

Everything in moderation: The implementation of a quality initiative

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This paper describes the development and implementation of a standardised moderation process within the School of Nursing and Midwifery at Edith Cowan University in Western Australia. This quality improvement initiative was the result of collaboration between two nursing course coordinators and a Centre for Learning and Development academic. The school employs a large team of sessional tutors who provide marking support to the unit coordinators. The purpose of this initiative was to standardise the marking of assessments across this team and to enrich the quality of assessment. The process was informed by best available evidence and underpinned by university guidelines and policy. The process was implemented in 2013 and initial indications were that it was well received by academic staff. However, retrospective evaluation revealed low implementation rates by academic staff. Potential reasons for this lack of engagement have been postulated, however, a prospective study will be conducted in 2014 to determine the contributing factors in order to improve engagement with this process.

Introduction

This paper describes the early stages of an initiative in which three academics reviewed the moderation of assessment practices in the School of Nursing and Midwifery (SNM) at Edith Cowan University (ECU), Western Australia.

The initial review of current moderation practices within the School's teaching context revealed the importance of the development of standardisation procedures. This context refers to the diverse range of staff, including significant numbers of sessional staff involved in the assessment process. The wide variety of both educational qualifications and experience held by these staff created the potential for variation in understanding and expectations of assessments. The aim of this initiative was to develop a whole of program approach and a sustainable community of practice for moderation within a quality improvement framework, which acknowledges the subjective nature of assessments (Smith, 2012).

Literature was reviewed to determine the best available evidence around assessment and moderation, in particular, resources that were part of an Australian Learning and Teaching Council (ALTC) Learning and Teaching Project (2008-2010) on moderation of fair assessment in all higher education programs (ALTC, 2012a). This review of the literature and of current practice in the School underpinned the development of the moderation process. The development process was one of collaboration with the School Executive and other academics. A pilot of the process was undertaken throughout the second semester of 2013. This paper describes the development and implementation of this pilot and preliminary findings.

Background

Moderation of assessment is an increasingly critical component of learning in tertiary education with universities in Australia being required to demonstrate transparent processes of moderation across delivery methods, sites and student cohorts to the Tertiary Education Quality and Standards Agency (TEQSA) (Adie, Lloyd, & Beutel, 2013). Moderation of assessment is a key practice underpinning assessment equivalence for Australian universities (ALTC, 2010). Moderation helps to raise standards, expectations and levels of consistency (The Scottish Government, 2011).

Moderation is more than the checking of assessment marks; it is the quality assurance process which underpins the development of each item to ensure that the entire assessment process is fair, valid and

reliable (ALTC, 2012a) enabling equivalence and comparability (ALTC, 2010). Moderation of student assessment may be summarised as a process aimed at ensuring that marks and grades are as valid, reliable and as fair as possible for all students and all markers (ALTC, 2012a). The ALTC project recommends a variety of practices as integral to the moderation process including consistency in assessment and marking; processes for ensuring comparability and quality control measures (ALTC, 2012a). In situations where a team of markers is involved a shared understanding of assessment requirements and standards is essential (Adie et al., 2013).

Quality in education programs has been described as meeting specified standards and being fit for purpose however, external quality evaluations are not particularly effective at ensuring quality improvement (Harvey & Williams, 2010). The heart of the holistic approach to moderation is continuous internal review (Lawson & Yorke, 2009). Moderation is a cyclical process which occurs throughout teaching and learning rather than a summative exercise at the end of the marking period (James, 2003) with activities that occur both before (i.e. quality assurance) and after all assessment (i.e. quality control). Continuous moderation of assessment can be applied across three stages: the design and development of assessments; implementation, marking and grading; and review and evaluation (ALTC, 2010, 2012a).

Purpose of moderation of assessments

Moderation as community building, equity, justification and/or accountability are four discourses to discuss and categorise the purposes of moderation practices (Adie et al., 2013). One main purpose of moderation of assessments is to develop a shared understanding amongst markers of any assessment about the standards of achievements and what is acceptable as evidence of these standards (Adie et al., 2013). This may be labelled as moderation for community building while moderation for equity enables consistency of marks and grades.

Grades awarded to students are essentially a symbolic representation of the level of achievement attained and grade integrity is defined as the extent to which each grade (or assessment mark) is strictly commensurate with the quality, breadth and depth of a student's performance (Sadler, 2009). Marking and grading in most disciplines is inevitably subjective (Hughes, 2011) but a systematic approach to identifying significant tacit beliefs may assist in reducing the effect on marker variation (Hunter & Docherty, 2011). This variation can lead to post assessment scaling of marks i.e. the adjustment of student assessment scores based on statistical analyses without reference to the quality of students' responses, (Office of Assessment Teaching and Learning, 2010). However, post-assessment scaling of marks should be avoided (ALTC, 2012b).

Students' marks are a representation of their academic achievement and as such require decisions around them to be justified and validated (Bloxham, Boyd, & Orr, 2011). Moderation as justification is typified by conversations about confidence in making judgments about allocations of marks, providing quality feedback as justification of these judgments to students (Adie et al., 2013) to prevent rather than in response to student queries. A transparent rigorous moderation process demonstrates accountability within the marking team (Adie et al., 2013). The underlying principle of quality monitoring should be the encouragement and facilitation of continuous improvement. ECU's approach to continuous improvement refers to the ECU Excellence Framework (Edith Cowan University, 2013) based on a cyclic model with four stages: Plan, Do, Review and Improve.

Benefits of moderation of assessments

Both staff and students benefit from rigorous moderation processes. Students experience reduced effects of 'hard' and 'soft' marking and individual marker bias which will increase their confidence in the assessment process (Bloxham, 2009). The standardisation of constructive feedback is also a component of the moderation process, supporting the students' learning through assessment. The improvement in inter-marker reliability particularly between novice and experienced groups has the potential to reduce informal enquiries from students and subsequent appeals (Bird & Yucel, 2010). The development of a shared understanding and expectations of the assessment process between markers increases efficiency of marking (Bird & Yucel, 2010).

Curriculum context

Edith Cowan University is the largest School of Nursing and Midwifery in Western Australia, with over 2,000 students enrolled in the Bachelor of Science (Nursing) course. Fifteen academic staff coordinate 24 units within the course. The nursing degree includes 16 theory units and of these at least nine are run each semester via on campus and online delivery. The postgraduate program is smaller with a cohort of 85 students. Five masters courses are coordinated by two course coordinators and five unit coordinators. The staff profile is varied comprising a variety of academic backgrounds with many staff previously working outside of Australia in both tertiary and non-tertiary education sectors including many recently entering academia directly from clinical practice without any formal training and experience in tertiary education assessment.

Sessional nursing staff

The higher education sector is becoming increasingly reliant on sessional markers (Smith & Coombe, 2006) and the SNM is no exception to this. Newly appointed nurse educators direct from clinical practice may be required to engage in assessment processes with little or no formal preparation. A study of 2,045 nursing students found that sessional teachers awarded higher assessment grades to students in first and second year than tenured teachers (Salamonson, Halcomb, Andrew, Peters, & Jackson, 2010). Conversations amongst markers assessing student performances have been shown to influence how a group of markers reached agreement (Orr, 2007). Thus building a collaborative culture as a community of practice (CoP) can formally increase communication between markers.

In SNM, undergraduate units with high enrolments (typically around 600) are partially taught and assessed by a team of sessional markers. The amount of tutoring and marking undertaken by sessional staff in any one unit ranges from none to the majority. Approximately thirty sessional staff are employed within the School at any one time across undergraduate and postgraduate practicum and theoretical units. Some of these staff teach and mark whilst others are employed solely to mark. Whilst the eligibility criteria to become a sessional staff member vary all sessional staff are encouraged to attend two professional development (PD) sessions: an orientation day conducted by the School each semester and also a PD day provided by the university, however these are not mandatory. Assessment and moderation of assessments as a topic are covered at both sessions. However, access to training and on campus meetings can be challenging for some sessional staff due to other work commitments and geographical location. The transient nature of sessional staff employment means the supply of experienced markers cannot be guaranteed on a semester by semester basis.

Communities of practice

Moderation as community building is demonstrated by marking teams collaboratively reviewing and developing assessment tasks and marking criteria (Adie et al., 2013). This social process develops a shared knowledge and understanding of standards from conversation over artefacts of students' assessments (Bloxham, 2009). Evidence based, standardised and transparent processes based on continuous review inform the moderation of assessments process as a fundamental quality assurance mechanism. Within systems which are reliant on multiple markers, a CoP is a way in which all the components of moderation processes can be facilitated through inclusivity, engagement and shared goals.

Communities of practice are not a new phenomenon and arguably have been in existence since people have been learning and sharing experiences through story telling (Lave & Wenger, 1991). Wenger (2002, p.29) described CoPs as consisting of three interrelated terms: "mutual engagement, joint enterprise and shared repertoire." Originally as a medium for learning, a CoP describes a group of people who share a common goal and interest (Roberts, 2006). Communities of practice may evolve spontaneously to address a need or be created purposefully to achieve a common interest or goal (Guldberg & Mackness, 2009). It is through the process within CoPs that members can develop both personally and professionally by learning from each other (Lave & Wenger, 1991). The authors aimed to develop a CoP for moderation of assessments in SNM to promote a shared culture of knowledge and beliefs around moderation.

The Process

Integral to their role undergraduate and postgraduate nursing course coordinators review the nursing curriculum including the assessments. Reporting of moderation processes was not required at that time. Whilst it was recognised that many unit coordinators may undertake some form of moderation of assessments, the two nursing coordinators were concerned about the lack of a standardised process, the need for auditing and the culture of implicit practices. They sought assistance to check policies and good practice guidelines with an academic from ECU's Centre for Learning and Development (CLD) which supports all ECU staff by providing resources to encourage exemplary pedagogic practice. Challenges and drivers were identified during the initial process of design.

Challenges and drivers

Ensuring consistency and equity of assessment marks and feedback between markers can be a major challenge involving significant time investment for unit coordinators. It was therefore imperative that the process did not involve additional time investment for time-poor academics. A further challenge was how to convey the overall benefits of the process for staff and students to ensure engagement.

Development and implementation of the moderation process

The aim of this collaborative initiative was to develop and implement a standardised moderation process within the specific context of the SNM utilised best practice principles, supported by ECU policy and underpinned by the ECU Excellence Framework (ECU, 2013).

Design

All academic staff within the School and the Faculty Associate Dean for Teaching and Learning were consulted throughout all stages of the development process. Engaging all academic staff by using an inclusive approach from the beginning was a conscious decision with the expectation that this may result in academic staff implementing the moderation process.

A clear process providing a system of achievable steps was developed to standardise the moderation process within the School. A visual representation of the new moderation process is outlined in a flowchart (Appendix 1). Guidelines were developed to support staff through the new process, which was divided into three phases, each with defined purpose underpinned by an ongoing, continuous and collaborative review with improvements to be incorporated into subsequent semesters. Roles and responsibilities of unit and course coordinators and sessional staff were made explicit within the guidelines.

Phase one: Unit coordinator's review of assessments before assessments

The purpose of phase one was to review all assessment items from the previous semester *before the assessment was set* and make amendments as required. Assessment items that may advantage or disadvantage any students are identified and amended. The unit coordinator ensures that assessment items match the learning outcomes; are as objective and fair as possible; take into account learning styles, English language, potential for cultural bias, cultural and tacit knowledge; and are varied across the unit and course. The coordinator confirms that there is adequate time for students to complete each task. Potential marking biases, cultural issues and subjectivity are identified and amended where necessary. In phase one, prior to commencement of teaching each semester, the unit coordinator checks that the marking guides, criteria and rubrics are clear, detailed and emphasise merit for students in all contexts (e.g. offshore or on different campuses) and for the entire marking team. Issues around standardisation of grades awarded and quality of feedback provided are checked as a response to feedback from sessional markers and students (including complaints, queries and appeals) within this phase. Decisions are made regarding necessary changes to the assessment items to improve quality and thereby increasing student satisfaction of the unit which would potentially reduce unit coordinator administration time from student grievances.

A phase one checklist provides prompts and suggestions to enhance assessment quality and effectiveness such as checking for objectivity, cultural responsiveness and alignment of assessments with unit outcomes (Appendix 2). Suggested amendments and their rationale are discussed with the year or course coordinator. Curriculum drift and the preservation of the range of assessments required to assess student competence and ability are considered prior to acceptance of any changes. Agreed changes are reflected in the unit outline via the Course Management System and are recorded in the unit plan for the following semester. Explanations of changes in the unit plan demonstrate to students that the coordinator is responsive to feedback.

The purpose of the phase one meeting prior to the marking period is for all markers to share their expectations and understandings about the assessments and marking criteria. The unit coordinator has the responsibility of ensuring agreement of standards and consistency of marking so this meeting should reduce marking inconsistencies. This meeting may be face-to-face or virtual considering geographical location and cross campus teaching, especially for sessional markers. Ideally the unit coordinator sends all documents and focus questions to the markers well before the meeting enabling time for markers to identify areas that may require clarification and discussion.

Phase two: During the marking period before work is returned to students

Phase two begins with a consensus check as early as possible during the marking period. The purpose is to ensure both consistency of marking and feedback to students. Ideally, this phase is undertaken each semester irrespective of any changes in the marking team or to assessments and marking guides. The process of the consensus check involves the unit coordinator circulating the same two to three student papers to all markers who mark them individually and return them, ideally within 48 hours. The unit coordinator tabulates the marks, notes any variation between markers and also notes particular questions and answers that demonstrate inconsistency. Any necessary adjustments identified from the review of these marked papers are communicated to the marking team including clarification of understandings and the addressing of marking inconsistencies and feedback quality. A list of possible standardised feedback comments (such as Quickmarks used within Turnitin) may be developed and shared within this process. A phase two checklist (Appendix 3) is also supplied at this stage which contains trigger questions regarding best practice in marking and moderation (such as comparing ranges of marks across tutor groups and throughout the marking time period for individual markers). Once work is marked and returned to the unit coordinator for distribution to students, an analysis of results between markers, campuses and delivery modes is undertaken. Should inconsistencies be identified, the unit coordinator should ensure s/he second marks a range of papers across each grade including fails (recommended two papers from each grade from each marker). Further checks the unit coordinator should make within this phase are the arrangement of double blind marking of post graduate projects.

To ensure these moderation checks are not increasing unit coordinator workload, extra and second marking expectations should be recognised and accounted for in the semester academic workload model. It is envisaged that undertaking the first two phases of the process will reduce the need for any post-assessment scaling of marks which requires approval by the course coordinator in consultation with the program director.

Phase three: Review and report

Phase three occurs after marked work is returned to students. The purpose of this stage is to review and report on the entire process to inform future improvements. A record of the process is necessary to retain transparency, enable continuous improvement and enable retrospective audit to be undertaken. Each marker completes a feedback form indicating strengths, weaknesses and suggestions for improvement relating to the assessment they have marked (Appendix 4). An assessment or exam moderation report is completed by the unit coordinator and shared with the course coordinator (Appendix 5). As with the previous two phases, a checklist to support this phase has been developed (Appendix 6).

Implementation of pilot

The moderation process was developed to be effectively integrated within the current university marking systems of *Turnitin* and *Gradebook* via *Blackboard*. The use of these systems enables all markers to collaborate by viewing and comparing marked work. Furthermore markers can access and assess work online, provide marks and feedback instantly to students and share unit coordinator Quickmarks and comments within each assignment, further improving standardisation of feedback. The use of a standardised rubric within this system further ensures reliability and validity of feedback and clarity of expectations and outcomes to students.

In order to provide a clear and easy to follow guide for staff, the guidelines, flowchart, checklist and feedback forms were made available to all markers via the School's staff *Blackboard* site. The process was also showcased across a number of fora throughout second semester 2012. Following this period of discussion the process was implemented in semester one, 2013 across all theory units in both undergraduate and postgraduate programs.

Evaluation process

An evaluation was undertaken to assess the implementation of the new moderation process within SNM. The purpose of the evaluation was to identify engagement with the process and any areas for improvement. Towards the end of the semester, unit coordinators within the School were reminded by email to submit all the relevant moderation reports to the course coordinators as per the guidelines. This was to ascertain levels of engagement within the academic staff body with the new moderation process.

Findings

As this new moderation process required a significant change in usual practice it was anticipated that some resistance might be encountered from academic staff within the School. However, this was not apparent during the discussion and dissemination period and the opportunity to improve this quality assurance process was welcomed by all staff. The lack of resistance may have been in part due to the inclusive approach taken and the impetus for the process originating from the course coordinators rather than being mandated from a 'top down' approach by more senior academic staff in the School.

Engagement with the process

From the email replies and moderation report forms submitted, levels of engagement in the process were ascertained. Three of the twenty-four unit coordinators (8%) indicated that they had engaged with the process. Various reasons for non-engagement were supplied by the remaining twenty-one staff. Seven (33%) responded that they were not aware of the process, three (14%) continued to moderate using their own system and one (5%) had made the decision not to comply as she was making significant changes to the unit in the following semester. There was no response from ten (40%) of academic staff (Figure 1).

Analysis of the data from the moderation reports completed by the three complying unit coordinators was divided into indication of holding a unit team meeting, consensus meeting outcome, analysis of results outcomes and changes needed to assessments indicated by the process.

Unit team meeting

All three unit coordinators held a meeting prior to the marking period including all markers within the unit marking team.

Consensus check

All three unit coordinators conducted a consensus check within the first week of the marking period in which marks were reviewed from two to three papers for assessment items across all markers and percentage difference in marking was noted and recommendations to marker recorded (Table 1).

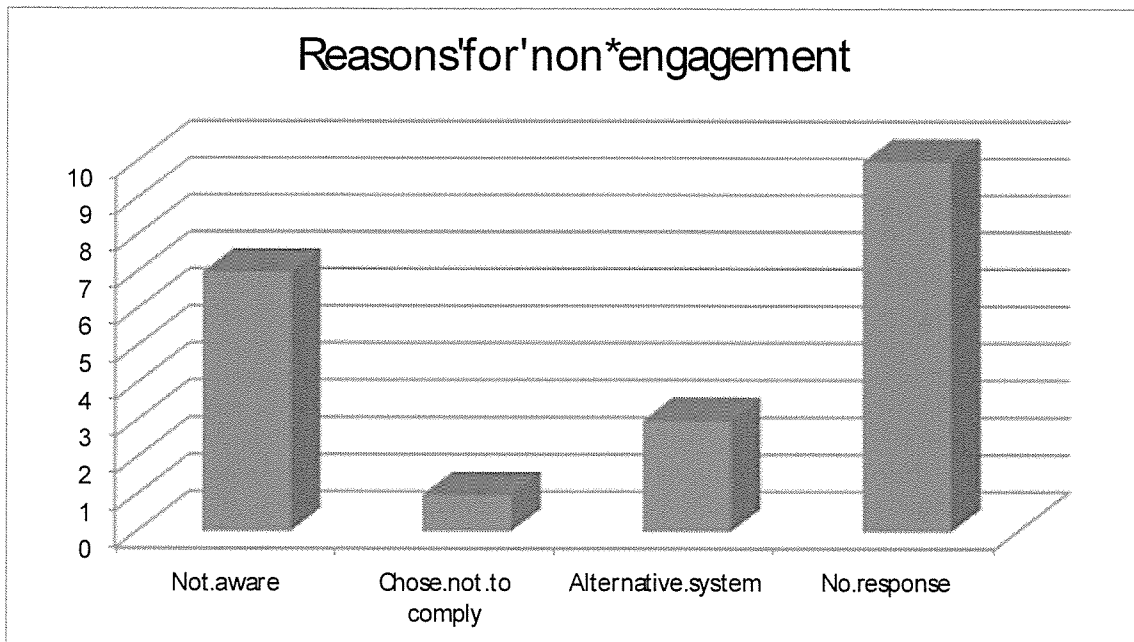


Figure 1: Reasons given for non-engagement

Table 1: Consensus check marking variations

Markers	Assessment 1 variation	Assessment 2 variation	Recommendations
Marker 1	8%	5%	None
Marker 2	7%	5%	None
Marker 3	12%	15%	Consensus discussion undertaken
Marker 4	6%	7%	None
Marker 5	2%	4%	None
Marker 6	9%	4%	None

Analysis of results

All three unit coordinators indicated they conducted an analysis of marks awarded across all markers and assessment items prior to marks being released to students. No scaling of marks was deemed necessary by any of the three unit coordinators.

Discussion

The findings revealed a disappointing lack of awareness and engagement with the newly initiated moderation process by academic staff within the School. The high percentage of staff who were unaware of the process was unexpected as the course coordinators actively engaged the staff during the planning and dissemination periods of the process.

The three staff who did engage with the process returned moderation report forms for the units they coordinated. From an analysis of these forms it was evident all three phases of the process had been followed. The outcomes of the process were positive, with only one staff member indicating the necessity to work with a marker in the consensus period to adjust their marking and none of the staff required scaling of marked work.

The identification of factors which may have influenced non-engagement with the process were beyond the scope of this project. However, possible reasons for lack of uptake of the process may include genuine lack of awareness or conscious decisions not to engage. This may have been due to

concerns about increased workload, uncertainty of correct procedure and poor understanding of the importance and potential benefits to staff and students. Furthermore, experienced academics have been found to have some reluctance to share their processes of decision-making about assessment marks with new academics which may also have been a contributory factor for staff working with sessional staff in marking teams (Garrow & Tawse, 2009).

Recommendations

These findings highlight that engagement in a new process such as detailed here cannot be presumed. In order to increase the uptake of the moderation process in the School an investigation into the reasons for initial non-engagement will be undertaken. These initiatives are expected to inform the revision and improvement of the process within the School and thereby acceptance amongst staff resulting in a standardised quality assessment process. Further work will also be undertaken on methods and systems to support sessional staff within the moderation process. Data collection is planned for early in 2014 and a Teaching and Learning Grant application is underway to secure financial support for this initiative.

Conclusion

This paper describes how a sustainable moderation process has been developed and implemented within the SNM with the aim of creating a proactive community of practice for moderation. Moderation of assessment aims to ensure assessment validity, reliability, fairness, equivalence and consistency for all students and all markers within and across units. A rigorous moderation process minimises marking subjectivity where multiple markers are involved in marking an assessment. It also demonstrates fairness to students and increases their confidence in the assessment process and associated outcomes. This fairness and quality can also be demonstrated to internal and external auditing bodies through the auditing of the process.

A three phased continuous approach was developed and a flow chart designed as a diagrammatic representation of the entire process. Prior to the implementation of this initiative widespread discussion was undertaken with the academic staff including written and oral communication at staff meetings. The development of the moderation process was an example of a successful collaborative approach between academic staff in a School and CLD within the University. The initial uptake of this process among academic staff in the School was less successful however with disappointing numbers engaging. Whilst the positive outcomes for those staff who did utilise the process are encouraging, further investigations into reasons for non-engagement are expected to support the refinement of the process and its future implementation within the School.

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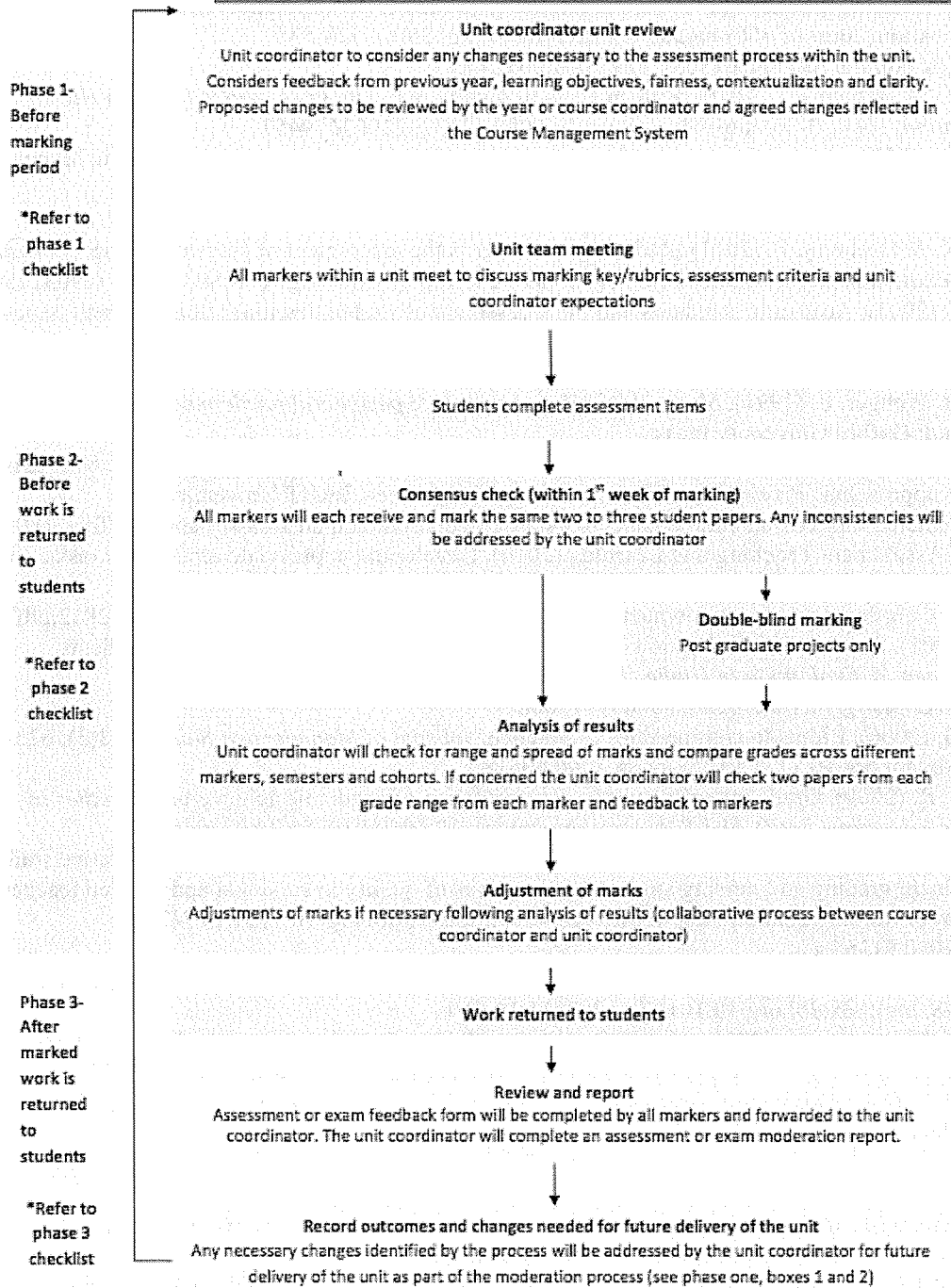
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Appendix 1



Appendix 2



School of Nursing & Midwifery

Moderation Checklist – PHASE 1

Faculty of Computing, Health & Science	School of Nursing & Midwifery
UNIT Code:	
Unit Name:	

Location – JO / BU:	Year & Semester:
Unit Coordinator:	

Phase 1: Assessment design and development	Yes / No
Have your assessment items been subjected to review?	
Does the assessment match the unit learning objectives / outcomes of the subject / course?	
Are assessment items as objective and fair as possible, taking into account learning styles, English language, cultural and tacit knowledge?	
Is there a possible cultural bias in your assessment items?	
Do you vary types of assessment (e.g. essays, reports, presentations, responding to case studies, short answers)	
Do you negotiate assessment criteria and marking keys with the entire teaching team prior to finalising them?	
Do you discuss different cultural concepts of merit (e.g. student works hard but assessment item is not of a high standard – should they be rewarded for their hard work?)	
Are your assessment criteria clear and detailed for students and those marking in all contexts?	
Do you emphasise merit in the context of your university expectation?	
Are your marking keys/hubrics clear and detailed for those marking in all contexts?	
Are students familiar with the assessment criteria and marking key?	
Are markers familiar with the assessment criteria and marking key?	
Have you held a real or virtual round table with all who are marking in the unit to discuss requirements, standards and possible divergent types of answers to assessment questions?	
Do your exams give enough time and contextual keys to those for whom English is not a first language?	

Unit Coordinator:	Signature:
Date:	
Copies to be forwarded to the Course Coordinator, Year Coordinator & Marker.	

G:\Undergraduate Nursing & Midwifery\Assessments\Moderation - 25/05/2012 11:15 AM

Appendix 3



School of Nursing & Midwifery

Moderation Checklist – PHASE 2

Faculty of Computing, Health & Science	School of Nursing & Midwifery
UNIT Code:	
Unit Name:	

Location – JO / BU:	Year & Semester:
Unit Coordinator:	

Phase 2: Implementation, marking and grading	Yes / No
Do markers cross mark assignments from a cohort in the subject other than the one they directly teach?	
If there are multiple markers, have you held consensus marking meetings?	
If the same assessment items are used on different campuses, have you conducted a consensus marking exercise?	
If markers are marking large numbers over an extended period of time, do they review earlier marked items?	
Is a sample of assessment items double marked and compared?	
For subjective assessment, does double blind marking occur?	
Does the same marker mark all of the same assessment items?	
Are students' assessment items anonymous?	
For subjective assessment, does panel marking occur?	
Do you discuss student work that attains very high or very low marks with markers?	
Do you compare marking ranges across different cohorts and markers?	
Do you give timely and sensitive feedback to markers who may be marking too 'high' or 'low' so they can adjust their marking?	
Do you provide your markers with a spreadsheet or similar showing all marks and the range of marks for each marker?	

Unit Coordinator:	Signature:
Date:	
<i>Copies to be forwarded to the Course Coordinator, Year Coordinator & Marker.</i>	

Appendix 4



School of Nursing & Midwifery

Moderation Checklist – Markers Feedback

This form is to be completed by the marker. Comment on each question.

Faculty of Computing, Health & Science	School of Nursing & Midwifery
UNIT Code:	
Unit Name:	

Location – JO / BU:	Year & Semester:
Lecturer / Marker:	Assessment Item (Circle) ASG1 / ASG2 / EXAM / OTHER (specify)

1. Please comment on any aspect (positive or negative) of this assessment item

2. Please comment on your students overall performance in this assessment item

3. Any other comments?

Lecturer / Marker:	Signature:
Date:	
Copies to be forwarded to the Course Coordinator, Year Coordinator & Unit Coordinator.	

Appendix 5



School of Nursing & Midwifery

Moderation Report – ASSESSMENTS

(Completed over Phases 2 and 3)

Faculty of Health, Engineering & Science	School of Nursing & Midwifery
Unit Code:	Unit Name:

Location – JO / BU:	Year & Semester:
Unit Coordinator:	
Marker 1:	
Marker 2:	
Marker 3:	

Date of unit team meeting:

Consensus check

Student paper ID	Surname	Marker 1 mark	Marker 2 mark	Marker 3 mark	Unit Coordinators Mark	% Difference

Consensus check outcomes

1. Comments on differences (if any) in marking of samples:

2. Recommendations to marker / action taken:

Analysis of results outcomes

1. Outcome of evaluation of final distribution of grades:

2. Action taken: For example: Was checking of 2 papers from each grade for each marker necessary? Adjustment of marks (scaling) with course coordinator?

3. Marker assessment of exam feedback form received from each marker?

4. Recommendations of unit assessment changes:

Unit Coordinator:	Signature:
Date:	
Copies to be forwarded to the Course Coordinator, Year Coordinator & Marker.	

Appendix 6



School of Nursing & Midwifery

Moderation Checklist – PHASE 3

Faculty of Computing, Health & Science	School of Nursing & Midwifery
UNIT Code:	
Unit Name:	

Location – JO / BU:	Year & Semester:
Unit Coordinator:	

Phase 3: Review and evaluation	Yes / No
Have you avoided post-assessment scaling of marks?	
Have potential marking biases been identified and addressed?	
Have you completed a moderation report for each assessment item?	
Has your teaching team contributed to the moderation report?	
In these discussions and reports have you identified any communication issues between yourself and the teaching team?	
In these discussions and reports have you identified any cultural issues in assessment and its moderation?	
Have you completed a unit report that includes analysis of moderation, actions for improvement for curriculum and assessment when next taught?	

Unit Coordinator:	Signature:
Date:	
<i>Copies to be forwarded to the Course Coordinator, Year Coordinator & Marker.</i>	

