

Policy

Part A: Assessment and Moderation
Number: AC-11/05

Assessment & Moderation

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Authorised by		Academic Approvals Committee	

Te Pūkenga is currently creating their national policy framework. As per the [grandparenting policy](#) any gaps in policy while the framework is being formalised will be addressed by the existing policy at this business division (Te Pūkenga ki Waikato). Unless a policy or procedure is identified as a risk to ākonga, kaimahi and Te Pūkenga, all existing Te Pūkenga ki Waikato policy will remain current until they are replaced or reformed under Te Pūkenga's policy framework. Where risk is identified the policy and or procedure will be reviewed by the appropriate business division policy manager.

1. Purpose and Scope

The purpose of this policy is to provide a framework within which all programmes of study¹ at Wintec will model the principles of sound assessment practice.

Assessment is an integral part of the teaching and learning processes. It is not just a measurement of learner achievement; it also encourages learning, supports continuous improvement in teaching and learning (self-assessment), and provides evidence of best practice in teaching and learning.

Moderation is a quality lens used to assess consistency and fairness across assessment practices and judgements. It assesses the strength of the reciprocal relationship between learning outcomes, assessments and learning activities. Moderation is also a self-assessment tool that can lead to continuous improvement in teaching and learning.

The assessment and moderation principles, practices and processes are designed to facilitate authentic learning experiences and ensure that accountability and commitment to continuous improvement of teaching and learning can be demonstrated to stakeholders, including students and NZQA.

The Assessment and Moderation policy applies to all permanent, full-time, part-time and contracted staff at Wintec that deliver to students, including; Hourly Paid Academics (HPA), Academic Staff Members (ASM), Senior Academic Staff Members (SASM), Principal Academic Staff Members (PASM) and Team Managers.

2. Policy Statement

Through this policy, Wintec will:

- a. develop assessment procedures for programmes and modules that reflect the key principles of sound assessment practice which are validity, reliability, authenticity, sufficiency, consistency, fairness and openness
- b. provide support in assessment design to reinforce Wintec's approach to teaching and learning and programme and module design, and to ensure the reciprocal relationship between assessment, learning outcomes and learning activities is appropriate and well aligned
- c. guide assessment design to mitigate instances of academic misconduct (e.g. plagiarism)
- d. ensure that assessment tasks focus on the processes students use as well as the learning outcomes;

¹ Includes all levels 1 – 9 qualifications, training schemes, assessment standard based short courses, professional programmes, micro-credentials, and academic sub-contracts for Wintec students

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- e. ensure assessment tasks are appropriate to the level and learning outcomes of the module/programme
- f. consider whether any variations to approved assessments or assessment processes are needed in special circumstances (e.g. offshore delivery; targeted cohorts; flexible access), without compromising comparability or quality
- g. require all programmes and modules that lead to a summative result to complete formal moderation processes, regardless of delivery mode, location or partnership arrangements
- h. ensure judgements about student performance are consistent and reliable
- i. encourage ongoing professional discussion and reflection about the validity, reliability and appropriateness of assessment procedures at Wintec – leading, where necessary, to a review of moderation systems/processes
- j. ensure that records of all moderation activities are stored and available for inspection/validation as required
- k. support the consistent application of best practice principles in the assessment and moderation procedures used at Wintec.

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1. DEFINITIONS²

Achievement Based Assessment	Assessment to identify students' level of achievement at a task or group of tasks, which is normally expressed in the form of a numerical mark and/or a grade.
Aegrotat	A solution offered in situations where an impairment impacts on the preparation for and/or performance in an assessment item where no further re-assessment opportunity is available.
Assessment	The method used to judge a student's learning in a module or programme. There are many forms of assessment, e.g. assignments, practical work, projects, tests, examinations, etc.
Assessment Component	The specific method/type used to measure learning; e.g. an essay, oral test, examination, presentation. The assessment component will have a method, instructions on what to do, expectations to achieve the assessment component and clear indication of what grades are available. The assessment component will have a timeframe for completion and weighting (percentage of the total module mark/grade). The assessment component will also indicate if a result is compulsory to pass the module overall.
Assessment and Moderation Core Concepts	There are a number of key terms that are used to express the core concepts and principles of assessment and moderation. These are as follows.
	<p>Authentic/Authenticity</p> <p>Authenticity has two meanings in relation to assessment.</p> <ul style="list-style-type: none"> - In terms of evidence (e.g. the body of work the student produces as evidence of meeting an assessment) authenticity is related to ensuring the student's work is their own. There are techniques that can be employed to ensure this, e.g. submission of drafts, students providing verbal summaries of assessment outcomes in class. - In terms of teaching and learning, authenticity is related to ensuring what is being taught and then assessed and how it is being assessed (in measurement, method and tools used) is as close to real world as possible.
	<p>Fairness</p> <p>An assessment should not create an advantage for a student, nor should it disadvantage a student, in any way. Examples of unfairness in assessment could be:</p> <ul style="list-style-type: none"> - lack of clarity in the instructions and/or what is being assessed - confused or ambiguous language in assessment - any form of bias (gender, age, ethnicity, impairment based, etc.) that, for example, means the assessment approach and/or materials exclude or limit the abilities of student/s. - changing the timing or scheduling of an assessment during the teaching period without student consultation and agreement.
	<p>Openness <i>Also related to Transparent/Transparency</i></p> <p>Prior to any assessment taking place, students understand what is being assessed, how they are being assessed and when they are being assessed. Students understand the criteria against which they will be measured and have opportunity to seek clarification. Students understand the</p>

² To ensure consistency across Wintec documents, the Definitions tables in this policy are the exact same table as per Section AR:4 - Assessment of the Academic Regulations.

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	wider assessment process and are aware of feedback, Reassessment Provisions, and Assessment Concession opportunities. Students are also aware of the processes to seek reconsideration of marks and grades, and the processes to appeal any reconsideration decisions. Everything is transparent and available.
Reliable/Reliability <i>Also related to Consistency.</i>	Students and staff need to have confidence that there is consistency in assessment and that the same judgements are being applied across all students for the same or similar assessments. Reliability is about the removal of inconsistent practices and procedures , or the perception of these, that could cause variances in judgements, for the same or similar assessments.
Sufficient/Sufficiency	Usually related to competency based assessment and the quality and quantity of evidence provided – e.g. has the student provided sufficient evidence to prove competency, not just once, but repeated competence over time? Sufficiency is tied in with assessment judgements, e.g. how much equals sufficient evidence to achieve competency. Sufficiency is normally embedded in moderation questions.
Valid/Validity	Essentially that what students are told will be done, is actually done. For example an assessment should measure what it is meant to measure. The assessment task should provide students with the opportunity to provide sufficient evidence to meet the assessment requirements and learning outcomes for that assessment. Validity in assessment means: <ul style="list-style-type: none"> • there are clear statements on what is being assessed • there is clear measurement of what is being assessed and the measurement matches the actual assessment • the method of assessment is appropriate for what is being measured • the tools of assessment match the method of assessment
Varied	A range of mediums and a variety of methods should be available to ensure that assessment is appropriate to what is being assessed and to the students being assessed.
Assessment Concessions	The variations offered to students with temporary impairment/s. Depending on the classification of the impairment, concessions may range from extensions to aegrotats.
Assessment Evidence	The work a student completes and submits for marking (includes naturally-occurring evidence).
Attendance Requirements	While Wintec expects students to attend and participate in all classes (face to face and online), some programmes will specify the minimum attendance requirements in the Programme Regulations. Failure to meet such attendance requirements may mean failure of a module. International students must refer to the Policy on International Students' Attendance parts A and B for attendance required to meet the Code of Practice for the Pastoral Care of International Students .
Competency Based Assessment	Assessment that requires students to demonstrate that they have reached a particular standard to be judged as 'competent', and therefore receive a Pass grade. This type of assessment does not result in the award of a numerical mark, though it may provide recognition of higher performance.

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Examination	An assessment that occurs in a supervised and controlled environment and generally results in written assessment evidence. It is more formal and longer in duration than a test; contributing a greater percentage of the overall grade. Formal examinations require supervision from staff other than the tutor e.g. an external invigilator or staff member who does not teach on the module.	
Extension	The approved submission of an item of assessment after the published deadline.	
Formative Assessment	Assessment activities that are used solely to give students feedback on their progress and inform their development. Formative assessment does not contribute to a mark or grade.	
Grade	A measure of achievement, usually in the form of a letter grade (e.g. B). For achievement based assessment, grades will equate to a mark range. For competency based assessment, grades will equate to a Pass/Fail. Grades can be awarded for items of assessment and/or the overall result of a module.	
Grade Method	The approved range of grades attached to a programme/module and available to be applied to a student's item of assessment. Wintec has three main Grade Methods: Achievement Based, Competency Based and Mixed Mode (both achievement based and competency based).	
Learning Outcome	A learning outcome is an expected result of learning. It is a statement of what a student will be and/or know and/or do on successful completion of a module.	
Learning Activities	The specific learning tasks/activities that enable a student to achieve the learning outcome/s of a module.	
Mark	The numerical result awarded to a student for an individual item of achievement based assessment. Marks contribute to the grade assigned at the end of the module.	
Marking Criteria	(Also known as Marking Schedule or Assessment Schedule.) The schedule of evidence and judgements that an assessor marks against to ensure consistency of marking. Marking criteria may also specify the weighting allocated to each section within an assessment. Marking rubrics define levels of achievement.	
Moderation	A process to ensure fairness, consistency and reliability in assessment. At Wintec there are two parallel moderation processes.	
	Wintec-managed	(Previously known as internal moderation.) This is any moderation that is managed by Wintec and is part of the Wintec moderation schedule and cycle. Wintec moderation includes moderation by external people (e.g. international experts; other ITP staff; industry partners, etc.).
	Externally-managed	(External Moderation) – any moderation that is managed by organisations other than Wintec, e.g. New Zealand Qualifications Authority (NZQA), Industry Training Organisations (ITO), Professional Bodies, etc.
	There are three types of moderation:	
	Pre-Teaching Review	Moderation of course materials that are provided to students (including module descriptors, module outlines, programme handbooks, Moodle site, assessment structures, instructions, requirements or guidelines). To protect Intellectual Property (IP), it is recommended that pre-teaching reviews be conducted by other Wintec staff. The exception would be where there is an arrangement with an ITO or other external

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	body, and a pre-teaching review is part of that arrangement.
Pre-Assessment Moderation	Moderation of assessment tasks to ensure the conditions and instructions/questions are clearly stated and easy to understand. Pre-assessment moderation will also check alignment of the assessment(s) to learning outcomes, appropriateness of assessment to learning activities, assessment component weightings, marking schedules, model answers, and judgement statements.
Post-Assessment Moderation	Moderation of marked student work to ensure that the student work has met the assessment criteria and requirements; the assessment marking schedule has been fairly and consistently applied; fair and consistent feedback has been provided; and the marking calculations are correct.
Module Descriptor	The official details of the module. The module descriptor forms part of the curriculum document for the programme and has been approved by NZQA.
Module Outline	A document provided to students at the commencement of each module which includes detailed information about the module and its requirements. It is more detailed than a Module Descriptor, providing students with information such as assessment due dates, marking criteria, and other expectations.
Plagiarism	Copying or paraphrasing someone else's work, or using another's ideas, be it published or unpublished, without clearly referencing and acknowledging the source.
Reassessment Provisions	Opportunities for reassessment integrated as part of the standard delivery of the module. Reassessment provisions can take the form of extensions, resubmits or resits.
Reconsideration	A request to review a result that has been awarded.
Resit	An additional opportunity within a specified timeframe for students to sit an assessment that they previously failed.
Resubmit	An additional opportunity within a specified timeframe for students to submit a piece of assessment that they previously failed. A resubmit may take the form of an alternative piece of assessment.
Summative Assessment	A process of assessing student achievement during, or at the end of, a module that contributes to the final mark or grade for the module.
Test	Less formal than an examination and generally administered by the class tutor and conducted within the classroom or similar environment. The duration of a test varies but is generally no longer than one hour.
Timetable	The published date, time and location that a class is scheduled.