



Te Kura Toi Whakaari o Aotearoa

New Zealand Drama School

Policy Document Name	Assessment and Moderation Policy
Policy Document Description	This policy aims to ensure that Toi Whakaari operates a coherent system of assessment and moderation to maximise consistency and fairness of assessment and moderation - ensuring academic quality and the qualifications' outcome are valid and consistent.
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Responsible Officer	Poukōkiri Mātauranga
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Relevant legislation, policies, procedures, forms, guidelines and protocols	<ul style="list-style-type: none"> • Privacy Act 2020 • Public Records Act 2005 • Artificial Intelligence Policy
Important notes	<ul style="list-style-type: none"> • It is acknowledged that at no time should any Toi Whakaari policy document contravene: <ul style="list-style-type: none"> ○ Te Tiriti o Waitangi; and/or ○ Central and local government laws and common law; and/or ○ The Trust Deed of Te Kura Toi Whakaari o Aotearoa. • Policies and Procedures continue in force until such time as they are replaced or rescinded. • Feedback on policy and procedure is welcomed and can be submitted by email to policy.review@toiwhakaari.ac.nz

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Assessment

Purpose

This policy aims to ensure that Toi Whakaari operates a coherent system of assessment and moderation to maximise consistency and fairness of assessment and moderation - ensuring academic quality and the qualifications' outcome are valid and consistent.

Scope

This policy applies to all assessments undertaken in all courses and qualifications delivered by Toi Whakaari, unless otherwise stated.

Principles

Assessment is based on six key principles:

Contribution to learning

Assessment should be recognised as a learning activity. Assessment tasks should contribute to the development of skills and knowledge that can be applied within the course and in other contexts. Taura assessments should be used by kaiako to evaluate teaching practices and inform and refine teaching approaches and development. As assessment, including constructive feedback, is a central part of the learning experience, a strategy for the development of effective assessment should be integral to course and project design.

Validity

Assessment tasks should be appropriate to the content and learning objectives and to the graduate profile of the qualification and should be selected to most effectively engage taura. A range of assessment tasks should be employed. A valid assessment task is one that does measure what it purports to measure.

Reliability

Assessment should provide an accurate and consistent measure of taura performance. Marking should be consistent, so that if different markers assessed the same work, they would arrive at the same or very similar result. Assessment tasks should be designed to encourage integrity of taura work and prevent opportunities for plagiarism and cheating.

Transparency

Taura must be confident that engaging with assessment is worthwhile. The intention and practice of assessment should be clearly described to taura and staff teaching on a programme so that its benefits, purposes and procedures are understood by all parties, in the spirit of the teaching/learning partnership. Transparent assessment practices should include clear processes for internal moderation to support consistency and fairness within programmes, as well as external moderation to verify the reliability and validity of assessment tasks and marking.

Fairness and inclusivity

Assessment tasks should provide every taura with an equitable opportunity to demonstrate their learning, with appropriate consideration for issues of culture, language, disability, age and gender etc.

Manageability

Assessment tasks should be reasonable and practicable in terms of time and resources for both taura and teaching staff. The expected effort for each assessment should align with the designated learning hours of the programme to ensure fairness and achievable outcomes.

General Provisions

Assessment events, tasks and grading criteria for all programmes will be **developed and reviewed by the teaching team in accordance with programme requirements and quality assurance processes.**

Details regarding assessment outcomes, tasks and grading criteria will be made available to taura prior to the start of each course/paper.

Moderation

Purpose

The purpose of moderation is to promote **consistency, fairness, and transparency** in assessment decisions and in how these decisions are communicated to taura.

Moderation is a quality assurance process in which assessors compare and review judgments about taura work to confirm or adjust marking. It involves collaboration to establish a shared understanding of assessment standards and grade criteria. Through moderation, moderators work to ensure that individual judgments are consistent and that assessment decisions are comparable both **within and across courses**.

Sound moderation practices:

- Establish shared standards among examiners within courses and programmes
- Maintain consistency of assessment standards across Teaching Staff
- Ensure consistency in feedback provided to taura
- Support fairness and validity of grades for assessments and courses
- Enable evaluation and refinement of assessment tasks, marking schedules, and grade criteria
- Assist assessors in self-review of marking consistency and judgment
- Promote a culture of transparency, collaboration and continuous improvement

Factors influencing the moderation process include:

- Number of assessors involved in a course
- Experience and expertise of moderators
- Nature and complexity of assessment tasks
- Time available for moderation
- Variations in programme demands

In all cases, moderation will be carried out by an informed, objective professional appointed as moderator with the aim of supporting all assessment to be of the highest quality and as fair and consistent as possible.

A schedule for internal and external moderation for all relevant programmes will be published annually.

The outcome from internal and external moderation will be included in the relevant annual programme report shared with NZQA, the Programme Monitor, Te Pae Pākaha, the Academic Board, and other bodies as required.

WHAT	Purpose	WHEN	WHO	Key Outputs / Documentation
Pre-Moderation	Critique assessment tasks, marking rubrics, and related documentation to ensure alignment with learning outcomes; confirm assessments are fit for purpose and provide recommendations for improvement.	Before assessments are delivered to students.	Senior Academic staff: Kaiārahi Whakapūmau, Manutaki, Poukōkiri Mātauranga	Pre-moderation form
Moderation of marks	Review marked assessments to check validity of assessor judgements, consistency of marking, and robustness of assessment processes; provide feedback to assessors prior to releasing results.	After assessments are marked but before results are returned to students.	The assessor may appoint the moderator; if unsure, they must seek approval from the Kaiārahi Whakapūmau. The moderator must be an experienced internal staff member, must not assess the course, but should have organisational knowledge and professional interest in it.	Moderation of marks form: Notes on marking consistency, recommended adjustments to grades if required. Future recommendations.
Cross-Moderation	Moderation of assessment across Courses within a qualification. Ensures: <ul style="list-style-type: none"> • Consistent grading across courses (A = A). • Similar assessment demands across courses. 	After assessments are completed; timing depends on the programme schedule or moderation roster.	Manutaki and Kaiārahi Whakapūmau	Cross-Moderation Form: Activities include reviewing assessment criteria, grade distributions, student results, and comparing similar tasks across courses. Future recommendations.

	<ul style="list-style-type: none"> Progression and complexity of assessment tasks are appropriate. 			
Post-Moderation	Review new assessments, assessments with significant changes to ensure fairness, reliability, and validity of grading.	After assessments are completed; timing depends on the programme schedule or moderation roster.	Manutaki and Teaching Teams	Post-moderation Form: Summary of adjustments, reviewing recommendations, record of improvements for future assessments.
External Moderation	External moderation is an added layer of quality assurance. Independently review at least one assessment task per course per year to verify consistency, fairness, and alignment with NZQA moderation principles.	Annually, for each course and programme delivered - timing depends on the programme schedule or moderation roster.	External moderators appointed by Manutaki. Process held by Kaiārahi Whakapūmau.	External moderation Form: Recommendations for improvement, confirmation of alignment with NZQA principles.

Internal Moderation

In the case of new assessments, before the start of each course, the Kaiārahi Whakapūmau will review the course outline to assess the number, weight and appropriateness of the assessment tasks for the agreed learning outcomes.

The Kaiārahi Whakapūmau may make recommendations for amendments to be made to the course outline before the course starts.

At the end of each course, a minimum of one assessment task will be internally moderated on an annual basis.

For each course, an internal moderator, who will not be an assessor on the course to be moderated, but can be a permanent staff member, member of the Academic Board, or other individual with close knowledge of the organisation and with professional understanding and interest in the course to be moderated, will be appointed to undertake internal moderation of the assessment examples of at least three taura, which have been assessed and graded and represent a spread of achievement, especially at grade boundaries and any fails.

The internal moderator will assess the selected assignments against the approved assessment criteria and record comments with recommendations. The outcomes of internal moderation will be documented and made available for the Manutaki to review.

Where there is disagreement between the internal moderator and the relevant Kaitātaki which affects the awarded grade or feedback for the taura, action will be agreed between the Kaitātaki, the Kaiārahi Whakapūmau and the internal moderator. Where no agreement can be reached, the issue will be escalated to the Academic Board.

The outcomes of internal moderation will be reviewed regularly to identify trends and to inform the self-review process, outline in the Self-Review policy.

External Moderation

The external moderator will be an individual with knowledge, expertise and interest relevant to the programme to be moderated but will not be a permanent employee of Toi Whakaari.

The external moderator will have access to:

- the course outline;
- assessment tasks;
- internally moderated assessments;
- internal moderation reports.

To protect privacy, where external moderation is used, any information that could be used to identify an individual taura will be removed where possible and practicable (e.g. name, contact details).

The external moderator will provide feedback and recommendations once external moderation is complete.

A schedule for external moderation will be published at the start of each academic year, and this will include external moderation for every assessment in every course in its first year of delivery. The process for ongoing monitoring and review of accredited programmes is covered in the relevant review policy.

Assessment

The Academic Board has delegated responsibility from the Board of Trustees for developing, approving and reviewing policy related to assessment.

Any departures from this policy must be approved by the Academic Board.

The Tira Pākaha, Academic Leadership team and teaching staff of the programme in question have accountability for ensuring that all assessment meets the requirements of this policy.

Toi Whakaari uses the following principles of good assessment.

Assessment will:

- enhance learning
- measure progress
- be informed by 'constructive alignment'
- include timely and constructive feedback
- be valid, reliable, fair, transparent, sufficient, authentic and academically rigorous
- consider the workload of staff and taura
- provide taura with the right to support, advocacy, advice and representation through appeals' processes
- be criterion-based, in contrast to norm-based, and utilise standard competency- or achievement-based criteria

Taura with documented impairments will have access to appropriate, additional assessment arrangements and support that do not invalidate or compromise the stated learning outcomes and adhere to the requirements of external bodies that administer or regulate assessment.

Taura will be provided with the following assessment information (where applicable) at the start of the relevant course:

- Programme regulations, including:
 - overall requirements of completion, including transition plans
 - the grade scale(s) to be used
 - formal attendance requirements, and the process and consequences of not meeting these requirements
 - requirements for progression within the programme (e.g. course prerequisites etc.)
 - maximum allowed time for completion of the programme
 - details of assessment appeals, resits/ resubmissions, extension, second results, and aegrotat provisions
 - consequences of not completing or failing practicum elements of the course
 - assessment/assignment due dates
 - whether assessments are formative or summative
 - timeframe for the return of marked grades
 - marking procedures and methods for calculating final grades, including forced fail grades and grades carried forward
 - the requirement that taura keep electronically submitted assignments
 - any other assessment details specific to the relevant course

As per Toi Whakaari programme documentation, taura must complete every assessment in every course.

Significant changes to what has been previously communicated to taura will be highlighted and explained clearly.

Taura enrolled in the same course, even if they are completing different qualifications, will be covered by the same assessment procedures unless approved by the Academic Board.

Language of Assessment

Taura can submit assessments in either Te Reo Māori, English or other languages by arrangement and contingent on suitable support and assessors.

The same policies, principles and guidelines apply regardless of which language a taura chooses to submit in. This includes guidance on the timeframe for marking and feedback.

Marking and Returning Assessed Work

A marking rubric and guide will be provided for each assessment to be used by staff to ensure reliability, transparency and validity of assessment results.

Marking guides may be shared with taura.

Manutaki are responsible for identifying and appointing assessors, including ensuring that assessors understand the relevant assessment policy, and can confidently, fairly and consistently apply the marking scheme.

All assessors will be required to participate in provided training sessions to ensure consistent assessment and moderation practices across delivery.

All assessment results will be returned to taura within a maximum of four weeks after the due date unless otherwise advised.

After assessment and internal moderation, assessment results will be recorded in the taura Management System. Assessment work will either be returned to taura or kept on record for a period as determined by the relevant policy relating to academic records and, as necessary, the Public Records Act (2005).

Privacy of assessment results are safeguarded by the Privacy Act (2020) and outlined in the relevant policy.

Following moderation, if there is a need for results to be remarked and/or adjusted, taura will be informed of their revised result and the reason for the revision. In addition, the relevant marking scheme will be amended.

Alternative Assessment Arrangements

Toi Whakaari will offer and provide alternative assessment arrangements in cases in which a taura is unable to complete an assessment on/ by the scheduled date for acceptable reasons that are out of their control. This will be approved by the Kaiārahi Whakapūmau and reported to the Academic Board.

If a taura is allowed to sit an exam before or after the scheduled date, the Manutaki must take all reasonable steps to ensure the arrangement is fair, including:

- scheduling the alternative assessment date to be as soon as possible before or after the original assessment date

- limiting the possibility of information about the assessment being shared with or by other taura
- requiring the taura to sign an acknowledgment of the alternative arrangement
 - Alternative assessments must ensure the taura is able to produce evidence against the Learning Outcomes.

Extensions

Extensions may be awarded in situations in which the appropriate kaitātaki is satisfied that there are good reasons or extenuating circumstances which mean the taura is unable to complete the assessment by the communicated due date. The reason for any extension will be recorded in the taura record with the amended submission date.

Extensions are applied for, by, or on behalf of the taura, and must be agreed prior to the original assessment date.

Kaitātaki can approve extensions up to 2 weeks. Extension requests beyond this time frame will need to be approved by the Manutaki in conversation with the Kaiārahi Whakapūmau.

Details of any extension will be defined in the Programme Regulations, and all extension dates must fall prior to the course end date. Extensions will be for a maximum of 6 weeks after the original assessment date.

Any extension to an assessment date which falls after the course completion date will be approved by the Kaiārahi Whakapūmau or Poukōkiri Mātauranga. This will be reported to the Academic Board.

No result will appear on the academic record of the taura until all assessments, extensions and resits have been completed, marked and moderated (as relevant).

Late Assessments

Assessment submissions received after the assessment due date without approval for an extension will receive a late penalty of 2.5% per day. This penalty will be enforced daily to a maximum of 50%.

Additional assessment arrangements for taura with disabilities and/or special educational needs

Taura with specific needs may be eligible for additional learning assistance, including, for instance, reader/writer, interpreter, extra time in examinations, and alternative arrangements for assessment.

Taura with a disability or special educational need will be asked to provide supporting documentary evidence to support Toi Whakaari in making arrangements that meet the principles of assessment.

Applications for additional assessment arrangements will be made to the Kaiārahi Whakapūmau and reported to the Academic Board.

Re-submissions, Re-assessment and conceded pass

This policy applies to assessment in all programmes unless the relevant Programme Regulations state otherwise, in which case the Programme Regulations take priority.

Any taura who has received a 'failed' result for any assessment will be allowed 1 further attempt at the assessment, if they have both submitted and, in the view of the Kaiārahi Whakapūmau or other member of the Academic Leadership team, reasonably attempted the original assessment. Otherwise, the failing result will stand.

Any request for resubmission of an assessment must be made by the taura within seven days of them being informed in writing of their result.

The maximum grade available for any resubmission of an assessment task shall be the minimum passing grade.

The re-assessment task will reflect the learning outcomes and assessment criteria of the course and the relevant assessment weightings of that course.

Conceded Pass

A conceded pass refers to a situation in which a taura who has received a 'marginal fail' as defined in the relevant Programme Regulations, in one course is deemed by the Kaiārahi Whakapūmau or other member of the Academic Leadership team to have compensated for this by their overall performance in the relevant programme. To be eligible for a conceded pass, a taura must have either:

- Fulfilled all the minimum course requirements to date; **AND**
- narrowly failed to achieve the standard required in the relevant assessment(s);

OR

- Completed most but not all of the required work to an acceptable (i.e. passing) level for the relevant assessment for which the marginal fail was awarded; **AND**
- be judged by the Manutaki to have worked in good faith and conscientiously to an extent to merit special consideration; **AND**
- If a conceded pass grade is a requirement of continued study, the Kaiārahi Whakapūmau or other member of the Academic Leadership team will judge whether a conceded pass will or will not count as an advancing grade.

A taura is only eligible to receive one conceded pass per programme. Any exemption to this requires the approval of the Academic Board.

Marks carried forward

A taura may apply to carry grades from past assessments to the next iteration of the relevant course, unless the Programme Regulations state otherwise. These applications will be reviewed and approved by the Kaiārahi Whakapūmau or other member of the Academic Leadership team and reported to the Academic Board.

Grades can only be carried forward for one further enrolment.

Toi Whakaari reserves the right to charge a re-enrolment fee and set the level of this fee. This will be communicated to the taura before re-enrolment.

Grades for both the original enrolment and re-enrolment may be included on the academic transcript of the taura. Final grades will combine those carried forward and those achieved in the second (re-) enrolment.

Aegrotat Grade

Tauira will only be able to apply for an aegrotat pass if the programme regulations allow for it and it is not possible for alternative assessment arrangements to be made.

An Aegrotat Grade may be awarded to ensure a tauira is not academically disadvantaged if they suffer unexpected and significant impairment (e.g. sudden serious illness or accident) in relation to an assessment where the Manutaki and Kaiārahi Whakapūmau is satisfied that the tauira has shown reasonable academic evidence that the appropriate level of understanding of course material has been exhibited throughout the course.

The application process for an aegrotat grade includes an academic assessment to ensure the final grade for the course reflects the understanding of course material.

If an aegrotat pass is granted, the tauira will be allocated a grade. The grade will be recommended by the relevant Kaitātaki, based on an average of the other assessment work completed by the tauira AND benchmarking against the grades of other comparable tauira. The final grade will be determined by the Manutaki in conversation with the Kaiārahi Whakapūmau.

Conflicts of Interest

All assessors will be required to report any actual, potential or perceived conflicts of interest relating to any tauira they may be asked to assess.

The Kaiārahi Whakapūmau will be responsible for implementing appropriate measures to remove, reduce or mitigate all conflicts of interest related to assessment.

Such measures may include, but are not limited to:

- Allocating an alternate assessor to undertake an assessment of the relevant tauira, instead of or in collaboration with, the conflicted assessor;
- Blind moderation by another assessor of the relevant tauira with the assessments of two additional tauira in the same class/ cohort who have been awarded an approximately similar result in that assessment in the same iteration of the course.

Privacy

Assessment results (including grades) will not be published, announced or displayed in a way that any tauira can be identified either by name or other identifier.

Assessment results of individual tauira will not be given to another person without the written permission of that tauira.

Anonymised assessment materials and results may be used for the purposes of: internal or external moderation; self-assessment, or self-review; programme review; aegrotat and other academic decisions; resolutions of academic appeals and complaints; statistical analysis (e.g. trends, completion rates, success rates of specified groups); other academic reasons as agreed by the Academic Board. Non-anonymised materials or results may only be used if this is specifically required, for which all reasonable efforts will be made to maintain the privacy of the relevant tauira.

The Academic Board has authority to make exemptions to the above, in-line with relevant legislation.

Appeals

Assessment results

A taura may make an appeal against the result (e.g. grade) they have been awarded for an individual assessment or task. Such an appeal will be made by the taura in question in writing to the Kaiārahi Whakapūmau within seven working days of them being informed in writing of their result.

The Kaiārahi Whakapūmau, in consultation with the relevant teaching staff, will assess whether there are grounds to review the result and communicate this decision to the taura.

The outcome of an appeal against an assessment result may include: confirming the result; raising the result; lowering the result.

In all cases of appeal, the decision of the Kaiārahi Whakapūmau will be final and will be reported to the Academic Board.

A taura can only appeal once against any assessment result.

Escalating an appeal

If a taura who has complained to or appealed against a Toi Whakaari decision does not consider the process of Toi Whakaari to have been sufficiently fair, delivered in good faith, completed in a timely manner, or for any other reason, they can raise the complaint with NZQA using the 'Complaints kit for formal complaints about providers'. This information will be communicated to taura.

Plagiarism, Artificial Intelligence and Academic Integrity

Plagiarism is defined as:

The presentation of the work of another person or other persons as if it were one's own, whether intended or not. This includes published and unpublished work, material on the Internet and the work of other taura and staff.

Artificial Intelligence refers to the simulation of human intelligence processes by computers and machines, enabling them to perform tasks that typically require human intellect, such as learning, reasoning, problem-solving, and decision-making. For further information on AI, please consult the Toi Whakaari Artificial Intelligence Policy.

Academic integrity refers to the overall climate of honesty and ethical behaviour that characterises a strong learning and teaching community.

Toi Whakaari regards issues of plagiarism and breaches of academic integrity as serious matters.

Assessment tasks should be designed to minimise the frequency and seriousness of plagiarism.

All work must be the original work of the taura - either individually or collectively, in the case of group assessments.

Full attribution and reference should be made to the author where original sources are referred to in taura work. Plagiarism is considered to be misconduct which will lead to either a cautionary warning or more serious disciplinary action depending on the circumstances.

Markers will actively check for evidence of plagiarism in submitted written and visual work.

Where significant plagiarism is detected the marker may refuse to mark the task and this will result in the awarding of a fail grade.

Appendix A: Draft digital form to be linked to policy and in courses

TOI WHAKAARI: NZ DRAMA SCHOOL REQUEST FOR ASSESSMENT REVIEW APPLICATION FORM

Name of tauira:
Current home address:
Email:
Phone number:
Course name and number:
Discipline:
Coordinating Tutor:
Manutaki:
Relevant Assessment name and number:

Reason for review:
Please provide full details you may include any other relevant supporting documentation as attachments to the email submission.

I understand that submission of this document will progress an application for assessment review in accordance with the procedure laid out for assessment review in the Toi Whakaari Assessment and Moderation Policy.

I understand that my assessment will be fully review and moderated by the Kaiārahi Whakapūmau within ten working days.

Tauira signature:
Date:

Received by:
Kaiārahi Whakapūmau signature:
Date:

Meeting held on:

Present:

Action:
Outcome:
Outcome communicated to tauira on:
Resolved: YES/NO (circle)
Further Action: