



POLICY

**EXTERNAL MODERATION OF FQF
NATIONAL QUALIFICATIONS 1 - 6**

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Relevant legislation	Higher Education Act 2008 Higher Education (Qualifications) Regulations 2010 Fiji National University (Amendment) Act 2010 (Act No. 58 of 2010) Higher Education (Qualifications) (Amendment) Regulations 2013 Revised Edition of the Laws (Consequential Amendments) Regulations 2016 Higher Education (Amendment) Act 2017
Related FHEC documents: procedures/guidelines, etc.	Policy 3-1: Assessment of FQF qualifications 1 – 6 3-1a-Procedures: Assessment of FQF qualifications 1 – 6 3-3a-Procedures: External Moderation of National Qualifications 1 – 6 3-3b-Guidelines: External Moderation of National Qualifications 1 – 6

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1.0 POLICY OBJECTIVE

- 1.1 To provide a framework for the conduct of external moderation of assessment of learners.
- 1.2 To ensure that the assessment judgments made by Higher Education Institutions (HEIs) in relation to learning outcomes and competencies are validly, fairly and consistently applied.

2.0 BACKGROUND

- 2.1 This policy supports the FHEC's commitment to achieving quality assured learning outcomes in Fiji as per the Higher Education Strategy (HES).
- 2.2 External moderation aims to ensure, for NQs, the quality of assessment judgments and the assessment of the prescribed learning outcomes or competencies are consistently applied. External moderation focuses on the learning outcomes or competencies regardless as to how, when or where they were attained.

3.0 DEFINITIONS

Assessment tool	<p>An assessment tool includes:</p> <ul style="list-style-type: none"> • The context and conditions of the assessment. • The tasks to be undertaken by the learner. • An outline of the evidence to be gathered from the learner and the criteria used to judge the quality of performance (including the assessment decision-making rules). • The recording and reporting requirements.¹
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¹ Adapted from: ASQA. 2015. *Guide to developing assessment tools*. Canberra, Australian Government, and Gillis, S. Bateman, A. and Clayton, B. 2009. *Guide for developing assessment tools 2009*. Canberra, National Quality Council.

Competency Based Assessment (CBA)	The process of collecting and evaluating evidence to establish that competence has been achieved; confirming that an individual can perform to the standard expected in the workplace.
Unit Standards	The prescribed learning outcomes as determined by industry for a job task.
Moderation	Moderation is a quality review process. It involves checking that the assessment tool produced valid, reliable, sufficient, current and authentic evidence to enable accurate judgements to be made as to whether the requirements of the relevant aspects of the unit standards have been met. It includes reviewing and making recommendations for future improvements to the assessment tool, process and/or outcomes.
Moderator	An independent person who has acknowledged expertise to lead moderation activities and to confirm that assessment results reflect the outcomes of intended unit standards. Moderators will provide advice to the FHEC on any actions to be taken.
Recognition of Prior Learning (RPL)	The recognition of learning gained and currently held, regardless of how, when, and where the learning occurred. It involves the assessment of an individual to make a judgement in relation to the required learning outcomes. It can involve the evaluation of formal learning previously undertaken (which may or may not be competency-based) but will include the evaluation of skills and knowledge obtained through non-formal and informal learning.
Credit Transfer	Credit transfer is an evaluation of formal learning undertaken to determine if the outcomes are equivalent to those in another qualification or component of a qualification. It may include but is not limited to the following processes, e.g. cross-credit, advanced standing, block credit.
Principles of assessment	<p>The principles of assessment include:</p> <ul style="list-style-type: none"> • Validity: Validity is concerned with the extent to which an assessment decision, which is based on the evidence of performance, is justified. • Reliability: Reliability is concerned with how accurate or precise the tasks are; how much error is included in the evidence; that the evidence is consistently interpreted; and that assessment outcomes are comparable across assessors. • Fairness: Fairness is concerned with considering the individual candidate's needs and characteristics, and any reasonable adjustments to assessment that need to be applied. In addition, learners must know and understand the assessment process and the criteria to be applied. • Flexibility: Flexibility is concerned with reflecting the needs and characteristics of the individual candidate, providing recognition of prior learning, and drawing on a range of methods appropriate to the context.²
Rules of evidence	<p>Principles of quality evidence provide guidance on the collection and evaluation of evidence. Evidence should be:</p> <ul style="list-style-type: none"> • Valid: the evidence relates to the standard being assessed • Authentic: the evidence is the candidate's own work

² *ibid*

	<ul style="list-style-type: none"> • Sufficient: the quality and quantity of evidence enables a judgement to be made • Current: the evidence is from the present or the recent past.³
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4.0 POLICY

Coordination of external moderation

- 4.1 External moderation shall be applied to National Qualifications (NQs) 1 – 6 on the Fiji Qualifications Framework (FQF).
- 4.2 The Fiji Higher Education Commission (FHEC) shall be responsible for coordinating the external moderation process for NQs.
- 4.3 The HEI assessment tools and assessment judgements shall be externally moderated.
- 4.4 HEIs and their assessors must cooperate and participate in the external moderation process to be able to deliver and/or assess NQs.
- 4.5 HEIs are responsible for providing the FHEC with details of assessors and their qualifications and experience as part of the moderation process.
- 4.6 HEIs are responsible for providing the FHEC with details of enrolled learners and their outcomes as part of the moderation process.
- 4.7 The FHEC may take action as a result of the outcomes of moderation. This may include the FHEC providing capacity development activities, monitoring HEIs to ensure that findings and recommendations are implemented across the HEI, or monitoring activities related to the recognition and registration of HEIs and accreditation of qualifications. The FHEC may also require HEIs to provide and execute an action plan for improvement of assessment processes. Failure to meet any requirements may result in withdrawal of approval to deliver and assess the qualification.

Requirements of moderators

- 4.8 External moderators must have relevant industry experience and/or qualifications one level higher than being assessed/moderated and must hold one of the following:
 - 4.8.1 National Certificate in Teaching of TVET (Level 4); or
 - 4.8.2 Australian Qualifications Framework Certificate IV in Training and Assessment; or

³ *ibid*

- 4.8.3 New Zealand Qualifications Framework unit standard 4098 (or equivalent on the NZQF); or
 - 4.8.4 New Zealand Certificate in Adult and Tertiary Teaching (Level 4); or
 - 4.8.5 FHEC WA00014; or
 - 4.8.6 A recognised equivalent to one of the above.
- 4.9 External moderators must demonstrate that their relevant industry knowledge and skills, and training and assessment knowledge and skills are current.

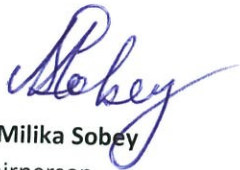
External Moderation

- 4.10 Moderation shall occur after assessment in the assessment process.
- 4.11 No learners' result will be changed as a consequence of moderation processes.

Fees

- 4.12 Nominated FHEC external moderators shall receive allowances at rates determined by the Commission.

5.0 APPROVAL BY THE CHAIRPERSON, FIJI HIGHER EDUCATION COMMISSION



Dr Milika Sobey
Chairperson
Fiji Higher Education Commission

Date 16/11/2018