

Assessment and Moderation		FSA Policy	
Approval	Senior Management Team	Date of approval	10 May 2021
Policy Owner	Quality Manager	Effective Date:	
		Review Date:	May 2023

1. PURPOSE

1. To set out policy and procedures to ensure:
 - a. assessment and moderation practices at Future Skills Academy ('FSA') are fair, valid and consistent with a learner-centred approach.
 - b. systems are in place for internal and external moderation that supports a culture of academic self-assessment practice.
 - c. systems are in place for reporting on student achievement.

2. DEFINITIONS

Impaired Performance

This term applies where a student considers that his or her performance in completing any major item or items of work for an assessment in a course has been impaired through critical circumstances beyond their control which may include illness, injury, bereavement, family crisis, or other unpredictable events, may apply for re-consideration of the result for the assessment.

Aegrotat

Aegrotat is a term that applies when a student is unable to undertake an assessment activity through critical circumstances beyond their control which may include illness, injury, bereavement, family crisis, or other unpredictable events. An Aegrotat Pass is the granting of credit for a course/assessment in which the required assessment was not taken.

3. POLICY

1. This policy applies to internal assessments designed by FSA.
2. Where FSA purchases NZQA approved assessments written by other organizations and Standard Setting Bodies ('SSB') we will meet the requirements of those assessments.
3. Assessments:
 - a. are an integral part of the teaching and learning process and are aligned to meet the graduate profile outcomes.
 - b. measure student learning against the stated learning outcomes for programme courses.
 - c. do not create any unnecessary barriers to learning progression with the purpose of assessment made explicit to students.
4. Assessment design takes many forms and use a variety of methods to enable students to provide evidence congruent with learning outcomes.
5. Assessment events and methods must be learner-centred, transparent and:
 - a. valid (measure what they set out to measure and be consistent with the stated learning outcomes and level of study)
 - b. reliable (provide consistent results, regardless of the assessor, the assessment venue or timing of the assessment)
 - c. practicable (can be carried out effectively, taking the required time and other resources into consideration)

6. Accurate and timely information regarding assessment and assessment conditions including dates, type of assessment, weighting, conditions, requirements to pass, reassessments/resubmission requirements including fees where applicable, will be given to learners at the start of their courses.
7. Assessments must be internally and externally moderated following programme regulations, Consent and Moderation Requirements ('CMR') and NZQA / Standard Setting Body ('SSB') / Industry Training Organizations ('ITO') requirements.
8. Moderation is conducted by appropriately qualified and experienced assessors/moderators.
9. Effectiveness of programme assessment and moderation is evaluated and reviewed at least annually, and the outcomes included in the Annual Programme Evaluation and Review report for each programme.
10. Cross Credits/Credit Transfer will be considered according to the Recognition of Prior Experiential Learning policy.
11. Grades and results allocated will be consistent with the grade tables specified in the approved programme.
12. Applications for resubmissions, re-assessments and aegrotat/impaired performance may result in changes to assessment outcomes.

GRADE TABLE FOR FSA PROGRAMMES

Grade	Definition	TEC CODE
A+	Met all module requirements-mark in range [95-100]	2
A	Met all module requirements-mark in range [90-94]	2
A-	Met all module requirements-mark in range [85-89]	2
B+	Met all module requirements-mark in range [80-84]	2
B	Met all module requirements-mark in range [75-79]	2
B-	Met all module requirements-mark in range [70-74]	2
C+	Met all module requirements-mark in range [65-69]	2
C	Met all module requirements-mark in range [60-64]	2
C-	Met all module requirements-mark in range [50-59]	2
Pass	Awarded pass and no appropriate grade can be awarded	2
D	There at end. Did not meet module requirements. Mark in range [40-49]	3
E	There at end. Did not meet module requirements. Mark in range [0-39]	3
Fail	Failed module and no appropriate grade can be awarded	3
AEG	Awarded pass following consideration of impaired performance/aegrotat application	2
APEL	Awarded pass following assessment of evidence of prior experience and current skills	na
CC	Credit granted on basis of learning outcomes met via passes in other module(s)	na
CT	Awarded pass – equivalent module already passed	na
ADV	Advanced standing awarded for approved credits	na
NFY	Module e not yet finished, runs into more than one calendar year	1
DNC	Did not complete module i.e. formal withdrawal after 80% or informal withdrawal at any time	4
WD	Formal withdrawal form processed	4
NRE	No result expected – valid extension	0

GRADE TABLE FOR OPAIC PROGRAMMES

Grade	Definition	TEC CODE
A+	Met all course requirements-mark in range [90-100]	2
A	Met all course requirements-mark in range [85-89]	2
A-	Met all course requirements-mark in range [80-84]	2
B+	Met all course requirements-mark in range [75-79]	2
B	Met all course requirements-mark in range [70-74]	2
B-	Met all course requirements-mark in range [65-69]	2
C+	Met all course requirements-mark in range [60-64]	2
C	Met all course requirements-mark in range [55-59]	2
C-	Met all course requirements-mark in range [50-54]	2
Pass	Awarded pass and no appropriate grade can be awarded	2
D	There at end. Did not meet course requirements. Mark in range [40-49]	3
E	There at end. Did not meet course requirements. Mark in range [0-39]	3
Fail	Failed course and no appropriate grade can be awarded	3
AEG	Awarded pass following consideration of impaired performance/aegrotat application	2
APEL	Awarded pass following assessment of evidence of prior experience and current skills	na
CC	Credit granted on basis of learning outcomes met via passes in other course(s)	na
CT	Awarded pass – equivalent course already passed	na
ADV	Advanced standing awarded for approved credits	na
NFY	Course not yet finished, runs into more than one calendar year	1
DNC	Did not complete course i.e. formal withdrawal after 80% or informal withdrawal at any time	4
WD	Formal withdrawal form processed	4
NRE	No result expected – valid extension	0

3. PROCEDURES

1. The Quality Manager will manage:
 - a. the design and development of assessments with the support of subject matter experts (SME) with knowledge and experience in the assessed subjects.
 - b. manage moderation processes and systems including Modero.
 - c. communicate with external agencies on assessment and moderation requirements.
 - d. address issues identified through moderation.
 - e. report good practices, risks, gaps and moderation results to staff and management.

Directory of Assessment Standards (DAS)

2. FSA will:
 - a. only assess against DAS unit and achievement standards for which it has consent to assess and will use the approved assessments designed by the SSB or design our own assessments approved by the SSB before use
 - b. design assessments and marking schedules/rubrics for external agencies to moderate and approve before use.
 - c. annually review all unit standards in its approved programmes to ensure we are delivering current unit standards along with assessments and assessor guides.
 - d. meet internal moderation as set out in the programme regulations.
 - e. meet external pre and post moderation requirements and timeframes set by NZQA, SSB and ITO.

3. For unit standard base assessments students will be assessed as Achieved (A) for meeting the criteria of the standard or Not Achieved (N) where they do not meet the standard. For achievement standards there are 4 grades:
 - a. Achieved (A) for a satisfactory performance
 - b. Merit (M) for very good performance
 - c. Excellence (E) for outstanding performance
 - d. Not achieved (N) if students do not meet the criteria of the standard

Achievement based assessments (learning outcome)

4. All new or significantly amended assessments must be externally-pre moderated by an external moderator who is appropriately qualified and experienced in the subject area.
5. A sampling of high, medium and low assessments will be internally moderated by the Moderator or peer moderated by an academic staff familiar with course content before external post moderation.
6. Internal and External moderators must be appropriately qualified.
7. Where exams are used for assessment, these are subject to regulations set by external agencies and examinations must be conducted according to the relevant regulations. Where there are no external regulations, Academic Managers/Heads of School (HOD) are responsible for ensuring that examinations are conducted under conditions that are fair to learners and ensure academic integrity.
8. Feedback for assessment and assessed work will be returned to students within a specified timeframe. The general timeframe will be between 1-2 weeks for certificate and diploma programmes and 2-4 weeks for degree and postgraduate programmes (excluding thesis marking).
9. Where courses have multiple assessments due at the same time the timeframe maybe extended by 1-2 weeks with details provided to students.

Moderation

10. The Quality Manager is responsible for ensuring that a robust and effective internal and external moderation system is in place for both pre and post assessment moderation which meets internal requirements and those of external agencies.
11. All new or significantly amended assessment are externally pre-moderated prior to use (by the relevant SSB/ITO or appropriately qualified external moderator for achievement base assessments) to ensure the assessment is clear, accurate and appropriate for the level and the outcomes assessed.
12. For unit standard base assessments, a sampling of 3 are submitted for internal and external post moderation and where possible include resubmitted assessments.
13. For achievement base assessments, a range of high, medium and low assessment grades are submitted for internal peer moderation and external post moderation to ensure consistency of assessor marking decisions are fair, valid and accurate and follow the prescribed marking schedule/rubric.
14. Annual Moderation Plans will be prepared for both internal and external assessment.
15. For NZQA managed external moderation, the Quality Manager will liaise with NZQA and facilitate the annual Assessment Plan and annual Moderation Plan ensuring the assessments are submitted by the due date.
16. For SSB/ITO managed external moderation, the Quality Manager will liaise with the relevant SSB/ITO and facilitate external agency moderation processes within the required timeframes.
17. For degrees and related qualifications internal and external moderation processes will be reported to and discussed with the monitor.
18. Where a student disagrees with an assessment decision, their assessment will be moderated by the internal Moderator and the decision of the moderator will apply. Where the student disagrees with the moderator's decision the Quality Manager may organize for the assessment to be moderated by an external moderator and the decision of the external moderator will be final.
19. All assessment and moderation materials must be retained for 2 years.

Assessments in Te Reo Maori

20. Students may request to be assessed in Te Reo Maori.
21. Provided requests are received within time frames which enable the request to be met, reasonable endeavour will be made to meet such requests. This will apply to any student for whom Te Reo Māori is their first language, but does not apply when:
 - a. The assessment requires students to demonstrate an ability in English;
 - b. The skills being tested are required in a particular language other than English.
 - c. The candidate is an international student.

Translators who are appropriate and competent in Te Reo Māori, will be contracted and must not be a friend, partner or member of the student's family.

22. Should a suitable translator not be available, assessment will be in English.
23. Domestic students will be informed of the provision for assessment in Te Reo Māori in the Programme Handbook and any domestic student intending to undertake assessments in Te Reo Māori must register their intention upon commencing the programme.
24. The Academic Manager/Head of School (HOD) or delegate will:
 - a. initiate arrangements for a translator to be made available as appropriate.
 - b. keep a record of any students who have elected to be assessed in Te Reo Māori in any one year for inclusion in any statistical data required for reporting.

Resubmission

25. Programme documents must specify the assessment regulations relating to resubmissions, reassessment, extensions and consequences of failure. These must be detailed in the Programme Handbook.
26. Students can request a resubmission of an assessment, where minor parts of the original assessment requires correcting. Resubmissions are completed within a short time frame of up to 3 days and must be supervised closely to ensure authenticity. A resubmission must be completed before class results are released with no further teaching provided.
27. Resubmissions will be available to students who have completed and made a reasonable attempt at the first assessment opportunity and where areas requiring further rework are not significant. The maximum grade awarded for a resubmission if successful, will be C- for achievement base assessments and Competent for unit standard base assessments.
28. A resubmission can apply to any course with a maximum of 2 resubmissions a year across separate courses. For unit standard base assessments at Level1-Level 4, one resubmission opportunity is provided for each unit standard.
29. A resubmission must be clearly recorded on the cover sheet of the assessment.

Re-assessment

30. Reassessment is where a new or significantly altered assessment is provided in situations where a student is unable to complete the original assessment due to unforeseen and extenuating circumstances outside of the student's control and evidence provided to support the request.
31. Where there are difficulties in providing an alternative assessment due to the nature of the assessment and complexities in documentation, a reassessment may not be available. The academic staff teaching the programme will set out the reasons for this and inform the student within a reasonable timeframe.
32. Two reassessments against different courses are permitted in any one year. Opportunities for re-assessment may require scheduling to specific times, so as not to unfairly disrupt the learning of other students.
33. A reassessment must be clearly recorded on the cover sheet of the assessment.

Re-enrolment

34. Re-enrolment in an assessment or a course is required where a student does not pass a resubmission or reassessment.
 - a. Where 50% or more of the assessments of any course have been completed, re-enrolment for assessment only may apply. This will involve a nominal enrolment fee and a fee per assessment to be completed with the assessment to be completed in full with no teaching involved. Where a course only has 1 assessment and the student does not pass this, full course enrolment applies as in paragraph b) below. Current information on fees and payment can be obtained from Registry.
 - b. For students who have not completed 50% of the assessment of any course, re-enrolment in the course will be required and payment of the whole course fee.
 - c. For programmes where each course consists of several unit standards, paragraphs a) and b) above applies.
 - d. For programmes where unit standards are taught separately and not in courses, students can re-enrol in the unit standard they have not passed and pay the nominal enrolment fee and the fee for that unit standard assessment. Where they do not pass at least one third (1/3) of the unit standard assessments in the programme, enrolment in the full programme with full fees apply.

Extensions

35. Where a student is unable to complete an assessment within the set timeframe due to unforeseen extenuating circumstances, a request for an extension can be made to the academic staff teaching the course.
36. An extension may be granted up to 2 weeks but must be submitted before assessment results are returned to the class.
37. Requests must be made in writing and no later than 7 working days before the assessment is due. The request must clearly set out what the extenuating circumstances are and provide supporting evidence. Work commitment is not a sufficient reason for an extension.
38. The academic staff reviewing the application must be fair and reasonable and inform the student of the outcome no later than 4 working days before the original assessment is due. Where the student disagrees with the decision, they can refer their application to the Academic Manager upon receipt of the decision, setting out their reasons and evidence in support. The Academic Manager's decision is final.
39. Where the student is granted an extension, a new date for submission will be set which must be prior to the results of the assessments being returned to the class.
40. Where the student does not submit the assessment before or on the agreed extension date the student will not pass the assessment and no further extensions will be granted for that specific assessment.
41. A maximum of 2 extensions for different courses can be granted yearly.
42. Students seeking extensions for more than 2 weeks may apply in writing to the Academic Manager with evidence of their extenuating circumstances 7 days before the assessment is due and will be advised in writing by the Academic Manager within 4 days. The decision of the Academic Manager is final.

Aegrotat (Impaired Performance)

Where a student is unable to undertake an assessment or their performance in an assessment has been seriously impaired through critical circumstances beyond their control an aegrotat / impaired performance/aegrotat application will be considered including an application for reconsideration of results.

43. Critical circumstance may include illness, injury, bereavement, family crisis, or other unpredictable events,
44. Academic Manager/Head of Department is responsible for ensuring that all applications are processed according to procedures set out in this policy.
45. Any reconsideration of result following an impaired performance application must take into account a student's performance in previous assessments for the programme they are enrolled in and explore other options like resubmission, reassessment and re-enrolment

46. The prescribed application form and documents must be lodged as soon as practicable before or after the date of assessment, with Academic Manager/Head of Department before any assessment result has been issued.
47. Applications will not be considered after the assessment result has been finalised.
48. If a student is sick on the day of an assessment, every attempt must be made by the student to notify the appropriate Academic Manager of his/her inability to complete the assessment.
49. Academic Manager/Head of Department will obtain lecturer's recommendations and decide the outcome of the application.
50. Records are to be kept by Future Skills and retained for 5 years after date of last action (see Appendix 2).

4. PROCESSES

Responsibilities	Action	Comments
1. Quality Manager	Ensure all new and significantly amended assessments are purchased and/or designed and externally pre-moderated before use.	Before use
	Establish and monitor processes for internal and external moderation of assessments including the use and implementation of Modero and annual internal and external moderation plans.	Annual moderation plans. Modero – assessments called for by the Moderator as scheduled.
	Build the assessing capability of academic staff and provide regular feedback on moderated assessments to teaching staff and Academic Managers/HOD	Staff training & workshops
	Communicate with SSB/ITO on annual moderation plans and inform teaching staff and Academic Managers/HOD	Early in the Academic Year.
Academic Manager / HOD	Ensure teaching staff prepare and attend external cluster moderation workshop as required and report results to the Quality Manager.	As notified by the SSB/ITO or in their moderation plans.
	Work with the Quality Team to address gaps identified in the moderation processes in assessing practices.	
	Ensure assessments are marked and returned to students within the timeframes provided.	
	Ensure moderation results are discussed regularly with teaching staff and reviewed in the annual programme reviews.	
	Ensure procedures for resubmissions, reassessments, re-enrolments, extensions and aegrotats are followed by teaching staff and records maintained for the annual programme review.	
Academic Teaching Staff	- Ensure all assessments are marked and moderated within expected timeframes - Respond to request for resubmissions, reassessments, re-enrolments and extensions within timeframes and follow procedures	
	Keep a student record of resubmissions, reassessments and extensions and review in the annual programme review.	

5. STATUTORY COMPLIANCE

- NZQA Degrees and Related Qualifications Guidelines for Programme Approval and Accreditation to Provide Programmes
- Guidelines for applying for approval of programmes leading to New Zealand qualifications at Levels 1-6 on the NZQF and the accreditation of organisations to provide approved programmes
- NZQF Programme and Accreditation Rules 2013
- Guidelines for monitoring programmes leading to Diploma, Degree and related qualifications at levels 7 - 10

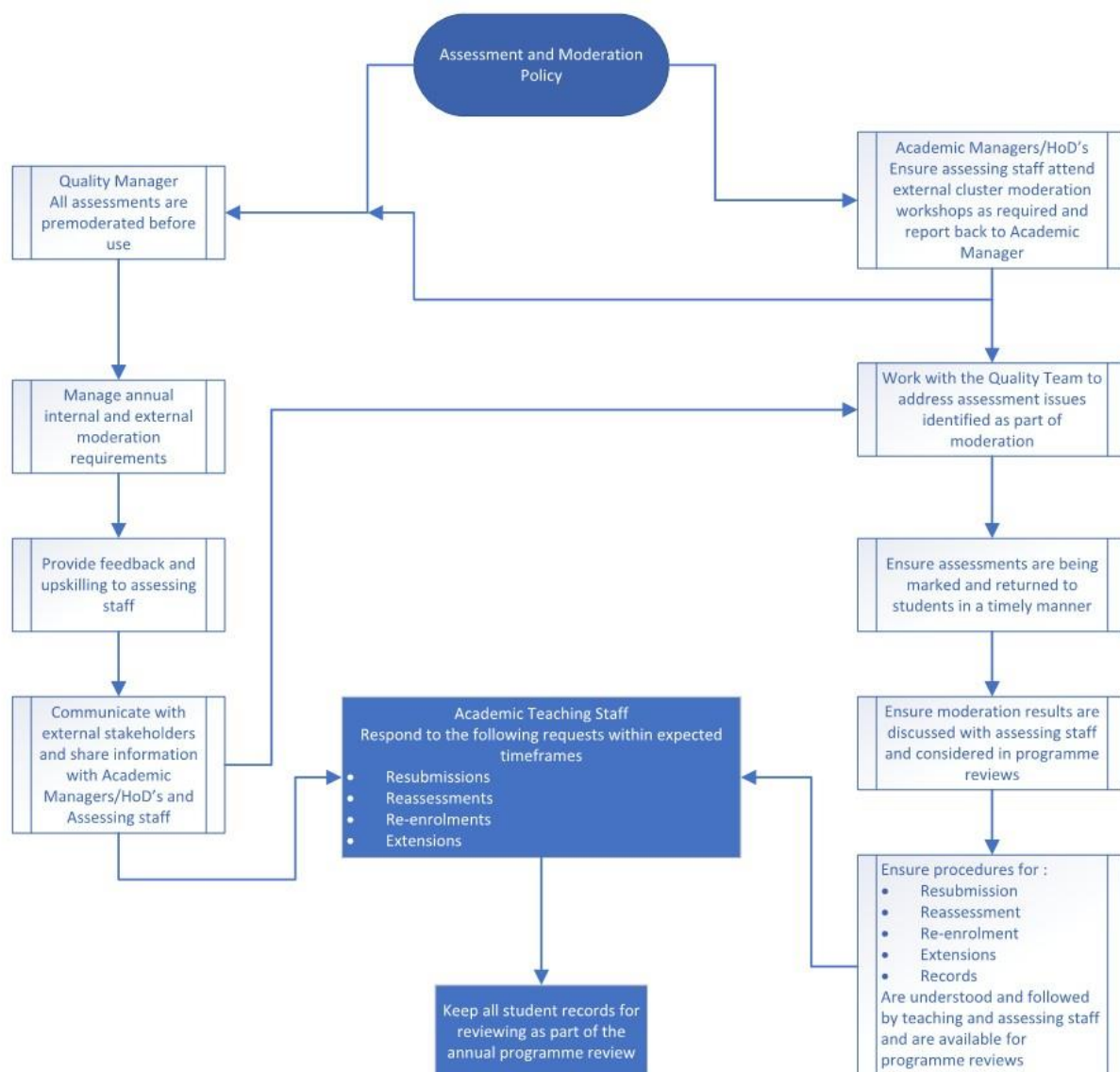
Other policies & documents

- Recognition of Prior Experiential Learning

Version Control

Version	Effective Date	Created/Reviewed by	Reason for review/Comment
1	10.05.2021	Quality Manager	Redeveloped to align with AIC

6. PROCESS FLOW CHART



Sign:

Date: 10 May 2021

Name: Sam Alavi (Group Chief Executive)

7. GUIDELINES, APPLICATIONS AND FORMS



A GUIDE TO IMPAIRED PERFORMANCE / AEGROTAT PROCESSES AT FUTURE SKILLS ACADEMY

At Future Skills Academy, we

At Future Skills Academy, we want you to do your best.

From time to time, all of us experience events over which we may have little or no control. Some of these may affect your ability to attend an assessment or examination and/or to do your best in assessments.

These critical circumstances might include: illness, bereavement, family crisis, or other unpredictable events.

At Future Skills Academy, we want to be fair.

Policies and processes are in place to review your performance when you believe this has been impaired or where you have been unable to attend an assessment or examination because of circumstances beyond your control.

Applications for aegrotat or impaired performance may request reconsideration of results which may result in:

- an adjustment of an assessment mark
- permission to undertake a special examination/assessment
- an aegrotat pass.

To be fair to all our students, and to maintain a quality learning environment, verification by a professional third party is required. Where students have been affected by illness or other exceptional circumstances prior to significant assessments, they are expected, where possible, to have informed the Academic Manager / Head of Departments directly at the time.

If you believe your performance in an assessment has been significantly impaired, then as soon as practicable before or after the date of scheduled assessment

- ◆ The Future Skills "Impairment/Aegrotat Report Form" should be completed by you and the professional conducting the assessment. *[These forms are available from your tutor/lecturer, Academic Manager and Quality Manager. The form includes provision for you to give permission for release of further information if required.]*
- Take this form and present to your registered health professional, or other professional third party (eg police officer, minister of religion, funeral director, counsellor) and request assessment for impaired performance.
Impairment will be assessed as:
 - **Minimal** - minor illness or condition (such as an upper respiratory tract infection). It is possible for student to attend assessment but the illness or condition may have a minor impact on their performance.
 - **Moderate** - significant illness, injury or condition. The student may or may not be able to attend assessment but the condition may have a significant impact on their performance.
 - **Severe** - severe medical condition as a result of illness or accident supported by medical evidence and or hospitalisation, bereavement of significant other or serious psychological impairment certified by a counsellor or doctor. The student will be unable to attend or complete the assessment.
- ◆ Submit the completed "Impairment/Aegrotat Report" form" (including both Part A and Part B) as soon as practicable before or after the date of assessment with your Academic Manager / Head of Department.

Your application will be processed by the school according to Academic Board policies and procedures.

For further information: Discuss with your tutor/lecturer or contact the Academic Manager, Quality Manager.

Privacy Implications

If Future Skills requires additional information in support of your application and if you have given permission to the professional who assessed you for impaired performance to release this information, then we will request this additional information directly from the professional concerned

IMPAIRMENT/ AEGROTAT APPLICATION

PART A: Student to Complete

	Student ID Number
Family Name	First Names
Address	Phone Number
Programme of Study	

Assessment/s affected:

Course Code	Course Title	Test, Exam or other Assessment work	Assessment Date	Lecturer

Reason for Application

I was not present at the above assessments	
My performance was impaired during the above assessment/s	
I was not able to complete the above assessment/s	

Please tick appropriate box

Brief reason for application (must be supported by evidence)

Continue on a separate sheet if necessary

In exceptional circumstances the Academic Manager/Head of Department may request more detailed information from the registered health professional or other professional.

I give / do not give permission for release of further information. I understand that I will be notified if this release is required.

Signature: _____

Date: _____

I have attached the following items in evidence (eg death notice from newspaper or other, etc)

Both Part A and Part B of this form must be submitted to the Academic Manager/Head of Department as soon as practicable before or soon after the date of assessment.

IMPAIRMENT/ AEGROTAT RECORD

PART B: Registered health professional or other professional party to complete (e.g. Student Health, a registered health professional, or other professional third party such as police officer, minister of religion, funeral director, counsellor)

I have seen _____

who is applying for consideration of impaired performance because of factors which may have affected their performance in the assessment on _____ at _____.

It is my opinion that the impairment Minimal ☐ Moderate ☐ Severe ☐ (tick
(Refer to the definitions on page 1 of this appendix/form)

Any further comments:

If required and with the permission of the applicant I am prepared to disclose the reasons for my support.

Name: _____ Registration No (if applicable): _____

Address: _____

Phone Number: _____

Position: _____

Signature: _____

Date: _____

IMPAIRED PERFORMANCE / AEGROTAT CHECKLIST RECORD

Checklist

Student Name: _____

Programme: _____

Date information received: _____

Academic Manager/Head of Department receives from student

- Part A: Student Application _____ ☐
- Part B: Impairment Report form _____ ☐

*Academic Manager/Head of Department obtains Tutors/Lecturer's recommendation
(copy to be attached to this checklist)*

Academic Manager/HEAD OF Department

- An adjustment to assessment mark _____ ☐
- No change to assessment mark _____ ☐
- Permission to undertake a special examination _____ ☐
- An aegrotat pass _____ ☐
- No action to be taken _____ ☐

Comments:

AM/HOD Signature _____ Date _____

-Student Notified _____ ☐ _____ Date _____

-Assessing Tutor/ Lecturer notified of result _____ ☐ _____ Date _____

Registry Signature _____ ☐ _____ Date _____

- Student records changed _____ ☐ _____ Date _____

IMPAIRED PERFORMANCE / AEGROTAT – SCHOOL RECORD

Checklist

Student Name: _____

Programme: _____

Date information received: _____

Head of School/College receives from student

- Part A: Student Application _____ ■
- Part B: Impairment Report form _____ ■

Head of School obtains Programme Manager/Lecturer's recommendation 
(copy to be attached to this checklist)

HEAD OF SCHOOL/COLLEGE DECISION

- An adjustment to assessment mark _____ ■
- No change to assessment mark _____ ■
- Permission to undertake a special examination _____ ■
- An aegrotat pass _____ ■
- No action to be taken _____ ■

Comments:

HOS/College Signature _____ Date _____

Student Notified _____ Date _____

School Records Updated _____ Date _____

Programme Manager and Assessing Lecturer notified of result _____ Date _____