Kaupapa-here | Moderation Policy

Mō wai me te whānuitanga | Audience and scope

This policy applies to:

a) all credentialled products within Te Pūkenga network of provision (including contracted delivery) and all summative assessments within those products
b) all employees of Te Pūkenga, including contracted staff and secondees providing services for Te Pūkenga, and those on fixed-term contracts (collectively referred to as Kaimahi in this policy) involved in the assessment and moderation processes; and
c) all local, regional, and national committees involved in the assessment and moderation processes; and
d) all regions of Te Pūkenga.

This policy is an overarching policy that sits across the local policies and procedures in each region of Te Pūkenga. In accordance with the Transitioning (Grandparenting) Former Subsidiaries Policies, the local policies and procedures in a region will continue to apply to the extent they are consistent with this policy. When the local policies and procedures are not consistent with this policy, then this policy takes precedence.

Mokamoka whakaaetanga | Approval details

Version number	24.1	**Effective date**	6 March 2023
Approval authority	Te Poari Akoranga	**Date of approval**	3 April 2024
Policy sponsor (has authority to make minor amendments)	Ako Excellence Director	**Policy owner**	DCE Academic Centre and Learning Systems
Category	Academic	**Date of next review**	November 2024
Contact person	Ako Excellence Director		

Ngā whakatikatika | Amendment history

Version	Effective date	Created/reviewed by	Reason for review/comment
23.1	6 March 2023	Academic Centre and Learning Systems	First published
24.1	3 April 2024	Te Pūkenga Quality	Annual Review; approved by Te Ohu Whakahaere Quality under delegation

Ngā Ihirangi | Table of Contents

Kaupapa-here | Moderation Policy

1. Pūtake | Purpose

1.1. The purpose of this policy is to set the expectations for moderation for Te Pūkenga.

1.2. The purpose of moderation is to safeguard the integrity and quality of summative assessment, and thereby, of the qualifications and educational outcomes which ākonga achieve. Moderation assures our stakeholders of the same, and of our commitment to continuous improvement of learning, teaching and assessment.

1.3. Different moderation practices are appropriate for use in different contexts and situations. The intention of this policy is that the purpose of moderation is effectively met using those practices that are appropriate in the situation.

2. Ngā Mātāpono | Principles

2.1. These principles embody Ā Mātou Uara | Our Values of:
   a. Manawa nui | We reach out and welcome in
   b. Manawa roa | We learn and achieve together
   c. Manawa ora | We strengthen and grow the whole person

2.2. Moderation holds ākonga at the centre.

2.3. Moderation provides assurance of equity for ākonga Māori, ākonga nō Te Moana-nui-a-Kiwa, and ākonga Whai Kaha, and safeguards the interests of all ākonga.

2.4. Moderation upholds the mana[1] of the people involved, and of its kaupapa[2]. It upholds mana in how moderation is conducted, and the approaches and practices used, and in the responsibilities, expectations, feedback, and results. It supports improvement.

2.5. Moderation supports Te Pae Tawhiti: It supports the pursuit and obtainment of the goals and outcomes of Te Pae Tawhiti: Te Tiriti o Waitangi Excellence Framework.

2.6. Moderation is effective and fit for purpose: It supports effective learning and equitable and credible outcomes for ākonga; it is focused on its purpose; it is meaningful and effective for its functions:
   a. actively safeguarding, improving, and providing assurance of, the quality and integrity of summative assessment (as defined in Te Pūkenga Assessment Policy),
   b. assuring Te Pūkenga-wide comparability of assessment outcomes for each unified product,
   c. providing improvement and development opportunities that include but are not limited to those regarding assessment, and
   d. providing evidence for evaluative, quality assurance, and compliance purposes.

2.7. Moderation is appropriate: It is appropriate to the context, situation, assessment method, learning outcomes, subject, cultural context, and situation, for all aspects of Te Pūkenga network. To enable this, flexibility is afforded in the approaches, practices, timing, stage(s) of assessment considered, documentation and evidence kept, within set parameters.

2.8. Moderation is resilient and sustainable: The moderation framework and systems employed are adaptive, and responsive to situations as they arise. Moderation is manageable and is responsible in use of resource. It develops and grows kaiako, personnel involved in the assessment process, and Te Pūkenga.

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[1] In this context, 'mana' means integrity, influence, control, prestige, status, spiritual power, and authority.
[2] In this context, 'kaupapa' means the purpose, goals, and reason(s) for undertaking.

3.   Kaupapa Here | Policy Statements

3.1.   Moderation activities and systems within Te Pūkenga enact the Moderation Principles.

3.2.   Moderation is used systematically to ensure that summative assessment processes for ākonga are fair and equitable, and grades / results awarded have integrity and are defensible.

3.3.   Moderation is used to provide improvement and development opportunities.

3.4.   Oversight and monitoring of moderation across Te Pūkenga is sufficient to ensure robust and effective function; and to give Te Poari Akoranga, Te Pūkenga Academic Board, and stakeholders confidence in the moderation systems and in the qualifications and credentials awarded.

3.5.   All kaimahi involved in the assessment process engage in moderation to proactively uphold and safeguard the quality and integrity of summative assessment (as defined in Te Pūkenga Assessment Policy) for current ākonga, as enabled by Te Pūkenga and the relevant region.

3.6.   Each region implements effective moderation for **all** products that they deliver to proactively uphold and safeguard the quality and integrity of summative assessment (as defined in Te Pūkenga Assessment Policy) for current ākonga, and to maintain assessment comparability for that product with other regions.

3.7.   For each unified product or unified product grouping, a Te Pūkenga Product Moderation System is in place which:

   a. encompasses all summative assessments within the product(s), all kaimahi involved in the assessment process, and all regions involved

   b. meets the Requirements for Product Moderation Systems and includes moderation with party/parties external to Te Pūkenga

   c. develops, supports, safeguards, and assures network-wide comparability in assessment outcomes for that product

   d. is managed, monitored, and overseen within the applicable national, regional, and/or local organisational structure.

3.8.   Product Moderation Systems are maintained to ensure that they are robust and fit-for-purpose.

3.9.   Each region engages in the Product Moderation Systems for the products that they have responsibility for assessing.

3.10.   Regulatory and external Quality Assurance Body and Standard Setting Body requirements regarding moderation are met.

4.   Ngā Haepapa | Responsibilities

Role	Responsibilities
Kaimahi	All kaimahi are responsible for following this policy
Managers	Managers support and enable this policy to be followed
Regional/National Programme Leads	Programme Leads facilitate and enable this policy to be followed
Programme Committees or equivalent	Programme Committees or equivalent monitor and oversee moderation activities, actions, and outcomes
Te Pūkenga	Te Pūkenga ensures, supports, and enables the implementation of this policy

5. Ngā Tikanga | Definitions

Term	Definition
Ākonga	A person who is involved in learning and/or assessment (at an education and training provider or in the workplace, etc.); a learner
Ākonga Māori	Māori learner
Ākonga nō Te Moana-nui-a-Kiwa	Pacific learner
Ākonga Whai Kaha	Disabled learner
Assessment outcomes	The nature, characteristics, quality, and quantity of ākonga assessment evidence that is judged as meeting each grade for the assessed outcomes, accounting for the conditions under which that evidence was produced.
Credentialled products	Products for which the results achieved in the summative assessment(s) contribute to the awarding of that product to ākonga.
Kaimahi	All employees of Te Pūkenga, including contracted staff and secondees providing services for Te Pūkenga, and those on fixed-term contracts
Moderation	An umbrella term for the range of practices used formatively (i.e., proactively or in real-time) and summatively (i.e., retrospectively) to maintain, improve, and assure, the quality and integrity of **summative** assessment. Moderation addresses all stages of summative assessment, each stage via appropriate practices and corresponding focus.
Product	An umbrella term for the educational and training offerings of Te Pūkenga, including programmes, micro-credentials, assessment standards, Skills Standards, and courses.
Product Moderation System	A Te Pūkenga-wide system in which moderation activity for a particular product or group of products is organised, the purpose of which is to develop, support, safeguard, and assure network-wide comparability in assessment outcomes for that product or product grouping.
Requirements for Product Moderation System	Requirements that stipulate the parameters within which each Product Moderation System must operate and the specifications that each must satisfy. Within these parameters flexibility of practice appropriate to the product will be established
Summative assessment	Assessment that contributes to the final result or grade; determines ākonga achievement of learning outcomes and/or Standard outcomes and requirements, ensures that the ākonga has met the requirements for progression and completion within the product.

6. Ngā Hononga ki Tuhinga kē | Links to Other Documents

Ngā Kaupapa-Here e Hāngai ana | Related policies, regulations, and frameworks
Te Pae Tawhiti: Te Tiriti o Waitangi Excellence Framework (current version)
Te Kawa Maiorooro | Educational Regulatory Framework
Te Pūkenga Assessment Policy
NZQA NZQF Programme Approval and Accreditation Rules (current version)
NZQA Consent to Assess Against Standards on the Directory of Assessment Standards Rules (current version)
NZQA Micro-credential Approval and Accreditation Rules (current version)

NZQA Assessment (including Examination) Rules for Tertiary Education Organisations with Consent to Assess Entering Candidates for Achievement Standards (current version)

NZQA Te Hono o Te Kahurangi quality assurance framework

Relevant Consent and Moderation Requirements

Ngā Tukanga me ngā Hātepe | Processes, procedures

Whiria Te Ako

Requirements for Product Moderation Systems

Local and/or regional moderation procedures

NZQA National external moderation guidelines for TEOs (current version)

Relevant Workforce Development Councils moderation procedures

Ture whai take | Relevant legislation

Education and Training Act 2020