

PROVIDER NAME: CCT College Dublin			
Policy Area: Standard 5: Procedures & Guidelines for the Assessment of Learners			
Procedure Title:	Moderation Policy	Policy Number: CCTP509	Version: 2.2
<p>Purpose: CCT College Dublin is committed to maintaining academic standards and ensuring fair, reliable and valid assessment practice and decision making. The College recognises that a culture of review and enhancement is essential to fulfil this commitment. It is CCT policy that all key assessments are internally verified / moderated to ensure they are fair, transparent, assess module learning outcomes and that grading decisions are consistent, in line with academic regulations, and are reflective of the standard of work assessed. The implementation of a verification and moderation policy provides assurance to learners and the public in relation to the academic standards in CCT College.</p> <p>The moderation of assessment applies to summative assessments on programmes leading to QQI awards. The following policy outlines the standard moderation process. Where alternative processes are employed, these must be documented, approved by the Dean of School or Dean of Academic Affairs and communicated to the External Examiner in advance.</p> <p>For collaborative programmes, arrangements for the internal moderation of assessment will be agreed as part of the initial collaborative agreement and documented accordingly. CCT College expects an equivalent standard of moderation to that required by this policy. In the absence of a moderation policy the CCT policy will apply.</p> <p>Moderation is the means by which examiners secure confirmation of their initial judgements. It is an evidence-based approach to establishing a shared understanding of standards. "Moderation is concerned with the consistency, comparability and fairness of professional judgements about the levels demonstrated by students." (Maxwell 2002) Verification is the process of establishing the validity of an assessment or assessment decision. The two terms may be used interchangeably throughout CCT College documentation but should be taken to mean the processes in place for the internal review of assessments and grading. It is a reasonable expectation that some changes may be required following a process of moderation or verification.</p> <p>In CCT, it is standard practice for sampling of graded assessments by an internal moderator for summative assessment tasks, including examinations. The specific moderation requirements of each module will be agreed at programme level and approved by the School Manager. Normally, every assessment brief / examination paper will be moderated in advance of release. However, the moderation of graded work of each assessment component is not always required. However, as a minimum, across a programme stage, each member of faculty should have their grading moderated and moderation should be applied to each module. Moderation of graded work will cover the grading of both CA / project and examination, as applicable, for each faculty member. For capstone assessments at level 9 all assessments must be second marked and made available to the external examiner.</p> <p>Supplementary guidance material is available from the QA Office for academic faculty and external examiners in respect of moderation practice in CCT College.</p>			
Staff Involved: Dean of Academic Affairs, Dean of School, School Manager, QA Officer, Faculty Co-ordinator, Lecturers			

Method(s) used to carry out this procedure	Responsibility	Evidence generated by this procedure
<p>Pre-release Internal Assessment Review:</p> <ol style="list-style-type: none"> 1. Internal moderators are designated by the School Manager in the assessment schedule 2. Internal moderators receive completed proposed assessment documentation (CA/Exam) from the Lecturer. This should include full details of the assessment to be completed (including any supporting material or instructions) and the marking scheme to be applied. 3. The role of the internal moderator is to act as critical reviewer. It is to consider: <ul style="list-style-type: none"> • Suitability of the task for the award level and for the potential to enable attainment of the learning outcomes specified • Suitability of the size of the assessment for its weighting • Relevance of the task(s) / questions to the learning outcomes, and specifically ensuring that additional unnecessary tasks or questions are not included • Alignment with programme and module content and teaching, learning and assessment strategies • Appropriateness of the marking scheme in ensuring consistency, fairness and standards and appropriate allocation of marks. <p>In addition, the moderator is required to consider issues of clarity, ambiguity and consistency of requirements between question and marking scheme, assessment format and structure for all assessments.</p> 4. Assessments are evaluated by the moderator with the following principles in mind: <ol style="list-style-type: none"> 4.1. Assessment is appropriate, consistent, fair and transparent and does not unintentionally discriminate against any learner 4.2. Assessment is clearly written, and all required supplemental material is attached 4.3. Assessment has been set in line with learning outcomes of the assignment/examination for the module 4.4. Consistency of assessment within a module 4.5. Comparability of standards across modules within a subject area 4.6. Assessment is appropriate to the level at which it is taught 5. The internal moderator will report their findings and observations to the assessor / examiner responsible for the assessment. Both parties should seek to reach agreement on any matters identified. 	<p>Lecturers School Manager QA Office</p>	<p>Assessment Brief Internal moderation records Module Descriptor Examination Board minutes</p>

<p>11. All forms are retained by the School Manager / Faculty Coordinator in accordance with the College Records Retention Schedule.</p> <p>Results from any assessment that has been identified as requiring moderation must not be released to students until the moderation process has been satisfied and agreement reached.</p> <p>Verification / Moderation of Alternative Assessment Types</p> <p>Programmes often incorporate assessments which are not paper based, or text based and therefore do not allow for the method of moderation outlined above. Such assessments may include presentations, role play, placement, simulations etc. In such cases an alternative moderation process must be implemented that allows for</p> <ol style="list-style-type: none"> a) the assessment to be reviewed in advance based upon the principles at point 4 in the pre-release internal assessment review section b) the grading of learner performance to be reviewed and moderated by an internal moderator. <p>It is normally the case that a) can be applied as normal. In the case of b) alternative means of moderation may include, for example:</p> <ul style="list-style-type: none"> • attendance by moderator at the assessment of live presentations / role plays / simulations • video recording for future moderation • joint placement visits by assessor and moderator • separate placement visits by assessor and moderator and discussion to determine suitability of grade to be awarded <p>In all cases where an alternative moderation method is to be employed, these must be documented, approved by the Dean of School or Dean of Academic Affairs and communicated to the External Examiner in advance.</p>	<p>Dean of School Dean of Academic Affairs</p>	
---	--	--

Monitoring		
Monitor (Job Title)	Frequency	Monitoring Method(s)
<p>School Manager</p> <p>Dean of Academic Affairs</p>	<p>Ongoing reviews throughout the academic year</p> <p>Exam Board review</p> <p>Annual review for full academic year</p>	<p>Review of internal verification reports and external examiner reports</p> <p>Review and updating of the Assessment Plans, as required.</p> <p>Review of internal verification reports and external examiner reports</p>

QA Officer		Review of internal verification reports and external examiner reports Final Approval from Academic Council
------------	--	---

POLICY CONTROL SHEET

Policy Title	Moderation Policy
Responsible Officer(s)	School Manager, QA Officer
Issuance Date	August 2017
Effective Date	August 2017
Last Review Date	July 2019
Supersedes	Version 2.0 Internal Verification of Assessment Policy
Next Review Date	July 2024
Designated Reviewer(s)	Dean of School, QA Officer
Scope	Internal staff (full and part time); Learners;

Revision History

Revision	Approval Date	Revision Description	Originator	Approved By
New Policy	August 2016	New QA system	Senior Management Team	Head of Academics, College Registrar
Version 2.0	August 2017	Expansion of policy statement to clarify CCT College position. Updating to reflect change in organisational responsibilities and addition of clarity of requirements. Addition of requirements in respect of alternative assessment types.	Dean of Academic Affairs	QA Committee
Version 2.1	April 2018	Minor update to reflect requirement for second marking of all capstone assessments at level 9. Updates in terminology to reflect the sector wide use of moderator.	Dean of School	Academic Council
Version 2.1	May 2018	Renumbered, was CCTP512, now CCTP 509	QA Committee	Academic Council
Version 2.2	July 2019	Edit to reflect sample size to be determined at programme level and approved at School level. Renamed to Moderation Policy.	Dean of Academic Affairs	Academic Council

References upon which the Policy section is based

CCT Policy area	Student-centred learning, teaching and assessment
Statutory & System Wide Basis	The Irish Qualifications and Quality Act (Education and Training), 2012; European Standards and Guidelines for QA in the European Higher Education Area, QQI Assessment and Standards
Related CCT Policies / Forms	CCT Assessment Policy