

PURPOSE

Assessment:

- Foster best practice assessment design and implementation across the organisation that supports students' learning and ensures quality and accountability.
- Create assessment systems and uses assessment methodologies that align with quality assessment design principles, culminating in results that accurately recognise students' achievement.
- Encourage reflective practice and continuous improvement through quality assessment methodologies.
- Ensure that EIT programmes, courses and Training Schemes are credible to all stakeholders.

Moderation:

- Ensure high quality assessment practices relating to design, implementation, and assessment decisions.
- Provide evidence to stakeholders relating to the quality of assessment design and teaching and learning.
- Demonstrate compliance with stakeholder requirements and regulations.

SCOPE

This policy covers all assessment and moderation that is carried out across programmes, courses and Training Schemes at, or administered by, EIT, including those delivered by contracted training providers and via all delivery modes.

BACKGROUND

The Assessment and Reassessment QA114 policy was merged with the Moderation of Assessment policy QA115. This follows reflection on good practice in the sector, EIT experience of assessment practices, and the principle that moderation is an integral part of the quality assurance of assessment.

PERSONS / GROUPS AFFECTED

- All teaching staff and students
- Programme Cluster Committees (PCC)
- Relevant industry groups
- Institutional Academic Committee (IAC)
- Academic Board
- Moderators from other providers, NZQA and industry

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CONSULTATION PROCESS

Consultation on this policy update occurred with the Educational Development Centre (EDC), academic staff, and administration staff.

QUALITY OUTCOMES

Assessment:

- Assessment practices support and enhance student learning.
- Assessment meets the EIT Learning Design Quality Standards Assessment Principles (fairness, validity, reliability, consistency, authenticity, manageability, transparency, and assessment for learning).
- The Academic Regulatory Framework and regulations inform assessment practices.

Moderation:

- Moderation provides the assurance that assessment design, practice, and decisions meet the Assessment Principles and Marking Criteria of the EIT Learning Design Quality Assessment Standards.
- All programmes meet the moderation of assessment requirements set by the Academic Board, NZQA and/or relevant industry organisation requirements.

OUTPUT STANDARDS

Assessment:

- Assessment meets the EIT Learning Design Quality Standards relating to assessment.
- All assessment requirements are consistent with the Academic Regulatory Framework and regulations.
- Assessment information is detailed for learners, as identified in the EIT Learning Design Quality Standards.

Moderation:

- Reports from moderation are used to improve assessment design and teaching and learning in programmes.
- Moderation provides evidence that stakeholder requirements are being met.

COMPLIANCE STANDARDS

- a) All programmes have methods of assessment, alignment of assessments to Learning Outcomes and the grading system indicated in Course Descriptors within formal approval documentation.
- b) All assessments are administered as per the notified schedule in the student handbook and course information.
- c) All assessments meet the requirements of the Academic Regulatory Framework and Regulations, industry or other relevant organisation.
- d) Full copies of all student assessment materials (including those used by sub-contractors) generated from education or training in which students are enrolled, must be kept for at

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least 12 months from the date of completion of that education or training. (Education Act 1989 section 253 (5) Principal Rules 14C)

- e) All programmes meet the requirements of pre- and post-assessment moderation as approved by Academic Board.
- f) All evidence required, including student assessment samples, is available for moderation.
- g) The PCC approves assessment moderation reports and planned responses.

REPORTING STANDARDS

- a) The Programme Cluster Committee (PCC) approves all summative assessment results before any results are released to students.
- b) Student results are recorded, and reported externally, as appropriate (including NZQA, Industry Training Organisations, government agencies), and as approved in programme regulations. This reporting is completed within two (2) months of PCC approval of academic results.
- c) Outcomes of internal and external moderation of assessment are received and approved at PCCs, and the summary of activity and actions reported to the Institutional Academic Committee. NZQA National External Moderation Reports are presented directly to the Institutional Academic Committee.
- d) Internal and external moderation reports and resulting action plans are included in relevant programme self-assessment reports.

Document information – Office use only	
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Developer	Education Advisor – Academic
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