

## Policy: Assessment and Moderation

Policy Reference:

Version: 2

Person Responsible:

### 1. Policy Statement

Assessment at every level in GTI is based on determining the achievement of Intended Learning Outcomes. Decisions regarding grades awarded to learners for courses of study and items of assessment are based on the attainment (or otherwise) of those Intended Learning Outcomes at pre-specified performance levels.

Assessment procedures and practices are underpinned by key principles. Moderation procedures and practices ensure that these principles are enacted. Assessment is:

1. Authentic
2. Multi-dimensional
3. Developmental
4. Reflective
5. Aligned
6. Fair, valid, reliable and clear.

### 2. Definitions

<b>Aligned</b>	Describes an assessment task in which there is coherence between the Course Outline, Learning Outcomes, training and learning strategies adopted, and the assessment task.
<b>Assessment</b>	The collection and evaluation of evidence to establish the level of a learner's performance. It includes any process before the determination of the final grade such as check marking, double marking, blind marking and norming.
<b>Assessment criteria</b>	Assessment criteria specify how learner performance in respect of the course learning outcomes are to be recognised and translated in practice. They are statements which specify the standards that must be met and what evidence will be taken to show achievement of learning outcomes.

<b>Assessment method</b>	The method used to directly assess learners achievement of a learning outcome(s), for example: an assignment, practical activity, project, examination paper or written test, portfolio of work, recital and peer review or any others.
<b>Assessment specifications</b>	The set of rules under which assessment will be conducted, details of the assessment tasks and any weightings that may apply to those assessment tasks within an individual course or across the programme of training.
<b>Assessor</b>	The person who makes judgements about learner achievement of an assessment task.
<b>Authentic</b>	Describes an assessment task that is close to 'real world' situations, allowing learners to demonstrate knowledge learned in the training, skills and concepts in situations they will face outside the classroom.
<b>Clear</b>	Describes an assessment task in which instructions, procedures and requirements are communicated as unambiguously as possible to learners.
<b>Controlled assessment</b>	A formal final examination or supervised test conducted at a pre-specified time in which the results contribute to summative assessment including pre and post tests.
<b>Developmental</b>	Describes an assessment task that reflects the learner's development from novice to expert practitioner.
<b>Fair</b>	Describes an assessment task that ensures each learner is treated as equally as practicable.
<b>Feedback</b>	<p>Feedback is a consequence of performance and can be conceptualised as information provided regarding aspects of learners' learning performance or products including corrective information.</p> <p>Feedback is part of formative assessment – it can be used to clarify and correct conceptual and skills-based errors or underdeveloped ideas. Feedback can help learners to generate higher level responses.</p>
<b>Formative assessment</b>	<p>Activities of assessment that are directed at supporting, encouraging, motivating and enhancing learning. Its purpose is to:</p> <ul style="list-style-type: none"> <li>• inform trainees on their progress and provide guidance for improvement;</li> <li>• inform trainers about what learners know, their misunderstandings and difficulties, and where best to direct training efforts.</li> </ul>
<b>Group assessment</b>	Group work is most valuable where it is designed to achieve learning outcomes related to the development of collaborative skills. The assessment focus is on the process of working in a group:

- collaboration and cooperation
- analysing the task and assigning responsibility for its components
- leadership, teamwork, delegation and coordination
- preparation and presentation of a report
- awareness of issues that arose and techniques for managing difficulties.

<b>Learning outcome</b>	A statement which clearly identifies the knowledge, skills and attributes that a learner will be able to demonstrate as a result of successfully completing part of a training course. Learning outcomes reflect the achievement of course aims.
<b>Monitor</b>	A person, external to GTI, who monitors the training programs and related qualifications, to reassure all stakeholders that the requirements of the Course Approval document are being implemented and managed as planned.
<b>Moderation</b>	<p>A process carried out after the determination of final marks for an individual assessment task that is designed to ensure assessments tasks are consistent with course policy and that provides feedback which is used to make improvements. Moderation is described in terms of:</p> <ul style="list-style-type: none"> <li>• pre-assessment moderation: occurs before an assessment takes place</li> <li>• post-assessment moderation: occurs after the marking of an assessment.</li> </ul> <p>Moderation may be:            Internal: conducted by a staff member within GTI.            External: conducted by an individual not employed by the GTI.            External moderation checks internal moderation for consistency and may be required for external accreditation.</p>
<b>Moderator</b>	A person who checks the validity and reliability of assessment processes against standards and stated course/programme outcomes.
<b>Multidimensional</b>	Describes an assessment task that models the varied process-based tasks that professionals perform in their practice – tasks that are underpinned by appropriate knowledge, skills and attitudes.
<b>Peer Assessment</b>	Assessment in which learners judge and comment on each other's work.
<b>Reassessment/Resit</b>	The opportunity for a learner to undertake an assessment task or activity again.
<b>Rubric</b>	Rubrics are scoring tools that list the assessment criteria for a piece of work and against each of these describe the value levels, standards of performance and the associated grade that would be attributed to that

level of performance.

<b>Reliable</b>	Describes an assessment task that gives results that are a consistent and accurate representation of what is measured - across time/learners/courses.
<b>Reflective</b>	Describes an assessment task in which learners actively engage in self-assessment and reflection as the basis for future ongoing professional development and self-directed learning.
<b>Self Assessment</b>	Learners identifying standards and/or criteria to apply to their own work, and/or make judgements about the extent to which they have met these criteria and standards.
<b>Standards-based assessment</b>	Assessment methods in which a clearly stated set of criteria (standards) allows reasonably objective judgements about learner achievement or non-achievement connected with the learning outcomes.
<b>Achievement-based assessment</b>	Measures learner performance in relation to criteria which are specified in terms of grades or levels.
<b>Graded Competency-based assessment</b>	Standards based assessment in which the criteria are worded in terms of a competence – what a learner should be able to do. Grades at different levels may be used – ‘achieve’ ‘merit’ ‘excellence’ or where applicable use different terminologies
<b>Competency-based assessment</b>	Standards based assessments in which the criteria are worded in terms of a competence – what a learner should be able to do. The only ‘grades’ used are ‘criteria met’ and ‘criteria not yet met’.
<b>Summative assessment</b>	<p>Summative assessment is for the record and provides a measure and record of what learner learning has been achieved to:</p> <ul style="list-style-type: none"> <li>• direct learners’ access to further learning;</li> <li>• credential learners for training practice; and</li> <li>• demonstrate that standards are appropriate (accountability).</li> </ul>
<b>Test</b>	<p>Tests are used during a course to determine learner mastery or understanding of aspects of the course learning outcomes. They are assessment activities, which are carried out under examination-like arrangements, but occur during normal training course, not a final examination session. Tests can perform a useful formative learning function for learners and trainers as well as a summative function.</p>
<b>Valid</b>	Describes an assessment task that makes judgements against only the specified Training Learning Outcomes.

### 3. Application

#### 3.1 People:

- This policy applies to all training staff, all internal and external moderators and all learners.

#### 3.2 Processes:

- This policy applies to all GTI Courses that are assessed.

### 4. External Requirements

This policy helps GTI meet National Authority for Qualifications & Quality Assurance of Education & Training requirements:

#### 4.1 Assessment of learner learning is appropriate for the learning outcomes sought and accurately reflects the training standards achieved by learners.

- There are policies on learner assessment which set out: examination processes; grading schemes and marking criteria; rules for special consideration and re-examination; requirements for more than one piece of assessment; and the ways in which moderation is applied.
- These policies reflect findings on good practice in assessment, so that assessment tasks are designed to ensure accurate measurement of learning, in accordance with the learning outcomes for the subject and to provide early identification of learner learning difficulties.
- These policies are implemented consistently throughout the institute.
- There are staff development opportunities on how to measure subject and programme learning outcomes through appropriate design of assessment and the use of varying assessment tasks.

#### 4.2 The institute maintains accurate individual and aggregated data for all learners and uses these data to improve learner performance and/or the maintenance of training standards.

- There is readily available and continuously updated data (together with trend data) on learner attendance, attrition and progress rates, grade point averages and graduate outcomes.
- The institute uses a data management system to record and provide summary reports for management and training staff so that effective planning and training interventions can take place.
- Regular data reports to senior management are used to identify problems and make improvements.

## 5. What is Expected:

- Assessment tasks demonstrate the principles of assessment set out in this policy.
- Assessment tasks are moderated to ensure that the key principles of assessment are enacted and assessment practices are refined and improved.
- Assessment tasks incorporate feedback that supports learner learning and is prompt, informative and provided throughout the learning process.

## 6. Key Dates

First Approved:

This Version Approved:

Next Review Date:

## 7. Links and Related Documents

### 7.1 Associated Documents

- Assessment Procedures
- Moderation Procedures
- Assessment Guidelines
- Moderation Guidelines
- Assessment Cover Sheet
- Pre-Assessment Moderation Form
- Post-Assessment Moderation Form

## Section 2: Assessment Procedures

### 2.1 Purpose

To outline *what* procedures must be followed to ensure the maintenance of training integrity for all stakeholders in the assessment process and the efficient management of learners' assessment artefacts.

### 2.2 Responsibilities, Actions and Evidence

Responsibility	Action	Evidence
CEO	<b>1. QUALITY ASSURANCE AND MANAGEMENT OF ASSESSMENT</b> <b>For leaders and managers</b> Ensures learning and training leaders and managers have an informed understanding of the practice and procedural implications of the GTI's assessment policy, procedures and guidelines.	Professional Development for all staff including trainers
	<b>For staff</b> Puts processes in place to ensure that new and continuing staff are familiar with the Assessment and Moderation Policy, its related procedures and guidelines and all updates.  Ensures new staff members are routinely inducted into the institute assessment expectations.	Published Learner Course Outlines on website
<b>For learners</b> Ensures that all courses provide information regarding assessment rules, training conventions and Code of Practice, including Assessment Rights and Responsibilities for all learners.		

<i>Consultants &amp; Awarding Bodies</i>	<b>2. APPROVAL OF ASSESSMENT REQUIREMENTS</b> Approves the relationship between the assessment methods and the learning outcomes expected for the course and the workload for staff and learners.	Course Assessment Specifications
	<b>3. CHANGES TO ASSESSMENTS</b> Receives, considers and decides requests for changes to assessment requirements for future offerings of the course.  <b>Variations during a course offering</b> Considers the implications of the change(s) recommended by the Quality Specialist or Business Development Manager on both the learners and staff members involved.  Makes the decision on whether to grant an approval for variation of course assessment requirements.	Communication & Focus Groups meetings
<i>Quality Specialist</i>	<b>4. ASSESSMENT INFORMATION TO LEARNERS</b> Provides learners at the beginning of a course, with a comprehensive course descriptor and written information about course requirements.	Course Induction
<i>Trainers/ Consultant</i>	<b>5. ASSESSMENT DESIGN</b> Ensures compliance with the Assessment and Moderation Policy.  Ensures assessment tasks relate, in mode and substance, to GTI Assessment Principles and Course Learning Outcomes.	Pre-assessment moderation forms
		Course Curriculum Outline
<i>Trainers</i>	Ensures assessment details in the Course Outline are accurate.	Published Course Outlines
	Ensures that all Learning Outcomes must be achieved for the award of a passing grade.	Moderation File
	Develops and uses moderated assessment tasks and marking guides.	
	Records results of assessment in the result sheet and within the required timeframe.	Result Sheets/ Data Management System



## Section 3: Moderation Procedures

### 3.1 Purpose

To outline *what* procedures must be followed to ensure the maintenance of training integrity for all stakeholders in the moderation process.

### 3.2 Responsibilities, Actions and Evidence

<p><i>Internal Course Moderator</i></p>	<p><b>1. INTERNAL MODERATION</b> Moderates new and revised assessment tasks and instruments before use.</p> <p>Judges if assessment task is consistent with requirements.</p> <p>Files a copy of the assessment task and the signed Pre-Assessment Moderation Form in the Course Moderation File.</p> <p>Carries out pre and post-assessment moderation on photocopies of learners' assessments.</p> <p>Files a signed copy of the pre and post-Assessment Moderation Form and representative samples of graded learner assessment artefacts in the Course Moderation File.</p>	<p>Internal Moderation Forms</p>
<p><i>External Course Moderator</i></p>	<p><b>2. EXTERNAL MODERATION</b> Provides a report on course assessment and the adherence to the principles and procedures set out in GTI Assessment and Moderation Policy.</p>	<p>External Moderation Report</p>
<p><i>Quality Specialist</i></p>	<p>Ensures moderation is a standing agenda item for senior management meetings.</p> <p>Arranges collection and archiving of internal and external moderation reports, assessment schedules, marking criteria, models answers and graded artefacts.</p>	<p>Senior Management Minutes</p> <p>Moderation File</p>

## Section 4: Assessment Guidelines

### 4.1 Purpose

These guidelines are designed to assist with the implementation of GTI Assessment and Moderation Policy. They provide another view on the assessment procedures by focusing on *how* staff members can enact their responsibilities and what factors must be taken into consideration when making decisions regarding assessment.

### 4.2 Guidelines

#### 1. QUALITY ASSURANCE AND MANAGEMENT OF ASSESSMENT

This procedure seeks to develop assessment literacy across GTI by providing all stakeholders (trainers, learners and related external regulatory and employing organisations) with opportunities to develop a level of assessment literacy that ensures they have a clear understanding of the interrelatedness of the various elements of assessment and an appreciation of how changes to any element impact on the overall outcomes.

Assessment literacy can be developed through the Staff Professional Development process.

#### 2. APPROVAL OF ASSESSMENT REQUIREMENTS

Assessment designs for all courses must meet the following minimum requirements:

- inclusion of an early, low risk diagnostic task to provide feedback for learners and trainers to address likely learning challenges;
- description of the assessment requirements, their relative weightings and the methods for grading;
- description of the type and timing of feedback that will be provided;
- determination of how the assessment requirements is calculated based on the amount of time required to design, supervise and grade the assessment tasks; and
- determination of how the learner workload for the assessment requirements is calculated based on the amount of time required to master both the assessment mode and the content.

### 3. CHANGES TO ASSESSMENTS

When reviewing a request for change to course assessment, consideration must be given to whether or not:

- the revised assessment requirements are consistent with the original, approved assessment requirements in relation to the Course Learning Outcomes and overall workload demands on learners;
- the relationship between the new assessment methods and the Course Learning Outcomes is maintained; and
- learners are disadvantaged by the change or timing of the variation.

### 4. ASSESSMENT INFORMATION TO LEARNERS

Course outline must be available in either printed or electronic form no later than the first officially scheduled class. It must include details of the assessment tasks learners are required to undertake to achieve and demonstrate their learning. It must specify:

- Course aims and learning outcomes;
- assessment criteria and standards against which individual assessment tasks are judged;
- required style of training referencing and acknowledgements such as footnotes and bibliographies;
- relative weightings of each assessment task;
- due dates of assessment tasks and modes of submission;
- penalties for late submission;
- documentation required in support of an extension request;
- relevant characteristics, such as length of written tasks or duration of examinations;
- form and timing of feedback that learners will receive; and
- ways in which judgments of individual assessment tasks will be combined to give an overall grade.

Where course outline is provided to learners via GTI's website, the Quality Specialist must ensure that all officially enrolled learners are advised of, and able to access, the exact location of this information at the commencement of the course.

In the event of a change to the information contained in the original course outline, the Quality Specialist must ensure all officially enrolled learners have been informed.

### 5. ASSESSMENT DESIGN

The key criterion for choice of assessment methods must be curriculum alignment, in which assessment tasks relate, in mode and substance, to course Learning Objectives.

All Course Learning Outcomes must be achieved for the award of a passing grade. If a 50% requirement is set to pass an assessment, this level must be the minimum standard to demonstrate achievement of the specified Learning Outcomes. Assessment of international qualification must be considered and might not be according to this specification.

Assessment methods must be diverse and not reliant on a single form or single task.

No learner must be disadvantaged or unduly advantaged when assessment tasks entail the use of specific materials, software programmes or internet resources.

Special Needs learners must be provided with special arrangements and any assessment method must consider that.

Training and support must be provided to ensure equitable access to, and use of, resources and tools.

Assessment tasks must include authentic challenges and connect learning and learning outcomes with real world tasks, problems, skills and performances.

Assessment design must be developmental, and promote increased complexity in problem solving; increased sophistication in the understanding, analysis and application of theoretical frameworks; increased capacity to synthesise and critique concepts; increased expectations for creativity and originality in the generation of hypotheses; and increased independence.

The complexity and challenge in assessment tasks must reflect the level of the course.

## 6. CONDUCT OF ASSESSMENT

### Controlled Assessment (Examinations)

During controlled assessments learners must observe all instructions given by trainers or GTI staff.

Learners must observe all published controlled assessment procedures.

In the case of controlled assessments lasting one hour or longer:

- No learner is permitted to enter the room later than ten minutes after the start of the test or examination;
- No learner is permitted to leave the room until one hour has elapsed from the time when the assessment began;

Any exceptions to these procedures must be clearly indicated in the course outline provided to learners and in the induction session or the website.

## Section 5: Moderation Guidelines

### 5.1 Purpose

These guidelines are designed to assist with the implementation of GTI Assessment and Moderation Policy. They provide another view on the moderation procedures by focusing on *how* staff members can enact their responsibilities and what factors must be taken into consideration when making decisions regarding moderation.

### 5.2 Guidelines

#### 1. MODERATION PLAN

In selecting moderators, consideration must be given to candidates' impartiality of judgement, experience of assessment and moderation, knowledge of the course, and subject expertise.

The requirements of external quality assurance bodies must be observed where applicable. Any moderation requirements specified as part of a Course Approval Document apply.

The Moderation Process and results must be tabled at the senior meeting for approval and further improvement.

## 2. INTERNAL MODERATION

### Pre-assessment Moderation

All new or revised assessment tasks and instruments must be moderated, either internally or externally, before use.

Pre-assessment must also be carried out whenever learner or trainer feedback raises relevant concerns.

Pre-assessment moderation must be recorded on the Pre-assessment Moderation Form. On completion, this form is forwarded to the Quality Specialist to be tabled at senior management meeting.

### Post-assessment Moderation

Post-assessment moderation is carried out on a representative sample of learners' work that is selected by the moderator.

- For a sole assessor, a minimum of three samples is sufficient.
- Where assessment is competency-based, one of these should be 'not-yet-competent' or 'fail' if possible.
- Where assessment is achievement-based, one should be a 'fail,' one a 'borderline pass', and one a 'high pass' if possible.

In the following situations, a representative sample of learners' work, that is selected by the moderator must be moderated post-assessment:

- when a course is offered for the first time;
- when new assessment materials are being used for the first time;
- when assessment is being carried out by a new trainer;
- when relevant learner feedback gives cause for concern.

## 3. EXTERNAL MODERATION

External moderation covers assessors and assessments over time.

External moderators must be approved by the senior management and the quality consultant.

External moderation will normally cover both pre- and post-assessment moderation tasks.

External moderation reports are discussed at senior management meetings and any associated action plan is approved there.

## 4. REPORTING OF MODERATION

Moderation is a standing agenda item for the management meetings. Progress against the current year's moderation plan along with an update on what is planned for the next period is discussed there and recorded in the minutes.

## Pre & post Assessment Moderation Form

## Assessment Moderation Form

Course		Date	
Trainer Name		Moderator Name	
Type of assessment	Pre	Post	Done By
			Internal
			External

When moderation has been conducted, the following documents were available:

Exam paper printed.		Answer key.	
Assessment criteria. (if needed)		Samples of marked papers.	

Clear instructions and font / appropriate marking for each question.

Questions : variety / different level

Correction : Fairness

Counting : proper counting

Feedback

Moderator Signature







