# Assessment Material Moderation Form

## 1. Summary

|  |  |
| --- | --- |
| Programme Code & Title | e.g. BASCI – Bachelor of Applied Science. |
| Course Code & Title | e.g., ABCD1234 Science Fundamenetals |
| Course / Standard Level | Level | Credit value | Credits |
| Course delivered in | Select Semester |
| Assessor(s)[[1]](#footnote-1) name(s): |  |
| Moderator name (org.) |  |
| Completed on | Click or tap to enter a date. |

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

In the moderator’s professional opinion: (*tick which statement applies)*

|  |  |
| --- | --- |
| Assessment materials are ready for use  |  |
| Minor amendments required to assessment materials before use |  |
| Substantial modification required to assessment materials before use |  |

## 3. Assessment materials attached (tick):

|  |  |
| --- | --- |
| Course Descriptor |  |
| Assessment matrix/map |  |
| Assessment task(s) (exam/test) |  |
| Marking guidance (rubrics, model answers, etc) |  |
| Other (please list) |  |

## 4 Pre-moderation outcomes:

|  |  |  |
| --- | --- | --- |
| Assessment tasks are fit for purpose: | Y / N / n/a | Comments |
| 1. The assessment method/s, grading approach, and weightings align with those specified in the Course Descriptor.
 | Choose | Comments |
| 1. Assessment information is clear for ākonga and includes: course title, course code, assessment title (e.g. exam or test), weighting, learning outcomes being assessed and conditions of assessment.
 | Choose | Comments |
| 1. Assessment instructions for ākonga are clear, free of bias (gender, age, culture, disability, etc) and appropriate for the level of the course.
 | Choose | Comments |
| 1. Assessment conditions are appropriate (i.e., timings, open or closed book, digital or non-digital, permitted or non-permitted use of Gen AI, etc..)
 | Choose | Comments |
| 1. Tasks adequately assess the relevant learning outcomes and provide ākonga with the opportunity to achieve at all performance levels available, including the maximum and minimum marks possible for a pass grade.
 | Choose | Comments |
| 1. Test/exam questions have been changed and updated.
 | Choose | Comments |
| 1. The use and/or risks associated with the possible use of Generative Artificial Intelligence have been considered.
 | 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.
 | Choose | Comments |

|  |
| --- |
| Overall comments, recommendations about the **assessment task/s** |
| Moderator comments on assessment tasks. |

5 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 and modes of delivery.
 | Choose | Comments |
| 1. The quality, and where relevant, quantity, of ākonga evidence required for the tasks are clearly described for all performance levels.
 | Choose | Comments |
| 1. Weightings, and marks allocated, are appropriate for the assessment, and consistent with those indicated in the assessment tasks.
 | Choose | Comments |

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

1. “ Assessor” : academic staff member who has designed the assessment [↑](#footnote-ref-1)
2. [↑](#footnote-ref-2)