Validation & Moderation
Why are validation and moderation important?
Accreditation and regulation:

- NEAS
- ASQA
- TEQSA
NEAS Quality Assurance Framework

Quality Area A: Teaching, Learning & Assessment
QUALITY AREA A
TEACHING, LEARNING AND ASSESSMENT

QUALITY PRINCIPLE A1
Course design supports quality learning outcomes.
(See Note A1 for further details)
A1.1 Courses are designed to meet student learning needs, goals and interests.
A1.2 Course design is informed by developments in language teaching methodology and technology.
A1.3 Each course has specific objectives which are achieved through detailed learning outcomes.
A1.4 Student achievement is measured through validated assessment instruments mapped to course objectives.
A1.5 Assessment is moderated in relation to learning outcomes, to ensure assessment is valid, reliable, fair, flexible and current.
A1.6 Syllabus documents provide effective guidance for teachers, in lesson and assessment planning and delivery, to meet course objectives.

QUALITY PRINCIPLE A2
Teachers have appropriate training and experience for the courses they deliver and assess.
A2.1 Teachers hold the following minimum qualifications:
• a recognised degree or equivalent
• a recognised TESOL qualification
(See Note A2.1 for further details)
A2.2 Teachers are allocated to levels and courses based on their experience and training.
A2.3 Teachers plan lessons and activities appropriate to the course learning outcomes and the needs of students.
A2.4 Teaching strategies are appropriate to the objectives and level of each course.

QUALITY PRINCIPLE A4
Course delivery, assessment and teaching approaches optimise outcomes for students.
A4.1 Lessons are student-centred to maximise engagement and ensure a positive learning atmosphere.
A4.2 Teachers select teaching and assessment resources relevant to student needs, goals and interests.
A4.3 Teachers use feedback and correction techniques that maximise student learning and participation.

QUALITY PRINCIPLE A5
Students are encouraged to take control of their language learning.
A5.1 Language learning strategies which encourage student autonomy are embedded in course design.
A5.2 Students receive regular feedback on their progress in relation to course objectives and learning outcomes.
A5.3 Students are inducted into the effective use of self-paced study resources offered by the Centre.
A5.4 Students are provided with opportunities to discuss their learning goals and pathways with an appropriately trained member of staff.

QUALITY PRINCIPLE A6
Evaluation of courses is regular and rigorous.
A6.1 Analysis of student achievement of learning outcomes informs course review and the frequency of the review cycle.
A6.2 Validation of assessment instruments is conducted through objective, peer-reviewed consultation.
A6.3 Teaching records are retained for purposes of monitoring and evaluation.
National ELICOS Standards

Standard P4: Assessment of ELICOS Students
Standard P4 – Assessment of ELICOS students

Outcome of Standard P4

Policies and procedures for the assessment of students provide them with optimal opportunities for achieving successful outcomes from their courses.

P4.1 Assessment policies and procedures provide for:
   a) formative and summative assessment
   b) clear identification of assessment outcomes as they relate to progress through the course
   c) assessment that is valid, reliable, fair, flexible and clearly referenced to criteria
   d) clear, regular reporting to the student and their parent or guardian, where the student is under 18, of their assessment outcomes and progress through the course.

P4.2 Records of assessment ensure:
   a) efficient administration
   b) documented learning outcomes
   c) effective review and revision of assessment as necessary.

P4.3 The registered ELICOS provider issues a document to each student, on completion (or partial completion) of study, that:
   a) indicates the CRICOS course name, registered ELICOS provider and contact details, dates of study, course duration, levels of achievement or proficiency, authorised signature and name of signatory
   b) includes, or is accompanied by, an explanation in plain English of the terms used in awarding grades at all levels.

P4.4 Assessment of courses is continuously improved by:
Higher Education Standards Framework (Threshold Standards) 2011

Standard 5: Assessment
Section 5 Assessment is effective and expected student learning outcomes are achieved

5.1 Assessment tasks for the course of study and its units provide opportunities for students to demonstrate achievement of the expected student learning outcomes for the course of study.

5.2 Assessment is undertaken by appropriately qualified academic staff, and timely, adequate feedback is provided to students on their assessed work.

5.3 Course management and coordination, including moderation procedures, ensure consistent and appropriate assessment.

5.4 The higher education provider maintains, monitors and acts on comparative data on the performance of students in the course of study, including information on the performance of student cohorts by entry pathway, mode of study and place of study, such data to include: student attrition; student progress; course completions; and grade distributions.

5.5 The academic standards intended to be achieved by students and the standards actually achieved by students in the course of study are benchmarked against similar accredited courses of study offered by other higher education providers.

5.6 The higher education provider is able to demonstrate appropriate progression and completion rates and that students who complete the course of study have attained key graduate attributes including an appropriate level of English language proficiency.
Continuous improvement and assessment quality management processes
Assessment – what is it?
Assessment is the process of collecting evidence and making judgements on whether learning outcomes have been achieved.
“Tiger” Bud Blake

I TAUGHT STRIPE HOW TO WHISTLE

I DON'T HEAR HIM WHISTLING

I SAID I TAUGHT HIM. I DIDN'T SAY HE LEARNED IT

QUALITY ASSURANCE
IN ENGLISH LANGUAGE TEACHING
Principles of language assessment

- Validity
- Reliability
- Flexibility
- Fairness
- Practicality
What is validation?
Validation is a quality review process. It involves checking that the assessment tool meets the principles of sound assessment tool design.
What is moderation?
Moderation is the process of bringing assessment judgements and standards into alignment. It ensures the same standards are applied to all assessment results/outcomes. It is an active, collaborative process.
What are the differences?

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<tr>
<th>Validation</th>
<th>Moderation</th>
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<td>Quality Review</td>
<td>Quality Control</td>
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<td>Continuous Improvement</td>
<td>Alignment of judgements</td>
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<td>On-going/ systematic</td>
<td>Prior to candidate performances</td>
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<td>Validation panels</td>
<td>Moderator meetings</td>
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<td>External input/partnerships</td>
<td>Internal/cross provider</td>
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<tr>
<td>Recommendations for future improvements</td>
<td>Adjustments to assessor judgements</td>
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Based on NQC Implementation Guide 2009
How do you validate your assessments?
Case Study: National Working Group (NWG) - NEAS & AMEP
Assessment Task
Assessment Task:

“Read a Job Advertisement”

CSWE II Module N, Learning Outcome 1

Demonstrate understanding of a job advertisement
Assessment Criteria

CSWE II Module N, Learning Outcome 1

Demonstrate understanding of a job advertisement
LEARNING OUTCOMES:

<table>
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<th>Learning outcome 1:</th>
<th>Demonstrate understanding of a job advertisement</th>
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<tbody>
<tr>
<td>Assessment criteria:</td>
<td>1.1 Read job advertisement selected by teacher</td>
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<td>1.2 Identify <em>key information in job advertisement</em></td>
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<td>1.3 Demonstrate understanding of job-related vocabulary used in advertisement</td>
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<td>1.4 Demonstrate understanding of <em>job-related numerical information</em></td>
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<tr>
<td>Conditions of assessment:</td>
<td>Advertisements are authentic or adapted and may be selected by teacher. Learners may use dictionaries. Responses:</td>
</tr>
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<td>Methods of assessment:</td>
<td>Learners read and answer questions on advertisements.</td>
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Learning outcome 2: Write a short résumé/CV

Assessment criteria: 2.1 Prepare a short one-page résumé/CV 2.2 List personal details including contact details
CSWE 2013 Certificate II Module N
Learning Outcome 1: Demonstrate understanding of a job advertisement

Job advertisement

Name of learner ___________________________ Date: ___/___/2014

Read the advertisement and answer the questions on the following page:

Wait
Kitchen staff required

Darwin Ski Club
20 Conacher Street, Fannie Bay NT 0820

Cas kitchen hand/wait staff required. for busy restaurant duties include taking customer orders, handling cash, clearing tables and washing dishes. 3-4 shifts pw from 5:30pm to approx 10:30pm. Must have exp in hospitality.
Send resume with cover letter to jebfab@hotmail.com
Read the advertisement and answer the questions:
You may use your dictionary

Questions

1. What is the advertised position?

2. Name 3 duties:

3. Where do you send your application?

4. What do you send?

5. What are the work hours?

6. Where is the job located?

7. Write these abbreviations in full:
   - Cas
   - pw
   - approx
   - exp

8. List two other jobs in the hospitality industry.
   Which of these jobs is in the hospitality industry? (Tick one)
   1 [ ] doctor
   2 [ ] chef
   3 [ ] truck driver
   4 [ ] secretary

For teachers only:
Outcome of task: __________________________ Date: __/__/2014
Name and signature of assessor: ____________________________________________
Recording validation of assessment:

Validation Record
Validating your assessments
KEEP CALM AND VALIDATE
How do you moderate assessments?
• Assessment criteria
• Marking guides/decision making rules
• Benchmark samples/exemplars
• Summarise results
• Follow up actions
Thank you

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