

REGULATION 14 – Education and Training

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 its educational programmes as suitably fitting for an Education Centre of Technical Distinction.

In order to support the above ideal, it is the goal of the Institute to provide sufficient, relevant, and time-pertinent educational opportunities for the membership. 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 in general.

To this end, the following Training Quality Policy and Specific Quality Improvement Objectives will apply:

- The Institute shall maintain at the highest compliance level possible, a sound working relationship with the Diploma certification authority, Vertical Horizonz Ltd.
- To promote and provide outstanding technical educational training 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 training 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 contents 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 program of both external and internal individual module audits and presenter appraisals.
- Ensure all Module Presenters are provided with the necessary skill-updating opportunities to achieve the above Institute's expectations.
- 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 toward Building Surveying or related professional qualifications

Reference 4.2 Future Proofing

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

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

The modules are clustered into three certificate categories: Certificate in Residential Property Inspection, Certificate in Forensic Building Surveying and Certificate in Commercial Asset Management. Ref 4.3, 4.4, and 4.5. Attainment of all three certificates culminates in the NZIBS Diploma in Building Surveying.

As of January 2022, the status of this diploma and the underlying certificates will no longer be offered at a Level 5 equivalent, extending instead to that of Level 6. 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 expectations 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 above additional (Level 6) expectations are described, along with transitional provisions in Appendix 2 of this regulation.

In keeping with the professional status held by the Institute within the construction industry, and expectations from within its membership, levels of competency for each and every module, 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 for satisfactory completion.

The fields in which a building surveyor may find themselves working in are wide and varied. It is unlikely a single 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 and Training 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 modular training shall be undertaken in accordance with the auspices of the accreditation agency Vertical Horizonz NZ (VHNZ) in order to maintain ISO 2001 2015 certification status.

1.2 Educational Sub-Committee

The Educational Sub-committee will comprise of members of the current Executive, one of which will be the Executive Training Chair, along with the Training Officer, the Training Administrative Officer/Course Facilitator 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 President or Vice President, the Executive Member appointed by the Executive as Training Chair, having direct overview of Education and Training, the Training Officer, and Training Administrative Officer/Course Facilitator.

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 and Training 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 Training Officer

The Institute Executive shall appoint and support the position of a Training Officer. This position may be on a part time basis.

The Training officer shall be qualified in, and/or have extensive experience in the education sector, preferably in the area of adult education.

Such Training Officer position shall be of a semi-autonomous nature and shall be responsible to and will liaise with the current Executive Training Chair designated to oversee the Institute Education and Training Programme.

The Training Officer shall be responsible for maintaining the structure of all and any Diploma and Certificate courses offered by the Institute.

The Training Officer shall liaise with, and be available to, the Institute's Training Administrative Officer and Training Officer/Course Facilitator with respect to Education and training matters.

They shall 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.

They shall ensure the robustness and consistency of all and any competency moderations.

They shall prepare and review on a regular basis all necessary policies, reviews, and related documentation necessary to ensure the consistency of delivery of the education programme.

They shall prepare and maintain a suitable training manual comprising a compendium of all relevant and pertinent documentation.

They shall liaise with the Accreditation Body (Vertical Horizonz NZ) as and when necessary to ensure Institute compliance with both accreditation requirements and contractual obligations.

They shall liaise with Vertical Horizonz NZ (VHNZ) with respect to scheduled VH module presenter appraisals and receive such formal presenter appraisal responses and summaries.

They shall liaise with each and every Institute module presenter with respect to course content, course and/or examination modifications, competency appraisals, and will undertake an annual face to face internal appraisal debriefing meeting with each presenter.

The Training Officer will undertake a moderation overview of all competency assessments in keeping with the Institute Moderation policy (appended). Where the Training Officer is involved in the presentation and/or assessment of an educational module, they will arrange for moderation 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.

The Training Officer will be involved in all re-mark and appeal applications and will oversee such processes in keeping with the Institute policies applicable (Policies appended). Where appropriate may delegate any

required re-marking and/or moderation to alternative presenters as they may determine fit in order to ensure independence and transparency.

The Training Officer will have the entitlement to delegate tasks or undertakings to both the Institute Executive Assistant and Training Administrative Officer/Course Facilitator with respect to Education and training matters.

The Training Officer will prepare a written report, in adequate time for dissemination, to Educational sub-committee members, prior to each scheduled Executive Meeting.

1.4 Institute Executive Assistant

The Institute Executive Assistant shall provide the following support to the Training Programme as scheduled in the appended schedule of duties.

1.5 Training Administrative Officer

The Institute Executive shall appoint and support the position of Training Administrative Officer/Course Facilitator. This position may be of a part time basis.

This position involves providing first point of call/front line contact to the Institute education and training 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.

The Training Administrative Officer shall offer administrative support to the Training Officer.

They shall maintain the Training and Education Programme on an annual basis. Delivery of such programme being no later than September 30th, for the forthcoming year.

In conjunction with receiving notification of educational module, the Training Administrative Officer/Course Facilitator shall liaise with industry sources with respect to promotion and encouragement of potential education module candidates. The Training Administrative Officer will also support with the marketing/promotional aspects through social media and newsletters.

The Training Administrative Officer, shall in conjunction with the Training Officer, set the programme for delivery of the education modules during any one year.

In order to facilitate the above task, make 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*.

The Training Administrative Officer shall 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. They shall introduce each module providing a logistical, H&S 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.

The Training Administrative Officer shall 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.

The Training Administrative Officer shall request, and receive from individual presenters, the intended examination paper, and shall prepare under suitable secure means, sufficient for the number of candidates. The Officer shall supervise the examination at course completion, collect and disseminated examination papers to the course presenter along with the list of course participants and mark recording spreadsheet template, in keeping with the Institute's Examination policy, appended.

2. CERTIFICATION

2.1 NZIBS Association with Vertical Horizonz NZ.

Vertical Horizonz (VHNZ) are registered as a Private Training Establishment, as defined within the Education Act.

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 training programs under the auspices of the VHNZ accreditation.

As such, our Diploma and Certificate courses hold certification status under ISO 9001:2015 within the VHNZ accreditation umbrella.

The Institute agreement with VHNZ is based upon a renewable (and renegotiable) three-year term currently expiring 2022, for which is charged an annual licence fee.

VH also undertake a trainers review of each trainer (not module) on a bi-annual basis. This review to incur a trainer/presenter assessment fee, charged on a per day basis, plus disbursements and expenses.

2.2 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 via a provision of a copy of the Institute Training Program as soon as available each year.

VHNZ will be advised of 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 review course content) or when courses have been comprehensively revised, all such course content must be submitted to VH for approval prior to course presentation.

VH 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 able to 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.

3. 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.

Trainers/Presenters shall 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.

Trainers/Presenters shall 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.

Trainers/Presenters will 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.

Trainers/Presenters 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.

Trainers/Presenters shall 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.

Module Presenters, subject to satisfactory performance, shall be offered such contract renewal on an annual basis. Presentation fees and reimbursements shall be set to by the Executive in consultation with the Training and Administration Officers and reviewable as considered appropriate.

Trainers/Presenters shall be open to a biannual review to be undertaken by VHNZ as specified in the agreement.

Trainers/Presenters shall be open to a tri-annual internal review conducted by the Training Officer or Moderator, or other such appointed person, to assess appropriateness of both course content, examination, and presentation.

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 (appended). Feedback/consultation with the presenter shall occur immediately after the appraisal, or at the soonest available opportunity – being mindful of travel commitments – and shall remain confidential between the Presenter, the Appraiser, and the Training Officer/Education Sub-committee of the Institute Executive.

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

Trainers/Presenters shall regularly update and provide the Training Administrative Officer/Course Facilitator with a descriptive Bio and ensure the module description/overview aligns with the course content for inclusion in the annual Training Program.

An annual review of the course schedule will be undertaken by the trainer, in collaboration with the Training Administrative Officer/Course Facilitator, 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 Training Officer.

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

4. TRAINING PROGRAM

4.1 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.

The Institute may offer additional training sessions whereby members may obtain points toward their professional development in any one year.

The Institute will hold a Training Day on an annual basis. The date of each training day to be determined by the Executive.

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

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 each and every module, is required, as demonstration of competency in order 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 be introduced (subject to accreditation) into any or all certificate courses which may then comprise a compulsory module (or modules) plus a set number, being no more than that listed below, in order to make up the required certificate component, such additional modules over and above the compulsory core modules, to be chosen by the candidate.

Additional modules and/or dissertation requirement may be included, subject to accreditation, in any or all certificate courses, whereby the candidate, having demonstrated such levels of competency, will be awarded "Master Certificate" status.

4.2 Future Proofing

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, this updating/revising may be at the discretion and initiation of the Presenter. Such situations shall be encouraged to occur throughout all Diploma module situations during all Training 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 scale revisions shall be documented on a Diploma Module update schedule. 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 Training 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 training 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.

The advantages of face-to-face learning, collegial interaction, peer network building and examination requirements currently present preferable outcomes to the Diploma qualification as presented.

4.3 Certificate in Residential Property Inspection

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

Such modules (currently) comprise:

- 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 Pre-Purchase Inspections.

4.4 Certificate in Forensic Building Surveying

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

Such modules (currently) comprise:

- 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.

4.5 Certificate in Commercial and Asset Management

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

Current modules included in this certificate comprise of:

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

5. 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 fitting the role expectations of a Building Surveyor).

5.1 Examination Expectation and Notification

All module examinations shall require a demonstration of competency achievable by a 70% examination pass or better. Such demonstration at this level, 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, along with an examination notification depicting the grade percentage.

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, nor sufficient adequacy to fulfil pathway requirements toward full Institute 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.

5.2 Examination Protocols

All institute examinations shall be undertaken in keeping with the following Institute examination policy protocols:

5.2.1 Module Examination Policy.

These requirements shall apply to both group and individual examination resit situations.

Role of Examination Supervisor

Examinations for modules included within the Diploma in Building Surveying and/or Certificates in Residential Property Inspection, Forensic Building Surveying or Commercial and Asset Management, shall be:

- 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. Such electronic copy forwarded by email to the Training Administrative Officer/Course Facilitator.
- Such electronic copy forwarded by email to the Training Administration Officer for uploading onto the NZIBS cloud-based software system.
- Particular care must be undertaken to ensure the security of the examination process and papers particularly should resit situations unavoidably need to occur in individual company offices.
- All examination resits situations are to be supervised by either the Training Administrative Officer, Executive Assistant, or a designated trustworthy person.
- Examination resits must not occur in the same corporate offices as that where the candidate is, or has been, employed.
- It is preferred that all exam resits take place on the same day that modules are held in the region under the supervision of the Course Facilitator, or an approved examiner, to avoid the exam paper being compromised and strict protocols are adhered to.
- Upon confirmation of receipt of an electronic copy of each examination paper, by the Training Administrative Officer/Course Facilitator, all electronic copies held at the point of examination are to be permanently deleted.
- 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.
- Examiners shall complete and sign a provided acknowledgement that the above procedures have been complied with. This acknowledgement to be forwarded to the Administration Officer upon despatch of the examination papers to the examination marker.

Role of Training Administrative Officer

The Training Administrative Officer, in the capacity of Course Facilitator, shall administer all aspects the Institutes examinations ensuring the various involved personnel are advised of, and conform to, the following Institute expectations.

Examination supervisors

The Training Administrative Officer shall provide any in-house examination supervisor with:

- A copy of the above requirements prior to any supervised examination scenario.
- Provision for a signed acknowledgement that above stated provisions have been adhered to, and to include acknowledgement of courier despatch of examination papers to the appropriate examination marker.
- A list of examination candidates including the particular module examination being undertaken.
- Contact number for the Training Administrative Officer/Course Facilitator.

- The appropriate number of examination papers (plus spare copies), for the number of candidates presenting.
- Details of examination markers along with addressed courier envelopes for despatch of examination hard copies. (Note: addressed courier envelopes for the moderator to be included with examination papers being sent to examination markers).

Examination Markers

The Training Administrative Officer shall provide all examination markers with:

- An electronic copy of the Excel spreadsheet mark recording document, detailing all candidate names, and deadline dates, prior to the module being presented.
- Addressed courier envelope for despatch of marked examination hard copies to the moderator.

Examination Moderator

The Training Administrative Officer shall provide the moderator with:

- Electronic copies of the Excel spreadsheet mark recording document for each module, detailing all candidate names, and deadline dates, prior to the module being presented.
- Addressed courier envelopes for despatch of moderated examination hard copies to the Administration Officer.

Training Administrative Officer

- Upon receipt scanned copies of examination papers from the examination supervisor, shall be checked for integrity prior to being stored on a secure storage device.
- The Training Administrative Officer/Course Facilitator, upon adequate 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.
- The Training Administrative Officer/Course Facilitator will ensure scanned copies of the unmarked examination papers will be kept on secure storage for **three** months from the date of examination advice is provided to the candidate in order to allow for remark request provisions.
- The Training Administrative Officer/Course Facilitator, upon receipt of moderated hard copies of all examinations, will 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 answer sheets will be held by the Institute for a minimum of (2) two years.
- Electronic storage of examination/moderation mark recordings shall be stored indefinitely.
- Candidates with special requirements must make these known to the Training Administrative Officer at the time of registration who will make an assessment to determine if provision can be made and if so, make the necessary arrangements.

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.
- Examiners must complete all examination marking and courier to the moderator prior to the deadline date advised.
- Examiners will electronically forward the completed mark recording 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 mark recording 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 re-sit 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 trails of email nor have additional emails communications attached to them.

5.2.2 Examination Moderation

The Educational Sub-committee shall appoint an examination moderator who shall oversee the moderation of each and every examination.

Such moderator shall be appointed from within the membership ranks where possible or otherwise from such areas where the degree of expertise is obtainable.

The Moderator shall be experienced in the allocation, moderation and, if necessary, scaling of examination marks. The Moderator shall preferably hold qualifications and/or experience, at a suitable level, commensurate with adult education, from within the educational sector.

The Moderator shall be reimbursed in keeping with the allowances and constraints imposed by the associated Schedule of fees attached to the Trainers/Presenters contract.

The Moderator, in conjunction with the Training officer, will review and update all Institute Examination, moderation, re-mark, re-count and appeal policies and guidelines on a (3) three-year basis.

The Moderator will conform to the following moderation guidelines.

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

WHAT IS 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.

Moderation is an integral element of the assessment process, which, in part, takes place after initial marks have been awarded to individual papers 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.

The Moderator 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 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 1/3 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?
- Are 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.

Confidentiality

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

Reassessment

Any request for a reassessment made by a candidate as per Institute policy. This 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 Moderators sole decision should the Moderator wish to involve the original Marker, with respect to possible reconsideration of a (or any) particular question answers.

Record storage

Electronic storage of candidate answer sheets will be held by the Institute for a minimum of (2) two 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.

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.

Scaling 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.

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. As long as 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.

Consistent assessment suggestions

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.

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.

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 during the sometimes-onerous task of marking, 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.

5.2.3 Re-assessment

Examination re-assessment shall conform to the Institutes policy on re-assessment.

An unsuccessful examination candidate may by application, and payment of the appropriate fee, designated in the current year Training Programme, to the Institute Training Administrative Officer apply to re-sit a module examination. Such candidate will be entitled to a maximum 15-minute telephone communication with the module examiner prior to an attempted examination resit. Discussion during this telephone conversation, or at any other time, of individual question successes or shortcomings will not be entered into.

NZIBS Diploma in Building Surveying and/or Certificate in Residential Property Inspections, Certificate in Forensic Building Surveying or Certificate in Commercial and Asset Management Module Examination Resit provisions.

Levels of competency in the Institute Diploma or Certificate programmes will be demonstrated through examinations held at the completion of each module. Those wishing to follow the Institute 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 better) grade in the module examination.

Those not achieving this level, and desiring to attain sufficient levels of competency, are welcome 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.

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.

Examination resit fees are applicable. Costs are specified within the Training Course Registration Form.

Re-sitting of any examination must be undertaken between three and 18 months of the original examination.

Any candidate wishing to re-sit an examination will be required to have a minimum stand down period from the previous unsuccessful attempt of at least (3) 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. The candidate shall 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.

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 re-sit the examination within the above specified time, you will be required to attend the module course again.

Provisions for re-sitting examinations will be made by the Institute throughout the year. These re-sit opportunities may, where possible, be undertaken at venues situated other than at the location of the original examination. It must be noted; provisions for any re-sitting of the Module 6 Forensic Investigations, Site examination will only be available, when, and where, this Module is next being presented. Refer below.

Opportunities to discuss previous examination, competency level shortcomings, via a maximum, 15-minute, telephone call with the course presenter/examiner are available and strongly recommended.

It should be noted, the 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.

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.

Resit of Module 6 Forensic Investigations written and site exams.

Resitting both of these 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 re-sit occurs between (3) three and 18 months of attending the course and on payment of the standard examination resit fee.

Should a re-sit 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 \$250.00 plus GST. Should you have failed 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 re-sit application being considered.

5.2.4 Recounts/remark applications

Application for an examination reassessment, either recount or remark may be made by an unsuccessful candidate by application, and payment of the appropriate fee, designated in the current year Training Program, to the Institute Training Administrative Officer within a 6-month time frame of advice of examination grade.

NZIBS Diploma in Building Surveying and/or Certificate in Residential Property Inspections, Certificate in Forensic Building Surveying or Certificate in Commercial and Asset Management Module Examination Recount and Remark Policy.

Recount Provisions

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/remark of the particular paper.

Fees apply to both of these provisions. Costs are as detailed within the current years course registration form.

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.

5.2.5 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 appropriate fee, designated in the current year Training Program, to the Institute Executive Assistant within one year of the examination date.

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

NZIBS Diploma in Building Surveying and/or Certificate in Residential Property Inspections, Certificate in Forensic Building Surveying or Certificate in Commercial and Asset Management 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 Training Administrative Officer of the Institute and accompanied by the appropriate fee as scheduled in the current year training programme. Refer Institute recount/remark policy.

Following a module examination recount or remark undertaking, should you not be satisfied with the NZIBS Training 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 Training Administrative 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 Accrerator 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 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.

Vertical Horizonz appeal cost structure:

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. There is no refund from VHNZ for this service.

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.

6 HEALTH AND SAFETY

6.1 General

All related health and Safety considerations shall comply with the provisions of the Institute H&S manual.

Where the Institute modular training is undertaken in commercial premises, the H&S requirements of each and every particular venue shall be adhered to.

In accordance with the above, course participants shall be advised at the commencement of each session, any and all particular requirements and shall include notification of emergency alarms, exit paths and congregation points.

Should such an evacuation be necessary, a course participant roll check shall occur upon congregation at the assembly point.

6.2 Site visits

Any modular training requiring site visits or activities outside the training venue shall require additional H&S 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 PSE 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 on each particular site 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.

6.3 Covid 19 Response

Any site involvement shall be undertaken in accordance with the draft Construction Sector Accord COVID 19 Standard for New Zealand Construction Operations.

6.4 Event Causing Cancellation of Modules

Modular training undertaken by the Institute shall be regulated by the Institute Training Program, two stage Covid 19 contingency plans.

7 FUNDING PROVISIONS

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

APPENDICIES

APPENDIX 1

Schedules of responsibilities

TRAINING PROCEDURE Schedule Institute Executive Assistant

Phone enquiries/queries	Respond to potential candidate queries and notify Training Administrative 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.
Receive complaints	Acknowledge complaints and discuss with Moderator/designated Executive Member to gauge the best way forward.
Marketing/ Core Module Training Program Brochure	Design training brochure and upload social media ads promoting training in collaboration with Training Administrative Officer.
Assist with venue requirements	When required – source venue, confirm details etc.,
Assist with any setting up of programme etc.	As and when required –
Confer with Training Officer and designated Executive Member on all training matters	As and when required –

TRAINING PROCEDURE Schedule Training Administrative Officer

Enquiries/ queries/ registrations	Receive/reply to general training enquires, telephone/ email. Acknowledge module registration to attendees Liaise with attendees re special requirements, e.g., dietary, learning, etc.
Receive registration (Email or through website) -	Generate invoice and register on attendance list. File registration form against member profile in Dropbox and invoice in Xero.
Receive exam results from Trainer (on template spreadsheet)	Notify candidate of results and issue completion certificates. Maintain database of all results and insert results against member profile in CLAD, along with any notes relating to modules.

<p>Receive Diploma and Certificate applications and process</p>	<p>Acknowledge receipt of application, process application fee and file application against member profile. Collate marked exam papers (electronic versions), compile letter of module results and forward to VH along with the appropriate application form requesting the qualification be ratified and certificates forwarded.</p>
<p>Receive applications for exam resits</p>	<p>Confirm eligible to attend resit (as per 3-month stand down etc.). Arrange resit times with candidate and supervisor. Liaise with trainer/course presenter as to appropriate examination paper. Inform Moderator.</p> <p>Arrange appointment for exam resit to take place when training modules are being held in region. If unavailable to supervise the exam resit, arrange for an acceptable and trustworthy supervisor to fill in and issue with supervisors' instructions, marking template. Send diary invite to all interested parties.</p>
<p>Planning of Core Module Training Program</p>	<p>Contact presenters to assess availability and provisionally book dates to hold module(s).</p> <p>Liaise with the venue to confirm if the dates are available and make a provisional booking.</p> <p>Make necessary amendments to training dates if venue/presenter not available.</p> <p>Once availability of both the presenter and venue is confirmed, email calendar invites to the presenters for their respective module.</p> <p>Confirm attendance numbers with venue and notify any special requirements.</p>
<p>Marketing</p>	<p>Request Executive Assistant to design and upload social media ads promoting training.</p> <p>Monitor registration spreadsheet and target individuals who may be interested in particular modules.</p> <p>Research prospective businesses/ sectors who may be interested in the core training program.</p>
<p>Core Module Training Program Brochure</p>	<p>Compile annual training program, update previous year's template with new dates, etc.</p> <p>Liaise with presenters to ensure bios and course information is updated and accurate.</p> <p>Email core module training program to organisations and potential attendees.</p>

Support to Presenters	<p>Liaise with presenters regarding presentation equipment requirements.</p> <p>Arrange presenter accommodation and parking requirements (presenters book own travel arrangements).</p>
Module Facilitator	<p>Ensure venue is equipped for presentation and be available for troubleshooting.</p> <p>Arrange any additional requirements for the course, i.e., minibus, calculators, etc.</p> <p>Facilitate the course/ exam ensuring compliance with VHNZ guidelines.</p>
Administration Work	<p>Update/print exam papers, name tags, attendance lists, opening presentations, course schedule, etc.</p> <p>Scan unmarked exam papers and courier to presenter for marking including courier envelopes addressed to moderator and myself.</p> <p>Enter attendee and course details on moderation sheet and email to presenter/moderator with instructions and deadlines.</p> <p>Scan marked exam papers once received and upload onto Dropbox.</p> <p>Destroy hard copies of marked exam papers usually after 6-month period unless there are disputes.</p>
Course Materials	<p>Correspond with presenters to ensure pre-course reading/ exam papers are current and upto date.</p> <p>Email course information and pre-course reading materials to attendees.</p> <p>Deal with any queries from attendees and seek further clarification from presenter.</p>
Additional Support	<p>Provide additional support to the Training Officer.</p>

Appendix 2

Level 6 Diploma requirements

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

- Record their involvement in not less than 900 hours work-related employment over the two-year (minimum) Transitional Member period. This work-related involvement will be required to be logged in detail, and verified, preferably by your employer or your mentor, over the relevant two-year 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 two-year transition period.
- Acknowledge, by signing a declaration, before attending each and every Certificate Module presentation, that you have undertaken the prescribed pre-course reading.
- Achieve a successful outcome at an Assessment of Professional Competence Interview, during which the candidate will satisfy the requirement for presentation of two in-depth project dissertations, 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 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.

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, in order to successfully demonstrate competence in the module topic area, the candidate must have undertaken the prescribed pre-course attendance study.

The chart on the final page of this appendix details the additional requirements imposed by the level 6 Diploma.

Level 6 Diploma Transition Provisions

If the candidate has commenced their Diploma course studies during 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 particular 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 for with the Executive Assistant prior to 30th September. 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.

The chart on the final page of this appendix details the additional requirements imposed by the level 6 Diploma.

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 program they started, graduating on completion of their modular training course with the existing level 5 Diploma, irrespective of when they complete their 14 modules.

Those candidates who, as at 1st July 2021, have completed more than half of their Diploma modules, must continue with the level 5 Diploma program, graduating on completion of their modular training course 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 that is your 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. This will, for the level 6 Diploma, be issued as pending a successful APC interview or presentation outcome.

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.

The following charts detail the additional requirements imposed by the level 6 Diploma.

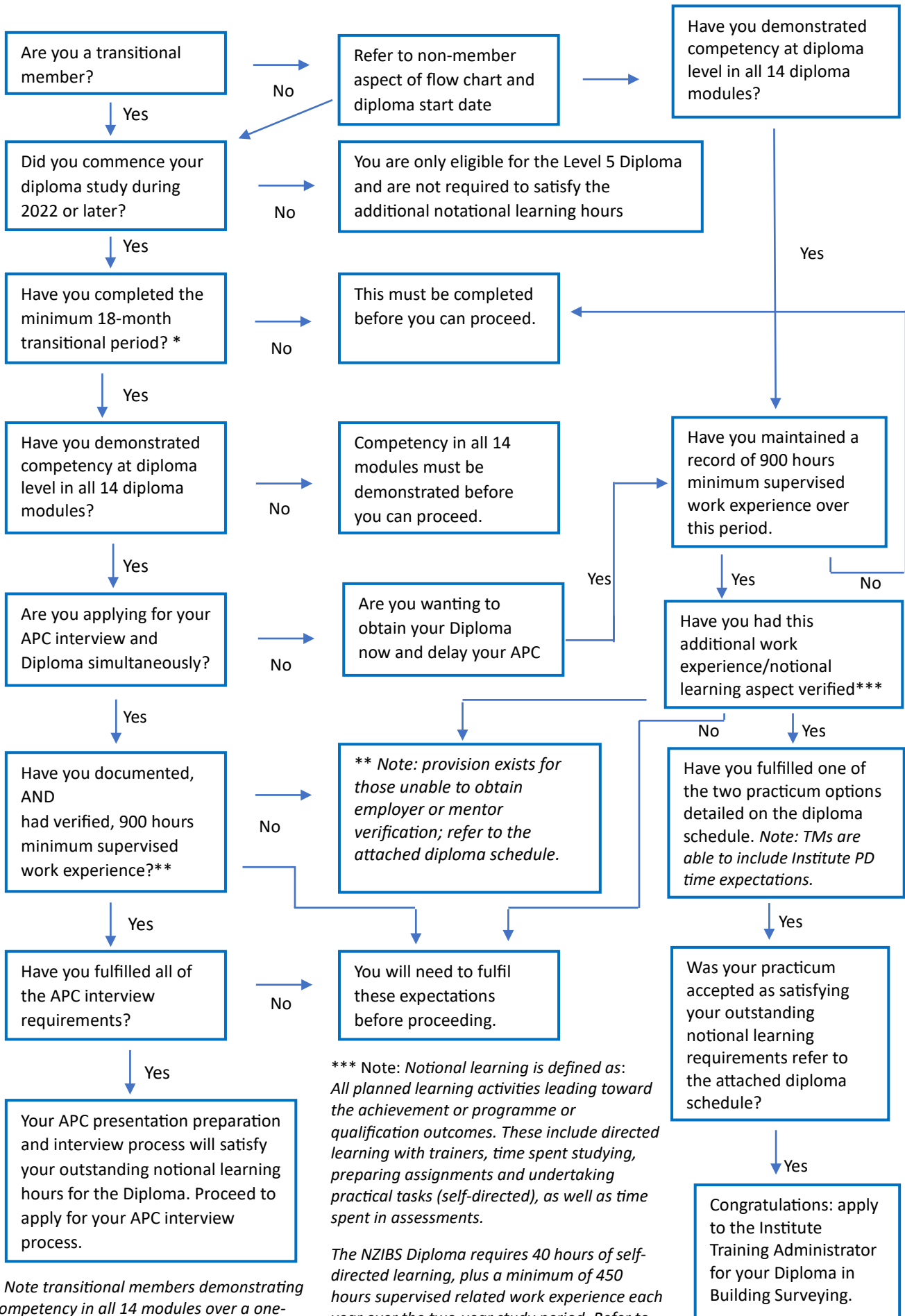
Current Level 5 Diploma	Level 6 Diploma applicable from Jan 2022
Candidate demonstrates competency in all 14 Diploma modules	Candidate demonstrates competency in all 14 Diploma modules
Diploma is awarded	Candidate provides evidence of self-directed learning 450 hrs per year (approximately 25% of employment hours per year over two-year Transitional Member period) Total required 900 certifiable hours.
	Candidate revises all Diploma content and relevant knowledge
Prepares two project presentations for interview Current expectation 2 – 3 days	Candidate prepares a Practicum Presentation EITHER: in anticipation of their APC interview presentation (expectation 40 hrs Plus study for interview process suggested 40 – 100hrs). OR a Practicum Presentation prepared exclusively for fulfilment of the required minimum study involvement, plus an additional required module revision expectation. 40hrs 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
Candidate applies for APC process	Candidate applies for APC interview providing satisfactory documented evidence of above requirements having been met. OR Alternative presentation as required above
Candidate undertakes interview and presents evidence of project involvement Candidate undertakes interview and presents evidence of project involvement	Undertakes interview/presentation and presents practicum.
If successful invited to take up registration	If APC interview process is successful candidate is awarded Diploma and invited to take up registration. OR If practicum presentation is acceptable candidate is awarded Diploma
Note: Refer to Level 6 Diploma Schedule below	

New Zealand Institute of Building Surveyors Diploma Schedule 24/1/2022

Module length	Number Modules	Module Pre-course reading/study involvement	Module Contact time	Module Exam	Total
2 days	2	10hrs(x2)	16hrs	1.25 hr	54.5hrs
1 day	9	8hrs(x9)	8hrs	1.25hr	155hrs
1 day (Mod 1)	1	15-20hrs including test	8hrs	1.25hr	27.5hrs
½ day	2	5hrs(x2)	4hrs	1hr	20hrs
Additional modules					
1 day	1	Cannot be included into proposal until further commitment made			
½ day	2				
Evidence of supervised relevant and related work involvement over a two-year minimum period	450 hrs per year (approximately 25% of employment hours per year)				900hrs min*
<p>Practicum preparation</p> <p>Note: this preparation time could be either applied: To the APC presentation/portfolio requirements.</p> <p>OR time involvement for a presentation prepared exclusively for fulfilment of the required minimum study involvement, plus an additional required module revision expectation.</p> <p>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.</p> <p>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 witness 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.</p>					40hrs min* 40hrs combined min* 40hrs min*
Preparation and attendance at an Assessment of Professional Competence Interview or alternative presentation as detailed above.					3hrs
Accumulated total notional learning hours					1200 min*.

*Note: hours notated are suggested in order to accumulate the minimum required total 1200 hours of notional learning requirements. Suggested minimum time considerations for APC preparation and presentation should be adhered to. A degree of flexibility may exist if required in the additional two options detailed in the schedule above, whereby a reduction may occur in one area in conjunction with notional learning occurring as supervised work experience being extended by no more than 5%. Such desired flexibility must be notified. Institute Transitional members' CPD point hours are able to be included in either of the latter two options above should you so choose.

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.

*** Note: Notional learning is defined as: All planned learning activities leading toward the achievement or programme or qualification outcomes. These include directed learning with trainers, time spent studying, preparing assignments and undertaking practical tasks (self-directed), as well as time spent in assessments.

The NZIBS Diploma requires 40 hours of self-directed learning, plus a minimum of 450 hours supervised related work experience each year over the two-year study period. Refer to the appended Diploma schedule.

Process for candidate seeking to satisfy diploma eligibility at time of membership registration process

