09/AC-2.7-Moderation-of-Assessment-Procedure.pdf) *“Definitions”* for an explanation of each term.

## Section C: Moderation of Assessment Materials

|  |  |
| --- | --- |
| I (the moderator) have been provided with all documentation and evidence required to moderate this submission. | Choose |

C1. Assessment task(s)

|  |  |  |
| --- | --- | --- |
| Assessment tasks are fit for purpose: | Y / N / n/a | Comments |
| 1. The assessment methods, grading approach, and weightings align with those specified in the approved documentation (e.g., Course Descriptor).
 | Choose | Comments |
| 1. All assessment information is clearly identified and in a familiar language for ākonga. At a minimum this includes: course title, course code, assessment title, weighting, learning outcomes being assessed and conditions of assessment. (For standards-based moderation must include name, number, and version of the standard)
 | Choose | Comments |
| 1. Assessment instructions for ākonga are clear, free of bias arising from gender, age, cultural and disability factors and aligned to the level of the subject.
 | Choose | Comments |
| 1. The assessment conditions are appropriate, for ākonga (i.e., time frames, due dates, resources available to ākonga, permitted and non-permitted use of Gen AI, etc..)
 | Choose | Comments |
| 1. The tasks adequately and appropriately assess the relevant learning outcomes and provide ākonga with the opportunity to achieve at all performance levels available.
 | Choose | Comments |
| 1. The tasks generate sufficient evidence for each learning outcome/requirement.
 | Choose | Comments |
| 1. The complexity and demands of tasks are appropriate for the level, credit value, learning outcomes being assessed, and the assessment weightings.
 | Choose | Comments |
| 1. Does the assessment design consider the use and/or risk associated with the possible use of Generative Artificial Intelligence, if applicable?
 | Choose | Comments |
| 1. The tasks are fair and equitable.
 | Choose | Comments |
| 1. The tasks are technically accurate / correct.
 | Choose | Comments |
| 1. Mark allocations and criteria for success are appropriate and clearly communicated to ākonga.
 | Choose | Comments |

|  |
| --- |
| Overall comments, commendations, recommendations about the **assessment tasks** |
| Moderator comments on assessment tasks. |

C2: Marking Guidance

|  |  |  |
| --- | --- | --- |
| Marking guidance is fit for purpose: | Y / N / n/a | Comments |
| 1. It aligns with and covers all requirements of the assessed learning outcomes, tasks, and instructions.
 | Choose | Comments |
| 1. It is consistent with industry / regulatory / legislative requirements, if applicable.
 | Choose | Comments |
| 1. It provides suitable and sufficient guidance for assessors to make judgements that are appropriate and consistent, including between assessors, modes of delivery, and over time.
 | Choose | Comments |
| 1. It provides a sufficient breakdown of marks to ensure consistent marking.
 | Choose | Comments |
| 1. The quality, and where relevant, quantity, of ākonga evidence required for the tasks are clearly described for all performance levels and meet the requirements of the learning outcomes.
 | Choose | Comments |
| 1. Examples or guidance of appropriate evidence are provided for each performance level, and where applicable, a range of acceptable answers are allowed for.
 | Choose | Comments |
| 1. Weightings, and marks allocated, are appropriate for the criteria, and consistent with those indicated in the assessment tasks.
 | Choose | Comments |
| 1. It includes Course title and/or code, and if applicable, Standard number and version.
 | Choose | Comments |

|  |
| --- |
| Overall comments, commendations, recommendations about the **marking guidance** |
| Moderator comments on marking guidance. |

*Moderator to complete A3. Summary of Moderation Outcome (Assessment Material)*

## Section D: Moderation of Assessor Judgements

|  |  |  |  |
| --- | --- | --- | --- |
| Ākonga Unitec ID | Grade Awarded | Moderatorjudgement  | Comments (see *Guidance* for details) |
| ID number | Grade | Agree/disagree. | Comments |
| ID number | Grade | Agree/disagree. | Comments |
| ID number | Grade | Agree/disagree. | Comments |
| ID number | Grade | Agree/disagree. | Comments |
| ID number | Grade | Agree/disagree. | Comments |
| ID number | Grade | Agree/disagree. | Comments |
| **Total** | **Y=**Total number of samples | **X=**Number of samples moderator agrees with assessor |  |

*Add or delete rows as needed (see instructions at end of Guidance on how to make document editable)*

|  |
| --- |
| Overall comments, commendations, recommendations about the **assessor judgements** |
| Moderator comments on assessor judgements. |

|  |
| --- |
| Other comments, commendations, recommendations |
| Moderator – additional comments. |

*Moderator to complete A4. Summary of moderation outcomes (assessor judgements)*

## Section E: Follow up to moderation outcomes:

E1. Assessor comments on moderation findings:

*Assessor/course coordinator to complete A5. Assessing staff view on moderation report*

|  |
| --- |
| Assessor comments on the moderation findings (optional): |
| Assessing staff comments on moderation findings – i.e., agree/disagree and reason. |
| Date of comments  | Click or tap to enter a date. |

E2. Actions from moderation findings (Course Coordinator to complete)

|  |  |  |  |
| --- | --- | --- | --- |
| Action | By whom | By when | Completed (date) |
| Action | Name | Click or tap to enter a date. | Click or tap to enter a date. |
| Action | Name | Click or tap to enter a date. | Click or tap to enter a date. |
| Action | Name | Click or tap to enter a date. | Click or tap to enter a date. |
| Action | Name | Click or tap to enter a date. | Click or tap to enter a date. |
| **Relevant authority or delegate sign-off**Signature:Click or tap here to enter text.Date: Click or tap to enter a date. |

## Guidance

[Unitec Moderation Nest page](https://thenest.unitec.ac.nz/TheNestWP/teaching-and-research/te-korowai-kahurangi/assessment-and-moderation/moderation/)

**General**

* This Moderation Report template has been developed to align with:
	+ [Te Pūkenga Moderation Policy](https://www.tepūkenga.ac.nz/assets/Policies/2023/TP-Moderation-Policy-Final-V23.1.pdf)
	+ [Unitec AC 2.7 Moderation Procedure](https://thenest.unitec.ac.nz/TheNestWP/wp-content/uploads/2018/09/AC-2.7-Moderation-of-Assessment-Procedure.pdf)
	+ Unitec Moderation Planning and Tracking Tool
* This report template is designed for moderation at course level (i.e., all assessments in a course against the learning outcomes of the course).
* Unitec’s Check Marking process uses a different report.
* A new report must be completed for each moderation event (see definition below)
* This guidance can be deleted prior to submission of this report.

**Definitions:**

Assessor the academic staff member/s who have marked one or more of the assessments in the course.

Moderation event an occurrence of moderation at a point in time. I.e., every moderation event requires a new moderation report. If the moderation is only of *assessment materials* then the *assessor judgements* section of the report will remain blank.

Sample one sample is all of a learner’s assessments completed across the course. Typically a minimum of three samples is required.

**Saving the report**

Moderation reports must be saved using the following format:

[Acad Prog Code]\_[CourseCode]\_Mod-[AM, Int, Ext]\_[ YYYY\_Sem[1, 2, 3]\_date report finalised by moderator using the format ddMmmyy].pdf

AM=Assessment Material Moderation

Int= Internal Post Moderation

Ext = External Post Moderation

e.g., BASCI\_NSCI5000\_Mod-AM\_2023\_Sem1\_30Jun23.pdf

e.g., BASCI\_NSCI5000\_Mod-Int\_2023\_Sem1\_30Jun23.pdf

e.g., BASCI\_NSCI5000\_Mod-Ext\_2023\_Sem1\_30Jun23.pdf

**This moderation report template is in five sections:**

**Section A: OVERVIEW**

A1. Summary

To be completed by the Assessor (except “Completed on” which is completed by the moderator)

**A2. Scope:**

Select one of the three options:

* Assessment Material (i.e., “pre-mod”)
* Assessor Judgements
* Assessment Materials and Assessor Judgements

*Assessment materials:*

moderating the assessment tasks and marking guidance (also known as “Pre-Mod” or “Pre-moderation”)

*Assessor judgements:*

moderating the ākonga samples to confirm that the assessments completed by the learner:

* have been marked appropriately; and
* demonstrate achievement of the learning outcomes to the extent expected given the final course grade.

*Assessment materials and Assessor judgements:*

moderating both at the same time

Internal Post Moderation and External Moderation require the moderation of the assessment material and the assessor judgements.

**A3. Summary of moderation outcomes (assessment materials):**

This is where the moderator indicates the extent to which the materials, including marking guidance, etc., are appropriately designed. It is a holistic outcome based on the findings from *Section C: Moderation of Assessment Materials*

**A4. Summary of moderation outcomes (assessor judgements):**

This is where the moderator provides the summary of their findings regarding the extent to which they agree with the course grade given to the ākonga.

**NOTE**: for the purposes of this report, moderator agreement with the course grade needs to be within the % range of that mark. (i.e., the assessor may have given an overall mark of B- 68% and the moderator B- 66%. Both are within the B- range and therefore, the moderator agrees with the assessor’s judgement.)

If the assessor has awarded B+ 79% and the moderator A- 81% then the moderator does NOT agree with the assessor’s judgements, because they are not within the same grade range.

**A5. Assessor’s view on moderation report**

This is where the assessor/lecturer indicates whether they agree with the high level outcomes in A3 and A4. If there is disagreement, the reason should be stated (in section E), noting that the moderation report is not amended as a result. Rather the differences are explored and appropriate actions put in place (if required).

**Section B: Assessment Materials information (assessor to complete)**

This section is completed by the assessor/lecturer/course coordinator

**B1. Comments for Moderator**

A space for the assessor to communicate any comments/information to the moderator, if required.

**B2. Assessment details**

Details of each assessment within the course. Assessment title must be the title of the assessment, not the title in gradebook (if different).

**B3. Artefacts attached**

Indicate Yes or No as to what is being provided to the moderator.

The moderator must be provided with a clean, blank, set of assessment tasks and the related marking guidance for each. (i.e, all summative assessments in the course)

Where samples of assessed work are provided, one sample is equivalent to all assessment evidence from a single learner in the course.

**Section C: Moderation of Assessment Materials**

This section is completed by the moderator.

Declaration: An opportunity for the moderator to confirm they have all they need.

**C1: Assessment task(s)**

and

**C2: Marking guidance**

An outcome (Yes, No, Not Applicable) is required for each indicator.

* Where matters are identified (including good practice) these should be noted in the “Comments” section.
* Where there are concerns, provide sufficient detail so action can be taken to address these.

The Moderator must make an overall judgement about the Assessment Materials and note this in [*A3. Sum*](#A3SummaryModerationOutcomesAM)*mary of Moderation Outcome (Assessment Material)*

**Section D: Moderation of Assessor Judgements**

A comment on each ākonga/student’s assessments must be provided.

Consider:

* the clarity and depth/extent of feedback provided to ākonga
* the usefulness of feedback to ākonga
* the appropriateness of the marking of each assessment

The findings from this section are used to populate *Section A: 3. Summary of moderation outcomes (assessor judgements)*

**Section E: Follow up actions (Course Coordinator to complete)**

**E1. Assessor’s perspective on Moderator’s findings:**

One the moderation report is received by the School the teacher/assessor must review the report and in [A5. Assessing kaimahi view on moderation report](#A5AssessingKaimahiViewOnModeration) either *agree* or *disagree* with the overall findings of the report (I.e., with the summary findings stated in A3 and A4)

The assessor/lecturer may also add any other comments before the action plan (if required) is developed and signed off by the Course Coordinator (or equivalent).

See *Section 3.7 Moderation Outcomes and Reporting* of the [Unitec AC 2.7 Moderation Procedure](https://thenest.unitec.ac.nz/TheNestWP/wp-content/uploads/2018/09/AC-2.7-Moderation-of-Assessment-Procedure.pdf)

for additional requirements relating to any *significant* issues identified.

To edit this document:

1. On the ‘Review’ tab click on “Restrict Editing” (sometimes via “Protect”). This will open a side bar.
2. At the bottom right of the side bar will be a button “Stop Protection” – click on it.
3. You can now edit the form.
1. “ Assessor” refers to the person/people who have marked the summative assessments. Usually, but not always, the lecturer/teacher/kaiako [↑](#footnote-ref-2)
2. Often referred to as “Pre-mod” or “Pre-assessment Moderation” [↑](#footnote-ref-3)