



New Zealand
Institute of
**BUILDING
SURVEYORS**

REGULATION 14

EDUCATION

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APPENDICES

The New Zealand Institute of Building Surveyors (NZIBS/Institute) holds itself as being at the apex of knowledge and expertise within the construction industry. As such, the Institute will maintain all necessary aspects to allow it to promote and grow its educational programmes as suitably fitting for an Education Centre of Technical Distinction.

To support the above ideal, it is the goal of the Institute to provide sufficient, relevant, and time- pertinent educational opportunities for the membership and wider construction sector. Embodied within this objective, is the intention to not only raise the levels of knowledge and understanding within the Institute membership, but also to promote the raising of levels of knowledge and awareness across the building industry.

The fields in which a building surveyor may find themselves working in are wide and varied. It is unlikely a building surveyor would work in all areas, instead being more likely to work in a single or limited number of areas. Whether the building surveyor finds themselves focusing on a single or restricted number of specialised areas, it is necessary that they hold an in-depth awareness of the wider spectrum of building surveying knowledge and skills.

This regulation provides details of the governance and application of the educational provisions offered by the Institute, describes the pathway needing to be undertaken by Transitional Members, and includes policies and requirements relevant to the presentation, assessment of competency and moderation of such educational aspirations. Such policies (along with pertinent documentation) will be appended to this regulation.

1. GOVERNANCE

The Education provisions of the Institute will be overseen and governed by an Educational Sub- Committee.

1.1. Governance of the Educational Arm of the Institute

Governance of the Educational Arm of the Institute with respect to the certified Certificate in Residential Property Inspection, Certificate in Forensic Building Surveying, Certificate in Commercial and Asset Management and Diploma in Building Surveying modules shall be undertaken in accordance with the auspices of the accreditation agency Vertical Horizonz NZ (VHNZ) under their ISO: 2015 certification NZQA status as a Private Training Organisation (PTO).

1.2. Educational Sub-Committee

The Educational Arm is made up of a Sub-committee, comprising a current Executive member, nominated as Education Chair, along with the Education Officer, the Education Administration Officer or any other Executive Officer so appointed by the Institute at the time, should they wish to attend.

The Sub-committee will meet as and when necessary and may convene at, and as part of any regular scheduled Executive meeting. As a minimum, an Educational Sub-committee meeting will include the current Executive Education Chair who has direct overview of Education, the Education Officer and the Education Administration Officer.

Additional Executive Members, or other persons having particular expertise, may be invited (by the Education Sub-committee), to attend, having either a contribution or observation rights, at any such Education sub-committee meetings. Where necessary, the Institute Executive Assistant, may also be requested to attend.

The Educational sub-committee will determine broad aspirational goals, philosophies, directions, policies, and oversee, in conjunction with the Institute Finance Chair, such related constraints and implications.

All such determinations made by the Education sub-committee will conform to the expectations of, or be subject to approval, by the Accreditation Body (Vertical Horizonz NZ).

1.3. Roles of the Educational Sub-Committee

The following roles play an integral part to the success of the Institute's Education programme. The duties and responsibilities for the following roles are set out in **Education Roles – Schedule of Duties and Responsibilities (Appendix 1)**.

1.3.1. Education Executive Chair

The Executive will appoint an Education Chair who will have direct overview of the Institute's Education programme. The Education Chair will be involved in any disputes/complaints and meet on a regular basis with the Education Officer and Education Administration Officer for progress updates on education and continued development of the programme.

1.3.2. Education Officer

The Institute Executive shall appoint and support the position of Education Officer. This position may be on a part-time basis. The Education Officer shall be qualified in, and/or have extensive experience in the education sector, preferably around adult education.

This position shall be of a semi-autonomous nature and shall be responsible to and will liaise with the current Executive Education Chair designated to oversee the Institute Education Programme and fulfil the duties outlined in the appended schedule of duties.

The Education Officer will have the entitlement to delegate tasks or undertakings to both the Institute Executive Assistant and Education Administration Officer with respect to education matters.

1.3.3. Education Administration Officer

The Institute Executive shall appoint and support the position of Education Administration Officer which will incorporate the role of Course Facilitator. This position may be of a part-time basis and will incorporate the duties and responsibilities outlined in the appended schedule of duties.

This position involves providing first point of call/front line contact to the Institute education candidate body, particularly, but not exclusively, to the Institute Transitional membership.

The position embodies the role of guiding and nurturing the Institute students through the pathway to full membership.

1.3.4. Institute Executive Assistant

The Institute Executive Assistant shall provide support to the Education Programme outlined in the appended schedule of duties.

2. CORE MODULE EDUCATION PROGRAMME

To satisfactorily assist in the achievement of the Institute's goals, an educational pathway towards obtaining full registered membership of the Institute has been developed for Transitional Members. The primary component of this pathway requires successful demonstration of competence across the full spectrum of core educational modules provided by the Institute.

These module courses, relevant to the various fields a building surveyor may be involved in, provide the introductory levels of expertise required, to satisfactorily participate in the defined areas of building surveying.

In keeping with the professional status held by the Institute within the construction industry, and expectations from within its membership, levels of competency for all modules, are similarly set at an extremely high level. Competency can only be achieved through the demonstration of a satisfactory level of understanding, currently measured by examinations undertaken at the end of each module. Each examination, requiring the attainment of a 70% or higher competency level in line with Institute's diploma expectations.

The majority of attendees join the Education programme to achieve New Zealand Institute of Building Surveyors Diploma in Building Surveying or one of its certificates. Others attend the modules to enhance their knowledge and continue their professional development. For NZIBS Transitional Members it is an essential pathway to becoming a Registered Building Surveyor.

2.1. NZIBS Diploma in Building Surveying

The diploma modules are grouped into three certificate categories:

- Certificate in Residential Property Inspections
- Certificate in Forensic Building Surveying
- Certificate in Commercial Asset Management

Attainment of all three certificates culminates in the **NZIBS Diploma in Building Surveying**.

2.1.1. Certificate in Residential Property Inspections

Five modules shall be included in this certificate (currently Modules 1 to 5). Demonstration of competence in all five modules is necessary prior to the award of such certificate.

The Certificate in Residential Property Inspections comprise the following modules:

- Module One - Introduction to Building Law & Regulations
- Module Two - Properties of Moisture
- Module Three - The Building Envelope and Cladding Systems
- Module Four - Condition and Compliance Reporting
- Module Five - Residential Property Inspections

2.1.2. Certificate in Forensic Building Surveying

Five modules shall be included in this certificate (currently Modules 6 to 10). Demonstration of competence in all five modules is necessary prior to the award of such certificate.

The Certificate in Forensic Building Surveying comprise the following modules:

- Module 6 - Forensic Building Investigations
- Module 7 - Technical Report Writing for Expert Witnesses
- Module 8 - Decay, Fungi & Moulds
- Module 9 - Durability & Materials Performance
- Module 10 - Building Remediation

2.1.3. Certificate in Commercial and Asset Management

Four modules shall be included in this certificate (currently Modules 11 to 14). Demonstration of competence in all four modules is necessary prior to the award of such certificate.

The Certificate in Commercial and Asset Management comprise of the following modules:

- Module 11 - Contract Administration
- Module 12 - Asset Management and Maintenance Planning
- Module 13 - Lease Reinstatements (Dilapidations)
- Module 14 - Technical Due Diligence for Commercial Properties

2.2. Modular Courses

The Institute shall deliver, as it seems fit, such modular courses to enable its Transitional Members to obtain sufficient introductory knowledge over the general specialised areas in which a building surveyor may be engaged in.

Modules appraised and accredited by VHNZ, may be incorporated into the various recognised Institute Certificate and Diploma courses.

Demonstration of competence, at a level of 70% or greater, in all modules, is required as demonstration of competency for a candidate to complete the pathway to Diploma in Building Surveying status.

Progression on this pathway is a necessary requirement for all Transitional Members, along with having achieved full Diploma status prior to applying for full Institute Registered Membership.

Additional modules may, from time to time (and subject to accreditation) be introduced into any, or all certificate courses. Should such a situation occur then each certificate having an increased number of modules shall have a number of its modules designated as compulsory core modules, and the remainder as elective modules required to make up the certificate total. I.e. The total number of modules required to satisfy Diploma expectations shall not exceed 14.

Optional additional modules and/or dissertation requirements, however; may be included (subject to accreditation) in any or all certificate courses, whereby a candidate, having demonstrated required levels of competency in these additional areas, will be awarded "Master Certificate" status.

2.3. Other Education Opportunities

The Institute may offer additional educational sessions whereby members may obtain points toward their continued professional development (CPD) in any one year. The Institute will hold both an Education Day and a Conference on an annual basis, the dates of which to be determined by the Executive Committee.

The Institute shall encourage non-members to participate in such module courses and CPD events to raise its profile and the level of knowledge and expertise within the construction industry.

2.4. Diploma Recognition

Demonstration of competency in all 14 modules forming the three certificates detailed above, along with satisfactory completion of required notional learning expectations, culminates in the award of the New Zealand Institute Diploma in Building Surveying.

2.5. Diploma Levels

Currently there are two diploma levels, of which Level 5 will gradually be phased out in the near future.

2.5.1. Level 5

Diploma candidates commencing their diploma pathway prior to 2022 embarked upon an equivalent Level 5 qualification requiring only demonstrations of competency in the modular programme necessary to permit application for an Assessment of Professional Competency interview and subsequent (if successful) offer of registration as a building surveyor within the Institute.

2.5.2. Level 6

Since 1st January 2022 the institute's Diploma in Building Surveying modular course has only been offered at an equivalent Level 6 status. Additional expectations for this Level 6 diploma are described throughout this regulation and specifically within Diploma Expectations (see 3.1)

3. NZIBS DIPLOMA IN BUILDING SURVEYING (Level 6 equivalent)

As previously stated, those candidates who commenced the diploma modules from January 2022 will be awarded NZIBS Diploma in Building Surveying (Level 6 equivalent) following successful completion of all 14 modules and the following criteria.

3.1. Expectations:

In addition to demonstrating competence at a 70% or better level in each module examination, each candidate will be required to:

- record their involvement of not less than **900 hours** work-related employment over the imposed (minimum) Transitional Member period. This work-related involvement must be logged in detail and verified, preferably by the candidate's employer or mentor, during transitional period. For those candidates who are self-employed and may be involved in related work without the benefit of a mentor, although this is strongly discouraged, a log detailing your related work experience, accompanied by a sworn (Justice of the Peace or solicitor) declaration will be accepted

- fulfil the NZIBS Professional Development expectations over their transition membership period
- acknowledge, by signing a declaration (Confidentiality Agreement), before attending every Certificate Module presentation, that you have undertaken the prescribed pre-course reading
- achieve a successful outcome at an Assessment of Professional Competence (APC) Interview, during which the candidate will satisfy the requirement for presentation of a case summary of experience in which the candidate has had an involvement
- it is expected that each candidate will spend a minimum of approximately 40 hours on the preparation of your presentations. This is in addition to the recommended pre-interview preparation and study suggested time of 40-100 hours. This interview is the candidate's opportunity to show that they are competent and able to join the ranks of Registered Building Surveyors, **OR:**
- prepare, and present a practicum presentation prepared exclusively for fulfilment of the required minimum study involvement, plus an additional required module revision expectation 40 hours combined total, **OR:**
- compilation/presentation of a folio of work: detailing and summarising the candidate's involvement in any one or more, Diploma Module related areas; undertaken over the latter year of the candidate's study. This should reflect approximately 45 hours of involvement.

Note: It is apparent, in some Modules at least, that inadequate consideration of the pre-course reading is being applied by some candidates. To this end examiners are encouraged to include questions, where the knowledge required to answer, can only found within the prescribed reading. In other words, to successfully demonstrate competence in the module topic area, the candidate must have undertaken the prescribed pre-course attendance study.

3.2. Level 6 Diploma Transition Process

If the candidate has commenced their Diploma course studies prior to 2021, **AND** as of 1st July 2021 has demonstrated competence at Diploma level in less than half (7) of the modules, they will be permitted to choose whether to remain with the existing level 5 Diploma, or transition to that of the new level 6 Diploma.

Should a candidate wish to transition they will be required to adhere to the additional graduation prerequisites as detailed below, for the revised level (6) Diploma.

Note: Candidates wishing to transition between Diploma levels, must be made aware of the constraints of their reduced time frame availability applicable to the above requirements being mindful that achievement at Level 6, as expected, will be a more onerous undertaking.

Such candidates choosing to take up this transition opportunity will be required to:

- ensure that they are capable of completing the 900 hours related work experience over the remaining period of their Transitional Membership
- fulfil the NZIBS Professional Development expectations over the two-year period
- acknowledge, by signing a declaration, before attending any Certificate Module presentation, that you have undertaken the prescribed pre-course reading
- fulfil all requirements as scheduled for the Level 6 Diploma additional requirements above
- candidates wishing to transition will also be required to formally lodge their request with the Education Administration Officer prior to 30th September 2022. There is no urgency for candidates to make this decision up to that time and it is recommended that they be advised to consider Their choice carefully. Once a commitment is made it will be binding. Candidates must be able and prepared to accept the additional requirements which will be imposed by the new Level 6 Diploma within the reduced time frame available.

3.3. Candidates Continuing with Level 5 Diploma

Candidates who are already undertaking the Level 5 Diploma, irrespective of the number of modules in which they have demonstrated competency at Diploma level, can continue with the programme they started, graduating on completion of their modular courses with the existing Level 5 Diploma, irrespective of when they complete their 14 modules.

Those candidates who, as of 1st July 2021, have completed more than half of their Diploma modules, must continue with the Level 5 Diploma programme, graduating on completion of their modular courses at that level, irrespective of when they complete their 14 modules.

Such candidates in both categories above should, however, be aware of the additional expectations pertaining to prescribed pre-course study.

Module candidates can still achieve competency in individual modules if they wish and will still be awarded the various Certificates upon successful completion of groups of the modules as currently exists.

The most apparent change will be related to the issue of the Level 6 Diploma. Several varying pathways (post demonstration of competency in all 14 modules) have been provided. These will, for the Level 6 Diploma, generally be issued pending a successful APC interview or practicum or folio presentation outcome or via dispensation being offered due to the 40 hours additional notional learning expectation being substituted by up to 5% maximum additional exemplary work experience.

Similarly, provision exists for acknowledgement of advanced levels of experience and learning undertaken by those candidates holding a Level 7 or higher construction related qualification along with current registration of an industry related professional body.

Refer to 3.5 Application guide for award of NZIBS Diploma in Building Surveying

At present, (and will remain for those completing their Diploma at level 5), the Diploma is issued at the successful completion of the Modular course, being a prerequisite to applying for the APC interview and invitation to become a fully registered member.

3.4. Requirements for Level 5 verses Level 6 Diploma

Details of the additional requirements imposed by the Level 6 Diploma compared to that of Level 5 Diploma are shown in **NZIBS Diploma – Level 5 v Level 6 Comparison Table (Appendix 2)**.

The expectations for the **NZIBS Diploma in Building Surveying (Level 6) Study Schedule** are explained in **(Appendix 3)**.

3.5. Application Guidance for Award of NZIBS Diploma in Building Surveying

There are several alternative pathways available towards the completion of the above diploma once expectations have been satisfied. All require a demonstration of competence (at diploma level) in all 14 of the Educational Modules as a prerequisite.

For those candidates who commenced their study prior to January 2022, then demonstration of competence in all 14 modules fulfils the **Level 5 Diploma** expectations. Application should be made to the Education Administration Officer for issue of the diploma.

Should study have commenced after January 2022, then providing competence has been demonstrated in all 14 Modules, along with verifiable completion of a minimum 900 hrs industry related supervised work component, a number of pathways become available to the candidate depending upon individual circumstances and preferences.

All pathways require satisfaction of an additional “40-hour notional learning” expectation for the Level 6 equivalent diploma. The various pathway options, dependent on individual candidate situations, are bulleted below and additionally specified in **Final Steps on the Diploma Pathway Chart (Appendix 4)**.

- **Candidate having been awarded a level 7 (or higher) construction related qualification, is also in possession of a current related industry professional registration.**

The Candidate's APC required record of work diary, compiled over any transitional membership period imposed, is deemed to satisfy the 900 hrs supervised work experience requirement for the Level 6 diploma.

Acknowledgement is made that the candidate having demonstrated learning in advance of the diploma modular course of study and gained verifiable NZ experience (via their work diary) at a professional level, also satisfies the additional "40-hour notional learning" component referred to above.

Application for award of the Level 6 Diploma should be made to the Education Administration Officer upon satisfactory demonstration of competency in all 14 modules.

- **Candidate having demonstrated competency across all module areas, and approaching or having completed Transitional Membership expectations, wishes to proceed directly to the Assessment of Professional Competence interview:**

This candidate will be required to satisfy the APC interview panel that they have invested approximately 40-hours preparation in the presentation of a construction industry related field of study (regardless of whether this is seen as a core competency role or not).

Note: candidates following this path must be fully informed of the APC process expectations.

- **Candidate wishes to apply for award of the diploma prior to making application for an APC interview.**

This candidate will either be required to undertake a suitable time commitment to a practicum presentation prepared exclusively for fulfilment of the required minimum Diploma study expectation, **plus** an additional required module revision expectation.

Note: such practicum is expected to be at a level in advance of the modular course of study. **OR** the Candidate shall compile/present a folio of work: detailing and summarising the candidate's involvement in any one or more Diploma Module related areas, undertaken over the latter year of the candidate's study.

Such folio summary is to detail aspects of the candidate's personal industry related work involvement and will require certification: either by the candidate's employer, mentor or via a declaration from the candidate, witnessed by any one of the following: Justice of the Peace, Barrister or Solicitor, Notary Public, Registrar or Deputy Registrar of the District Court or the High Court.

NOTE: The above two options are expected to reflect a suitable level of involvement to satisfy the minimum total notional learning involvement, i.e. 40-hours and 45-hours respectively.

- **Candidate wishes to apply for an additional maximum 5% supervised work-related consideration in lieu of practicum/presentation requirements.**

Consideration may be granted whereby a reduction of notional learning hours in either of the two options specified above, would be compensated by the candidate's supervised work experience having been extended by no more than 5%. Such consideration shall only be granted in exceptional or extenuating situations and must be applied for in advance and will be subject to approval by the Education Officer.

3.6. Notional Learning

The NZIBS level 6 Diploma requires an amount of independent "notional" learning to fulfil both diploma and Vertical Horizonz expectations. See **Suggested Notional Learning Record (Appendix 5)**.

Please Note: Confirmation of the candidate's diploma status must be obtained from the Education Administration Officer prior to the APC interview being undertaken.

For non-graduate candidates these include a minimum of 900 hours of verifiable related work experience plus an additional 40+ hours of presentation/topic study/practicum preparation.

3.7. Diploma Pathways (Advice for APC Interview Panel)

Three alternative pathways are offered to the Transitional Member in order to achieve diploma requirement satisfaction as specified in the study schedule (**Appendix 3**).

The preferred route (for the Institute) would be for the registration interview process to occur in conjunction with the associated APC presentation/preparation and the actual APC interview.

Step 1:

Determining which level Diploma the candidate has achieved, or is seeking, may be the first box to be ticked at any registration interview stage. This is complicated as there will still be some existing Level 5 Diploma candidates coming through in the foreseeable future. All Level 5 candidates are required to achieve and demonstrate competency in all 14 modules, i.e. current membership rules do not require them to have been awarded the diploma in order to proceed with the registration process.

The clarifying date for the commencement of the Level 6 Diploma module study is 2022. Prior to 2022, they will be at Level 5. Confirmation of this **must** come from the Education Administration Officer.

Step 2:

Establishment of Diploma eligibility will be required at this stage. If at Level 6, this will require the interview panel to be satisfied the candidate has completed the 900 hours supervised work component undertaken over the period of their Transitional Membership – this aspect **must** be verified by the Education Administration Officer. **OR**, if the candidate already holds ≥ Level 7 degree construction related qualification, the APC required record of work diary compiled over their transitional period will satisfy the work experience aspect.

Step 3:

Only after step 2 (above) has been satisfied, proceed with the normal registration interview process understanding that whilst this aspect can be the same for both diploma eligibility and registration suitability, the outcomes (diploma and registration) are subject to different criteria, i.e., for an award of the diploma, the non-Level 7 degree candidate only needs to demonstrate (and satisfy the interviewing panel) that, along with verification of the candidates 900 hours notional learning, the specified additional 40-hour time component has been achieved. Please assess this, as best able, on the depth of the candidate's presentation.

Note: Whilst satisfying the notional learning time component will satisfy the candidate's eligibility for the Level 6 diploma, it may not necessarily satisfy APC registration expectations, i.e., the odd candidate may, during this interview/presentation process, be able to satisfy the diploma time expectation/involvement component, but not fulfil APC registration expectations. In that situation, they will be eligible to be awarded their Level 6 diploma without gaining registration.

Candidates for membership registration may have progressed along a different route and have already been awarded their Diploma. Verification again, **must** be sought from the Education Administration Officer. If this is the case then the APC registration interview process is entirely separate from that of the diploma, and other than confirmation of the diploma having been awarded, the interview panel need do nothing other than carry out the expectations of the institute's normal registration process.

3.8. Guidance for APC Interview Panels

A Level 6 diploma candidate may or may not have been awarded their diploma prior to their APC process application. Please refer to the **Guidance for APC Interviews (Appendix 6)**.

Non graduate applicants

- All Level 5 and 6 diploma candidates applying for their APC/registration process **must** have achieved 70 % pass, or “demonstrated competency” across all 14 modules.
- Verification of the above must be obtained the Education Administration Officer.
- All (non-Level 7 degree graduate) Level 6 candidates are required to have completed additional supervised work notional learning requirements.

APC interview process

If during the APC interview process the interview panel is satisfied that the non-Level 7 degree graduate candidate has invested approximately 40-hours preparation in a construction industry field of study (regardless of whether or not this is seen as a core competency role) the diploma can be awarded regardless of the outcome of the APC interview. Please notify the Education Administration Officer who will submit the application to VHNZ for issuance of the diploma certificate.

≥ Level 7 degree holding applicants

Applicants already holding ≥ Level 7 degree qualification or higher (RICS members and other industry related members) are able to satisfy the Level 6 diploma supervised work notional learning aspect, via presentation of a suitable recorded work diary, maintained over the period of their Transitional Membership as required by the APC process.

If a ≥ Level 7 degree graduate APC candidate (without diploma having been awarded) satisfies all APC expectations, they are deemed also to have satisfied all level diploma expectations. Please notify the Education Administration Officer for issue of diploma.

4. MODULE EXAMINATIONS

Module examinations shall be conducted at the completion of each module. They shall be held with the intention of determining levels of competency, and ability to demonstrate such, under stressful situations, as befits the role expectations of a Building Surveyor.

4.1. Examination Expectations and Notifications

All attendees receive an examination notification depicting their grade percentage and are awarded a Certificate of Participation dependent on their level of competency as per examination result:

- **Levels of competency demonstrated at 70% examination pass mark or above**, shall be recognised by the award of a Certificate of Participation acknowledging a sufficient level of competency as required by the appropriate Certificate or Diploma,
- **Levels of competency demonstrated at between 55% and 69%** shall be recognised by the award of a Certificate of Participation advising that the candidate has achieved a pass level in the examination along with an examination notification depicting the grade percentage. Advice shall be provided that this level of pass is insufficient for consideration as part of an Institute Certificate or Diploma, of sufficient adequacy to fulfil pathway requirements toward full Institute Registered Membership status,
- **Candidates not demonstrating competency at a level above 55%** shall receive a Certificate of Participation along with an examination notification depicting the grade percentage.

4.2. Examination Protocols

All Institute examinations shall be undertaken as outlined in the Institute **Examination Protocols Policy (Appendix 7)**.

4.3. Module Examination Resit Provisions

An unsuccessful examination candidate may apply to the Education Administration Officer to resit the examination. The date of examination resit will be confirmed, and an invoice will be issued for the current applicable fee.

Examination resits shall conform with the Institute's **Examination Resit Policy (Appendix 8)**.

4.4. Application for Examination Recount/Remark

Application for an examination reassessment, either recount or remark, may be made by an unsuccessful candidate by application to the Education Administration Officer within a 6-month time frame of advice of examination grade. Payment of the appropriate fee is applicable as stated in the module registration form. See **Examination Recount and Remark Policy (Appendix 9)**.

4.5. Examination Appeals Process

Appeals against Examination assessments shall conform to the Institutes policy on examination appeals.

Application for an appeal against an examination assessment, can only be made after either a recount or remark application has been considered. Such appeal may be made by an unsuccessful candidate by application, and payment of the current fee, to the Institute Executive Assistant within one year of the examination date. See **Examination Appeals Policy (Appendix 10)**.

Upon receipt of a candidate's intention to appeal, acknowledgement will be conveyed to the candidate, who will be approached by the Institute Education Officer and/or Moderator to explore if other more positive courses of action are available to the affected candidate.

4.6. Record storage

Electronic storage of candidate answer sheets will be held by the Institute for a minimum of two (2) years. Original answer sheets will not be returned to the candidates and shall be destroyed by the Institute upon completion of the marking/moderation process.

5. MODULE TRAINER/PRESENTER APPOINTMENT

All accredited Certificate and/or Diploma module trainers/presenters shall be approved by and registered within the Schedule of Nominated Trainers as incorporated within the Scope of Agreement, contained with VHNZ. Trainers/Presenters shall:

- conform to the Trainer Requirements as set out in the above referred to Agreement
- preferably be selected from within the ranks of the Institute membership. Where the required level of expertise, experience, or ability to present, is not available within the Institute membership, alternative persons, holding such experience, shall be sought from within the construction or other allied industry
- either hold; a valid qualification in adult education (Level 4) or higher related qualification, or equivalent skills and knowledge particularly, with the ability to plan, develop, deliver, and assess teaching and learning programmes relevant to their speciality. Also hold levels of expertise and experience in advance of the specific qualification presented and/or similar qualification as deemed appropriate by the Education Sub-committee and possess such levels of skill and experience in teaching and/or education fields
- in conjunction with the above, must also demonstrate a satisfactory ability to communicate, convey and disseminate specific course material in a compelling and informative manner
- be contracted by the Institute and subject to the terms and conditions of the Institutes generic Trainer's Contract, along with the allowances and constraints imposed by the associated Schedule of Fees except in the case whereby expertise is contracted from external organisations (i.e., BRANZ), where contracts and fee schedules pertaining to such organisations may be applicable
- subject to satisfactory performance, shall be offered such contract renewal on an annual basis. Presentation fees and reimbursements shall be set by the Executive in consultation with the Education Officer and Education Administration Officer and reviewable as considered appropriate
- be open to a biannual review to be undertaken by VHNZ as specified in the agreement
- be open to a tri-annual internal review conducted by the Education Officer or Moderator, or other such appointed person, to assess appropriateness of both course content, examination, and presentation
- regularly update and provide the Education Administration Officer with a descriptive Bio and ensure the module description/overview aligns with the course content for inclusion in the annual education brochure
- review and follow the **Marking Guidance for Examiners and Moderators (Appendix 11)**.

6. QUALITY ASSURANCE

To comply with the accreditation process set out by Vertical Horizonz NZ, the following explains our Quality Assurance processes and the need for them. Further explanation is set out in the **Education Quality Policy (Appendix 12)**.

6.1. Moderation

Moderation is a quality assurance process whereby the Institute ensures:

- the application of suitable standards of assessment for all students undertaking a module
- examination grades are awarded appropriately and consistently

Our **Moderation Policy (Appendix 13)** explains how moderation is an integral element of the assessment process and provides guidance on the following:

- What is moderation?
- Why moderate?
- When to moderate
- Module preparation
- Examination preparation
- Examination marking
- Moderation of marked papers
- The External Moderation process

6.2. Internal Reviews - Presenters

The intention of any such internal review shall be notified to the presenter in a timely advance of the review occurring and shall be undertaken by evaluation of the criteria established in the **Trainer Internal Appraisal Schedule (Appendix 14)**. Feedback/consultation with the presenter shall occur immediately after the appraisal, or at the earliest available opportunity, being mindful of travel commitments, and shall remain confidential between the Presenter, the Appraiser, Education Officer or any other member of the NZIBS Education Sub-Committee.

The planning and undertaking of all such appraisals shall be recorded on an Internal Presenter Audit Schedule to be maintained by the Education Officer along with copies of individual appraisal outcomes.

An annual review of the course schedule will be undertaken by the trainer, in collaboration with the Education Administration Officer, to ensure the timetable and opening presentations also aligns with the course objective and content.

In keeping with expectations specified in the annual presenter's contract, each Module Presenter shall make themselves available for a one-hour annual debriefing to be undertaken with the Education Officer.

All Module Presenters shall be provided with the opportunity, and encouraged, to attend either an annual half-day or biannual full-day educational session. Such events shall coincide with either the annual Institute Education Day or Conference.

6.3. Confidentiality

Strict confidentiality as to candidate's marks, questions, answers, model answers or marking schedules will be maintained between the Marker, Moderator, and Institute Education Administration Officer.

Should the opinion of an additional party be involved, similar confidentiality constraints will apply.

Final marks will be conveyed to candidates on an individual basis by the Education Administration Officer.

6.4. Reassessment Requests

Any request for a reassessment made by a candidate as per the Institute **Examination Recount and Remark Policy (Appendix 9)** may be limited to a recount of the marks attributed to the candidates answer sheets or a full reassessment of the paper. Should a reassessment be requested, ideally the marker should be presented with a blank copy of the original examination paper.

Initially any request for a recount/reassessment will be forwarded to the Moderator along with a copy of the originally marked examination paper and other relevant documentation. Subsequent to any recount of a paper it shall be the Moderator's sole decision should the original Marker be involved, with respect to possible reconsideration of a (or any) particular question answers.

7. ACCREDITATION

As of January 2022, the status of NZIBS Diploma in Building Surveying and the underlying certificates will no longer be offered at a Level 5 equivalent, extending instead to that of Level 6 equivalent. Candidates having commenced their Diploma pathway prior to January 2022, shall complete their diploma at Level 5.

Such increase in level will place additional (more onerous) expectations on module candidate performance, particularly with respect to Notional Learning contributions toward the Diploma. Aspects of these additional requirements will be mirrored within the individual modular examinations.

An alteration to the award timing of the Diploma with respect to the APC interview process may be appropriate depending upon the Diploma pathway chosen, and notified, by the individual transitional member.

NOTE: The additional (Level 6) expectations stated above are described, along with transitional pathway, in **Final Steps for Diploma Pathway (Appendix 4)**, of this regulation.

7.1. NZIBS Association with Vertical Horizonz NZ Ltd (VHNZ)

Vertical Horizonz (VHNZ) are registered as a Private Training Establishment, as defined within the Education and Training Act 2020. They hold ISO 9001 Certification to design, develop and deliver workplace training. They are responsible for maintaining this registration along with an accreditation under ISO 9001:2015.

The Institute holds an agreement with VHNZ whereby the Institute offers an educational programme under the auspices of the VHNZ accreditation. As such, our Diploma and Certificate courses are quality assured under ISO 9001:2015 within the VHNZ accreditation umbrella.

The Institute's agreement with VHNZ is based upon a renewable (and renegotiable) three-year term, for which an annual licence fee is charged.

VHNZ also undertake trainer reviews (not module content) on a bi-annual basis. This review incurs a trainer/presenter assessment fee, charged on a per day basis, plus disbursements and expenses.

7.2. NZIBS Obligations to Accreditation Provider

The Institute will advise VHNZ, with adequate advanced planning notice, of our intended course delivery dates on an annual basis. This will be achieved by providing a copy of the Institute Education Calendar Schedule as soon as available each year.

VHNZ will be advised which Trainers/Presenters will require review assessments on an annual basis along with the intended course presentation dates and venues.

The Institute will provide VHNZ copies of all course documentation, pre-reading lists, workbooks, presentations, assessments, and moderation processes etc. for each, and every module, presented as relevant to their current year trainer review assessment.

The Institute, via each individual module course presenter, will keep the course content of each module up to date. Should major course content amendments be required, (in excess of 20% of the previously reviewed course content) or when courses have been comprehensively revised, all such course content must be submitted to VHNZ for approval prior to course presentation.

NOTE: VHNZ require a minimum period of two weeks in order to approve such modified content, however, it should be noted that if amendments are required (by VHNZ), this must be achieved prior to the module presentation day.

Should the above aspect have implications on documentation sent out to candidates, any course content material submitted to VHNZ will be undertaken with sufficient time frame to enable finalisation of all course material three weeks prior to the intended course presentation date.

Any alterations to examinations or examination processes, must be submitted to VHNZ for approval.

8. HEALTH AND SAFETY

8.1. General

All related health and Safety considerations shall comply with the provisions of the Institute Health and Safety Policy. Where the Institute modular courses are undertaken in commercial premises, the health and safety requirements of the nominated venue shall be adhered to.

In accordance with the above, course participants shall be advised at the commencement of each session of any specific requirements which shall include notification of evacuation procedures, emergency alarms, exit paths and assembly points. Should such an evacuation be necessary, a course participant roll check shall occur upon congregation at the assembly point.

8.2. Site Visits

Any modular course requiring site visits or activities outside the module venue shall require additional health and safety considerations:

- transport of candidates shall be by chartered coachline and/or private vehicles
- these vehicles must be in road worth condition and driven by a licenced driver
- over capacity of such vehicles will not be tolerated
- seat belts must be worn during journeys
- all candidates will be required to wear suitable PPE of an appropriate nature. Requirements for such equipment shall be conveyed to all candidates prior to course participation
- candidates shall be briefed on potential site hazards, restricted areas, and behaviour prior to leaving transportation vehicles
- candidates shall be briefed at every site of potential hazards, including assembly points, prior to entering the site
- a suitable first aid kit shall be provided for each site visit
- access to emergency services shall be determined prior to site visits being commenced

8.3. Emergency Response

Any site involvement shall be undertaken in accordance with current Government guidance for New Zealand Construction Operations.

8.4. Event Contingency Plan for Cancellation of Modules

Modular courses undertaken by the Institute shall be regulated by the Institute Education Programme, two stage Covid 19 contingency plans.

9. FUNDING PROVISIONS

Sources of funding, both module sponsorship and payment of candidate module fees, shall be explored on a regular basis.

10. FUTURE PROOFING STRATEGY

The Institute recognises and values the advantages that face-to-face learning provide by encouraging collegial interaction and peer network building. It also ensures the criteria for examination requirements are met to achieve the preferable outcomes to the Diploma qualification.

10.1. Module updates

Diploma modules/pre-course reading and associated examinations shall be updated as required for content, topicality, and industry changes. Revisions shall also be encouraged to maintain “freshness and candidate appeal” on a regular basis.

Unless such revising exceeds 20% of the existing content, updating/revision may be at the discretion and initiation of the Presenter. Such situations shall be encouraged to occur throughout all Diploma module

situations during all Education Officer/Presenter interactions and at formal training/ appraisal situations. It is expected the above revisions will be undertaken within the scope of the Presenters appearance fee.

Regular major scale revisions of the Diploma module/pre-course reading and associated examinations shall be undertaken as necessary. Such revisions shall be documented on a Diploma Module update schedule and approved by the Education Officer before commencement. Provision of a two-stage scale reimbursement for such revisions shall be made by the Executive on a rotating modular basis as advised necessary or appropriate each year by the Education Officer.

Where reimbursement is provided for any preparation time incurred on module or examination content, intellectual property rights to such revised material (along with that of the original) as specified in each presenter's annual contract, shall be with the Institute.

Consideration shall be given as and if required, to the presentation of Institute educational modules in an online learning environment. Any such alteration in the means of module presentation/delivery shall be undertaken in collaboration with VHNZ to ensure the security of the Accreditation standing of the Institute Diploma and Certificates.

10.2. Succession Planning

The Institute has been very fortunate over the years to have been supported by presenters who are respected experts in their field. Contingency plans are in place should a presenter be unavailable due to unforeseen circumstances or plan to retire.

10.3. Future Growth

Our education programme is constantly evolving through module updates and awareness of sector changes. To this end, the Institute is committed to collaboration with other professional bodies to enhance the offering of continued professional development opportunities within the building industry.



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SURVEYORS**

REGULATION 14

APPENDICES

APPENDICES

1. Education Roles – Schedule of Duties & Responsibilities
2. NZIBS Diploma - Level 5 verses Level 6 Comparison Table
3. NZIBS Level 6 Diploma in Building Surveying – Study Schedule
4. Final Steps for Diploma Pathway
5. Suggested Notional Learning Record
6. Guidance for APC Interviews
7. Examination Protocols Policy
8. Examination Resit Policy
9. Examination Recount/ Remark Policy
10. Examination Appeals Policy
11. Marking Guidance for Examiners & Moderators
12. Education Quality Policy
13. Moderation Policy
14. NZIBS Presenter Internal Appraisal Schedule

APPENDIX 1

EDUCATION ROLES

SCHEDULE OF DUTIES & RESPONSIBILITIES

EDUCATION OFFICER - DUTIES & RESPONSIBILITIES

Education Programme Structure	<ul style="list-style-type: none"> maintain the structure of all and any Diploma and Certificate courses offered by the Institute liaise with, and be available to, the Institute's Education Administration Officer with respect to the Diploma, its structure, and general Institute educational matters.
Module Course Review	<ul style="list-style-type: none"> review on a regular basis, all educational modules, presentations, examinations, and assessments offered or undertaken by, or on behalf of, the Institute for appropriateness and adequacy ensure the robustness and consistency of all and any competency moderations.
Documentation Compilation/Review	<ul style="list-style-type: none"> prepare and maintain, in collaboration with the Education Administration Officer, a suitable education manual comprising a compendium of all relevant and pertinent documentation undertake the Annual review of Regulation 14 and amend/update as applicable review and update all associated policies on a three-year rotational basis, or as required.
Accreditation	<ul style="list-style-type: none"> liaise with the Accreditation Body (Vertical Horizonz NZ) as and when necessary to ensure Institute compliance with both certification requirements and contractual obligations. maintain all necessary certification documentation liaise with Vertical Horizonz NZ (VHNZ) with respect to scheduled VH module presenter appraisals and annual audit receive such formal audit and presenter appraisal responses and summaries maintain working relationships with VHNZ Training Manager and audit personal maintain VHNZ certification contract negotiate Institute/ VHNZ certification contract renewals.
Presenter Liaison	<ul style="list-style-type: none"> liaise with all Institute module presenters with respect to course content, course and/or examination modifications perform competency appraisals and undertake an annual face to face internal appraisal debriefing meeting with each presenter collaborate with the presenter to action VHNZ appraisal points and recommendations.
Education Report	<ul style="list-style-type: none"> prepare a written report – at least bi-monthly – in adequate time for dissemination, to Educational sub-committee members, prior to each scheduled Executive Meeting.
Examination re-marks/ appeals	<ul style="list-style-type: none"> be involved in all re-mark and appeal applications and will oversee such processes in keeping with the Institute applicable appended policy where appropriate, delegate any required re-marking and/or moderation to alternative presenters as they may determine fit, to ensure independence and transparency.

Direction	<ul style="list-style-type: none"> • receive direction from NZIBS Executive as and when necessary • liaise with Executive President, Education and Membership Chairs along with Finance and Executive Officers on a regular basis • communicate, and as required, meet with the Education Administration Officer on a weekly basis • attend Executive meetings as and when required.
Strategy	<ul style="list-style-type: none"> • implement Executive directions, develop relevant education strategy and instigate education policies accordingly • provide focus, ethos and integrity for educational direction • prepare and maintain the Institute Educational regulation (Reg 14) • maintaining the structure of all and any Diploma and Certificate courses offered by the Institute • liaise with, and be available to, the Institute's Education Administration Officer with respect to the Diploma, its structure, and general Institute educational matters.
Engagement	<ul style="list-style-type: none"> • maintain the pool of module presenters • monitor ongoing risk assessment as to replacement requirements • appoint new presenters as and when required • collaborate with Presenters to action VHNZ appraisal points and recommendations as required • monitor module content and presentation quality • liaise with all Institute module presenters on regular basis with respect to wellbeing, course content, course and/or examination modifications • perform annual internal competency appraisals and undertake face to face internal appraisal debriefing meetings with each presenter • undertake regime of motivation and promotion to encourage constant improvement in presenter performance and module content • responsible for annual presenter refresher sessions • regulate annual course revision budget as applicable • provide direction and support to the Education Administration Officer • maintain and promote industry acknowledgement of the Institute's Diploma standing • liaise with all other industry parties as appropriate • liaise with BCA's re (their) Reg 18 compatibility.
Diploma	<ul style="list-style-type: none"> • maintain and update the Institute Diploma, reviewing and updating as, and when, necessary all documentation necessary to ensure consistent delivery of the education programme • review, on a regular basis, all educational modules, presentations, examinations, and assessments offered or undertaken by, or on behalf of, the Institute for appropriateness and adequacy. • ensure the robustness and consistency of all and any competency moderations • oversee all new presentation and examination preparation • maintain suitability of modular content and parity between modules • provide upper tier guidance to diploma candidates • oversee and approve candidate's diploma pathway completion • liaise with diploma candidate/mentors/employers as necessary to ensure satisfactory candidate progress • receive all candidate diploma practicums and undertake disputations.
Moderation	<ul style="list-style-type: none"> • undertake a moderation overview of all competency-based assessments in keeping with the Institute Moderation policy (appended) • where the Education Officer is involved in the presentation and/or assessment of an educational module, they will arrange for moderation

Moderation (cont'd)	<p>of such competency assessments to be undertaken by an alternative moderator. Such alternative moderator will be selected on the basis of both educational astuteness and subject expertise</p> <ul style="list-style-type: none"> • oversee all re-mark and appeal applications in keeping with the Institute policies applicable (Policies appended) • delegate any required re-marking and/or moderation to alternative presenters as may be determined fit in order to ensure independence and transparency • scrutinize and submit final competency levels for each assessment to the Education Administration Officer.
Future proofing	<ul style="list-style-type: none"> • in conjunction with the Education Administration Officer, undertake bi- annual risk (or as necessary) assessments • maintain awareness of next generation potential presenters • support Education Administration Officer in promotion of Institute Diploma to outside organisations.

EDUCATION ADMINISTRATION OFFICER - DUTIES & RESPONSIBILITIES

Enquiries/ queries/ registrations/ invoicing	<ul style="list-style-type: none"> • receive/reply to general education enquiries, telephone/ email • acknowledge module registration to attendees and register on module registration spreadsheet • file registration form against member profile and generate invoice • liaise with attendees re special requirements, e.g., dietary, learning, etc.
Receive exam results from Trainer (on template spreadsheet)	<ul style="list-style-type: none"> • notify candidate of results and issue Certificates of Completion • maintain database of all results and insert results against member profile in CMD on NZIBS website, along with any notes relating to modules.
Receive and process Diploma/ Certificate applications / Diploma pathway completion	<ul style="list-style-type: none"> • acknowledge receipt of application, process application fee and file application against member profile • collate marked examination papers (electronic versions), compile letter of module results and forward to VHNZ along with the appropriate application form requesting the qualification be ratified and certificates forwarded • liaise with membership committee relating to final diploma pathway completion.
Receive applications for examination resits	<ul style="list-style-type: none"> • confirm eligibility to attend exam resit (as per 3-month stand down) • arrange resit times with candidate and supervisor. • liaise with trainer/ course presenter as to appropriate examination paper and inform Moderator • arrange exam feedback meeting with candidate and presenter • arrange appointments for exam resits to take place when modules are being held in the region. If unavailable to supervise the exam resit, arrange for an acceptable and trustworthy supervisor to facilitate and issue with supervisors' instruction and moderation sheet • send diary invite to all interested parties.
Marketing	<ul style="list-style-type: none"> • request Executive Assistant to design and upload social media ads promoting educational courses • monitor registration spreadsheet and target individuals who may be interested in particular modules • research prospective businesses/ sectors who may be interested in the core education programme.

Planning of Core Module Education Programme	<ul style="list-style-type: none"> • maintain the Education Programme on an annual basis. Delivery of such programme being no later than September 30th, for the forthcoming year • set the programme for delivery of the education modules during any one year, in conjunction with the Education Officer • contact presenters to assess availability and provisionally book dates to hold module(s) • liaise with the venue to confirm if the dates are available and make a provisional booking • make necessary amendments to module course dates if venue/ presenter not available • once availability of both the presenter and venue is confirmed, email calendar invitations to the presenters for their respective module • confirm attendance numbers with venue and notify any special requests.
Core Module Education Brochure and Registration Form	<ul style="list-style-type: none"> • compile annual education programme, update previous year's registration form template with new dates for the regions • liaise with presenters to ensure bios and course information is updated and accurate • email core module education programme to organisations and potential attendees.
Course Facilitator / Exam Invigilator	<ul style="list-style-type: none"> • arrange all necessary venue, presenter accommodation, catering, and module transport requirements. These shall be at a level and standard commensurate with the expectations befitting the Institutes Education Centre for Technical Distinction • ensure venue is equipped for presentation and be available for troubleshooting • arrange any additional requirements for the course, i.e., minibus, calculators, etc. • attend all education module presentations, ensuring the evening prior to presentation, that all necessary venue requirements, presentation technology, and Institute marketing banners are available and functional • introduce each module providing a logistical, Health & Safety briefing and act as support person for the presenters during each module presentation assisting with administrative, technical, and other matters which may arise during the presentation • request, and receive from individual presenters, all course prerequisites, course material, handouts, pertinent to the current year and arrange for the dissemination of such to registered course candidates at least two weeks prior to the scheduled course presentation date • request, and receive from individual presenters, the intended examination paper, and shall prepare under suitable secure means, sufficient copies for the number of candidates • supervise the examination at course completion, collect and disseminated examination papers to the course presenter along with the list of course participants and moderation spreadsheet template, in keeping with the Institute's Examination Protocols Policy • arrange examination for resits ensuring supervision arrangements are in accordance with Examination Protocols Policy • support with the marketing/promotional aspects through social media and newsletters • liaise with industry sources with respect to promotion and encouragement of potential education module candidates • notify candidates of examination result and issue appropriate Certificate of Completion • facilitate the course/exam ensuring compliance with VHNZ guidelines

Support to Presenters	<ul style="list-style-type: none"> • liaise with presenters regarding presentation equipment requirements • arrange presenter accommodation and parking requirements • assist with presenters' travel arrangements if requested.
Administration Work	<ul style="list-style-type: none"> • update/print exam papers, name tags, attendance lists, opening presentations, course schedule, etc. • scan unmarked exam papers and courier to presenter for marking including courier envelopes addressed to moderator and Education Administration Officer for return of marked exam papers for scanning • enter attendees and course details on moderation sheet and email to presenter/moderator with instructions and deadlines • receive, scan and upload marked exam papers onto NZIBS database • destroy hard copies of marked exam papers usually after 6-month period unless there are disputes.
Course Materials	<ul style="list-style-type: none"> • correspond with presenters to ensure pre-course reading/ exam papers are current and upto date • email course information and pre-course reading materials to attendees • deal with any queries from attendees and seek further clarification from presenter.
Additional Support	<ul style="list-style-type: none"> • provide additional support to the Education Officer as and when required • in conjunction with the Education Officer, undertake bi-annual risk (or as necessary) assessments.

INSTITUTE EXECUTIVE ASSISTANT - DUTIES & RESPONSIBILITIES

Phone enquiries/queries	<ul style="list-style-type: none"> • respond to potential candidate queries and notify Education Administration Officer who will follow up • enter expressions of interest for attending modules on first spreadsheet of current module registration file, noting contact details and region and inform Education Administration Officer
Receive complaints	<ul style="list-style-type: none"> • acknowledge complaints and discuss with Moderator/ Education Chair to gauge the best way forward.
Marketing/ Core Module Education Brochure	<ul style="list-style-type: none"> • design module course brochure and upload social media ads promoting education in collaboration with Education Administration Officer.
Assist with venue requirements	<ul style="list-style-type: none"> • source venue, confirm details etc., as and when required.
Assist with any setting up of programme etc.	<ul style="list-style-type: none"> • as and when required.
Communications with Education Sub-Committee	<ul style="list-style-type: none"> • confer with Education Officer, Education Administration Officer and designated Executive Member on all educational matters as and when required.

LEVEL 5 DIPLOMA (Pre-Dec 2021)	LEVEL 6 DIPLOMA (applicable from Jan 2022)
Candidate demonstrates competency in all 14 Diploma modules	Candidate demonstrates competency in all 14 Diploma modules
Diploma is awarded	Candidate provides evidence of self-directed learning 450 hrs per year (approximately 25% of employment hours per year over their Transitional Member period). Total required: 900 certifiable hours. Note: Provision is made for acceptance of ≥ Level 7 related construction qualification holder's work diaries, over the imposed minimum transitional membership period, to satisfy this requirement
Prepares two project presentations for the APC interview Current expectation: 2 – 3 days	Candidate prepares a Practicum Presentation EITHER: <ul style="list-style-type: none"> • in anticipation of their APC interview presentation (expectation 40 hrs, plus study for interview process suggested 40 – 100 hrs) OR • a Practicum Presentation prepared exclusively for fulfilment of the required minimum self-directed learning involvement, plus an additional required module revision expectation. 40 hrs combined total, OR • compilation/presentation of a folio of work: detailing and summarising the candidate's involvement in any one or more Diploma Module related areas. It is expected in lieu of the above practicum preparation and presentation this provision should reflect 45 hrs involvement Note: The above latter two bullet points are expected to be at a level in advance of the module programme
Candidate applies for APC interview and presents evidence of project involvement	<ul style="list-style-type: none"> • Candidate applies for APC interview providing satisfactory documented evidence of above requirements having been met, OR • alternative presentation as required: Undertakes interview/presentation and presents practicum
If successful invited to take up registration	<ul style="list-style-type: none"> • if the APC interview process is successful, candidate is awarded Diploma and invited to take up registration, OR • If the practicum presentation is acceptable, candidate is awarded Diploma
Note: Refer to Level 6 Diploma Study Schedule for further information	

APPENDIX 3

NZIBS DIPLOMA IN BUILDING SURVEYING (LEVEL 6) STUDY SCHEDULE



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Module length	No. of Modules	Module Pre-course reading/study involvement	Module Contact time	Module Exam	Total
2 days	2	10 hrs (x2)	16 hrs	1.25 hrs	54.5 hrs
1 day	9	8 hrs (x9)	8 hrs	1.25 hrs	155 hrs
1 day (Mod 1)	1	15-20 hrs including test	8 hrs	1.25 hrs	27.5 hrs
½ day	2	5 hrs(x2)	4 hrs	1 hr	20 hrs
Additional modules					
1 day	1	Included into proposal as and when additional modules or extensions available			
½ day	2				
Evidence of relevant and related supervised work involvement over a 18-month minimum transitional membership period	450 hrs per year (approximately 25% of employment hours per year) Note: Those holding both a ≥ Level 7 construction related qualification and current construction industry-related professional registration, may satisfy this requirement via production of a satisfactory completed weekly work diary spanning their transitional membership period and presented as part of their APC interview application.				900 hrs minimum*
Practicum preparation This practicum preparation time could be either applied: <ul style="list-style-type: none">to the APC for Registered Membership presentation/portfolio requirements (this aspect being particularly, but not exclusively applicable to those already holding ≥ Level 7 qualifications), ORa suitable time involvement of a practicum presentation prepared exclusively for fulfilment of the required minimum Diploma study expectation, plus an additional required module revision expectation. NOTE: Such practicum is expected to be at a level in advance of the modular course of study, ORcompilation/presentation of a folio of work: detailing and summarising the candidate's involvement in any one or more Diploma Module related areas; undertaken over the latter year of the candidate's study Such folio summary is to detail aspects of the candidate's personal industry related work involvement and will require certification of all claimed supervised work and notional learning: <ul style="list-style-type: none">either by the candidate's employer or mentor, ORvia a declaration from the candidate witnessed by any one of the following: Justice of the Peace, Barrister or Solicitor, Notary Public, Registrar/Deputy Registrar of the District Court or High Court					40 hrs minimum* 40 hrs combined minimum* 45 hrs minimum*
Attendance at an APC Interview or alternative presentation as detailed above.					3 hrs
ACCUMULATED TOTAL HOURS					1200 hrs minimum*

NOTE: Hours notated are suggested in order to accumulate the minimum 1200 total hours required. Time considerations for APC preparation and presentation should be adhered to.

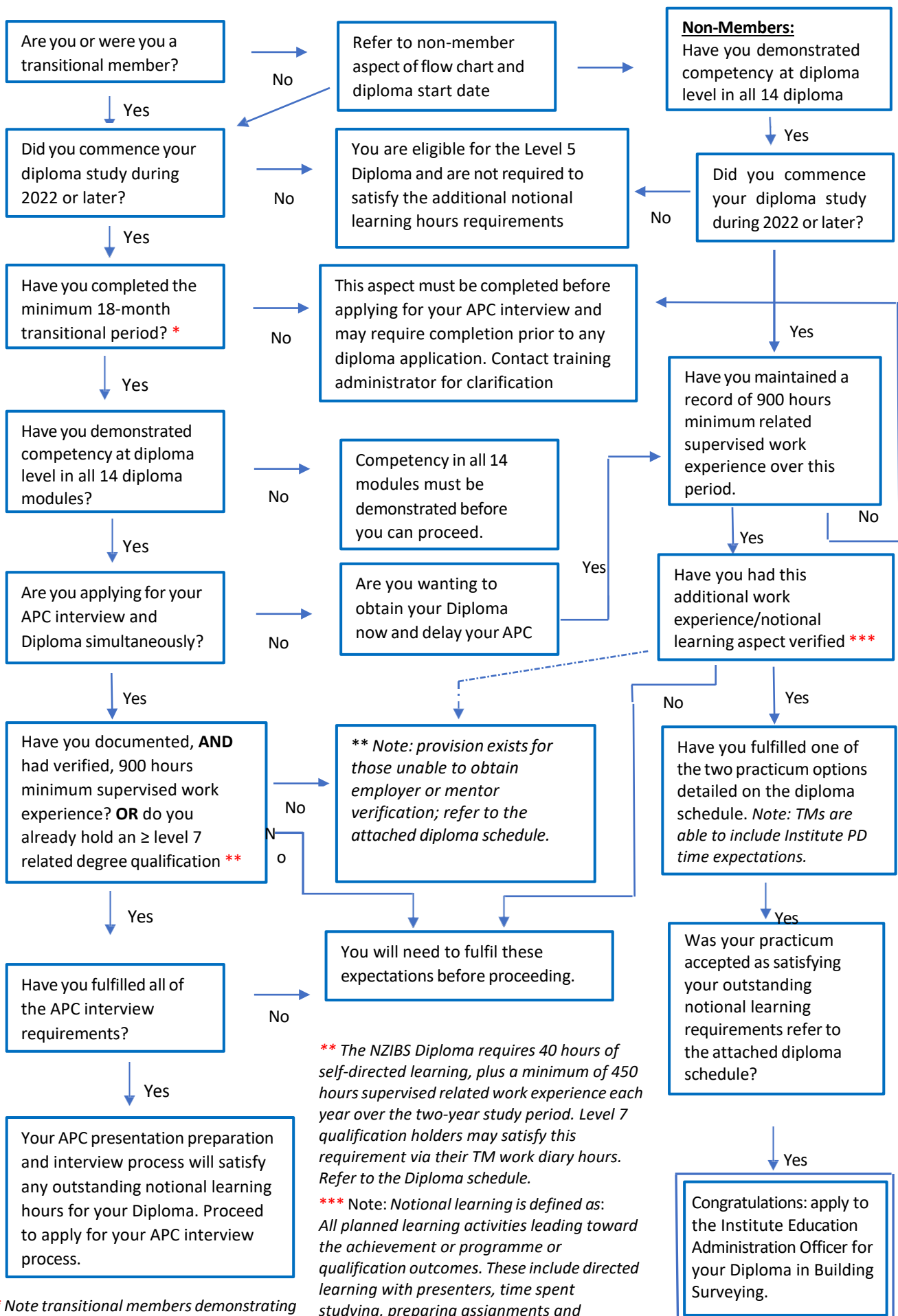
* Consideration may be applied for, whereby a reduction of notional learning hours in either of the additional two options referred to in the above schedule, would be compensated by the candidate's supervised work experience having been extended by no more than 5%. Such flexibility must be applied for in advance and will be subject to approval by the Education Officer. Consideration shall only be granted in exceptional or extenuating circumstances.

NZIBS Transitional Members CPD point hours can be included in the latter of the two options above should you so choose.

Should any diploma candidate have queries relating to the above it is imperative that these are clarified by contacting either the Education Officer or the Education Administration Officer.

APPENDIX 4

Final Steps on the Diploma Pathway Chart



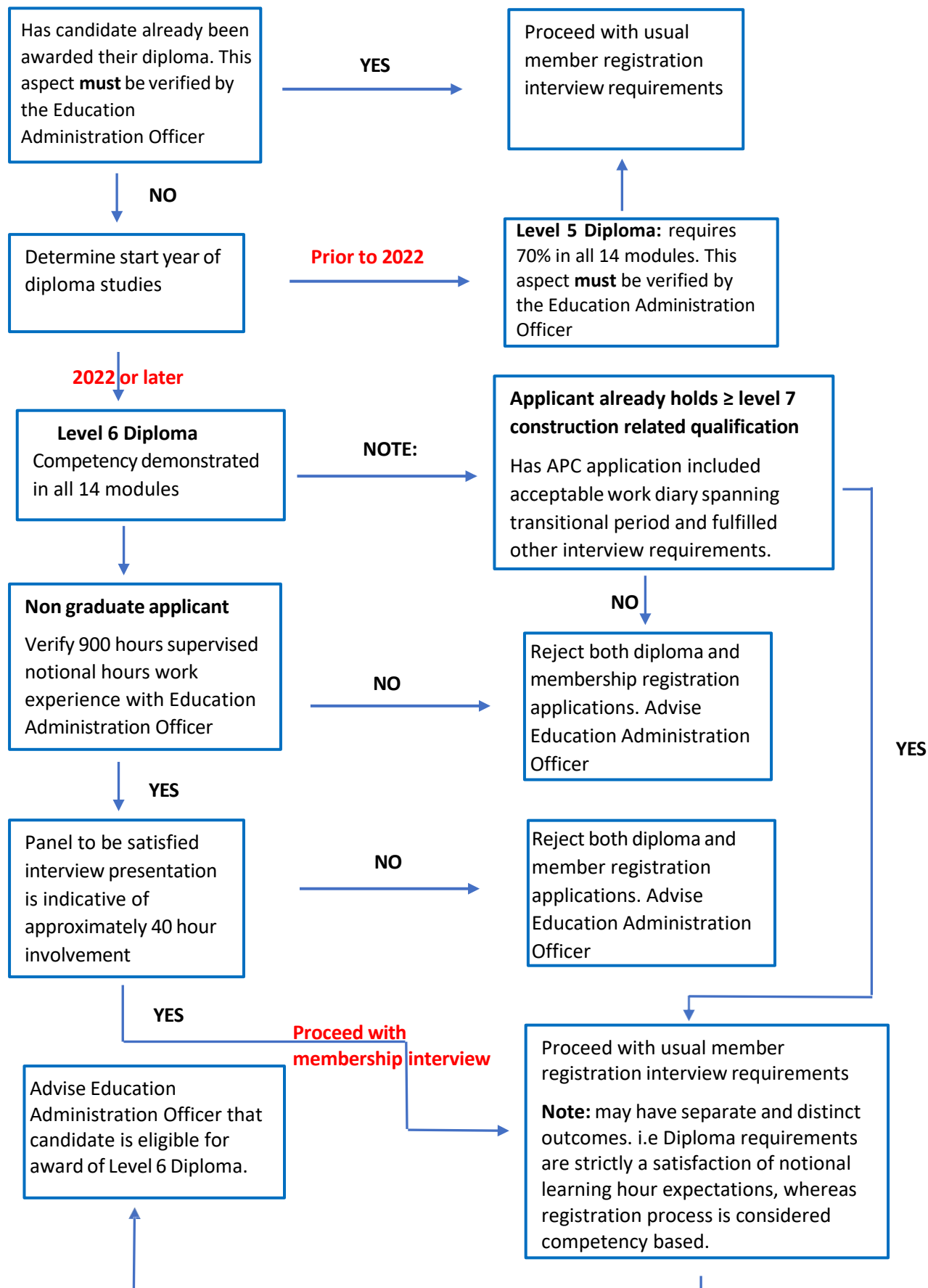
* Note transitional members demonstrating competency in all 14 modules over a one-year period may satisfy diploma, but not APC, expectations.

APPENDIX 5

Suggested Record of Notional Learning

NZIBS Diploma: Suggested Record of Notional Learning. Name: _____					
(900 Certifiable Hours relevant and related supervised work expectation over two years)					
Date	Situation (Where)	Details of Candidate Involvement (participation/supervision etc)	Benefits/learning achieved	Hours	Mentors Acknowledgement
Core/Developed Competencies (if applicable)				Level	
Core/Developed Competencies (if applicable)				Level	
Add additional rows as required					

Process for a candidate seeking to satisfy diploma eligibility at the time of membership registration/interview



1. EXAMINATION SUPERVISION

The following requirements shall apply to both group examinations and individual examination resit situations.

All module examinations included within the Diploma in Building Surveying and/or Certificates in Residential Property Inspection, Forensic Building Surveying or Commercial and Asset Management, shall comply with the following instructions:

- all examinations, including resit situations, are to be supervised by either the Education Administration Officer, Executive Assistant, or a designated trustworthy person
- undertaken in a private, quiet, secure environment, free from external interruptions
- mobile phones must be turned off for the duration of the examination
- candidates will be provided with sufficient desk space to accommodate their needs
- desks shall be free of all written material and any electronic device at all times
- uninterrupted supervision must occur for the duration of the examination
- the supervising person is not to undertake any other task during this period
- group examination supervision must be undertaken from the front of the room, i.e., facing the candidates
- examinations must be concluded within the time stated on the examination paper
- candidates should not be permitted to leave the examination venue within 15 minutes of the expiration of the examination
- all examination papers are to be scanned to electronic copy on secure computers immediately at the completion of the examination and emailed to the Education Administration Officer
- the Education Administration Officer will upload all electronic copies of the examinations received onto the NZIBS cloud-based software system
- upon confirmation of receipt of an electronic copy of each examination paper, by the Education Administration Officer, all electronic copies held at the point of examination are to be permanently deleted
- particular care must be undertaken to ensure the security of the examination process and papers, specifically should resit situations unavoidably need to occur in individual company offices
- it is preferred that examination resits do not occur in the same corporate offices as that where the candidate is, or has been employed, unless the examination is supervised by the Education Administration Officer, Education Officer or Executive Assistant
- it is preferred that all examination resits take place when modules are held in the region under the supervision of the Education Administration Officer/Course Facilitator, or an approved examination supervisor, to ensure the exam paper is not compromised and protocols are strictly followed
- hard copies of examination papers, plus any unused examination papers are to be despatched by courier to the appropriate examination marker in the courier envelopes provided
- designated examination supervisors shall complete and sign an acknowledgement that the above procedures have been complied with. This acknowledgement to be forwarded to the Education Administration Officer upon dispatch of the examination papers to the examination marker

2. SUPERVISION ROLES

2.1 Role of Education Administration Officer

The Education Administration Officer, in the capacity of Course Facilitator, shall administer all aspects the Institutes examinations ensuring the various personnel involved are advised of, and conform to, the above Institute expectations. The Education Administration Officer will also be responsible for the following:

- upon receipt of scanned copies of examination papers from the examination supervisor, shall be checked for integrity prior to being stored on a secure storage device

- following receipt and storage of each examination, the examination supervisor shall be instructed to permanently delete all copies held securely by the examination supervisor if applicable.
- ensure scanned copies of all unmarked examination papers are kept on secure storage for **three** months from the date of examination advice is provided to the candidate to allow for remark request provisions
- upon receipt of moderated hard copies of all examinations, store scanned copies of all examination documentation on a secure storage device
- original answer sheets will not be returned to the candidates and may be destroyed by the Institute after a **six**-month period of completion of the marking/moderation process including advice to the candidate of marks achieved
- electronic storage of candidate examination papers will be held by the Institute for a minimum of two years
- electronic storage of examination/moderation spreadsheet shall be stored indefinitely
- consider and make an assessment for candidates with special requirements (notified at the time of registration) to determine if provision can be made and if so, make the necessary arrangements
- notify candidates of their examination result and issue a Certificate of Completion upon receipt of examination moderation sheet from the Moderator.
- arrange all examination resits and liaise with the presenter for feedback if requested

2.2. Examination Supervisors

The Education Administration Officer shall nominate an in-house examination supervisor, as and when require. The examination supervisor will be provided with the following:

- a copy of the above examination supervision requirements prior to any supervised examination scenario
- request signature for the acknowledgement statement confirming that the above stated provisions have been adhered to, and courier dispatch of examination papers to the appropriate examination marker
- provide a list of examination candidates including the title of the module examination being undertaken
- provide contact details for the Education Administration Officer and any other special requirements
- ensure the appropriate number of examination papers (plus spare copies) are available, for the number of candidates in attendance
- provide details of examination markers along with addressed courier envelopes for dispatch of examination hard copies to them
- provide addressed courier envelopes for the moderator to be included with examination papers being sent to examination markers
- provide an addressed courier envelope for dispatching marked examination hard copies to the Education Administration Officer to be included in the envelope sent to the moderator
- following completion of the module, provide all examination markers and moderators with an electronic copy of the Excel moderation spreadsheet to record the examination marks, detailing all candidate names including marking/moderating deadline dates

2.3. Role of Examination Marker

Examination markers will conform to the following criteria:

- examination papers will be marked by the examiner in distinct contrasting coloured ink on each examination answer sheet and enter the marks on the moderation spreadsheet
- examiners must complete all examination marking and courier to the moderator prior to the advised deadline date
- examiners will electronically forward the completed moderation spreadsheet to the moderator, along with advice that hard copies of the examination papers have been despatched by courier

- comments the examiner wishes to be conveyed to the candidate, should be included on the moderation spreadsheet. This latter aspect is encouraged in all situations particularly for those non achieving candidates
- it is strongly recommended that scanned copies of the marked examination papers be made and stored until verification of receipt is obtained from the moderator. Should such scanning not be undertaken and the marked papers, for any reason, not be received by the moderator, the onus of remarking of the said papers shall be with the examiner
- the examiner shall make themselves available should the candidate require a 15-minute telephone interview to advise on possible areas of improvement prior to any attempted resit of the module examination. Previous examination question answers or individual question marks attributed will not be discussed
- any electronic transfer of exam papers must be on single use emails i.e., must not be attached to email trails nor have additional emails communications attached to them.

3. MODERATION OF EXAMINATION

The Educational Sub-committee shall appoint an examination moderator who shall oversee the moderation of each all examinations and hold the following preferable credentials. The Moderator shall be:

- appointed from within the membership ranks where possible or otherwise from such areas where the degree of expertise is obtainable
- experienced in the allocation, moderation and, if necessary, scaling of examination marks
- preferably hold qualifications and/or experience, at a suitable level, commensurate with adult education, from within the educational sector
- reimbursed in keeping with the allowances and constraints imposed by the associated Schedule of Fees attached to the Presenters contract
- in conjunction with the Education Officer, will review and update all Institute examination, moderation, re-mark, re-count and appeal policies and guidelines on a three-year basis
- the Moderator will conform to all moderation guidelines

Examination moderation shall be subject to the Guidelines for Moderation of Core Module Assessments.

Levels of competency in the NZIBS Diploma or Certificate programmes will be demonstrated through examinations held at the completion of each module. Those wishing to follow the NZIBS Diploma in Building Surveying or any of the three Certificate qualification pathways, are required to demonstrate competency and understanding, at a level equivalent to a 70% (or above) pass mark in the module examination. For those candidates who do not attain the above pass mark, the eligibility criteria to resit will depend on what category their examination mark falls under:

- **Examination Outcome - 55% - 69%**

Those achieving this level, and desiring to attain sufficient levels of competency, are eligible to re-sit the examination up to **two** further times without needing to re-attend the module course, providing examination grade levels at or above 55%, have previously been demonstrated.

- **Examination Outcome - 54% and below**

Candidates failing to demonstrate competency at the above minimum described level in any module, that is achieving at a level of less than 55%, will be unable to re-sit the examination without first re-attending the particular module course.

Any candidate wishing to resit an examination or re-attend the module will be required to comply with the following steps:

1. Stand down period

A minimum stand down period from the previous unsuccessful attempt of at least **three** months. During this time, the candidate is expected to:

- undertake the acquisition of additional knowledge and understanding of the subject content by all or any of further study, revision and, where appropriate, relevant work experience
- provide supporting evidence of such having occurred, either by, in the case of a Transitional Member, a statement of acknowledgement from their Mentor, employer or otherwise completion of a declaration confirming that an improvement in their understanding has taken place, prior to any resit application being accepted

2. Booking Exam Resits

Provisions for resitting examinations will be made by the Institute throughout the year. Examination resits can be arranged by contacting the Education Administration Officer who will make the necessary arrangements, which may take place with other module examinations or at a mutually convenient location.

Similarly, should you wish to reattend the module, this again can be arranged by the Education Administration Officer who will advise you of any upcoming modules. Reattendance of the module is at a discounted price and helps to reinforce any gaps in your knowledge.

NOTE: Provisions for any exam resits for the Module 6: Forensic Building Investigations Site examination will only be available, when, and where, this Module is next being presented (refer below).

2.1. Resit of Module 6 Forensic Investigations written and site exams.

Resitting either or both exams can be undertaken independently should a need arise. A re-sit of the written aspect of the examination can be undertaken at any time, as scheduled by the Institute, providing the resit occurs between three and 18 months of attending the course and on payment of the standard examination resit fee.

Should a resit of the site exam be required, provision for this will only be available during the next time the Institute runs a Module 6 presentation, when attendance at the full site inspection day will be necessary. The cost for this onsite day will be stated in the module registration form. Should you fail to demonstrate competence in this site examination on a second attempt, a full re-attendance of the two-day course will be required, prior to a further resit application being considered.

3. Examination Feedback

Candidates are offered the opportunity to discuss previous examination competency level shortcomings, via a maximum 15-minute telephone call with the course presenter/examiner. These feedback sessions are strongly recommended and available by contacting the Education Administration Officer who will make the necessary arrangements.

It should be noted that during the feedback session, discussion will not be entered into regarding individual question successes or shortcomings.

It is evident that candidates who spend time considerably improving their knowledge base, usually succeed in attaining their desired levels of competency during an examination resit, whereas candidates attempting a hasty and poorly prepared resit, are generally less successful.

MODULE CONTENT

Examination candidates should note that each year the module contents are updated to ensure relevance with that which is occurring within the industry. If you are unable to resit the examination within the above specified time, you will be required to re-attend the course module.

Candidates wishing to avail themselves of the opportunity to re-attend any module course can do so at a reduced fee. Such re-attendance fee will be scheduled within the current year module registration form.

Where available, alternative examination papers will be used. **An examination re-sit fee will apply.**

EXAMINATION RESIT FEES

Examination resit fees are applicable. Costs are specified within the Core Module Registration Form. Payment of the standard examination resit or re-attendance fee **must** be made prior to attendance.

Resitting of any examination must be undertaken between three and 18 months of the original examination.

EXAMINATION RECOUNT & REMARK POLICY

Candidates failing to demonstrate competency in any of the module examinations are entitled to apply for either, a re-count of the current marked paper, or a complete and independent internal reassessment/re-mark of the particular paper. Fees apply to both provisions. Costs are as detailed within the current years course registration form.

Recount Provisions

Prior to the acceptance of a re-count fee, the candidate should be advised; that while unsuccessful candidates are welcome to apply for a re-count provision, accumulation of examination marks are thoroughly checked during the NZIBS assessment process, particularly for those candidates at or near the 70% pass area, and that correction of these marks, whilst possible, is unlikely to result in a change of mark.

Where a mark, is corrected to the extent of changing the candidates mark from one, of *Not Yet Competent* to that of *Levels of Competency Demonstrated* OR from *Levels of Competency Demonstrated* to *Competency Demonstrated* at *Diploma level*, then any recount fee charged will be refunded.

Remark Provisions

Application by a candidate for re-marking will generally involve the marking of the original examination script, either, in blank form, or having all reference to marks and candidates name redacted.

No re-marking process will commence, until the appropriate re-marking fee has been received by the Institute.

The choice of marker being either, by the original examiner, or by an independent marker, and will be selected by the Chief Moderator. Such remarking will be subject to the Institutes moderation process, either by the original or alternative moderator. All efforts will be made, to ensure the anonymity of the candidate during the re-marking process.

It must be accepted that minor variations, will occur between markers in any marking process. Moderation of marking will, in its best endeavours, attempt to overcome such discrepancies. Where two moderators may be involved during a re-mark situation and variance in the moderated result exists between them, the Chief Moderator shall have the discretion to decide the appropriate mark outcome.

As such, re-marking which results in a mark varying from that of the original mark, being less than 5% of the examination paper total, unless resulting in a change of achievement from *Not Yet Competent* to *Levels of Competency Demonstrated* OR from *Levels of Competency Demonstrated* to *Competency Demonstrated* at *Diploma level*, will not result in a change to the original mark.

A refund of the re-mark application fee shall occur when re-marking results in a change of achievement from *Not Yet Competent* to *Levels of Competency Demonstrated* OR from *Levels of Competency Demonstrated* to *Competency Demonstrated* at *Diploma level*, and may be considered, if re-marking of the examination paper results in a greater than 10% reassessment of marks original attributed.

EXAMINATION APPEALS POLICY

Module Examination Appeal provisions.

Should a candidate be dissatisfied the Institute's examination marking process they are entitled to lodge an appeal. Any such appeal will then be undertaken externally through the accreditation body, VHNZ.

Candidates will be advised of this provision, along with entitlements for recounts or remarks of examination results, at the time of notification of their module examination results.

Should you be dissatisfied with the level of competency you have been awarded resulting from the marking of any module examination you have undertaken. You are initially entitled to apply for a recount of the allocated marks, or for a complete remarking of your examination paper.

Application for a re-count or re-mark must be made within 30 days of notification of your examination results and shall be made in writing to the Education Administration Officer of the Institute and accompanied by the appropriate fee as scheduled in the current year education programme. Refer Institute recount/re-mark policy.

Following a module examination recount or remark undertaking, should you not be satisfied with the NZIBS Education Officer's and/or Education sub committee's decision, provision exists for you to appeal the examination marking process. Such appeal must be made in writing to the Institute Executive Assistant stating the particular module examination and the requested grounds for such an appeal. The Education Administration Officer will assist by providing any information the Executive Assistant may require for this process.

Any appeal, along with the related paperwork will be sent to our Accreditation body, VHNZ, who will select an external neutral party to review the examination. The decision made by the Accreditor will be final and no correspondence will be entered into after the final decision has been made.

This external process will be subject to an additional fee determined by the nature of the appeal. Subsequent to the lodging of an appeal, the candidate will be advised of the particular fee applicable. No further involvement in the appeal process will be undertaken until this fee, plus GST, has been paid.

Should a disaffected candidate's appeal be successful in altering their achieved level from non-competent to competent, it will be entirely at the discretion of the Institute's Executive as to whether all, or any, of this appeal fee may be refunded.

Vertical Horizonz New Zealand appeal review process:

The student must request a re-count and/or re-mark following the NZIBS internal processes. Prior to any appeal being lodged. Once the NZIBS internal process is completed the student can request a review through VHNZ. The review process is as follows:

VHNZ will choose an independent experienced education moderator from outside of VHNZ and NZIBS. That person will receive all the assessment material (learning material, assessment, and model answer plus the student's submission) and complete a moderation review of the assessment and assessment result, submitting a final report. (VHNZ)

Vertical Horizonz appeal cost structure:

The Vertical Horizon fee structure shall form the basis of any fee charged to the appellant, which shall be paid prior to any further action occurring.

Cost is dependent on the time it takes and the moderators fee usually approximately \$100 per hour. (It is anticipated the exercise could take approximately four to six hours). VHNZ will also charge an administration fee of \$90.00. Once the moderator agrees to the contract hours, an invoice will be issued and must be paid prior to the review commencing.

NOTE: There is no refund from VHNZ for this service.

NZIBS Educational Modules have been compiled, presented, examined, and assessed by a single person, selected for their expertise in the module subject area. Examination results should not therefore require scaling for adjustment between a number of markers or to comply with any predetermined norm.

Any variation in overall results between different modules will likely be a result of varying degrees of difficulty in examination questions as imposed by different examiners. Providing such situation does not impinge on an accurate and fair determination of the candidate's knowledge and ability to achieve an acceptable standard, then tolerance across the Module base is acceptable.

Suggestions for consistent assessment

None of us are perfect. The old adage "those who haven't made a mistake, haven't made anything" is quite applicable to examination marking. Markers can be inconsistent within themselves, especially if there are many assessments to mark and it takes several marking sessions. It is important to check back over papers that have been marked to ensure that papers marked earlier and later have been considered similarly.

The following guidance is recommended when marking:

- assess all candidate question responses on an individual question-by-question basis. I.e., mark question one answers for all candidates, and then question two answers for all candidates etc. If necessary, consider marking successive questions, on a different candidate paper order, i.e., shuffling the papers
- give particular scrutiny to candidate papers, which may sit on the cusp of passing. This is not undertaken in an attempt to "squeeze" the candidate through, but to determine if in fact the candidate presents sufficient overall knowledge demonstrating adequate levels of competency
- set aside a planned time to undertake your marking; do not try to squeeze it in somewhere. Marking requires intense focus and concentration. Undertake marking when you are wide-awake and refreshed not at the end of everything else. Take regular breaks if marking many papers
- if a break in marking is required, then do so at the completion of a batch of question answers, not mid-way through an individual question
- structure your examination to include a selection of specific answer responses (multi-choice, or required responses, that only have a single correct statement for the answer. This will reduce the number of subjective answer responses and thereby subjective mark allocations (requiring concise accompanying judgement statements) and provide variety in the assessment process
- be aware that if using yes/no, true/false etc., type questioning. Candidates who do not know the correct answer, still have a 50% chance of answering successfully. Applied over an entire examination a person with no subject content knowledge, could, on average score 50%
- multi choice questions should provide a specific choice for the candidate with the required depth of knowledge, however, present a dilemma of choice for those less informed. These should be designed to test knowledge rather than be seen as "give away" marks
- questions requiring subjective responses must have a marking/judgement schedule provided along with the model answer defining the allocation of marks, or part marks for less than perfect answers

Recording of examination marks

Entering of individual candidate question marks direct to an electronic storage device is considered extremely susceptible to the introduction of elements of human data input error, whereby errors can readily be made in mark entries, question entries and candidate entries. Furthermore, such system precludes back checking should an omission, duplication or candidate entry error occur. It does not provide an audit trail of the process between candidate examination papers and final awarded mark.

Preference should be given to marking the hard copy examination answer sheets prior to transposition of the question results to the spreadsheet. This process considerably aids the external moderation process. On the positive side, it is appreciated that automatic mark totalling occurs with time saving benefits.

We must be seen to be accurate and transparent. The assessment process must be beyond reproach keeping in mind that a successful pass in each module is the measure required as part of the basis for entry to our Institute. The candidates expect and deserve a top-quality process.

The New Zealand Institute of Building Surveyors (NZIBS/Institute) will maintain all necessary aspects to allow it to promote and grow its educational programmes as suitably fitting for an Education Centre of Technical Distinction.

To this end, the following objectives will apply:

- the Institute shall maintain at the highest compliance level possible, a sound working relationship with the Diploma certification authority, Vertical Horizonz New Zealand Ltd (VHNZ)
- to promote and provide outstanding technical education, not only to both new and existing NZIBS Members, but also to those who wish to gain advanced levels of knowledge and experience in construction and building related matters
- the Institute shall strive to ensure that educational opportunities provided by the Institute, through its passion for excellence, innovation, and ongoing improvement, continue to be perceived as being at the cutting edge of construction industry requirements
- educational provisions shall continue to be tailored to grow, engage, and support both internal Transitional Member requirements, as well as external construction industry professional development needs
- provision shall be made to constantly monitor/modify all diploma module content to reflect the above, and to ensure our module presentations remain ahead of industry developments
- to maintain the above learning expectations, the Institute shall vigorously maintain a programme of both external and internal individual module audits and presenter appraisals
- ensure all Module Presenters are provided support and upskilling opportunities to achieve the Institute's expectations and enhance the overall learning and class interaction experience
- provide all opportunities and assistance to enable candidates, where possible, to achieve and surpass the Institute's challenging levels of expectation
- promote and present Institute diploma modules to related external bodies as beneficial professional development opportunities, and to further extend potential knowledge pathways
- provide a fair, accessible, and transparent appeal system
- to align ourselves with other NZ Tertiary Institutions and students who are currently studying towards a Building Surveying or related professional qualification

The above objectives form the scope for our Education Quality Policy which in turn, will support our Specific Quality Improvement Objectives Plan and continued development of our education programme.

What is Moderation?

Moderation is an integral element of our quality assurance process, which, in part, takes place after initial marks have been awarded to individual papers by the presenter and serves the purpose of reviewing marking standards for the module as whole.

Three processes can be applied to ensure achievement with the moderation objective:

- an overview of all examination papers including checking of all mark calculations
- a second comparative marking of a sample number of examination papers
- a review of the array of marks, focussing on consideration of the overall standard and to permit comparison of the marking standards applied, if different markers have been involved, and/or for different elements of assessment

Why moderate?

The purpose of moderating an examination is to help ensure that the normal goals of end-of-module assessment are achieved. This should be undertaken by the examination marker during examination documentation preparation and additionally by an external moderator.

Moderation ensures fairness, accuracy and consistency in marking and the provision of results, which accurately reflect student performance. Such grades should be able to be relied upon by students, as well as other individuals and external organisations, (for example employers, accrediting bodies, etc).

Moderation is a process, which involves checking and reviewing assessment procedures, judgement schedules and utilizing assessor judgments. It provides feedback via a consistent process, to enable markers to align their marking standards with those of other markers.

The moderation process does not imply criticism or lack of confidence in the original marking, such process is intended to ensure that a “fail safe” overview of the process is in place.

Perhaps the main value of the moderation process is simply to ensure that a fresh pair of eyes gets to see every examination paper. This does not imply that check marking of every paper is viewed as a desirable requirement.

When to moderate

Moderation need not be viewed as an end of line process. It should include aspects of self-moderation, from the conceptual planning of the Module, undertaken usually (at Institute level) by the course presenter, through course presentation, assessment, and examination to the final external overview.

Module preparation

- Is the content relevant, current, and applicable to the Module subject being presented?
- Is it pitched at a suitable level for the audience?
- Can the content be delivered in the time allocated?
- Does the course content cover all desired learning outcomes?
- Is the considered assessment process applicable?

Examination preparation

Do the questions unambiguously communicate the examiner's intentions? i.e., could a student sitting the exam reasonably be expected to understand what the question requires of them in the way of an answer?

- Are the questions able to be completed in the allotted time?
- Do examination questions appropriately represent the examination intentions?
- Is the examination reflective of the Module learning outcomes?
- Are question mark allocations representative of time/effort required in answering?
- Are there any technical (e.g., mathematical) errors?
- Could the writing style be improved?

Examination marking

- Is the marking/judgement schedule sufficiently detailed to allow efficient and consistent marking?
- Has the marking been based on a detailed marking schedule for each question?
- Has sufficient time been prioritised for the marking process?

Moderation of marked papers

The Moderator is not required to agree with the method of marking, only that it has been fairly applied without blatant error. They should not be trying to reconcile the marked papers with his/her interpretation of the subject material, merely concurring that the marker has acted reasonably and consistently.

To enable this to happen the Moderator must be supplied with the documentation used when they undertake the marking. These should include:

- a copy of the examination paper, complete with prepared model answers for individual questions
- a detailed marking/judgement schedule depicting the breakdown of the marks allocation. This must be sufficiently detailed to clearly illustrate how individual marks (and part marks) have been allocated. If the marking schedule has been modified or refined during the marking process, it will be the marking schedule, which has been used for the marking
- marked examination papers for all candidates depicting “raw” marks
- justification for any scaling having occurred or special considerations applied
Note: scaling should not be occurring at this level without prior consultation with the Moderator
- a schedule of recorded marks for each candidate
- electronic copies of any digital record of examination results
- the original marker must provide final recorded results in excel format (in addition to raw marked papers) within two weeks of examination

The External Moderation processes

The External Moderator’s role is to audit/validate the marking process rather than to overview the allocation of individual marks. Provision for the allocation of marks by the marker to individual questions should be clearly defined within pre-prepared and submitted marking schedules and accompanying model answers.

Moderation as applied to the NZIBS module examination assessment is not undertaken as a “check or comparative marking” process. Comparative marking of a sample of examination papers should occur both to ensure satisfactory standards are maintained and to verify the use of the process described above. For total number of examination papers being less than 20 a third comparative selection would be considered appropriate.

Checking of all results/computations/etc of the original marking is perceived as an integral aspect of this moderation process. Adjustments to any candidate’s marks will be advised to the original marker. Unless, of a strictly computational error, adjustment will not be undertaken to any candidates mark without consultation with the original marker.

To aid in this process the Moderator must be supplied with all candidate’s individual question marks, candidate total marks, candidate examination answer sheets, copy of model expected answers, final candidate marks and any percentage conversions.

Moderation, as applied to the NZIBS Module examination assessments, should involve:

- checking all candidate examination papers are complete and entire
- checking all questions marked for all candidate papers
- checking all transpositions/additions of individual question marks concur with the final presented total for each candidate
- checking calculations converting such final marks to percentages is correct
- checking any spreadsheet formulae used is accurate and appropriate
- are question mark allocations representative of time/effort required in answering?
- ensure all questions relative to the Module subject

- comparative marking (based upon provided marking schedules) of a randomly selected sample of examination papers. The sample should represent a reasonable distribution of marks including a script with top marks and one with poor marks but representing a reasonable attempt at the paper (i.e., not a paper with less than 30%)
- comparative marking/double checking of any candidate results sitting at or near the pass mark cusp (70%)
- the Moderator will check that the marking of the sample is consistent with the marking scheme
- should a discrepancy or anomaly be identified within any question, answer, model answer or marking schedule, then clarification with the Module Examiner/Presenter will be required.
- should in the case of an answer mark, it be agreed that the original mark can stand then no further action need be taken.
- should adjustment of any sample question, mark be considered necessary, then the Moderator may make the decision that the question for all papers will be re-assessed and undertaken by the Moderator for the particular question, with any adjustments made to overall marks accordingly.
- if any difference of opinion between the Moderator and Marker were unable to be resolved, the Moderator shall have discretion in the matter. The Moderator will have the right, should he/she choose, to seek a further opinion. This should ideally, however, not necessarily be obtained from a current or past senior member of the Institute, or other such person deemed appropriate by the Moderator, having regard to sufficiency of experience/knowledge in the particular area.

General Notes

Moderation should not be confused with scaling, whereby examination results are manipulated to achieve a predetermined outcome. Moderation and scaling, however, could go hand in hand if it is deemed appropriate to adjust individual marker examination results to match those of the required standard of consistency.

Scaling can be applied to individual examination results or across a number of examinations and could, if deemed necessary, be applied across a group of subject examinations to ensure consistency between subject assessments. Scaling of small samples is fraught with danger and is not recommended as it poses the risk of penalising individual examination candidates who might excel in one or more individual subject areas.

APPENDIX 14

NZIBS PRESENTER INTERNAL APPRAISAL SCHEDULE



Presenter Name _____ Date _____

Module Title _____

Reason for Evaluation New/Modified Module Course Audit ☐

Internal Presenter Evaluation ☐

Course Delivery

Introduction

Achieved ☐ Not Achieved ☐

Room Preparation/setup

Has the Presenter/Facilitator completed all venue Health and Safety Requirements? ☐

Has general documentation been checked? ☐

Was venue setup complete prior to Candidate's arrival? ☐

Were all training aids well organised? ☐

Was venue set up to facilitate learning i.e. seating arrangements, distractions minimised ☐

Were specific Covid 19 precautions required? ☐ Were these set up expediently? ☐

Remarks:

Preliminaries

Achieved ☐ Not Achieved ☐

Has Presenter/Facilitator confirmed with Candidates if there are any special needs/impairments ☐

Have all pre course materials been provided to Candidates ☐

Was a Presenter introduction conducted ☐

Was justification for intended knowledge transfer and objective explained ☐

Was the Module outline/content explained ☐

- Were safety precautions of the course/venue explained ☐
- Were examination arrangements/expectations explained ☐
- Was the appeals process explained ☐
- Were confidentiality requirements explained/undertaken ☐
- Were acknowledgements of pre-course expectations collected ☐
- Were third party requirements explained if applicable ☐

Remarks:

Pre course materials

Achieved ☐ Not Achieved ☐

- The materials have been previously critiqued and the standard and current clarification are unchanged. ☐
- Was the pre course material relevant? ☐
- Was the Pre course material time expectations relevant? ☐
- Was the course content topical? ☐

Module/Course Content

Achieved ☐ Not Achieved ☐

- The materials have been previously critiqued and the standard and current clarification are unchanged. ☐
- Was the course content relevant? ☐
- Was the course content topical? ☐
- Had course been recently updated? ☐
- Was course content presented in suitable form? ☐
- Were a variety of presentation forms used? ☐
- Were changes in presentation forms seamless? ☐
- Were third part presenters involved? ☐ In person? ☐ Video link etc? ☐

Remarks:

Module/Course Delivery

Achieved ☐

Not Achieved ☐

Was an initial presenter/group engagement undertaken ☐

Was the delivery engaging? ☐

Was the delivery relevant? ☐

Was the delivery informative? ☐

Was the delivery appropriate to content? ☐

Was the delivery appropriate to audience? ☐

Was delivery time appropriate? ☐

Was program scheduled to allow for summary? ☐ Question and answer session? ☐

Remarks:

Presentation of Module Content

Achieved ☐

Not Achieved ☐

Was the presentation conducted in logical steps?

Introduction? ☐

Lesson? ☐

Summary? ☐

Did Presenter provide information clearly? ☐

Did Presenter provide clear descriptions and/or explanations? ☐

Did Presenter adequately answer in class queries? ☐

Were Candidates encouraged to participate? ☐

Remarks:

Questioning Techniques

Achieved ☐

Not Achieved ☐

Did Presenter engage Candidates via questioning?

☐

Were good questioning techniques employed?

☐

Ask ☐ Pause ☐ Nominate ☐ Evaluate ☐ Respond ☐

☐

Did Presenter endeavour to involve entire group?

☐

Were suitable selective techniques used?

☐

Remarks:

**Practical activities requirement (if applicable)
include unsupervised group work.**

Achieved ☐

Not Achieved ☐

Has practical activities been safe? ☐ Realistic? ☐ Valuable (to enhance knowledge of subject) ☐

Was practical activities appropriate to module subject?

☐

Was adequate time allowed?

☐

Did Presenter(s) ensure all Candidates complied with Health and Safety Module requirements? ☐

Remarks:

Maintaining good learning environment

Achieved ☐

Not Achieved ☐

Was supervision of Module consistent and well managed?

☐

Remarks:

Learning Aids

Achieved ☐

Not Achieved ☐

Did Presenter use effective learning aids appropriate to lecture?

Where learning aids used clear and conducive to learning? ☐

Remarks:

Assessment Undertaking

Assessment

Achieved ☐

Not Achieved ☐

Expected Standard of performance explained? ☐

Demonstrate assessment (if applicable) ☐

Confirm Candidates ready for assessment ☐

No activities provided during assessment ☐

Closed book examination ☐

The assessment is consistent with learning/context/module content ☐

The assessment allows students to achieve all requirements and grade expectations ☐

Assessment schedule is consistent with the standard and clarifications documents ☐

Conduct of assessment was appropriate and fair. ☐

Time adhered to. ☐ Additional time required ☐

Remarks:

Assessment materials

Achieved ☐

Not Achieved ☐

Written instructions provided? ☐

Reinforced verbally? ☐

Logical sequence? ☐

Consistent and fair? ☐

Questions clear, open ended and unambiguous? ☐

Written requirements open ended and unambiguous? ☐

Complete full written comments/observations where required?

☐

Clarification of understanding tested?

☐

Sufficient evidence gathered?

☐

Invigilated by name: _____

Remarks:

Conclusion

Feedback

Clear and concise

Results of evaluation explained

Relevant and constructive

Remarks:

Knowledge and Skills

Adequate preparation

Qualified or accredited Presenter

Sufficiently knowledgeable and skilled to conduct presentation

Professional, personable presentation

Remarks:

Presentation skills

Enthusiastic/dynamic/interesting

Generated motivation amongst candidates

Gained candidate respect and participation

Remarks:

Micro Skills

Questioning technique

Learning aids

Demonstrations

Voice modulation

Interpersonal approach

Attendee involvement

Dynamic/stagnant

Use of room

Remarks:

General comments

Strengths

Weaknesses

Other comments

Summary

Provide a summary of the overall view of the Presenter/ Module and if they meet requirements

Remarks:

Do you recommend continued involvement of presenter

☐ Yes

Is Module content acceptable in present form

☐ Yes

Signature of Presenter _____ Date: _____

Print name _____

Signature of Appraiser _____ Date: _____