



NEW ZEALAND QUALIFICATIONS AUTHORITY
MANA TOHU MĀTAURANGA O AOTEAROA

SUMMARY OF RESPONSES TO SURVEY OF TERTIARY
EDUCATION ORGANISATIONS THAT ASSESS AGAINST
NZQA-MANAGED STANDARDS

November 2010

Executive summary

Summary of responses to *Survey of Tertiary Education Organisations that assess against NZQA-managed unit standards*

Introduction

This summary is based on 104 responses to a survey (see Appendix 1) during December 2009, sent to all Tertiary Education Organisations (TEOs) with consent to assess against NZQA-managed standards.

The objectives of the survey were to:

- 1 gather information that can be used to support ongoing enhancement of assessment and moderation, both within TEOs and within NZQA
- 2 identify the kinds of moderation processes used within NZQA-moderated TEOs
- 3 characterise good practice in tertiary moderation.

Expected benefits of this survey to TEOs include improvement to assessment and moderation practices at local and national levels.

Moderation purpose

The purpose of moderation is to provide assurance that assessment is fair, valid and at the national standard, and that the assessors are making consistent judgements about learner performance.

NZQA national external moderation systems

The New Zealand Qualifications Authority (NZQA) manages moderation systems to support the assessment of registered achievement and unit standards in schools and TEOs. Within NZQA, Tertiary Assessment and Moderation (TAM) manages national external moderation in tertiary moderation systems (for example, Core Skills) for unit standards for which NZQA (i.e. National Qualifications Services and Māori Qualifications Services) is the Standard Setting Body (SSB).

During 2009, approximately 1250 moderation activities across 67 systems were completed by NZQA for TEOs. To undertake the moderation related to the 32 “tertiary” (non-New Zealand Curriculum) focussed systems, TAM contracted 115 moderators¹.

There have been minor refinements to NZQA’s national external moderation system over time. However, no recent survey had recently been conducted of TEO impressions of the effectiveness of NZQA’s national external moderation system, or the usefulness of the moderation feedback in improving moderation outcomes. Additionally, TEOs occasionally request specific guidance or feedback on how aspects of their own internal moderation systems should run. Any feedback about good internal moderation practices could be shared with the sector.

¹ The other moderation is undertaken by secondary moderators (a mixture of full-time moderators and contractors) managed by the Secondary Moderation business unit within NZQA

Key findings

Considerable individual feedback was received and a selection of comments to illustrate statements in this summary are included in the main body of the report and in the appendices.

Some common themes emerged across each section. Those common themes included:

1 Standard setting

As moderation can identify where unit standards are being differently interpreted (between assessors) or are no longer fit-for-purpose, internal and national external moderation are seen as key processes that contribute to, and therefore inform, standard-setting.

2 Staff development and training

Feedback on NZQA assessment and moderation workshops was positive. Workshops were seen as a useful tool in increasing awareness and understanding of processes, building relationships between NZQA and the sector as well as providing education in aspects of standards-based assessment.

Within TEOs, staff training, development and expertise in assessment and moderation was the most frequently nominated factor to impact positively on the quality of internal moderation that occurs. Additionally, involving staff in moderation processes was considered important in order to change attitudes so that internal moderation is viewed as a professional development opportunity. A number of staff training needs were identified – these ranged from individual training to ensure that the appropriate version of standards were used, to whole staff moderation hui, to enrolment into Adult Education qualifications.

3 Processes

Considerable feedback was provided regarding processes, the nature of which indicates many TEOs are reflecting on their own internal moderation practice. Many responses confirmed the importance of quality management systems (within TEOs) including internal moderation processes that are well understood, clearly documented and manageable and with which staff fully engage.

Specific comments about the strengths of NZQA's moderation system included positive feedback about process and communications, and linked to the importance of NZQA's role in providing a national (objective and impartial) perspective on assessment.

4 Resourcing

Competing priorities within organisations was seen as a negative factor and, therefore, allocation of specific responsibilities or creating time were seen as critical to ensure that internal moderation is carried out. Other strategies for ensuring that moderation occurs included establishing internal moderation plans and cycles, and reviewing plans to ensure that moderation is occurring as intended. Suggestions for additional resourcing at a national level included development of more exemplar materials and the re-introduction of cluster groups (although it was acknowledged that these would be difficult for NZQA to manage).

Overall, 65% of respondents indicated that their organisation had not found significant differences between assessment issues identified by internal moderation and national external moderation. However, only a small proportion of those providers that disagreed with

moderation decisions indicated that they had contacted TAM to discuss their moderation reports.

5 Communication

A total of 95% of respondents stated they were either “quite satisfied” or “very satisfied” with NZQA’s communications on assessment and national external moderation and 64% of respondents rated NZQA’s moderation reports as quite helpful or better.

Clear and consistent reporting and feedback in moderation reports were identified as key factors in maintaining confidence in the system and ensuring that moderation reports are useful in assisting TEOs with the development of assessment materials and interpretation of standards.

6 Inclusiveness of Māori perspectives and ways of working

Whilst the proportion of respondents self-identifying as Māori was small in relation to all feedback received, a number of specific comments were made in relation to ensuring that Māori perspectives and ways of working are reflected in both internal and national moderation systems. This is to ensure that moderation does not become “prescriptive” or “machine-like” and that moderation is carried out amongst groups of staff and open to ako (meaning “to teach, instruct, advise” and “to learn”).²

Recommendations

NZQA to consider ways in which it could:

- 1 gather more feedback from users on fitness-for-purpose of unit standards, to contribute to standard reviews
- 2 contribute to more consistent interpretation of the unit standards for which it is the standard-setting body
- 3 contribute to supporting the development of assessment and moderation expertise across the tertiary sector
- 4 contribute to supporting the development of robust and manageable internal moderation processes across the tertiary sector
- 5 improve the clarity of feedback by, and availability of, NZQA personnel in relation to national external moderation results
- 6 develop processes and procedures that are more inclusive of Māori perspectives and ways of working.

² Translation provided by Dictionary of the Māori Language by H. W. Williams, MA

Summary of responses to Survey of Tertiary Education Organisations that assess against NZQA-moderated unit standards

1 Background to the consultation

Purpose of moderation

The purpose of moderation is to provide assurance that assessment is fair, valid and at the national standard, and that the assessors are making consistent judgements about learner performance.

NZQA national external moderation systems

NZQA manages moderation systems to support the assessment of registered achievement and unit standards in schools and TEOs. Within NZQA, Tertiary Assessment and Moderation (TAM) manages national external moderation in tertiary moderation systems (for example, Core Skills) for unit standards for which NZQA (ie National Qualifications Services and Māori Qualifications Services) is the Standard Setting Body (SSB). An overview of NZQA's national external moderation system is provided in Appendix 2.

During 2009, approximately 1250 moderation activities across 67 systems in TEOs were moderated by NZQA. To undertake the moderation related to the 32 'tertiary' (non-NZ Curriculum) focussed systems, TAM contracted 115 moderators³.

Surveying TEO perceptions of NZQA moderation systems

There have been minor refinements to NZQA's national external moderation system over time. However, no recent survey had recently been conducted of TEO impressions of the effectiveness of NZQA's national external moderation system, or the usefulness of the moderation feedback in improving moderation outcomes. Additionally, TEOs occasionally request specific guidance or feedback on how aspects of their own internal moderation systems should be run. Any feedback about good internal moderation practices could be shared with the sector.

Changes to NZQA's national external moderation systems that have occurred mostly relate to NZQA's internal processes and procedures, such as the implementation of databases and online reporting facilities designed to increase system efficiencies and effectiveness. Internal processes have also been refined to further improve the consistency of moderation decisions and the clarity of moderators' comments.

In recent years TAM has delivered assessment and moderation workshops to TEOs or groups of assessors on aspects of assessment and moderation. Workshops have been delivered at meetings/hui with a specific focus (for example Core Health) and via the NZQA's Quality Assurance division road shows. Occasional workshops have also been delivered to individual providers, such as polytechnics, on request.

³ The other moderation is undertaken by secondary moderators (a mixture of full-time moderators and contractors) managed by the Secondary Moderation unit within NZQA

Survey purpose

In November 2009, NZQA surveyed all TEOs with consent to assess to assess NZQA-managed standards. The objectives of the survey were to:

- 1 gather information that can be used to support ongoing enhancement of assessment and moderation, both within TEOs and within NZQA
- 2 identify the kinds of moderation processes used within NZQA-moderated TEOs
- 3 characterise good practice in tertiary moderation.

Expected benefits of this survey to TEOs include improvement to assessment and moderation practices at local and national levels.

Survey distribution

Initially, letters were sent to Chief Executives at the beginning of November 2009, to make TEOs aware of the survey. Following this, an email with a link to the survey was sent to all Moderation Liaisons⁴. Responses were submitted electronically into an online survey which closed on 2 December 2009.

In retrospect, after consideration of the responses provided, it may have been more useful to have:

- 1 asked whether issues with NZQA's national external moderation systems had occurred within specific recent timeframes (for example, the last two years), as many issues described appeared to be historical
- 2 conducted surveys about internal moderation separate to surveys requesting feedback on NZQA's national external moderation systems as responses to the first part of the survey appeared to influence responses to the second part
- 3 surveyed Industry Training Organisations separately, as ITOs' responsibilities to manage their own national external moderation system may have influenced their responses to questions about internal moderation practices.

⁴ Each TEO is required to nominate a Moderation Liaison to coordinate the organisation's moderation of NZQA-managed standards, including submission of materials to NZQA and circulation of all correspondence from TAM (including moderation reports) that relates to national external moderation.

2 Overall comments about consultation feedback

Level of responses to the consultation

Responses were received from 104 TEOs or their representatives. Not all respondents responded to all questions (so total responses to individual questions do not tally with this total). Some late responses were received and are included in these findings. Responses were received from all types of TEO. The size of TEOs responding varied between those identifying as having fewer than 25 full-time equivalent learners to those identifying as having more than 1000.

ITP	Wānanga	PTE	Māori training provider	Pasifika training provider	ITO	GTE	Other
7	1	81	3	1	7	2	2

Figure 1: Response by provider type

Fewer than 25	Between 25 and 100	Between 101 and 300	Between 301 and 500	Between 501 and 1000	Over 1000
23	36	20	9	5	11

Figure 2: Response by size of provider (full-time equivalent student numbers)

3 Summary of responses

A summary of responses follows, including a selection of comments to illustrate summary statements in each section of the survey. Whilst collated comments are too many to reproduce in full in this report, a greater range of comments from some questions is included as an appendix (see Appendices 3- 8) to contribute to further discussion on assessment and moderation practices at TEO level.

Section B: Effectiveness of moderation systems⁵

The purpose of this section was to determine:

- 1 what key issues TEOs identified through their own internal moderation processes;
- 2 what key issues were identified for organisations through NZQA's national external moderation systems;
- 3 any similarities and differences in key assessment issues identified by an organisation's own internal moderation system and NZQA's national external moderation system; and
- 4 what further actions TEOs took when they disagreed with issues identified by NZQA.

Summary

Key assessment issues identified by TEOs' own internal moderation processes typically related to fitness-for-purpose of the unit standards being assessed, internal organisational processes not working or not being followed, poor assessment design and resourcing issues within the TEO.

Comments about standards' fitness-for-purpose included "range statements that do not work in the real world", "many of the ... [standards] have passed their revision dates", and challenges associated with keeping up with version changes. One respondent commented: "The biggest challenge is related to organisational/workplace standards and simulated workplaces. This means the production of workplace manuals etc which is time consuming". Another respondent commented: "A significant number of unit standards [have] design flaws e.g. units of around three to five credits containing 25 performance criteria and a number of those performance criteria containing range statements with up to 20 components". One respondent, whilst stating their organisation found unit standards frustrating to use, also commented that "...tutors come directly from industry....prefer to assess student work holistically and so can overlook minor requirements....When challenged about this they can often struggle to see why students must do things for the unit standards that they do not need to do when working in industry".

Comments about issues with internal processes being followed generally related to staff capability and capacity. Many respondents commented on the ongoing need to train and develop staff to ensure that correct versions of standards are assessed and to continue to develop assessment knowledge: "Tutors who moderate tend to focus on editing issues rather than whether the tasks line up with the elements and pcs".

Approximately a third of respondents made specific comments about assessment design and practice. These comments can be summed up by one respondent as follows: "assessment tools: not assessing at appropriate level or in appropriate way; not all elements or learning outcomes assessed. Assessment conditions: unclear or not appropriate for nature of assessment e.g. open book used inappropriately. Assessment schedules: quality of evidence

⁵ Relates to survey questions 4 – 9

and judgement statements. Assessor judgements: sufficiency of evidence collected/documentated; quality of assessor feedback.”

Key assessment issues identified by NZQA’s moderation processes typically related to a difference in interpretation of aspects of the standard, assessments not fully assessing standards requirements or insufficient evidence being collected and old versions of standards being assessed. One response clarified that poorly worded standards can lead to inconsistent interpretations between their own assessors and NZQA moderators. Another comment suggested that national external moderation had contributed to clarifying the difference between the terms “demonstrate”, “discuss” and “explain” and the nature of evidence required in each case. Another comment suggested that moderation is “prescriptive, machine-like, [and] lacking knowledge in terms of Māori world view”.

Where standard requirements had not been fully evidenced, comments suggested that respondents considered these to be minor; for example one or two performance criteria not fully evidenced, or some range statements overlooked.

A small number of respondents identified the cost and time involved with pre-assessment moderation of commercially produced materials (and queried the need to do this) and the quality of some commercially developed materials. Conversely, two respondents made comments about their concerns about the poor quality of some commercially produced materials.

A number of responses related to the process rather than specific issues identified, including one comment about the differences in moderation outcomes when focus is at performance criterion level, rather than at element level. Another respondent commented that moderators may not see a global view of student performance, instead making a judgement based on a partial view of the learner performance. In terms of issues with process, comment was also made about inconsistent decisions between moderators from one year to the next.

Some positive feedback was received about NZQA’s moderation and approximately 65% of TEOs responded their organisation had not found significant differences between the assessment issues identified by internal moderation and NZQA moderation. Differences identified included: inconsistent moderation within the same system (i.e. different results for the same materials submitted in different years or the same materials being submitted by a different TEO); inconsistent results across different systems; a lack of understanding by the moderator of the context in which the assessment occurred; overly pedantic moderation and different interpretations of the unit standard by the assessor and the moderator.

While almost half of those who responded indicated that their TEO had disagreed with NZQA moderation decisions, only one third of respondents indicated TAM had been contacted to discuss moderation reports to either clarify moderators’ comments or appeal moderation decisions. Of these, a small proportion indicated that they were unsatisfied with the outcomes of these discussions. One respondent emphasised the importance of following up concerns about moderation decisions and the link with compliance requirements “...chose not to raise this issue with NZQA but in hindsight wish we had as it had implications for accreditation scope and was raised during our quality audit”.

Section C: How TEOs use NZQA’s moderation reports⁶

The purpose of this section was to determine:

- 1 who within organisations reads moderation reports
- 2 what actions the TEO takes in response to moderation reports
- 3 how moderation reports could be made more useful, to better inform assessment and moderation practices.

TEOs were also asked to rate their perception of NZQA’s moderation reports and suggest one change that could be made to NZQA moderation reports.

Summary

CEO only	Senior Managers only	Assessors/ kaiako/ Lecturers only	Quality Managers/ Academic Advisors only	Faculty Committee only	Academic Board only	Other	Combinations
4	2	4	4	5	6	7	96

Fig 3: People within TEOs that read NZQA’s moderation reports

Actions taken in response to moderation reports ranged from making changes to individual assessments (i.e. “If adjustments are required, assessment are adjusted as soon as feedback is received.”) to the development of action plans beyond changes to individual assessments (i.e. “We follow a consistent annual training plan, so if there are any issues within a moderation report that will affect the following training plan it will generate an immediate development priority or review of that standards’ sustainability”).

Other actions in response to moderation reports included circulation of moderation reports to personnel with a range of roles within the organisation, which suggests that many staff have a role in the quality assurance of assessment. Face-to-face discussion of reports and required outcomes were also discussed at informal and formal meetings, including Moderation Liaison meeting with assessors to discuss reports and identify and agree required actions, tabling moderation reports at School Academic Committees, Programme Leaders being assigned to address issues listed and report on remedial actions taken and presentation of summary reports to Academic Boards. Descriptions of some multi-step approaches are provided in the appendix.

In response to the question about how moderation reports could be made more useful to TEOs, a quarter of respondents commented that the reports are basically fine as they are. Suggestions for making reports more useful mostly related to consistency and clarity of moderator comments, more/less detailed comments, provision of exemplars, more information about how to “put things right” when issues are identified, the facility to contact moderators directly to discuss the comments in their reports and providing an opportunity to provide feedback on the moderation report(s),

64% of respondents rated NZQA’s moderation reports as “quite helpful” or better. One respondent stated that “...the understanding of NZQA moderation processes is generally poor in the PTE sector” and clarified that constant staff changes [in the sector] contributes to this poor understanding.

⁶ Relates to survey questions 10 – 15

Although question 15 was asking for suggested changes to NZQA’s moderation reports, some positive comments about NZQA moderation reports were also made.

Feedback was given that a clearer indication of the overall result earlier in the report would be an improvement. However, suggested changes were generally about moderators' comments (including: more consistent and clearer moderator comments; more detailed/briefer comments) or to the moderation process, rather than the format or layout of the moderation report itself. Suggested process changes included: provision of exemplars, pre-assessment moderation, making moderation reports public, and for NZQA to always request resubmissions when materials do not meet the national standard.

Section D: Good practice internal moderation⁷

The purpose of this section was to identify a range of practices and conditions that are considered to be essential for good practice internal moderation to occur. TEOs were asked to describe their internal moderation practices and to nominate factors that impact positively and negatively on the quality of moderation within their organisation and identify ways in which their organisation could further improve its internal moderation practice.

Summary

A range of internal moderation practices that might be used within an organisation were described. The quality and quantity of feedback to this question gave a strong sense that many TEOs are regularly reviewing their internal moderation processes in order to quality assure the assessment that occurs.

Almost 20% of responses indicated that pre- and post-assessment moderation was undertaken. Most of these comments did not describe when or how these processes occur, although one respondent stated “an assessment plan for the year is compiled and worked through (about two-three per month)”. Another 20% of responses described a cyclic internal moderation plan, with cycles ranging between one, three- and five-year cycles with high usage standards and standards with associated risks being moderated most frequently.

Many descriptions about internal moderation practices included information about the range of staff within organisations with internal moderation responsibilities. Clearly, which staff members are involved in moderation will depend on staff capability and the size of the organisation – however, one response stated that moderation is undertaken by the CEO “every second Friday”. Māori providers all commented on the use of moderation hui – suggesting that moderation is carried out amongst groups of staff – and importance to their organisations of ensuring participation by all assessors in the moderation process to assist in improving assessment practices.

Collaboration with other organisations, including peer moderation and cluster group moderation facilitated by ITOs, was also described by many respondents “collaboration.....and facilitate ako – What are you doing? How are you doing it? How can we help?”

The usefulness of NZQA workshops in demystifying moderation processes and providing education in assessment and moderation was mentioned. One respondent said that they had attended a workshop where it was evident that “people simply didn’t know what they didn’t know”.

⁷ Relates to survey questions 16 – 21

Examples of practices/conditions that impact positively on the quality of moderation within organisations included: processes such as internal moderation plans that include dates and responsibilities, pre- and post-assessment moderation, unit standards that are fit for purpose, objective decision making, improvement focussed feedback, subject and moderation expertise, clear processes documented in a workable QMS and good communication. One respondent mentioned the importance of “strong management support of assessors/trainers balanced by hiring well trained assessors/trainers, good communication lines; opportunity to get everyone around the table to discuss; familiarity with NZQA compliance requirements for moderation as well as linking to EER process”. Another respondent said that “being open to ‘ako’ within its full meaning was a key factor that impacts positively on the quality of moderation that occurs within an organisation.

The following similar factors were identified as impacting positively and negatively on the quality of moderation. Staff development, training and expertise and full staff involvement were the most frequently nominated positive factors. Time and workload pressures, and staff expertise, were the most frequently nominated negative factors.

Factors that impact positively	Factors that impact negatively
Full staff participation, trained and dedicated staff, experienced staff leading the process.	Not engaging with others within the organisation, lack of understanding of competency-based assessment, [lack of] subject knowledge.
A rigorous QMS, clear guidelines, accurate record keeping and tracking; ongoing internal moderation plan.	
Regular scheduled moderation meetings where free and frank discussion is the norm.	Workload, competing time pressures, shortage of time allowed for assessors to moderate; pre-conceived ideas and attitudes.
Focussing on outcomes for learners; improvement focus (rather than compliance).	Over-emphasis on compliance rather than guidance.
Well written standards.	Constant changes to unit standards and out-of-date standards.

Figure 4: Summary of factors impacting positively and negatively on the quality of moderation within organisations

Examples of activities organisations could undertake to improve their moderation practice were given and tended to respond to the negative factors raised in the previous question. For example, creating time for internal moderation to occur, workshops with other organisations, working with staff to change attitudes so that moderation meetings are seen as professional development, staff training (comments focussed separately on improving assessment practice and moderation practice), reviewing processes and increasing the number of staff involved or the frequency with which staff are involved in the moderation process.

Section E: National External Moderation⁸

The purpose of this section was to establish satisfaction with NZQA's assessment and national external moderation system. TEOs were asked to rate their satisfaction with NZQA communications on assessment and national external moderation; nominate any perceived strengths of NZQA's national external moderation systems and suggest ways in which these systems could be improved.

Summary

About 95% of respondents stated they were either "quite satisfied" or "very satisfied" with NZQA's communications on assessment and national external moderation.

One TEO responded "We have not had favourable external moderation reports over previous years and NZQA have been helpful in working towards improving these and providing advice and being flexible with moderation requirements". Another TEO commented: "communications...have been used to make a marked improvement in external moderation feedback for this organisation".

Many positive comments related to NZQA communications, including a perceived improvement in the tone and clarity of moderators' comments, "previously the language used was sometimes hard to interpret"; the usefulness of the TEO manual in providing information about the national external moderation process; and timeliness and usefulness of service from NZQA, for example in changing moderation plans on request, clarifying moderation reports and return of moderation reports and materials.

Specific comments about the perceived strengths of NZQA's moderation system related to process ("strengths would be the clear processes that all providers know that are in place") and communications ("in the main the external moderators have been very positive providing valid feedback and enhancing the quality of our training"). Many responses to the question about perceived strengths of NZQA's moderation system were about the importance of national external moderation rather than specific to NZQA. At least 15% of responses made reference to the importance of ensuring consistent interpretation of unit standards across the country; at least another 15% of responses commented on the importance of using external feedback, as it is "impartial" and that this external feedback needs to be "consistent". Another commented that moderation should be considered as 'ako' professional development.

Although 15 respondents stated that no change to the moderation system was required, and the number of positive comments outweighed the negative comments, some specific suggestions were made about how the processes could be improved. Individual suggestions for improving the national external moderation system generally related to process, communication and consistency of moderators' comments, timeliness of provision of moderation plans, and development of exemplars. A small number of respondents made comment about simplifying unit standards.

A number of responses made reference to inconsistency of moderation decisions (particularly in relation to results for First Aid). Other responses suggested the inclusion of positive feedback on moderation reports. Other respondents expressed concerns that workplace assessment is not well understood by NZQA moderators.

The re-introduction of cluster groups (by way of comparison to how some ITOs conduct national external moderation) was suggested by one respondent: "Even though cluster groups

⁸ Relates to survey questions 22 – 25

were difficult for NZQA to manage the moderation process and have consistency, they provided a good opportunity for assessors to get together and review their practices with their peers. Now that there is no dialogue with the moderator I think the professional development aspect has been lost”.

Three respondents suggested using pre-assessment moderation to “ensure assessment activities are meeting the requirements before they are used”. More responses suggested development of exemplars either as a general tool “for assessment to use as a template” or “where there are ongoing problems throughout the sector (e.g. First Aid) NZQA should provide a national resource and/or better support the sector via a partnership approach and not excluding the smaller providers”.

The importance of clear and consistent moderation reporting is acknowledged as important in ensuring sector-wide confidence in the whole national external moderation system. This can be summed up in one respondent’s comment: “We believe the moderators need to distinguish between clear breaches of standards and suggestions for improvement. In our view the NZQA moderation process is discouraging integrated assessment and it is encouraging over-assessment. We sometimes feel that NZQA’s best practice guidelines are not being followed”.

Recommendations

NZQA to consider ways in which it could:

- 1 gather more feedback from users on fitness-for-purpose of unit standards, to contribute to standard reviews
- 2 contribute to more consistent interpretation of the unit standards for which it is the standard setting body
- 3 contribute to supporting the development of assessment and moderation expertise across the tertiary sector
- 4 contribute to supporting the development of robust and manageable internal moderation processes across the tertiary sector
- 5 improve the clarity of feedback by, and availability of, NZQA personnel in relation to national external moderation results
- 6 develop processes and procedures that are more inclusive of Māori perspectives and ways of working.

Appendix 1

Survey questionnaire

Section A: About your Tertiary Education Organisation

Q 01 Please indicate the type of your Tertiary Education Organisation (TEO). You may select more than one option, if appropriate.

- Polytechnic or Institute of Technology
- Wananga
- Private Training Establishment
- Māori Education Provider
- Pasifika Education Provider
- Industry Training Organisation
- Government Training Establishment
- Other

Q 02 If you selected 'Other' above, please specify.

Q 03 Please indicate the number of full-time equivalent learners in your organisation.

- Fewer than 25
- Between 25 and 100
- Between 101 and 300
- Between 301 and 500
- Between 501 and 1000
- Over 1000

Section B: Effectiveness of tertiary moderation processes

Q 04 What key assessment issues have been identified through your organisation's internal moderation of unit standards? Please describe the issues.

Q 05 What key assessment issues have been identified for your organisation through NZQA's national external moderation of unit standards? Please describe the issues.

Q 06 Has your organisation ever found significant differences between the assessment issues identified by internal moderation and by NZQA moderation?

- Yes
- No

Q 07 If yes, what were those differences and why do you think they occurred? Please provide up to three examples.

Q 08 Has your organisation ever disagreed with NZQA's moderation comments or results?

- Yes
- No

Q 09 If yes, what actions did you take (i) within your organisation, (ii) with NZQA? If you did not take action, please state why not.

Section C: How TEOs use NZQA's moderation reports

Q 10 Who in your organisation reads NZQA's moderation reports? (Please select as many answers as are appropriate.)

- CEO
- Senior managers
- Assessors/Lecturers
- Quality Managers/Academic Advisors
- Faculty committees
- Academic Board
- Other

Q 11 If you selected 'Other' above, please specify.

Q 12 What actions does your organisation take in response to moderation reports?

Q 13 Moderation informs assessment and moderation practices. How could moderation reports be made more useful to your organisation?

Q 14 What is your organisation's overall perception of NZQA's moderation reports?

- Not at all helpful
- Not very helpful
- Quite helpful
- Very helpful
- Don't know

Q 15 If there was one change you could make to NZQA's moderation reports what would it be?

Section D: Good practice internal moderation

Q 16 Describe the internal moderation practices you use in your organisation - for example, pre-assessment and post-assessment meetings, collaboration with other organisations, moderation by others, use of a subject specialist.

Q 17 Which practices/conditions do you consider to be essential for good practice moderation?

Q 18 Name two factors that impact positively on the quality of moderation within your organisation.

Q 19 Name two factors that impact negatively on the quality of moderation within your organisation.

Q 20 How can your organisation further improve its moderation practice?

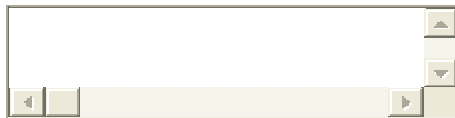
Q 21 Please use the space below to provide further comments on internal moderation.

Section E: National external moderation

Q 22 How satisfied have you been with NZQA's communications with you on assessment or national external moderation?

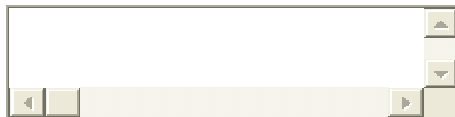
- Not at all satisfied
- Not satisfied
- Quite satisfied
- Very satisfied
- Don't know

Q 23 Please provide reasons for your answer.

A text input field with a light beige background and a thin border. It contains no text. On the right side, there are two small square buttons with upward and downward arrows. On the bottom left, there are two small square buttons with left and right arrows.

Q 24 What do you consider to be the strengths of NZQA's national external moderation processes for unit standards? State why they are strengths.

Q 25 How could NZQA's national external moderation processes for unit standards be improved? Explain why.

A text input field with a light beige background and a thin border. It contains no text. On the right side, there are two small square buttons with upward and downward arrows. On the bottom left, there are two small square buttons with left and right arrows.

Appendix 2

Overview of NZQA's national external moderation system

Internal Moderation is the responsibility of each organisation with consent to assess against standards and helps to ensure consistency of assessment within an organisation over time and between assessors. It may occur among assessors at a single site, at a provider's multiple sites or among an Industry Training Organisation's registered workplace assessors. Internal moderation processes must be embedded in the quality management system of every TEO.

National external moderation systems ensure that organisations with consent to assess against standards are conducting assessment that is nationally consistent and at the national standard. Every New Zealand Qualification Framework (NZQF) registered standard is attached to an Accreditation and Moderation Action Plan (AMAP). The Moderation Information in the AMAP sets out the national external moderation system for the standard. It is the responsibility of the organisation to ensure that they engage in the national external moderation system for standards for which they are assessing and reporting credits.

NZQA organises national external moderation of unit standards for which it is the standard-setting body. Within NZQA, the Tertiary Assessment and Moderation team (TAM):

- 1 manages national external moderation in "tertiary" moderation systems (typically Field Māori and non-New Zealand Curriculum areas such as Core Skills) for standards for which NZQA is the Standard Setting Body (SSB).
- 2 collates and analyses individual TEO national external moderation results and reports its findings annually to the TEO and the relevant quality assurance body.

All TAM moderation is carried out by **moderators**; NZQA contractors trained in NZQA systems.

Moderation is **post-assessment**: assessment materials and assessor decisions are moderated at the same time, after assessment has occurred. Selection of assessments for moderation is based on a (representative) sample of all assessments that have occurred. No pre-assessment moderation occurs, except under exceptional circumstances.

Moderation is **postal**: assessment materials and learner samples are sent to moderators, who conduct the moderation in their own environment in all systems. In Field Māori systems, moderation is currently typically carried out by moderators at kahui. Cluster group moderation has not occurred for almost ten years.

A proportion of all moderation decisions is **check moderated**: A National Moderator (whose role is to conduct check moderation and provide leadership in the interpretation of unit standards) is appointed to each separate moderation system.

Where a TEO is unclear about the meaning of comments in a moderation report or the basis on which the overall moderation decision is made, TEOs are encouraged to contact TAM to seek **clarification**. TEOs may **appeal** moderation decisions any time after the moderation report has been received and up to three weeks after the date of the national external moderation results letter summarising that TEO's results for that year.

Appendix 3

Selected responses to Question 12: What actions does your organisation take in response to moderation reports?

Changes to assessments made beyond standard moderated

- Amendments are made and other like standards assessment materials is reviewed. Materials are then pre-assessed moderated before use.

Organisational action plan

- The issues are identified and reported in a whole of organisation moderation report for that year; this is then framed up into an organisational action plan.
- We follow a consistent annual training plan, so if there are any issues within a moderation report that will affect the following training plan it will generate an immediate development priority or review of that unit standard's suitability.

Informal or formal meetings to discuss – develop an action plan

- Tutorial staff receive copies of the reports and asked to outline the actions they would be taking. These are considered by the [TEO] Moderation Committee and the units which have issues will be internally moderated in the subsequent year to ensure that the material complies. If training needs are identified, courses and mentoring for those staff are offered.
- Seek clarification from moderators if required.
- We address the concerns, we look for further professional development if it is available. We do need to address the issue of being supplied with below standard workbooks and assessment. We feel that as we buy them then it is the sellers' responsibility to make sure they meet the national standard just like any other commercial arrangement.

Internal moderation of revised materials

- Tutors are required to make any changes necessary and submit material again through the internal moderation processes to provide the confidence to management that standards are appropriate.
- Depends on what they are. If there is a recommendation to adjust the assessment we withdraw the assessment until it has been upgraded and internally moderated.

Multi-step

- 1. All assessors who mark a particular unit standard will get a copy of the moderation report regardless of whether the samples submitted were from their students or not. 2. Results from all moderation reports (NZQA & ITOs) are collated & analysed by the Moderation Liaison. 3. Results from the moderation report are discussed at our staff meeting. 4. Based on trends found by the Moderation Liaison's analysis of all moderation reports professional development is arranged (external/internal workshops etc).
- 1. Response from assessing school required in the Annual Programme Evaluation report. 2. Action Plan required and this is then monitored. 3. Targeted staff development where identified as required. 4. All schools are required to comply with the Moderation of Assessment policy which includes responsible school process.
- 1. QA Manager in discussion with Internal College Moderator. 2. Pre moderation

meeting with assessors. 3. Re write assessment. 4. Deliver assessment again. 5. Post moderation. 6. Send again for external moderation. If the report requires further moderation of the unit, the Quality Systems Manager insists that this be done the very next Friday. Amendments etc are completed then verified by QSM and Head of Moderation. A copy is then filed in the External Moderation unit folder as evidence of change and the new version of the assessment/ schedule is given to Academic Manager to disperse to relevant course. He/she is also responsible for collecting old versions and destroying.

Appendix 4 – selected responses to Question 16: Describe the internal moderation practices you use in your organisation

Cyclic/internal moderation plans described

- Moderation plan required from each programme area February of each year. Assessment material for each unit standard within a programme is moderated on a 5-yearly cycle or as required by Academic and Quality Services. All unit standard assessment material is internally pre-moderated before assessments are used. Any new or changed assessments must be moderated prior to delivery and the moderation report provided to Academic and Quality Services. Where possible, development of new assessment material is conducted in discussion with the appropriate SSB. Moderation plans are followed up formally in November of each year. There is a lot of detail around moderation that is not included here.
- Pre-assessment: An assessment plan for the year is compiled and worked through (about two-three per month). [For example] if computer units, all computer tutors. Academic Manager meets every Friday afternoon or as advised by Quality Systems Manager to discuss unit/s that needs to be moderated. Academic Manager is responsible for units being moderated. QSM then checks if unit needs further moderation or confirms release date. Post Moderation-QSM then requests copies of learner assessments chosen randomly. QSM and Head of Moderation assess. At next Moderation Meeting results are given to faculty. QSM signs off and retains all moderation records folders. This same process occurs for all other courses.
- 3-Year moderation plans which include dates for pre-, post- and external moderation. Internal moderators chosen for subject specialist knowledge. Internal moderators trained. Course Co-ordinators responsible for maintenance of plans. Pre-, post- and external moderation standing item on School Academic Committee agenda. Reports against plan to Academic Board. Reports against plans for annual qualification evaluation documentation.
- Moderation is based on 1- 3- and 5 year rotations with high volume and dangerous skills moderated annually. Moderation is undertaken by the CEO every second Friday to meet demand given our industries namely rural transport and services. Moderation is discussed with trainers and significant deficiencies passed to all. Moderation is taken over each trainer for each subject. Assessment documentation is pre-moderated through SSBs except NZQA. Post moderation comprises external and internal activities. Moderation is also part of the annual workshops where deficiencies and assessment practices are discussed.
- We internally evaluate tutors while teaching twice a year - meet with each tutors, advise and report on performance. We internally moderate 30% of the course every year. We have a moderation action plan. Internally moderate material before and after assessment and bring external industry moderators on site to complete moderation as per above. We review moderators reports as per above, act on recommendations to revise teaching and assessment materials report to management on revisions and changes - archive and store all materials. We use industry personnel with over five years experience in their field of expertise and we train them in moderation processes.
- Pre-assessment moderation is completed on any new or reviewed assessment documentation written before it is added to the company's resource bank. Assessment materials are also moderated as and when they appear in the internal moderation plan. Post assessment moderation occurs regularly and is set out in the internal moderation plan. A plan is set for each academic year and US included in the plan are based on

frequency of use and aim to have all tutors receive at least one report per year. Aim to have all new assessors receive a 'check of marking report' at the completion of their first assessment. Regular 'tutor hubs' aim to review assessment tasks and may focus on assessment of practical tasks (practical moderation).

Pre- and post-assessment moderation descriptions

- All assessment material pre-moderated by independent third party. Every 10th assessment moderated internally.
- Pre assessment checks checking that the unit is current ensuring that the assessment is accurate and has all components attached. We also select units for internal moderation where we check candidates' assessments to ensure that the assessor has been fair and consistent with the judgement statement and that the assessment follows the elements and pcs of the unit standard.
- Pre-assessment before assessments are used and post moderation of 25% of assessments per annum on rotating basis.
- All packages purchased from [ITO] are pre-assessed prior to use to make sure that the terminology and jargon is suitable for the standard of our students. Our centre manager internally moderates one example of every unit assessed during the year. Assessors/tutors are involved in post- moderation 3-4 times each year.
- Pre-assessment moderation by at least two people. Post-assessment based on 10% of marked unit completions by QA Manager. MOU with two other organisations for Adult Education.

Internal clusters or groups/whole staff involvement

- All tutors (x7) are members of our Academic Forum which meets regularly, chaired by the facility manager. This forum addresses all issues about classroom practice and undertakes internal moderation (pre- and post-assessment) as required to meet policy requirements and in preparation for sending material to external moderation. Two of our tutors also are required by their ITOs to undertake peer moderation in cluster group meetings.
- Pre-assessment moderation is conducted by subject experts before assessment material is circulated for use. Post assessment moderation meetings are arranged to involve all assessors. Each meeting involves assessors from multiple teaching sites. Assessment samples are exchanged. Moderation feedback is recorded on pre-printed moderation feedback forms. All samples and completed feedback forms are gathered by the moderation coordinator who does a second moderation and assembles a summary report for feedback to managers and assessors. Any specific issues arising from moderation are raised by the moderation coordinator with the assessor concerned.
- 1:4 ratio of post assessment moderation is undertaken; all new material undergoes pre-assessment moderation; cluster group moderation occurs both within departments and with the Head of Department/Management group.
- Two staff collaborate to check/assess purchased units then bring results to weekly staff meeting. Trial with trainees input & result to weekly staff meeting with concerns / findings.
- Weekly meetings internal moderators have constant contact with assessors and work with them on their individual level of support to develop them. We have a designer who works with the moderators to ensure internal pre moderation of material we also use an external organisation to externally pre moderate work. We encourage all staff to report where

changes are required in assessment material to meet our organisation's needs. We constantly monitor internal and external factors that may impact on our assessment material (such as legislation).

- Pre and post-moderation sessions are held in each department with the entire tutor team at least twice a year. Practical sessions are also held a minimum of twice a year. New tutors have their assess sheets co - signs by experienced tutors to ensure consistency of marking and interpretation of assessment requirements.
- We are a small organisation: Pre moderation of content and assessment tasks by CEO/Lead trainer and post moderation of assessment decisions by cross moderation and group consensus of all trainers.

Other comments

- Use an external moderator who moderates both the assessment material prior to use (internal pre-moderation) and one in 30 completed pieces of work (post-moderation) against pre-determined communicated criteria. The Director also attends annual external moderation workshops with her ITO.
- I do it by myself. Pre-moderation I go over all the unit standards to make sure we are up to date with the latest version. Make adjustments if needed. While I teach I find other ways which are more effective for assessment so I note these down throughout the year and add these adjustments to the pre-mod. I find this is the most important. I get this part right everything else quick and easy [and] post-mod quick. I inform my superiors but like I said they don't care. They want me to take care of the NZQA headache. I collaborate with other organisations about unit standard, school teachers, other PTEs and tutors.
- Assessments are written by the person who a) has the specialist knowledge and b) knows how to write assessments. This is called version 1 and is sent to the moderation team consisting of up to three people who have quals in assessment and moderation. Comments are made either through phone, email or meeting to the writer and these comments and suggestions are used to write version 2 of the assessment. This has a final check and adjustments made by the internal moderation team before use. Following use by students, samples are taken and the moderation team carries out post assessment moderation. The result of this is a rewrite of the assessment and the creation of Version 3. In this format the assessment can be used again at a later date but would still be subject to pre and post ass moderation.
Subject expert used when available, purchase commercial material, pre mod by trialling material then re-evaluating. Post mod - every tutor submits 3 pieces of each unit to another tutor and QA Manager looks at reports.

Appendix 5

Selected responses to Question 17: Which practices/conditions do you consider to be essential for good practice moderation?

Pre- and post-assessment moderation

- Pre moderation is very important and can save considerable time and effort. Peer assessment is a very worthwhile practice and post moderation by other assessor is very useful.
- Regular post moderation.
- Time allowed for thorough post-moderation (of marks and papers) and longitudinal moderation too.
- Moderation of marked scripts ensures standards are kept.
- Quality samples rather than quantity.

Externally provided training

- I do believe that NZQA educative workshops going through assessment writing and the moderation process are essential. I have attended a couple run by ITOs, [ITO named] for example, where the level of understanding of moderation and its processes was generally poor: People simply not knowing what they did not know. Having knowledgeable external pre-moderators is essential who can provide education and training around their observations and reports. Perhaps NZQA could provide or accredit this service. It could be a source of income for them or TEOs.

Staying objective

- Any moderation which is done externally or independently or outside the relevant tutorial department is essential as it gives a level of objectivity.
- Leaving the writer of assessments out of the moderation process - the writer can sway the opinions of the assessors, this gives 'outsiders' a chance to compare and interpret the elements/pes and comment impartially.
- For moderation of tutor marking to be really effective, samples for moderation must be selected randomly otherwise tutors may hand pick work they feel most confident about. The samples that provide for the greatest learning for tutors are often those nearest the pass borderline. Moderation is no use unless actions are put in place to address any issues revealed.

Improvement focussed

- Focus on improvement rather than compliance.
- Continuous improvement through internal moderation and up skilling of staff in how to write and assess.
- For good practice moderation it is essential that moderation is an evolving and educative process for assessors & moderators and that it is based on an effective partnership between assessors and between assessors and moderators.
- Moderators should be looking for ways to improve assessment and coming up with suggestions - not just finding fault or pointing out what they personally don't like.

Plans and processes

- Annual review.
- All assessments to be moderated, progress reports throughout the year, actions taken to change assessments when needed.
- Processes and practices and discussion which promotes consistency in decision-making e.g. how many aspects of an answer are required to be marked correct when the question doesn't state how many components of an answer are needed. e.g. Give two reasons...etc
- A systematic moderation process with good record keeping and tracking systems with regular communication between parties involved.
- Continually reviewing practice against procedure. Small, frequent checks. Involving more than one assessor.
- Internal and external moderation cycles need to be in place. A good database is important. Ensuring good quality materials is crucial. All tutors need to be involved in the cycle. Tutors need to be meeting with colleagues from other organisations through moderation processes. There needs to be a balance of pre-assessment and post assessment moderation. Ongoing professional development is important. Keeping materials current is important and so is staying in touch with the NZQA website.
- Very good, transparent processes that are understood by all participants.
- Standardisation. We have developed a set of common practices that all people who are moderating will follow and therefore the standard over several years will be consistent.

Communication

- Good communication with clear processes for all stakeholders.
- Communication with Specialists and Assessors external moderation feedback from NZQA.
- Fairness, consistency and good reporting and feedback procedures.
- Clear guidelines, requirements. Quality documentation.
- Clear and open communications, both verbal and written with no blame, positive collaborative approach between moderator and all assessors.
- Reiteration of accuracy in marking and checking with peers/internal moderator if unsure of marking decision.

Whole staff/more staff involvement/collegial relationships

- It needs to be part of our regular practice involving all staff, even very new staff as moderation influences teaching practice.
- Staff buy-in to the whole process & a collaborative approach.
- Having all tutorial staff involved. Covering a range of levels. All tutors having some of their work moderated. Having an effective feedback system to ensure any problems with assessments are identified and fixed. Staff training in moderation and its importance. Must be seen as a positive learning experience rather than an audit-type process.
- Full staff participation.
- Participation of all assessors in the moderation process. Assessors from other organisations.
- Involving all course staff in moderation process provides valuable learning for new staff as well as refreshing minds for experienced staff.
- Consistent internal and external moderation on site, so questions and queries can be addressed immediately and the moderator can have access to the complete set of assessed

student work rather than a few carefully selected pieces along with the appropriate technologies and facilities for viewing etc in our case.

- Be open to 'ako' within its full meaning.
- We randomly select our assessments to be moderated. We feel as we are small. We feel discussing the internal moderation is a good practice for internal moderation. We want staff to be aware that their assessment of learners is moderated which is our good practice of moderation. This is done with Pre-moderation and post moderation. These reports are sent on to Management which will also make comments for Good Practice.
- Pre and post assessment meetings, collaboration with others, moderation by experts outside of the organisation and staff development around the principles of moderation.
- The post-mod we do and Tutor Only days to work as a team on moderation - this is monthly.

Expertise – subject expertise and moderation expertise

- It is good practice for moderation of specific unit standards to be carried out by those whose skills are in that specific subject.
- As for assessment, moderators should hold the unit standard they are moderating.
- The internal moderator understands standards based assessments and has good feel of the subject he/she is moderating.
- Identifying each assessor strengths and areas for improvement and formally recording these on a level of support which supports the assessor to achieve.
- The skill set of the assessors and moderators - including the specialist knowledge of the topic and the quals in assessment and moderation. The teamwork and collaboration to produce the best quality assessment practice through continued discussion and feedback.
- Moderators are industry driven. User friendly, not so much paperwork to achieve the same result.
- Tutors: Achievement of NC Adult Education and Training and Unit 4098.
- Having assessors trained in moderation and assessment.
- Competency of moderators/peer moderation between assessors/professional development.
- Pre and post moderation- in a group of senior more experienced staff as all aware of the requirements.
- Moderators should have strong assessment background.

Other

- Strong management support of assessors/trainers balanced by hiring well trained assessors/trainers; good communication lines; opportunity to get everyone around the table to discuss; familiarity with NZQA compliance requirements for moderation as well as linking to ERR processes.

Appendix 6

Selected responses to Question 18: Name two factors that impact positively on the quality of moderation within your organisation

Using NZQA

- We use our NZQA Assessment and Moderation Facilitator.

Staff development

- External training and internal moderation.
- Keeping it a regular topic of discussion & good external moderation results encourages/inspires assessors to continue the good work.
- 1. Training for moderators; to ensure fairness and transparency of decisions made. 2. Accessibility of moderators to tutors and quality staff.
- Academic Support Officer's role in terms of training in assessment writing and moderation practices, mentoring and guidance provided. Increasing staff capability within this area.
- All delivery sites have at least one assessor who holds unit standard 11551. Most assessors hold or are working towards the National Certificate in Adult Education and Training (level 4).

Staff involvement and engagement

- Experienced staff leading the process. Regular scheduled moderation meetings where free and frank discussion is the norm.
- Participation helps assessors to improve their assessing practices. Allows the organisation to see if we are meeting standards by comparison to other organisations as well as nationally.
- * Openness to express opinions/concerns etc * Willingness to grow and develop potential.
- All staff included. One assessments coordinator. Good organisation of moderation.
- All staff recognise the importance of moderating assessments to maintain quality standards within the Institute. Provides reassurance for teaching staff that their marking is on par with what is expected.
- One is working as a team so all staff are at the same level or understanding regarding moderation. Two is keeping up the quality of moderation to ensure that it is understandable for all staff involved.
- Having a number of staff involved in the moderation process, work-shopping with staff on assessment matters.
- Teamwork and individual input into moderation makes for an organised and happy group.
- We use it for staff training days: it kills two birds with one stone and gives added value.
- Team moderation sessions allow the whole team to share their knowledge in specialised areas. All staff have a say in the requirements around an assessment issue and the decision is made with the whole team. Although not ALL staff may agree on a final decision at least they understand the reasoning behind and are then happier to jeep to the decision.
- Willingness of tutors to moderate / review and set the benchmark so as to improve their teaching practice and hence their students' ability to have success
- We have weekly tahi meetings with education staff which gives us regular opportunities

for us to discuss unit standards the quality of the learning etc and to identify any problem areas with assessing etc. We have a qualified moderator in house.

- When assessors see moderation as a process for improving assessment practices.

Dedicated/trained staff

- We have a staff including a compliance officer and an academic manager. Some PTEs will not be able to make this investment but should outsource the equivalent services.
- Well educated staff. Time for moderation.
- Willing assessors. Hands on managers.
- The internal moderator's subject expertise and the ability to write about the assessment issues in a clear and concise manner.
- Thoroughness, striving for greater professionalism, management, leadership and accountability.
- Commitment to quality.
- Currency of knowledge and ability to adapt quickly to requirements.
- Kaiako is aware of expectations and always ensures they uphold these.
- Having qualified moderators.
- The use of 'champions'.
- A great team that is experienced and qualified and know what they are doing regarding assessment and moderation.
- Having three full time moderators who are able to work alongside assessors and also having a full-time Quality Advisor who maintains a strategic overview.
- Having assessment samples counter-moderated by the moderation coordinator.
- Conducting moderation as a group activity
- Internal College Moderator, QA Manager, making sure moderation happens and outcomes discussed in the college as it is not something assessors like to do because they would rather be teaching, especially industry-orientated staff.
- Very highly trained subject specialists delivering content. All of us have MA level quals but experience and industry credibility to back this up as well.
- Knowledgeable moderators who have a good understanding of the industry as well as moderation.

QMS/documentation/record keeping

- We have a rigorous QMS that is enacted.
- Clear guidelines on how to moderate.
- A good QMS that has detailed forms that help us to ensure that checks are being made.
- Accurate record keeping and tracking.
- Good reviewing/reporting procedures.
- Pre-Moderation. Notes made throughout the year for each unit standards.
- Smaller amounts of samples.
- Driven by senior management.

Objectivity

- Any moderation which is done externally or independently or outside the relevant tutorial department is essential as it gives a level of objectivity.
- Only one: using internal moderator outside of our immediate organisation, because we may see the same as we have always seen and it gives us an independent view.

- The Director holding unit standards 11551 and 11552. Working with an external moderator i.e. a fresh set of eyes.

Communication

- Good communication and good working relationship with subject expert.
- Good feedback and exemplars when we have been able to find them it has meant that we could make relevant and accurate alterations to our assessments.
- Quality explanations in Ext. Moderation reports.
- Excellent moderators who fully understand the requirements of the process and who have been advised to focus on assistance rather than compliance.
- Good internal communications between assessors, markers, candidates, moderators and learning and assessment development staff. Ability to contact someone at NZQA and get a response to queries rather than getting a system-generated mail message saying wait a few days and someone will get back to you.

Regularity/clear moderation plan

- The ongoing internal moderation keeps everyone on their toes.
- That different units are externally moderated each year.
- The full operation of internal and external cycles using a database.
- As a large organisation with a major focus on training, we employ the ADDIE training model and its inherent quality assurance processes throughout the training development cycle.
- Having a plan at the start of the year as to how internal moderation will be carried out in the organisation for that year.

Focus on the outcomes for learners

- Focusing on the quality of training. A focus on improvement rather than compliance (particularly in the language used).
- Striving to minimise problems and maximise usefulness for people using the assessment. Our aim is to make teaching and learning processes as effective and enjoyable as we can.
- Not being defensive. Wanting to continuously improve.

Collaborative internal process

- Having a moderation procedure that encourages peer support and builds a positive partnership between assessors and moderators.
- Trust, positive attitude towards up skilling professional practice. Open and honest discussions around the materials before they are delivered.

Other

- The ability to use developers throughout the country.
- Pre-assessment moderation and the annual Moderation workshops.
- New up-to-date materials.
- Adequate time to perform this academic function.
- Consistency and diligence.

The speed with which we can turn things around because of our small size and having a designated person for NZQA unit standard-related processes.

Appendix 7

Selected responses to Question 20: How can your organisation further improve its moderation practice?

Creating the time to conduct the internal moderation

- Plan earlier to ensure time is available.
- Give our QA Manager more time to do her job.
- More staff able to take part in the moderation process.
- ATTENDING PRE AND POST MODERATION MEETINGS.
- Time.
- Try to allow more time for review of assessment materials - keeping up with new versions of standards coming in a rush detracts from regular review processes of standards.
- Ongoing awareness & identifying current requirements of unit versions and new units available & updating filing systems.
- Regular peer meetings between moderators. Restricting assessment to a core selection of preferred internal assessors and providers.

Workshops and collaboration with other providers

- Not sure - try and get a cluster going of other PTEs?
- Creating a 3-day workshop with peer moderation.
- Continue to engage with cluster groups and other assessors.
- We need to have sector-based moderation meetings with other PTEs training in the same area/s as we are to help assure consistency of delivery between companies. However this is prevented by the current competitive model.
- By continuing to engage with industry and national bodies, exposure provides opportunity to gain knowledge on better ways of conducting business.
- Workshops for tutors to attend offered by ITOs and NZQA. Recent NZDipBus moderation/assessment workshop held at MIT in Auckland provided our staff who attended with good gauge of what they were doing well and what could be improved and more importantly - how to improve it.
- More in-house training and externally-provided workshops.
- More of the staff involved in Moderation practice and training by NZQA.
- By learning from experience and benchmarking ourselves against other similar organisations.
- Listening to and seeking feedback from trainees/assessors/providers. Processing in a timely manner. Being transparent.
- Build relationships with other providers to review or moderate assessment materials although there can be issues of intellectual property with some prospective partners.
- We could liaise more with another similar organisation in external moderation.

Attitudinal

- See moderation meetings as professional development and allocate more time.
- We need to generate a better 'habit' of doing moderation.

Staff training – focus on assessment

- Internal assessment & moderation workshops and encouraging tutors to work towards the NCAET qualification or unit 11551. Also 'buddy system' of the experienced staff mentoring the new tutors.
- Update all our current training material to ensure we meet all assessment requirements e.g. model answers assessment guidelines, conditions and instructions.
- Increase frequency of moderation meetings if possible.
- By concentrating more on the quality of assessment in the first place.
- More individual expertise in assessment and moderation practice; more collaboration and discussion.

Staff training – focus on moderation

- Ensure tutors are trained in moderation and have completed Unit Standard 11551.
- Education of assessors as to the purpose of moderation.
- Constant learning and reading of Moderation Manuals and info received from NZQA.
- Make sure that new staff get up to speed with moderation.
- By narrowing the focus onto the achievable and normalising moderation as part of good teaching.
- Understanding 'ako' - Grow knowledge and experience.
- Continue to ensure that all assessors participate in staff development in moderation practice.

More staff involvement

- Improving is an ongoing process re moderation there is always different views about moderation so the more discussion and involvement everyone takes part in the more it will improve.
- Raise the profile further with post-moderation meetings. We are working on this as it is one way we can assist our industry staff in understanding moderation practice and the purpose of a national standard.
- Have continual academic hui once per month - work more proactively so it we already have the time, not having to collate everyone together at the last minute.

Reviewing processes

- Ongoing revision and evaluation of our current moderation practices.
- We have made many changes to our Moderation policy to improve our internal and external moderation. For example, appointing a moderation committee and a moderation administrator.
- Refine internal moderation processes to better reflect the external moderation requirement of the ITO that holds the unit standard.
- By doing more internal moderation. We could in the future write our own assessment material.
- Instead of requesting samples from assessors of three assessments for a specified unit standard we have considered requesting completed assessments for specific randomly selected learners. This would help ensure that we get a better cross-section of marking to moderate.

Documenting and following procedures

- Documented procedures.
- Just keep to the perpetual planner.
- We can improve our moderation practice by auditing how we perform our internal moderation. We have changed internal documents that are more clear of the tasks we are performing while moderation is in process. We continue to audit our process on a regular basis to ensure we are performing good quality moderation practice.
- Central database and moderation alert system
- Review all units used to ensure they do meet the national standard.

Continuous improvement philosophy

- Continuous feedback and review
- By being involved in a system that operates on genuine continuous improvement, offering quality education.

Other

- Compile our own exemplars.
- By getting into a position where a dedicated person can concentrate on compliance and moderation.
- Continue our training workshops. 2. Make greater use of 'champions'. 3. make greater use of moderation results in our Performance Appraisals of both managers and tutors.

Appendix 8

Selected responses to Question 21: Additional comments

<p>Personnel</p> <ul style="list-style-type: none">• We have a policy of moderating new assessors from the time they submit their first set of results. We find this solves any errors that could become ongoing and it also helps the assessor in that they know they are conducting the assessment to the required standards.
<p>Time and resourcing challenges</p> <ul style="list-style-type: none">• The most significant factor that impacts on internal moderation is the time it takes to do the task well versus the time available to do the task. There is never enough time.• It's time consuming, costly for the business and on staff productive time!! and often achieves very little.
<p>Commercial assessments</p> <ul style="list-style-type: none">• Work has been done on developing a base of preferred providers and assessors so have been pre-moderated for all NZQA units. Big undertaking but necessary in order to have faith in the quality of assessments being done.
<p>NZQA-related</p> <ul style="list-style-type: none">• Currently we use a private external pre-moderator who does provide good service but occasionally does allow things to slip through. We would be happier to purchase this service directly from NZQA.• Moderation plays a big part in any organisation as it is most important that we are all doing our part to keep up with quality assurance. I have been with this organisation for 20 years and as old staff leave and new come in, it all starts again and we don't always get it right and that is why external is very important feedback from NZQA.• Requires a person full time to do this job!! Maybe more workshops should be held for the new quality managers to ensure they are aware of all requirements.
<p>Assessment practice</p> <ul style="list-style-type: none">• No matter how hard we try we can always do better. People will still miss a range item not being assessed against and not realise the importance of this. We provide time and we provide training but sometimes commitment of the tutor is the problem.