

ASSESSMENT POLICY

Section	Learning and Teaching		
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PURPOSE

NMIT aims to:

- **foster** best practice assessment procedures across the organisation that support students' learning, inform selection and progression decisions, and ensure quality and accountability.
- **create** assessment systems and use assessment methodologies that are appropriate, practicable, inclusive, valid, and reliable, culminating in results that accurately recognise students' achievements.
- **provide** a supportive learning and teaching environment that encourages reflective practice and continuous improvement.
- **ensure** that NMIT courses and programmes are credible to all stakeholders.

This document summarises assessment at NMIT, staff and student responsibilities, and principles underpinning effective assessment. It also provides a glossary of specialist terms relating to assessment, and useful internal and external document references for assistance and guidance with assessment matters.

SCOPE

This document covers assessment that is carried out across all programmes and courses at, or administered by, NMIT, including those delivered by contracted training providers and via all delivery modes.

This policy covers both summative and formative assessment:

- Summative assessment is assessment where the result contributes to a student's course result.
- Formative assessment is scheduled, structured assessment undertaken primarily to provide feedback to learner and assessor on progress made and where the result is not used in determining the final grade or pass criteria in a course.

DEFINITIONS

Academic Appeal	The process that is used when a student believes they have grounds for contesting the validity of an academic decision. The review will be carried out by a person/s independent of the original decision.
Achievement Based Assessment	Assessment that measures student performance in relation to criteria which are specified in terms of grades or levels.
Achievement Standard	A nationally-registered, coherent set of outcomes and associated assessment criteria, together with technical and management information that supports delivery and assessment; achievement standards specify three different standards of performance and the method of assessment, which may include national external assessment. Achievement standards are derived from the New Zealand Curriculum (Compare with unit standards). More details on the NZQA website.
Aegrotat	A result which may be granted where student performance in a summative assessment is affected by any circumstance or situation which the student could not have reasonably predicted (including sickness or injury to the student, or bereavement). Refer also to Special Assessment Circumstances , S3 of the NMIT Academic Statute.

	Refer also to <i>Impaired Performance</i>
Assessment	<p>Assessment of learning is the collection and evaluation of evidence to make judgements on the content and level of a student's performance.</p> <p>Assessment for learning provides opportunities for feedback to students to assist them in their learning.</p> <p>Assessment as learning emerges from the idea that learning is not just a matter of transferring ideas from someone who is knowledgeable to someone who is not, but is an active process of cognitive restructuring that occurs when individuals interact with new ideas.</p> <p>Assessment is the collection and evaluation of evidence to establish the level of a student's performance. (TANZ definition)</p>
Assessment regulations	The set of rules stipulated in the Programme Regulations, under which assessment for that programme will be conducted. These may also include details of the assessment tasks and any weightings that may apply to those assessment tasks within an individual course or across the programme of study.
Assessment schedule	<p>This term is used in two main ways:</p> <ol style="list-style-type: none"> 1. Course Outlines/Handbooks include assessment schedules that explain to students what is required in order to successfully complete the assessment activities in the course, including all documentation required for the assessments, the timing of assessment events, and deadlines for submission of work. The list of deadlines may also be called an assessment timetable. 2. Assessment Schedule is an NZQA term used to refer to the assessment of a specific unit standard or achievement standard, and includes the judgement statements and evidence statements that are being used for the assessment of that standard. Also called a marking schedule or marking scheme.
Assessment Standards (also referred to as Standards)	<p>Unit standards and achievement standards listed on the Directory of Assessment Standards.</p> <p>Standards:</p> <p>Standards provide defined learning outcomes, together with performance or assessment criteria examples of their interpretation and application, and associated quality assurance processes.</p> <p>There are two types of standards – unit standards and achievement standards, which are collectively known as assessment standards.</p>
Assessor	A person who marks student assessment.
Attitudinal Assessment	An assessment that measures student attitudes and associated behaviours.
Authentic Assessment	Assessment that is close to the relevant 'real world' situations, allowing students to demonstrate skills and concepts in situations they will face outside the classroom. This also refers to the assessment of work which is the student's own work, and to assessment which is in a form that is aligned to the relevant course content, the learning outcomes, and the Graduate Profile.
Bloom's Taxonomy (revised 2001)	Bloom's Taxonomy (1956) divides educational objectives into three "domains": Cognitive, Affective, and Psychomotor (sometimes loosely described as knowing/head, feeling/heart and doing/hands respectively).

	<p>Within the domains, learning at the higher levels is dependent on having attained prerequisite knowledge and skills at lower levels. A goal of Bloom's Taxonomy is to motivate educators to focus on all three domains, creating a more holistic form of education.</p> <p>The original Taxonomy was revised and adapted (2001) by Anderson and Krathwohl, in respect of the way the Taxonomy intersects and acts upon different types and levels of knowledge.*</p>
Competency Based Assessment	<p>Standards based assessments in which the criteria are worded in terms of a competence – what a student should be able to do. The results used are 'criteria met' (Achieved or Pass) and 'criteria not yet met' (Not Achieved or No Pass).</p> <p><i>Note: Some Assessment Regulations and Course Result Keys also allow for Pass with Merit.</i></p>
Constructive Alignment	<p>Teaching and assessment that is aligned to the intended learning outcomes. This is a form of 'Outcomes-Based Education (OBE)', designed to improve the quality of teaching and learning. Constructive Alignment can be used for individual courses, for programmes of study, and at an institutional level.</p> <p><i>(See also SOLO Taxonomy)</i></p>
Course Result Key	<p>A list of results available for a course, and the description of what each result represents. The Result Key is specified in the Programme Regulations. Generally the same Result Key applies to all the courses in a programme, but in some cases the Result Key may differ between courses in the same programme.</p>
Diagnostic Assessment	<p>An assessment designed to allow the student and the tutor(s) to determine the level of existing skills, knowledge and experience the student already has or brings to a particular field, and what strengths already exist for this student.</p>
Distinction	<p>Recognition of a student's high achievement/exemplary performance in a course, or programme. Details are outlined in Programme Regulations.</p> <p>[def. TANZ]</p>
Examination (Exam)	<p>Assessment undertaken within a constrained period of time in a set location following a specified set of instructions. For the purposes of this policy, this definition includes practices known as examinations, open book examinations, mid-term exams and oral examinations. It is not intended to include practices known as presentations and tests.</p>
Fairness	<p>A situation in which the assessment task is achievable, relevant and appropriate to level. It involves a reasonable expectation of workload and timeframe.</p>
Formative assessment	<p>Scheduled, structured assessment undertaken primarily to provide feedback to the learner and assessor on progress made and where the result is not used in determining the final grade or pass criteria in a course.</p>
Grades	<p>Grades are used to report students' achievement (result) in programmes where Achievement Based Assessment is used.</p> <p><i>See Achievement Based Assessment above.</i></p> <p>Programme Regulations stipulate the range of grades available in a programme, and how those grades are assigned.</p> <p>Some programmes use a qualities-based system in which a grade is assigned according to the qualities represented in the work. Some programmes use a numbers-based system in which a grade is derived from a percentage mark.</p>

	<p>The grades format can be: A+, A, A-, B, C etc.</p> <p>If Programme Regulations allow, grades may be awarded with endorsements of Merit or Distinction.</p> <p>Grades may be used in standards-based assessment provided the criteria for each of the grades are specified <i>See Achievement Based Assessment above.</i></p>
Grade Descriptors (Grade Criteria)	Set of criteria specifying the achievement required to receive each available grade.
Grade Tables	Range of Grades to indicate students' level of achievement and may vary depending on the 'owner' of the programme <i>[def: TANZ]</i>
Graduate Outcome Statement	<p>All qualifications listed on the NZQF contain outcome statements which describe the knowledge, skills and attributes of a graduate. The outcome statement is used by prospective employers and other tertiary education organisations, and for comparing qualifications. Different learners will achieve the outcomes in different ways, so outcome statements indicate the minimum achievement expected from a qualification.</p> <p>Each outcome statement includes:</p> <ul style="list-style-type: none"> • Graduate profiles that identify the expected graduate outcomes of a qualification. This comprehensively describes what a person awarded the qualification must be able to collectively do, be and know. In developing graduate profiles, the qualification developer should consider the full range of capabilities and competencies. • Education pathways that identify other qualifications that a graduate could enrol into after completing this qualification. Where qualifications are standalone, and do not prepare graduates for further study, the outcome statement should make this clear. • Employment pathways or contributions to the community that identify the areas in which a graduate may be qualified to work, or the contribution they may make to their community.
Graduate Profile	A component of the Graduate Outcome Statement – see definition above.
Impaired Performance	<p>Impaired Performance applies when a student believes that their performance in or preparation for an assessment task or activity that occurred at a fixed time and place has been seriously impaired due to exceptional circumstances beyond the student's control. Circumstances considered 'exceptional' may include illness, injury, bereavement, family crisis, or other serious personal circumstances. <i>[def. TANZ]</i></p> <p>Refer also to Aegrotat.</p>
Transitional Industry Training Organisation (tITO) Formerly ITOs	<p>Transitional Industry Training Organisations (tITOs) are recognised under the Education (Vocational Education and Training Reform) Amendment Bill, effective 1 April 2020. Under the transition to Te Pukenga, they continue to be responsible for the following activities, while planning their transfer:</p> <ul style="list-style-type: none"> • setting national skill standards for their industry; qualifications development; and assessment and moderation activities (for transfer to WDCs) • providing information and advice to trainees/apprentices and their employers

	<ul style="list-style-type: none"> arranging for the delivery of on and off-job training (for transfer to providers) <p>The Tertiary Education Commission website has the full list of registered industry training organisations (ITOs).</p> <p>Most Transitional Industry Training Organisations are also accredited to register assessors for the Directory of Assessment Standards</p> <p>Source: http://www.nzqa.govt.nz/for-business/ito.do</p>
Learning Outcome	A statement which clearly identifies the knowledge, skills and/or understanding that a student will be able to demonstrate as a result of successfully completing part of a course.
Literacy and Numeracy for Adults Assessment Tool	An online adaptive tool primarily designed to provide robust and reliable information on the reading, writing, numeracy and vocabulary skills of adults [def. LNAAT website]
LNAAT	Literacy and Numeracy for Adults Assessment Tool
Methods of Assessment	<p>The methods used to directly assess student achievement, for example: an assignment, practical activity, project, examination paper or written test, portfolio of work, recital and peer review etc.</p> <p>The assessment activities that students must complete to provide evidence they have met assessment criteria [Def: TANZ]</p> <p>Assessment methods may involve:</p> <ul style="list-style-type: none"> Tutor assessment Peer assessment Self-assessment Panel assessment <p>Assessment methods must be designed to align with the relevant course learning outcomes and relevant Graduate Profile. <i>See also Assessment Design/Constructive Alignment.</i></p>
Monitor	A person who monitors degrees and related qualifications, to reassure NZQA and all stakeholders that the degree is being implemented and managed as planned.
Naturally occurring evidence	<p>Naturally occurring evidence is evidence derived from activities within a learning programme and/or from a learner's actual work performance and/or everyday life. Naturally occurring evidence is collected from a range of real contexts and obtained over a period of time. Real contexts are part of the learner's everyday life and may include their classroom, their workplace, and other contexts.</p> <p>Evidence gathered from:</p> <ul style="list-style-type: none"> a learner's classroom - may be sourced from different subjects or courses, or from different topics or aspects of the same course a learner's workplace - may be sourced from an employment focus (i.e. relating to employment documentation and conditions) or from a job-performance focus (i.e. regular work tasks) other contexts may be sourced from a learner's involvement with family, sport, leisure, or community

	<p>Source https://www.nzqa.govt.nz/assets/qualifications-and-standards/qualifications/ncea/NCEA-subject-resources/Literacy-and-Numeracy/Resources/Planning-implementation-and-assessment/Guidelines-for-assessing-Literacy-and-Numeracy-unit-standardsJan13.pdf</p>
Norm Referencing	<p>Assessments in which students are evaluated against each other rather than against a set of standards. This type of assessment is used for examinations (such as national examinations) where there are large numbers of candidates, and is not used in NMIT offered programmes, except where a programme includes external norm-referenced assessment.</p>
Outcomes-Based Education (OBE)	<p>The essential feature of outcomes-based education is that teaching is done in such a way as to increase the likelihood of most students achieving the desired outcomes (Course Learning Outcomes and Graduate Profile). Assessment is viewed as a learning activity. <i>See also Constructive Alignment</i></p>
Peer Assessment	<p>Assessment in which students judge and comment on their colleagues' work</p>
Programme of Learning and Teaching Observations (PLATO)	<p>The Programme of Learning and Teaching Observations is an important and integral part of NMIT's Quality Assurance System, designed to supplement continuous professional development of tutors to improve the quality and effectiveness of learning and teaching.</p> <p>A planned programme of observations is carried out by Curriculum Managers or other trained observers, across all Curriculum Areas and covering all tutors. Observations inform judgements on learning and teaching, where appropriate.</p> <p>The observations include the full range of activity including teaching, tutorials and progress reviews, and where appropriate, include any work-based training and assessment.</p> <p>Tutors receive feedback on the observations, which forms the basis of the tutor's professional development planning.</p>
Reassessment	<p>(Also known as <i>re-sit</i>). An opportunity for a student to undertake an assessment task or activity a second time (or more) within the timing of the programme or course.</p>
Reconsideration	<p>The process through which a mark/result/course outcome of an assessment is reviewed e.g. result from a classroom test, an assignment, a major examination or project.</p>
Reliability	<p>Reliability is the extent that the assessment gives results that are a consistent and accurate representation of what is measured - across time/students/courses/ institutions (if relevant), i.e. results that can be relied on.</p>
Re-mark	<p>The marking of an item of assessment by a subject specialist other than the academic staff member who initially marked the item, independent of the original marking, followed by a recalculation of the final grade where appropriate. [def. TANZ]</p>
Re-sit	<p>See Reassessment</p>

Resubmission	<p>The opportunity for a student to re-submit an assessment following a rework of part/s of the original assessment; usually within a short time frame and within the timing of the course or programme.</p> <p>[def: TANZ]</p> <p><i>Note: Resubmissions are not automatically available.</i></p>
Results	<p>Results are either for assessments (components of courses such as tests, assignments or exams) or for complete courses.</p> <p>Every student enrolled in an assessed course must be awarded a valid result for the complete course.</p> <p>Results of Achievement Based Assessments are reported in the form of grades. Results for courses which use Achievement Based Assessment to establish a final result are recorded as grades.</p> <p>Results of Competency Based Assessments are reported as either Achieved/Not Achieved, or Pass/No Pass. Results for courses which use Competency Based Assessment to establish a final result are recorded as grades.</p> <p>Course Results may include endorsements such as Merit or Distinction.</p>
Requirements for successful course completion	<p>These requirements must be met in order for a student to pass a course, and are specified in Course Descriptors. These vary from course to course. They may include such requirements as:</p> <ul style="list-style-type: none"> • An overall minimum grade may be required • Minimum grades may be required for particular components (such as exams) • Selected components of the course may require meeting of attendance requirements • Students may need to meet all learning outcomes • All or particular summative assessments may have to be successfully completed • Health and Safety standards may have to be met • Standards of behavior may have to be met.
Self-assessment (Student)	<p>Students identifying standards and/or criteria to apply to their own work, and/or make judgments about the extent to which they have met these criteria and standards</p>
Self-assessment (Staff)	<p>The process carried out by teams across the Institute that provides the basis for quality assurance and continuous improvement for programmes, and other activities within NMIT.</p>
Simulation	<p>An assessment activity that represents a real-life situation.</p>
SOLO Taxonomy	<p>SOLO stands for the Structure of the Observed Learning Outcome, and is a means of classifying learning outcomes in terms of their complexity, enabling the assessment of student work in terms of its quality. This taxonomy is used to map levels of understanding, that can be built into the intended learning outcomes and to create the assessment criteria or rubrics. SOLO is described by John Biggs and Catherine Tang in <i>Teaching for Quality Learning at University</i> (3rd Ed) (Society for Research into Higher Education & Open University Press 2007).</p> <p><i>See also Constructive Alignment</i></p>
Summative Assessment	<p>Assessment activities that contribute to the final result of the course.</p> <p>Summative assessment provides students with a specific measure of their</p>

	achievement in relation to course learning outcomes. Successful completion of a summative assessment demonstrates that students have met the requirements for specific learning outcomes which may lead to progression and/or completion within the programme. [def. TANZ]
Transparency	A situation in which students are informed clearly of the assessment expectations including all marking criteria.
Unit Standard	A nationally recognised, coherent set of learning outcomes and associated performance criteria, together with technical and management information that supports delivery and assessment. All unit standards are registered on the NZQA Directory of Assessment Standards, assigned a level and credit value, and may contribute to the award of a Qualification registered on the New Zealand Qualifications Framework. Unit standards provide a link with technical and vocational training.
Validity	Validity is the extent to which the assessment fairly assesses what it sets out to assess in an appropriate manner (i.e. is fit for purpose). This is specific to a particular assessment.
Workplace Assessment	An assessment that is carried out in the workplace, e.g. when a student is on work placement. This involves the gathering and judging of evidence during normal work activities in order to determine whether a required standard has been achieved. Workplace assessment usually involves observation of work in progress, checking the product(s) of a work activity, and/or receiving oral responses to questions posed while work is in progress.
Work Placement	A period of unpaid work with an employer undertaken by students in order to satisfy the requirements of a programme or a course, with supervision provided by the employer, the training provider or both. (Also called field placement, vocational placement, structured work placement, work experience)

RESPONSIBILITIES

Academic Committee	Oversee the development and approval of academic standards, including mechanisms that guarantee that programmes and courses are assessed and moderated in a fair, equitable and consistent manner. Oversee procedures for determining course results and awarding qualifications.
Academic Standards and Quality Committee	Approve course results, unit standard results and the awarding of qualifications consistent with approved NMIT policies and procedures. Consider proposals for new programmes, new courses, and changes to existing courses and/or Programme Regulations, and endorse where agreed.

<p>Contracted Training Providers</p>	<p>Implement and maintain procedures that ensure assessments are carried out in accordance with the relevant NMIT Programme Regulations, NMIT policies and procedures.</p> <p>Ensure that assessments are valid, fair, reliable, and consistent and meet all internal and external moderation requirements.</p> <p>Ensure that re-sits/reassessments are carried out in accordance with the relevant Programme Regulations before presenting to the Academic Committee.</p>
<p>Curriculum Managers</p>	<p>Implement and maintain procedures that ensure assessments are carried out in accordance with the relevant Programme Regulations, policies and procedures.</p> <p>Check that assessments are valid, fair, reliable, and consistent and meet all internal and external moderation requirements.</p> <p>Ensure that re-sits/reassessments and extensions are carried out in accordance with the relevant Programme Regulations, and that results are confirmed before presenting to the Academic Standards and Quality Committee.</p> <p>Maintain overall accountability for the delivery of NMIT programmes in their Curriculum Area by contracted Training Providers.</p> <p>Ensure contracted Training Providers follow NMIT Programme Regulations, policies and procedures.</p>
<p>Programme Approval Committees</p>	<p>Evaluate applications for approval and accreditation of new and reviewed programmes.</p> <p>Make recommendations to ensure curricula and educational delivery meet academic standards.</p>
<p>Students</p>	<p>Make themselves available to undertake all summative assessments at the time and place stipulated by the course tutor.</p> <p>Are responsible for meeting standards of academic honesty including acquainting themselves with any requirements relating to the conduct of tests and examinations as published for a particular programme or course.</p>
<p>Tutors (including tutors at Contracted Training Providers)</p>	<p>Carry out tasks relating to assessment and moderation that are consistent with the approved Programme Regulations.</p> <p>Inform students of the assessment requirements for the course and the assessment rules that apply.</p> <p>Ensure that assessments are valid, fair, reliable, and consistent and meet all internal and external moderation requirements.</p> <p>Provide timely feedback to students on assessments, both summative and formative, in accordance with the approved Programme Regulations.</p>

	Ensure that students' assessments and results are retained securely. Inform students of requirements for collection of assessed work. Enter assessment results into the Student Management System
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PRINCIPLES

NMIT uses seven propositions for assessment reform in higher education¹.

Assessment is most effective when:

1. Assessment is used to engage students in learning that is productive.
2. Feedback is used to actively improve student learning.
3. Students and tutors become responsible partners in learning and assessment.
4. Students are inducted into the assessment practices and cultures of tertiary education.
5. Assessment for learning is placed at the centre of subject and programme design.
6. Assessment for learning is a focus for staff and institutional development.
7. Assessment provides inclusive and trustworthy representation of student achievement.

ASSESSMENT DESIGN

Design of assessment for quality learning follows the principles of constructive alignment. Constructive alignment, put simply, starts by focussing on the outcomes we want the students to achieve; the curriculum, the teaching methods and the assessment design are all aligned to those outcomes. The essential feature of outcomes-based education is that assessment is done in such a way as to increase the likelihood of most students achieving the desired outcomes. In this model the teacher is the facilitator of learning. Quality (deep) learning comes from what the students do, not from what the teachers do. Learning activities (including assessments) are designed to ensure that students do what is needed for them to attain the desired learning outcomes.²

Constructive alignment is an important organising structure in the design of assessment that effectively supports students' learning, informs selection and progression decisions, ensures quality and accountability, maintains integrity and fulfils the following requirements:

Assessments must be:

- Manageable and Useful
- Reliable and Valid
- Fair

Assessment design also reflects the concept of 'ako'. In te ao Māori, the concept of ako means both to teach and to learn. It recognises the knowledge that both teachers and learners bring to learning interactions, and it acknowledges the way that new knowledge and understandings can grow out of shared learning experiences.

ASSESSMENT REGULATIONS

Regulations governing the assessment in a programme of study are located in the Programme Regulations.

¹ Boud, D. and Associates (2010). *Assessment 2020: Seven propositions for assessment reform in higher education*. Sydney: Australian Learning and Teaching Council.

² John Biggs, *Aligning Teaching for Constructing Learning*, The Higher Education Academy

Programme Regulations are the legally binding contractual obligations of staff and enrolled students. They are used by academic staff to guide delivery of the programme and its courses; and provide guidance on the relevant approaches to learning and teaching, and on assessment (against specified learning outcomes).

Some programmes of study are subject to collaborative arrangements with other Tertiary Education Organisations. In cases where collaborative arrangements are in place, externally prescribed regulations may apply, and the results available will be specified in the relevant Programme Regulations, and may differ from the information in the NMIT Academic Statute.

FORMATIVE ASSESSMENT

Formative assessment is carried out during a course with the intention of guiding students' subsequent learning, and tutors' teaching, and assisting deeper engagement with the learning outcomes.

Students are well informed at the start of the course about the way formative assessment will be used in the course.

The formative assessment results will not count towards the final result for the course.

Students have access to accurate formative assessments and/or feedback during their programme to assist them to inform and improve their learning.

1 DIAGNOSTIC ASSESSMENT

- 1.1 The TEC requires tertiary institutes to use the Literacy and Numeracy for Adults Assessment Tool (LNAAT) - an online diagnostic tool to assess students studying at levels 1, 2 and 3. NMIT also assesses students studying at Level 4 and 5 where this is considered beneficial, except those studying through eCampus NZ. Apart from the statutory obligations, LNAAT can also help tutors develop programmes for learners that target any skill gaps, in alignment with the Adult Learning Progressions, matching their specific needs and strengthening their literacies, such as reading, writing, numeracy, speaking, listening and IT skills.
- 1.2 The Curriculum Areas are responsible for ensuring that all Levels 1 - 3 students (except eCampus NZ students on courses at level 4 or 5) undertake both an initial assessment at the start of the programme of study, and a re-assessment, if required, before the end of the programme.
- 1.3 The resulting reports are between the student, tutor(s) and learning support staff. There is no pass or fail, but rather the results place each student along the continuum of the Adult Learning Progressions. With this information NMIT can better support students through deliberate acts of teaching and, if necessary, specific additional literacies support.

2 FORMATIVE FEEDBACK FOR MAJOR ASSESSMENTS

- 2.1 As a matter of good practice, student projects accounting for more than 75% of the final course result (in courses 15 credits or more) should have at least one progress point built in, to ensure that students receive formal, formative feedback prior to the summative assessment. This feedback is preferably given in writing, with a copy of the feedback maintained in the Curriculum Area in case of staff changes or lost/damaged work.

ATTENDANCE

3 ATTENDANCE AS A COURSE REQUIREMENT

- 3.1 It is acknowledged that students are more likely to succeed if they maintain regular attendance. They need to be advised of this in the Programme Outline/Handbook and/or by their tutor.
- 3.2 In most cases attendance is not an assessed course requirement at NMIT. Assessment is based on the achievement of stated learning outcomes, not on whether a student attends a specific number of class sessions.
- 3.3 The exceptions to this are when participation in specified activities is essential to meet the learning outcomes of the course or programme (e.g. clinical practice, group work, supervised laboratory/practical work, marae visit) or to meet the requirements set by an external body (e.g. Nursing Council, Social Work Registration Board, NZOIA). In these cases attendance requirements will be specified in the Programme Regulations, and attendance will be monitored and recorded.

Note: International students must be well informed about the attendance requirements prescribed by Immigration New Zealand that are associated with their student visas.

4 BEFORE THE ASSESSMENT

ASSESSMENT INFORMATION

- 4.1 Students and staff are informed within one week of the course commencement about the communication and feedback mechanisms that will be used throughout course and programme delivery.
- 4.2 Students are informed about the learning outcomes relevant to the course, the graduate profile for the qualification they are enrolled in, and how the teaching and learning activities are designed to maximize the likelihood of most students achieving the outcomes.
- 4.3 Descriptions and due dates for assessments, including expectations related to assessment(s), marking schedules to be used for each assessment, the availability of extensions, re-marks and re-sits, are communicated clearly to students within one week of the course commencement, to enable effective planning.
- 4.4 If, in extraordinary circumstances, a significant departure from what is included in the published information has to be made, it is explained clearly to all students in writing. Changes must be approved by the Curriculum Manager, and approval may be required from the Academic Standards and Quality Committee and/or the Academic Committee, depending on the magnitude and implications of the change. In some cases, an approved transition plan is required as well.

ASSESSMENT IN TE REO MĀORI

- 4.5 Students may use Te Reo Māori in assessment if the student has registered their request, and has received approval by the Curriculum Manager, prior to the student's enrolment on each course. The facility to use Te Reo Māori is not available where a course specifically requires students to demonstrate their facility in a language other than Te Reo Māori and/or where facility in the English Language is central to the objectives of all or part of the course.

CONFLICTS OF INTEREST

- 4.6 Staff members are expected to identify and report to the Curriculum Manager any conflict of interest related to their involvement in any student's summative assessment (e.g. relative, close friend, employee).
- 4.7 The Curriculum Manager is responsible for ensuring appropriate safeguards are put in place to resolve such situations, e.g:

Student work assessed by an alternative staff member (from NMIT or another institution) with the requisite knowledge and skill

or

Student work co-assessed by the staff member and another person with the requisite knowledge and skill (from NMIT or another institution or relevant industry/profession)

or

Assessed work is blind moderated by another person (as above) along with the assessed work of two other students achieving approximately the same mark on the same assessed work

- 4.8 Advice is available from Executive Director Programmes and Delivery, the Academic Integrity Team Leader, or Curriculum Manager depending on the type of assessment and/or issues identified.

ALTERNATIVE ASSESSMENT ARRANGEMENTS

- 4.9 Assessment and feedback are essential elements in the learning process. The Academic Committee therefore requires that each student complete all assessments unless doing so puts an unreasonable burden on the student or Curriculum Area.
- 4.10 Curriculum Areas are encouraged to provide alternative assessment arrangements in cases where student/s are unable to sit a test or examination or complete an assessment on the scheduled date for reasons the Curriculum Area feels acceptable. Note that students are eligible to apply for an aegrotat pass only if the programme regulations allow for it and alternative assessment arrangements cannot be made.
- 4.11 Alternative arrangements include allowing students to sit a test/examination before or after the scheduled date. When such arrangements are made, the Curriculum Area must take precautions to guarantee fairness, both for the particular student/s involved and for those completing the same assessment on the scheduled date.

ACADEMIC MISCONDUCT AND PLAGIARISM DETECTION

- 4.12 Staff may use plagiarism detection software (such as Turnitin) on a routine basis for checking student work or when plagiarism is suspected. Students will be advised that plagiarism detection software may be routinely used. Staff responsible for making decisions regarding academic misconduct and appeals in cases of plagiarism may request and make use of evidence from plagiarism detection software.

NMIT policy for the use of Turnitin allows students to view their Turnitin reports prior to final submission of their assignment and to delete and resubmit their work. This enables students to use Turnitin as a tool to help them take responsibility for their own academic integrity, rather than it solely being a punitive tool.

5 CONDUCTING ASSESSMENTS

CONDUCTING CLASS ASSESSMENTS

- 5.1 Each Curriculum Area is responsible for carrying out pre-assessment moderation to ensure assessments used are valid and apply to the principles outlined in the **MODERATION POLICY**.
- 5.2 Each tutor is responsible for ensuring that precautions are taken to make cheating unlikely.
- 5.3 If a reader/writer or other assistance is warranted, the student must apply in writing to the Curriculum Manager no later than three weeks prior to the date of the assessment. Such application must state the nature of the disability and the type of assistance required.
- 5.4 Each tutor is responsible for taking additional precautions to safeguard student work, as relevant to the particular assessment activity (e.g. safe storage of submitted work until it is assessed, photographing submitted project work, backing up electronically submitted work, reminding students to maintain a copy of all submitted work).

- 5.5 Each tutor is responsible for arranging technical support if the assessment is technology dependent.
- 5.6 In some cases it is appropriate to assess student achievement on an ongoing basis throughout the course, accumulating a portfolio of verified evidence (such as photographs, videos, written work, group project plans etc.) as students demonstrate their achievement of the learning outcomes. This is known as naturally occurring evidence, which must be derived from activities within a learning programme and/or from a learner's actual work performance and/or everyday life. This is particularly useful in courses where there is a high proportion of practical activity involved.

CONDUCTING EXAMINATIONS

- 5.7 If a reader/writer or other assistance is warranted, the student must apply in writing to the Curriculum Manager no later than three weeks prior to the date of the assessment. Such application must state the nature of the disability and the type of assistance required.
- 5.8 All the requirements under the heading Conducting Class Assessments above, apply. For formal examinations, refer to [**EXAMINATION GUIDELINES**](#).

EXTENSIONS

- 5.9 An extension is a written agreement between a student/s and tutor for a piece of assessment to be submitted late – at an agreed, specified date – usually on medical or compassionate grounds. Supporting information/evidence (e.g. medical certificate) is required.
- 5.10 The Curriculum Manager or the Tutor with responsibility for the relevant programme or course has the authority to approve valid extensions that are within the Programme's start and finish dates.
- 5.11 Where an extension is beyond the finish date of the Programme the extension application must be approved by the Curriculum Director . If approved , students may be allowed up to 12 months to complete an assessment under this provision, after which a final grade must be recorded and approved by the Academic Standards and Quality Committee. Curriculum Areas are responsible for recording results in the Student Management System in a timely fashion to ensure outstanding course results can be monitored and final course results are available to students and for data submissions to TEC as prescribed by the TEC timelines.
- 5.12 No course result will appear on the student's Academic Record until the final approved course result is entered into the Student Management System.
- 5.13 If the student does not produce the required work by the extension deadline, they are awarded a fail grade for the course.

6 ASSESSMENT RESULTS

MARKING AND RETURNING ASSESSED WORK

- 6.1 Staff members use prepared and moderated marking schedules, and engage in planned intra-moderation, to increase reliability, transparency and validity of the assessment results.
- 6.2 Results of assessments are returned to students as quickly as possible with the timeframe included in the programme handbook or other student information, taking the nature of assessment into account. Where possible, students receive and are given the opportunity to discuss model answers and/or marking guides to query their grades/marks, also within a stated timeframe.

- 6.3 Assessment results are entered into the Student Management System in the manner and timeframe required by the Curriculum Area and the Academic and Quality Team.
- 6.4 Assessments that are not returned to the students are kept by the Curriculum Area until all moderation requirements have been met and the deadline for reconsiderations and appeals has passed. Curriculum Areas are responsible for ensuring that these assessments are destroyed in such a way that confidentiality is maintained, e.g. shredded or discarded through secure document destruction bins.
- 6.5 Students' assessment work that is held in NMIT Moodle is archived each year.; Up to 3 years of courses, with student assessment work in some of these, is retained.
- 6.6 Privacy of assessment results is safeguarded as required by the Privacy Act. All staff members are responsible for ensuring the guidelines set out below are followed.

MARKING AND RETURNING PRACTICAL, CLASSROOM-BASED ASSESSMENTS

- 6.7 As most practical, classroom-based assessments (e.g. projects carried out in an engineering or science lab, or in a restaurant or kitchen setting) are not 'paper and pencil' assignments that are marked outside the class time and then returned to the student, an alternative way of providing students with an opportunity to question/challenge a mark is needed. It is suggested that such assessments are marked 'on the spot', discussed with each student, and the record of the mark initialled by the student, before the assessed item is destroyed or taken away by the student.
- 6.8 Where appropriate, a photographic record or video recording of an assessed activity may be made, and may be retained as evidence for future comparison or moderation of the assessment.

SPECIAL ASSESSMENT CIRCUMSTANCES (AEGROTAT CONSIDERATIONS)

- 6.9 Programme Regulations will indicate if Aegrotat considerations are available. Applications shall be made by the student to the Curriculum Manager. This must be no later than seven working days after the due date of the summative assessment, and with appropriate evidence of both the circumstances and the effect on performance. In the case of a test or examination, documentary evidence such as a medical certificate must confirm impaired performance at the time of the assessment and should normally be obtained within 24 hours of the test or examination.

PRIVACY ISSUES

- 6.10 NMIT adheres to a strict interpretation of the Privacy Act 1993 as it affects the public display, announcement or publication of academic results of any assessment or final grade in a course or programme. Such results must NOT be displayed, announced or published in a form that includes a student's name or other identifier that reasonably could be 'readable' by people other than the student concerned. Results of individual assessments or final grades cannot be given to anyone other than the student, except with written permission from the student.
- 6.11 It is permissible to publish students' results publicly PROVIDED that:
- No names or other easily identifiable reference is used. If using NMIT Student ID numbers, the list should be sorted numerically.
 - The order of the results shuffled before publication so they do not appear in what would be alphabetical or other identifiable order.
- 6.12 In order to meet internal and external academic quality assurance requirements, student assignment, test and examination results may be used for the purposes of:
- Internal and external moderation

- Self-Assessment and External Evaluation and Review
 - Aegrotat and other academic decisions
 - Resolution of academic appeals and complaints
 - Statistical analysis (e.g. of trends, completion rates, success rates of specified populations)
 - Programme of Learning and Teaching Observations (PLATO)
 - Other academic related purposes if agreed to by the Academic Board
- 6.13 Assessment results used for these purposes will have any information which could be reasonably be expected to identify the individual removed before they are copied and used, unless the identity of the student is required for the purpose undertaken.
- 6.14 Where assessment results need to be available for moderation or PLATO observations, where practicable, student identity should be protected.
- 6.15 NMIT's Chief Executive is authorised to make any exceptions to the procedures outlined above.

RE-MARKS

- 6.16 Students are entitled to a re-mark if they consider their work has been incorrectly marked.
- 6.17 Re-marks must be applied for – they are not automatically available.
- 6.18 The Curriculum Manager is notified, and the re-mark carried out by a subject specialist other than the academic staff member who initially marked the item, and in accordance with the approved marking procedures.
- 6.19 Re-marking may be an internal or external process.
- 6.20 The Curriculum Manager or delegate should oversee the process and liaise with the student and the marker carrying out the re-mark.
- 6.21 Where a re-mark produces a result different from the original result the higher result/or grade will be retained.
- 6.22 The re-mark fee is refunded if the result/grade is improved following the re-mark.

Refer to ***FEES, CHARGES AND REFUNDS (DOMESTIC STUDENTS)*** and ***FEES, CHARGES AND REFUNDS (INTERNATIONAL STUDENTS)*** for re-mark fees.

RE-SITS AND REASSESSMENTS

- 6.23 Under a competency-based assessment approach, students are usually given more than one opportunity to reach the stated competency standard, depending on the available time and resources. Other programmes also may provide such opportunities. Details will be communicated via the Programme Regulations and must include information on any restrictions (e.g. number of opportunities, deadlines, fees, penalties).
- 6.24 Re-sits and reassessments are carried out within the published timeline of the course. Course results usually are not published until after the re-sit/resubmission date.
- 6.25 Where the criteria for successful completion of a summative assessment have not been met the same criteria may be reassessed as a re-sit.

CONCEDED PASS

6.26 For courses assessed internally at NMIT, the Academic Committee may award a conceded pass, unless otherwise stated in the course/programme regulations. A conceded pass allows a student who has a good overall performance to be awarded a pass despite:

- A marginal failure in one area or
- An inability to complete all of the required work for reasons the academic committee consider valid.

- To be eligible for a conceded pass, a student must have either:

Fulfilled the minimum course requirements (e.g. assignments, practical work) but failed narrowly to achieve the standard required over all the assessments.

or

Completed most but not all of the required work at an acceptable level. The Academic Standards and Quality Committee must be satisfied that the student has worked conscientiously and is worthy of special consideration.

6.27 Only one conceded pass may be granted to a student towards the requirements for a particular qualification.

MARKS CARRIED FORWARD

6.28 On compassionate grounds a high achieving student (70% or higher) may apply to carry marks forward for completed assessment to the next occurrence of the course and not redo those assessments.

6.29 The following provisions apply:

- Assessment regulations within a programme as approved by the Academic Board allow this provision.
- The learning outcomes, assessments and weightings for the course are unchanged.
- The student enrolls in the next available occurrence of the course.
- Marks carried can only occur for one re-enrolment of the same course.
- The subsequent result grade will be the combination of the marks carried forward and the marks attained in the subsequent enrolment for previously uncompleted assessments.

APPEALS

6.30 If a student considers a mark/result/course outcome of an assessment e.g. from a classroom test, an assignment, a major examination or project allocated to them is incorrect or unfair, the student may seek reconsideration by applying in writing to the Curriculum Manager, within 10 working days of receiving the result, setting out the grounds for appeal.

6.31 Appeals shall be conducted according to the procedures laid down in [**STUDENT ACADEMIC APPEALS**](#).

REFERENCES

INTERNAL

Academic Statute
Examination Guidelines
Learning and Teaching at NMIT
Learning Design Framework (LDF)
Moderation Policy
Recognition of Academic Credit
Records Management Policy
Self-Assessment Policy
Student Academic Appeals
Student Charter
Student Results and Awards
NMIT Guidelines for New Tutors <http://ecampus.nmit.ac.nz/moodle/course/view.php?id=537>
<http://ecampus.nmit.ac.nz/moodle/course/view.php?id=1268>
Unsatisfactory Academic Progress Procedure

EXTERNAL

TEC – [Directory of NZ registered industry training organisations \(ITOs\)](#)

NZQA website:

<http://www.nzqa.govt.nz/providers-partners/quality-assurance-of-itsps/external-evaluation-review/>

NZQA website:

<http://www.nzqa.govt.nz/assets/Providers-and-partners/Registration-and-accreditation/registration-accreditation-evaluation-indicators.pdf>

[Boud, D. and Associates \(2010\). *Assessment 2020: Seven propositions for assessment reform in higher education*. Sydney: Australian Learning and Teaching Council.](#)

Biggs, John

http://www.heacademy.ac.uk/assets/documents/resources/database/id477_aligning_teaching_for_constructing_learning.pdf

*Anderson, L. W., Krathwohl, D. R., & Bloom, B. S. (2001). *A taxonomy for learning, teaching, and assessing: A revision of Bloom's taxonomy of educational objectives*. Allyn & Bacon.

FURTHER INFORMATION

NZQA <http://www.nzqa.govt.nz/index.html>

Ako Aotearoa's Assessment Guide <http://ako.aotearoa.ac.nz/topics/term/12>

Centre for the study of Higher Education (Australia) - Core principles of effective assessment

http://melbourne-cshe.unimelb.edu.au/data/assets/pdf_file/0010/1770697/CorePrinciples.pdf