

MODERATION

Standard Practices of Moderation at CTC

It is the practice to document the students whose assessment has been internally moderated and by whom. Lecturers are to give this information to the Registrar.

It is the practice to document the students whose assessment will be externally moderated. Lecturers are to give this information to the Registrar.

It is the practice that student names and personal details are deleted or 'twinked' out *before* scripts go to internal and external moderators.

It is the practice that the Moderator Information Form be attached to the first student's script and a Moderator Form Review attached to each script.

It is practice to return student marked scripts after INTERNAL moderation. It is acknowledged that at times this is problematic in meeting policy regarding student feedback and deadlines to return marked scripts. In the event that the turn around with moderation is likely to be longer than lecturers expect, student scripts should be returned to the students with provisional marks. Students should be informed that final marks will be sent following internal moderation. Records of this must be kept and the Head of Student and Business Support informed.

In the event that students attending the last course of the year and who are eligible to complete the qualification and therefore eligible to attend the graduation ceremony, internal may be waived, only if this means that the turn-around for moderation would jeopardize the student's satisfactory completion of the course.

Pre Moderation and Course Reviews

Note: With the change in qualifications, *all* courses will be review in 2016 and 2017. So the annual review cycle will begin again in 2021. Courses are reviewed and assessment tasks pre moderated regularly. The Academic Dean issues a timetable at the beginning of the year for those courses that need review for the year. Discipline Heads will review those courses that fall within their discipline in consultation with their discipline colleagues.

Discipline Heads are expected to send the Academic Dean the final version following consultation with colleagues, so that the usual work is done to ensure that the level of the course and the credit value are maintained, and that the assessment tasks meet the learning outcomes.

The Disciplines and Heads for 2021 are:

Scripture:	TBA
Religious Education:	Lyn Smith
Theology including History of the Church and Sacraments:	Anne Tuohy
Ministry including Liturgy:	Zach Duke

Internal Moderation

N.B. Procedures for internal moderation from 2021 remain unchanged as of the time of printing. Discussion will be held regarding the duration of the moderation cycle. If this changes from the current two yearly cycle to a three yearly cycle, lecturers will be informed and this section of the Manual updated. In addition, see the section External Moderation below for changes to external moderation.

Students should receive their final marks after **internal moderation** when this occurs, or as soon as all scripts are marked if the course is not due for moderation during the academic year. Note that this is a change to previous years where internal and external moderation occurred at the same times during the year.

There are Moderator Information Forms and the Moderator Form Reviews (with space for the Moderator's comments for the three scripts sent) in this Manual.

Procedures apply uniformly for both taught and distance learning modes of delivery.

Procedures will be as follows:

Moderation will be on a two yearly cycle, that is, the assessment tasks of a course (paper) will be moderated once every two years, except the following which will be moderated annually:

- a. New teachers (a teacher is deemed 'new' for two years)
- b. New courses (papers)
- c. Changes to courses (papers) following review and therefore significant changes to the assessment tasks
- d. All failed scripts
- e. Assessment tasks belonging to learners who have made formal or informal complaints during the course or have raised issues that may be deemed as compromising marking impartiality.

The procedure for the courses moderated is as follows:

At a minimum, the highest marked student text, the average marked student text and the lowest marked student text are to be moderated.

The internal moderator is to mark according to the assessment criteria which are measured against learning outcomes. This standard is to be adhered to.

Regional Site Coordinators will be given a moderation list at the start of the year with the names of internal moderators for each course to be moderated.

Moderation checklists will be given to lecturers at the beginning of the year. These are records of the internal moderation for the year.

It is important to follow these steps:

1. Moderators need to complete a marking schedule – that is why a blank sheet is provided. If they do not agree with the lecturer's marks they need to identify exactly where the disagreement is. It is not sufficient to say, "This script needs to be a B or a B+ not an A-". They need to provide evidence in the exact section/s the marks have been deducted to back up their argument.
2. When there is disagreement, the moderator and the lecturer's judgments are then taken into consideration for a final judgement to be reached.
3. In the first instance this is done by the lecturer and the Academic Dean is notified as to the rationale for this decision. The rationale is to be kept on record.
4. If the lecturer is finding it difficult to reconcile the two sets of judgements and therefore it is not clear how a decision can be reached, the Academic Dean must be involved. The Academic Dean then makes a decision based on transparent and exact judgements of the two 'markers' or if required, she will ask for additional advice from outside CTC.
5. Moderators are moderating the lecturer's marking **not** the student's work. Therefore, only comments such as,
 - a. 'This script was marked fairly and in accordance with the marking criteria' or
 - b. 'I agree with the grades given and the comments by the lecturer on the student's work', or
 - c. 'While the lecturer made encouraging comments on the student's work, little attention was drawn to sections where the student demonstrated a less than adequate understanding'.

These are appropriate comments. Moderators do not need to comment on the student's work unless they are identifying a reason for giving a different mark.

6. Moderators should **not** make any judgement on the content of the course, such that this judgement will disadvantage the learners. For example, "This task does not cover what to me is an important principle in Catholic Social teaching" is not helpful. The moderator's task is to give professional judgement on how the assessment task has been marked according to its assessment criteria. The assessment task is usually specific to the learning outcome/s in a particular course, other forms of assessment may have given the course lecturer other evidence that learning outcomes have been met, and any perceived omission in the course content should not disadvantage students as to how they have answered that prescribed task.

7. In the event where moderators have queries or reservations as to the content of any course, or where they feel that a task needs clearer explanation, or if they perceive that the students have struggled with the aim of the task, they are to inform the Academic Dean. These comments are encouraged and would be considered in the evaluation of courses for the year and the subsequent course reviews that emanate from this.
8. There may be instances when the moderator identifies information in the student script that is not correct and which has not been picked up by the marker. In this case the moderator must inform the Academic Dean so that there is a discussion with the marker to clarify the situation.
9. In general moderators are given three scripts. In small classes it is not possible to provide a bottom, middle and top student scripts. In some distance classes there may be only one or two students.
10. Most of our courses have two to three assessment tasks. Not every task is moderated each time. Lecturers need to keep a record of this to ensure all tasks are moderated according to the moderation cycle of CTC. In the case when a lecturer makes a decision to moderate all the assessment tasks this should also adhere to the moderation cycle.
11. Large charts/posters are too difficult to be photocopied in a way that does justice to a student's work and may therefore not be adhering to the moderation cycle. This is problematic if the assessment task remains static for some years. Since students are now be required to submit written work accompanying their chart/poster etc to provide evidence that learning outcomes have been met, the student's written notes **are now required** to be moderated.

External Moderation

Otago University is the external moderator.

Lecturers will be informed which papers are to be moderated in the year and the procedures for having the students' scripts ready for external moderation.

The Academic Dean is responsible to ensure moderation scripts and the relevant information are sent to Otago University.

Lecturers are responsible for having student scripts available for moderation.

Lecturers should upload the student scripts with the necessary information to SharePoint. .

Otago University will issue a report after the external moderation work is completed. Relevant suggestions for changes to improve assessment, etc., will be implemented. External moderation is an overview of all papers submitted. Lecturers will not receive a report on external moderation.