

## INTERNAL MODERATION PROCESSES FOR SCHOOLS AND PROVIDERS

### MODERATION

Moderation is a process of monitoring assessment to ensure that it is valid, fair, consistent, reliable, accurate and to the national standard. Moderation activities can include discussions with and observations of teachers/assessors, analysis of assessment documents, processes and outcomes and combinations of these. Moderation, both internal and external, is an NZQA requirement for all accredited schools and providers.

### INTERNAL MODERATION

If a school or provider has good systems in place for internal moderation, they will find it far easier to comply with the BCITO's external moderation requirements. It is recommended that an internal moderation system be put in place, using the guidelines and model suggested at [Internal moderation » NZQA](#) including that:

- all assessment material is checked prior to use to ensure it meets the requirements of the unit standard, including special notes and range statements
- there is consistency of assessment across classes
- samples of all assessor judgements are verified
- benchmark samples of student work which exemplify individual grades are identified and retained
- assessment materials including appropriate assessed student work are retained for external moderation purposes
- material is reviewed prior to further use
- advice from external moderation is followed up as required
- assessors are using external collegial links in order to maintain a current understanding of the national standard.

### SUGGESTED PROCESS FOR INTERNAL MODERATION

- a) Set up an internal moderation group with one or two other assessors.
- b) Set up an internal moderation meeting schedule (no less than one per year).
- c) Before the meeting, select one or two unit standards from your programme to be internally moderated. If possible, select ones that are in the BCITO 5-year plan.
- d) Collate and take to the meeting, three samples of assessed student work per assessor. Material may include observation notes, verbal questions and model answers, practical assignments, marking sheets, judgements, and any notes made on discussions with students. Samples at the achieved/not achieved grade boundary make for good discussion.
- e) If schools or providers are using self-developed assessment material, the teacher/assessor is required to submit the material to the BCITO for pre-approval.
- f) At the moderation meeting, in a supportive and collegial way:
  - evaluate and discuss assessments;
  - make recommendations;
  - report any amendments or discrepancy found in any unit standard to BCITO.
- g) Document the results of the meeting and file with the samples.

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