

## **A07: Assessment and Moderation Policy**

### **1.0 Purpose**

The purpose of this policy is to provide a framework which ensures formative and/or summative assessment methods are fair, valid, sufficient, reliable and consistent and that moderation contributes to a supportive, positive learning experience and environment. The policy and procedures aim to ensure compliance with the requirements of the Education and Training Act 2020 and NZQA Rules for assessment and moderation.

### **2.0 Objectives**

This policy applies to all academic programmes of study, micro credentials or short courses across all funding types that include any form of assessment of learning and covers the development, pre/post moderation of assessments, assessment conditions and regulations and consistency of graduate outcomes.

### **3.0 Principles**

#### **3.1 The principles that underpin this policy are:**

- 3.1.1** The purpose of assessment is to engage learners in a transformative process which fosters an understanding of why they are being assessed, what it is they need to be learning and have learnt and the most effective way to learn it. Academic staff need to place a strong emphasis on the need to balance assessment through feedback and feed forward processes to meet both formative and summative requirements.
- 3.1.2** Assessment is viewed as learner responsive, involving inclusive activity, the purpose being to empower learners to become independent, responsible individuals through active engagement in the learning process.
- 3.1.3** Quality assessment practice is effective assessment design which is: valid and reliable; avoids over-assessment; balances formative and summative tasks; provides timely and effective feedback to learners; ensures teaching and assessments match the learning outcomes; and leads to the learner achieving the Graduate Profile Outcomes; is at the correct level of learning; and develops and implements innovative assessment techniques.
- 3.1.4** Any resit/re-enrolment will use a different version/bank of questions in the assessment.
- 3.1.5** Assessment organisation and resulting occurs within a context where the highest levels of accuracy and accountability possible are expected and applied.
- 3.1.6** At the beginning of their programme, learners may request to have summative assessments conducted and marked in Te Reo Māori.

**3.1.7** Moderation is responsive, useful, manageable and sustainable: The plans and approaches are adapted to programmes, schools and contexts as they arise. Moderation is used as an opportunity to develop teaching staff involved in assessment processes.

### **4.0 Procedures**

#### **4.1 Assessment**

- 4.1.1** All NZSEG programmes will have in place an approved assessment schedule that assures validity, reliability and fairness in all assessment activities.

- 4.1.2** Online programmes conduct exam-condition assessments with rigorous procedures to establish identity, invigilate closely and assure validity, fairness and reliability.
- 4.1.3** All assessments must meet the relevant Programme Accreditation and Approval Document (PAAD). Any recommended changes to the programme design/PAAD must follow A34: Programme Modification and Review Policy.

## **4.2 Communication with Learners**

- 4.2.1** At the start of a programme/course, learners will be provided with written information about the programme assessment requirements inclusive of:
  - Assessment schedule and types and assessment weightings
  - Conditions for appropriate learner behaviour during assessments
  - Any special conditions or characteristics which may apply to particular assessments.
- 4.2.2** Learners will be required to provide assurance that any work submitted under their name for assessment is authentic and their own. To uphold academic integrity and prevent academic misconduct, plagiarism detection software or other verification methods may be used to confirm the originality of the submitted work.

## **4.3 Marking Responsibilities**

- 4.3.1** Assessment feedback and results will be made available to learners no later than ten working days after the due date of the assessment.
- 4.3.2** Course results must be processed as soon as assessments are marked and moderated and approved by the Head of School.
- 4.3.3** Any exceptions to the feedback time above must be approved by the Academic Director/ and notified to Registry and included in their monthly report.

## **4.4 Passes and Grades**

- 4.4.1** Mark ranges and grade tables for each programme are specified in the regulations for the programme. Programme regulations state whether aegrotat passes, conceded passes or restricted passes apply.

## **4.5 Examinations**

- 4.5.1** Examination scripts will be marked within ten working days.
- 4.5.2** Examination scripts will not be returned to learners. Learners will be given the opportunity to view their examination scripts, within ten working days of the examination result. Recounts will be considered only within ten working days of scripts being available to learners. Learners may request a recount which is a check that all questions have been marked and that the additions of marks is correct. Learners may not apply for a re-mark.

## **4.6 Final Results**

- 4.6.1** Results are provisional until final course results are issued within ten working days of the final course completion date.
- 4.6.2** Transcripts and Certificates will be issued fifteen working days after the course completion date.

- 4.6.3** All unit standard and/or skill standards results must be reported to registry within 60 calendar days of the assessment being achieved. Registry must report all unit standard and skill standard results to NZQA within 90 calendar days of assessment being achieved.

## **5.0 Assessment Extensions**

- 5.1** All course assessment design must ensure all assessments can be completed by the due date.
- 5.2** Extensions of time to complete an assessment are only given in exceptional circumstances. Assessment extensions may only be granted up to the course end date. For extensions beyond the course end date please refer to A01 Admissions and Withdrawals Policy.
- 5.3** Learners who anticipate difficulty in meeting the due dates to submit assessments and/or sit tests or examinations, and/or attempt any missed practical assessment activity which may have been timetabled to occur once only during the programme may request an extension. The request must be made prior to the due date and usually no later than three working days before the due date.
- 5.4** The extension date is to be negotiated between the learner and Tutor. At this time, the conditions, including any additional assistance or costs which may be incurred and the grade to be awarded in the event of non-submission will be documented.
- 5.5** Unless an extension is applied for and granted, late achievement-based assessments will incur a penalty of 5% per day. Any assessment received later than 5 working days after the due date will be marked to a maximum of 50% with no re-submit allowed.
- 5.6** A learner who fails to submit a competency-based assessment by the due date (unless an extension is granted), will fail the assessment and be ineligible for a resubmission.
- 5.5** Non-completion of the assessment by the due date of the extension will result in a DNS or equivalent.

## **6.0 Reassessments (Resits)**

- 6.1** Programmes will have their reassessment processes approved and documented in their programme regulations.
- 6.2** Programmes must clearly identify any restrictions that may be placed on the award of credit for work that has been reassessed.
- 6.3** Any reassessment of learner performance must maintain the validity and reliability of overall assessment outcomes.
- 6.4** A new assessment task must be used for a reassessment of a learner.

## **7.0 Moderation**

Moderation is the process used to ensure that:

- assessment methods are appropriate, fair, set at the correct level, integrated and manageable
- assessment evidence is valid, direct, authentic and sufficient; and
- assessment judgements/ outcomes are consistent, systematic and transparent.

Moderation ensures that tutors make appropriate, fair, valid and consistent judgements about learner performance and that all learning outcomes and evidence requirements have been

appropriately covered. Tutors who plan, design, develop, and assess the courses or programmes across the organisation are qualified to do so and practise internal moderation.

### 7.1 Moderation Process

- The whole programme/course team including, tutors, Head of School/Academic Director (Seafield) are involved in the moderation process.
- All assessments are pre-moderated prior to delivery.
- Annual Moderation Plans will be prepared by Heads of Schools (or delegated academic leader) for both internal and external assessment to be implemented within each programme. These plans will be submitted to the Group Academic Director (or approved delegate) for approval by February 28<sup>th</sup>.
- As guidance it is recommended a minimum of three samples from each assessment are post-moderated each delivery.
- Where a course has two or more streams, taught by different tutors, post-moderation of a mix of those cohorts must be completed.
- As part of the moderation process, copies of work submitted for summative assessment may be viewed by moderators other than course tutors. This includes a recording of presentations, role plays; or practical demonstrations.
- In the moderation of assessments every reasonable effort should be made to ensure learner confidentiality is maintained.
- Moderation reports are discussed and followed up by Programme Committee/Results Committee meetings. The Moderation Committee (a subcommittee of Academic Board) will review and monitor the Moderation plans and any Action Plans resulting from external moderation.

### 7.2 Moderation Planning

- NZSEG will adhere to external moderation requirements including those detailed in the New Zealand Qualifications Framework Consent and Moderation Requirements (CMRs).
- NZSEG requires that all assessment activities are moderated internally and externally at least once in a three-year cycle according to a programme moderation plan.
- Assessment may be moderated more frequently and/or use larger sample sizes where:
  - assessments have been significantly changed
  - feedback suggests concerns about a course
  - courses are compulsory
  - courses are new
  - courses are taught by a new tutor
- Moderation planning should ensure a sampling of all staff assessment decisions.

### 7.3 Moderation Action

- 7.3.1** Staff undertaking moderation are required to possess content knowledge specific to the assessment.
- 7.3.2** Staff with assessment expertise may provide general comments for improvement of assessments.

## 8.0 Definitions

|                                                                     |                                                                                                                                                                                                                                |
|---------------------------------------------------------------------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <i>Graded Assessment</i>                                            | An assessment processes where a final grade or mark is allocated.                                                                                                                                                              |
| <i>Assessment</i>                                                   | Process of collecting and interpreting evidence of competence or achievement and the allocation of credit/units of learning completed by learners.                                                                             |
| <i>Achieved</i>                                                     | An assessment process where the learner must meet competence in a prescribed standard to gain a credit.                                                                                                                        |
| <i>New Zealand Qualifications and Credentials Framework (NZQCF)</i> | Collectively all nationally registered and listed qualifications and any registered unit standards from which they may be derived.                                                                                             |
| <i>Reassessment</i>                                                 | The entitlement, in accordance with specified programme regulations, for a learner to reattempt or resubmit a required item of assessment, or part thereof, within a stipulated date. A reassessment is also known as a resit. |

## 9.0 Document Control

### 9.1 Monitoring and Evaluation:

The Academic Board is responsible for monitoring and evaluating this policy.

| Version | Type of Change                                                                 | AB Reference                              | Approval Date   | Effective from  |
|---------|--------------------------------------------------------------------------------|-------------------------------------------|-----------------|-----------------|
| 1       | Development of Policy                                                          | AB Action Item 54                         | 23 June 2015    | 23 June 2015    |
| 2       | Minor Review and Re-format of Policy                                           | Approved by AB                            | 20 October 2015 | 20 October 2015 |
| 3       | Minor Review of Section 5: Moderation                                          | Agenda Item 6.5                           | 30 August 2016  | 30 August 2016  |
| 4       | 5.3.3 has been removed from the policy & Inclusion to NZSEGG QMS and Policies. | Approved by the Executive Management Team | 16 January 2017 | 31 January 2017 |
| 4.1     | Minor review and addition of 7.4                                               | Approved by AB                            | 22 April 2020   |                 |
| 5       | Policy review and formatting                                                   | Approved by ELT                           | February 2025   | February 2025   |
| 6       | Minor review re moderation process and final results reporting                 | Approved by AB                            | April 2026      | May 2026        |