

# Kaupapa-here | Assessment Policy

## Mō wai me te whānuitanga | Audience and scope

This policy applies to:

- a) all educational assessment delivered by and on behalf of Te Pūkenga (including contracted delivery), and all stages of the assessment process.
- b) all employees of Te Pūkenga, including contracted staff and secondees providing services for Te Pūkenga, and those on fixed-term contracts (collectively referred to as Kaimahi in this policy) involved in the assessment process; and
- c) all local, regional, and national committees involved in the assessment process; and
- d) all regions of Te Pūkenga.

This policy is a national policy adopted by Te Pūkenga during its transition phase and comes into effect on 6 March 2023. It is intended to be an overarching policy that sits across the local policies and procedures in each region of Te Pūkenga. In accordance with the Transitioning (Grandparenting) Former Subsidiaries Policies, the local policies and procedures in a region will continue to apply to the extent they are consistent with this policy. When the local policies and procedures are not consistent with this policy, then this policy takes precedence. This policy will be reviewed, monitored, and amended as the organisational structures are put in place across the network.

## Mokamoka whakaaetanga | Approval details

<b>Version number</b>	23.1	<b>Effective date</b>	6 March 2023
<b>Approval authority</b>	Te Poari Akoranga	<b>Date of approval</b>	22 February 2023
<b>Policy sponsor (has authority to make minor amendments)</b>	Kaikōkiri Director Quality	<b>Policy owner</b>	DCE Academic Centre and Learning Systems
<b>Category</b>	Academic	<b>Date of next review</b>	November 2023
<b>Contact person</b>	Kaikōkiri Director Quality		

## Ngā whakatikatika | Amendment history

Version	Effective date	Created/reviewed by	Reason for review/comment
23.1	6 March 2023	Academic Centre and Learning Systems	First published

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## Kaupapa-here | Assessment Policy

### 1. Pūtake | Purpose

- 1.1. The purpose of this policy is to set the expectations for educational assessment for Te Pūkenga.
- 1.2. Educational assessment (henceforth, assessment) is used for diagnostic, formative, and summative purposes, and thus, for credentialling. It provides information for ākongā and kaiako about ākongā knowledge and skill starting point(s) and learning progress; provides evidence of the achievement of learning outcomes and Standards outcomes and requirements; and contributes to the attainment of competencies identified in graduate profiles.

### 2. Ngā Mātāpono | Principles

- 2.1. These principles embody Ā Mātou Uara | Our Values of:
  - a. Manawa nui | We reach out and welcome in
  - b. Manawa roa | We learn and achieve together
  - c. Manawa ora | We strengthen and grow the whole person
- 2.2. Assessment holds ākongā at the centre.
- 2.3. Assessment ensures equity for ākongā Māori, ākongā nō Te Moana-nui-a-Kiwa, and ākongā Whai Kaha, and safeguards the interests of all ākongā.
- 2.4. Assessment upholds the mana<sup>1</sup> of ākongā, and of its kaupapa.<sup>2</sup> It upholds mana in how assessment is conducted, and the approaches and practices used; in the communication of expectations, feedback, and results; in the decisions made based on assessment results.
- 2.5. Assessment is fit-for-purpose and has integrity:
  - a. Assessment supports effective learning for ākongā. It leads to equitable, credible, and defensible assessment outcomes for ākongā. It is focused on its purpose(s). It is meaningful.
  - b. Assessment is effective for its different purposes: diagnostic, formative, summative; assessment for learning, of learning, as learning.
  - c. Assessment is valid:
    - i. It adequately and appropriately assesses what it is meant to assess, at the right level, using appropriate methods and under appropriate conditions. Assessor judgements are based on sufficient and credible ākongā assessment evidence. Assessment results fairly, credibly, and defensibly reflect ākongā achievement.
    - ii. Ākongā assessment evidence is judged appropriately and consistently over time, irrespective of assessor, ākongā or context.
    - iii. It is fair, and free from bias or discrimination.
  - d. Assessment is relevant, engaging, and reflects real-world conditions. It is technically accurate and appropriately contextualised.
  - e. Assessment is equitable and inclusive in approach and practice. It is accessible, and culturally appropriate and responsive.
  - f. Assessment outcomes for each unified product are comparable across Te Pūkenga.
- 2.6. Assessment is appropriate: It is appropriate to its purpose(s), outcomes assessed, level, subject discipline, context, situation, and ākongā, for all aspects of Te Pūkenga network. To enable this,

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<sup>1</sup> In this context, 'mana' is taken to mean integrity, influence, control, prestige, status, spiritual power, and authority.

<sup>2</sup> In this context, 'kaupapa' is taken to mean the purpose, goals, and reason(s) for undertaking.

flexibility is afforded (within set parameters) in the assessment approaches, methods, conditions, practices, timing, and evidence generation and gathering; the integrity, validity and fairness of assessment must be upheld.

- 2.7. Assessment supports Te Pae Tawhiti: It supports the pursuit and obtainment of the goals and outcomes of Te Pae Tawhiti: Te Tiriti o Waitangi Excellence Framework.
- 2.8. Assessment is sustainable and resilient: It is sustainable and manageable for ākonga, kaimahi and Te Pūkenga. Assessment is responsible in use of resource. It is designed to serve the needs of the present and to support ākonga to meet their own future learning requirements. The assessment approaches and practices employed are adaptive and responsive.

### 3. Kaupapa Here | Policy Statements

- 3.1. Assessment at and for Te Pūkenga enacts the Assessment Principles and adheres to [Te Kawa Maiooro](#).
- 3.2. Assessment at and for Te Pūkenga is planned and intentional.
- 3.3. Assessment design at and for Te Pūkenga is based on constructive alignment and leads to valid and fair assessment that is fit-for-purpose and has integrity.
- 3.4. Assessment for summative purposes at and for Te Pūkenga is criterion-referenced (i.e., is not norm-referenced) and uses the grading approach specified in the approved course descriptor or equivalent. Assessors evaluate ākonga assessment evidence against the assessment criteria when making their judgements.
- 3.5. Quality assured (moderated) summative assessment materials are used to assess ākonga achievement against learning outcomes, and Standard outcomes and requirements.
- 3.6. Assessments for summative purposes can be undertaken in te reo Māori, New Zealand Sign Language, or English, except where a specific language is required.
- 3.7. Kaimahi who evaluate and judge ākonga assessment evidence have requisite knowledge and skill in the subject and in assessment practice.
- 3.8. Each region implements effective assessment and moderation practices for all credentialled products that they deliver to:
  - a. ensure fair and valid assessment for summative purposes is undertaken,
  - b. proactively uphold and safeguard the integrity of that assessment for all ākonga, and
  - c. maintain comparability in assessment outcomes with other regions. (Refer to Te Pūkenga Moderation Policy.)
- 3.9. All kaimahi involved in the assessment process engage in effective and robust assessment and moderation practices, as per 3.8 (above) and as enabled by Te Pūkenga and the relevant region.
- 3.10. Assessment expectations, information, and results are communicated with ākonga in an appropriate and timely manner.
- 3.11. Assessment feedback to ākonga is appropriate, constructive, and well-timed.
- 3.12. Any variations to assessment, or alternative or supported assessment arrangements made (including those covered in 6.3 and 6.5 of Te Kawa Maiooro) uphold the validity, fairness, and integrity of assessment for summative purposes.
- 3.13. Academic integrity is upheld, and where threats to academic integrity are identified, or that integrity is compromised appropriate actions are taken. (Refer to Te Kawa Maiooro 6.8.)
- 3.14. Summative assessment results are reported accurately and within required timeframes through the relevant results reporting and approval process, as per local procedures. (Refer to Te Kawa Maiooro 6.20.)

- 3.15. For Reassessment and Reconsideration matters relating to assessment for summative purposes, refer to Te Kawa Maiooro 6.15, 6.19 and 6.20.
- 3.16. Copies of marked summative assessments from all ākonga are retained as per Te Kawa Maiooro 6.12. Copies may also be retained for moderation purposes (refer Moderation Policy; Te Kawa Maiooro 6.11.)
- 3.17. Assessment for summative purposes meets relevant Quality Assurance Body, Standard Setting Body, and Regulatory Body requirements.

#### 4. Ngā Haepapa | Responsibilities

Role	Responsibilities
Kaimahi	All kaimahi are responsible for following this policy.
Managers	Managers support and enable this policy to be followed.
Regional/National Programme Leads	Programme Leads facilitate and enable this policy to be followed.
Programme Committee or equivalent	Programme Committees or equivalent monitor and oversee summative assessment activities and results.
Te Pūkenga	Te Pūkenga ensures, supports, and enables this policy to be implemented

#### 5. Ngā Tikanga | Definitions

Term	Definition
Ākonga	A person who is involved in learning and/or assessment (at an education and training provider or in the workplace, etc.); a learner
Ākonga Māori	Māori learner
Ākonga nō Te Moana-nui-a-Kiwa	Pacific learner
Ākonga Whai Kaha	Disabled learner
Ākonga assessment evidence	The evidence or performance produced by ākonga to demonstrate their learning/achievement, that is collected and evaluated within the assessment process.
Assessment outcomes	The nature, characteristics, quality, and quantity of ākonga assessment evidence that is judged as meeting each grade for the assessed outcomes, accounting for the conditions under which that evidence was produced.
Assessment criteria	The defined criteria against which ākonga assessment evidence is evaluated.
Constructive alignment	The systematic alignment of intended learning outcomes, assessment, and teaching and learning activities.
Credentialed products	Products for which the results achieved in the summative assessment(s) contribute to the awarding of that product to ākonga.
Credentiailling	The awarding of a qualification or other credential to ākonga, based on results achieved in the summative assessment(s) and satisfaction of any other set requirements.
Criterion-referenced grading approaches	Grading approaches in which ākonga assessment evidence is evaluated against certain defined assessment criteria, without reference to the performance of others or their own previous performance. The assessment grades as defined in 6.17, Te Kawa Maiooro, are types of criterion-referencing.
Diagnostic assessment purpose	Assessment for diagnostic purposes is conducted to find out where ākonga are starting from, in terms of knowledge and skill.

Educational assessment	The assessment of ākonga learning, knowledge, and skills in relation to intended learning outcomes and Standard outcomes.
Formative assessment purpose	Assessment for formative purposes is embedded in the learning and teaching process and provides informal and formal feedback to kaiako and ākonga on progress towards a learning outcome.
Kaiako	Teacher or facilitator of learning.
Kaimahi	All employees of Te Pūkenga, including contracted staff and secondees providing services for Te Pūkenga, and those on fixed-term contracts.
Moderation	An umbrella term for the range of practices used formatively (i.e., proactively or in real-time) and summatively (i.e., retrospectively) to maintain, improve, and assure, the quality and integrity of <b>summative</b> assessment. Moderation addresses all stages of summative assessment, each stage via appropriate practices and corresponding focus.
Product	An umbrella term for the educational and training offerings of Te Pūkenga, including programmes, micro-credentials, assessment standards, Skills Standards, and courses.
Stages of assessment process	The stages present in any assessment process, irrespective of method or context. These include, conceptualising, scheduling, assessment materials (e.g., activity, marking guidance), assessment event, assessor judgements, grades / results awarded.
Summative assessment purpose	Assessment for summative purposes contributes to the final grade / result; determines ākonga achievement of learning outcomes and/or Standard outcomes and requirements, ensures that the ākonga has met the requirements for progression and completion within the product.

## 6. Ngā Hononga ki Tuhinga kē | Links to Other Documents

### **Ngā Kaupapa-Here e Hāngai ana | Related policies, regulations, and frameworks**

Te Pae Tawhiti: Te Tiriti o Waitangi Excellence Framework (current version)

Te Kawa Maiorooro | Educational Regulatory Framework

Te Pūkenga Moderation Policy

NZQA NZQF Programme Approval and Accreditation Rules (current version)

NZQA Consent to Assess Against Standards on the Directory of Assessment Standards Rules (current version)

NZQA Micro-credential Approval and Accreditation Rules (current version)

NZQA Assessment (including Examination) Rules for Tertiary Education Organisations with Consent to Assess Entering Candidates for Achievement Standards (current version)

NZQA Te Hono o Te Kahurangi quality assurance framework

Relevant Consent and Moderation Requirements

### **Ngā Tukanga me ngā Hātepe | Processes, procedures**

Local and/or Regional Te Pūkenga assessment procedures

Whiria Te Ako

Te Pūkenga Interim Assessment Handbook

NZQA Aromatawai and the Principles of Assessment (August 2022)

**Ture whai take | Relevant legislation**

Education and Training Act 2020