

Assessment Policy

Policy document number: AC-26/19A

1. Pūtake | Purpose

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

2. Mō wai me te whānuitanga | Audience and scope

- 2.1. This policy applies to:
 1. all assessment delivered by and on behalf of Wintec (including contracted delivery), and all stages of the assessment process.
 2. all kaimahi involved in the assessment process, including contracted kaimahi and secondees providing services to or on behalf of Wintec, and those on fixed term contracts (collectively referred to as 'kaimahi' in this policy).
 3. all Te Rōpū Āpiti Whakataurite and Te Rōpū Āpiti Akoranga-ā-Kura involved in the assessment process.

3. Ngā Mātāpono | Principles

- 3.1. These principles embody our values of manawa nui, manawa roa, and manawa ora.
- 3.2. Assessment holds ākonga at the centre.
- 3.3. Assessment ensures equity for Māori, Pacific, and disabled ākonga, and safeguards the interests of all ākonga.
- 3.4. Assessment upholds the mana¹ of ākonga, and of its kaupapa². It upholds mana in how assessment is conducted, and the approaches and practices used, in the communication of expectations, feedback, and results, and in the decisions made based on assessment results.
- 3.5. Assessment is fit-for-purpose and has integrity:
 1. Assessment supports effective learning for ākonga. It leads to equitable, credible, and defensible assessment outcomes for ākonga. It is focused on its purpose(s). It is meaningful.
 2. Assessment is effective for its different purposes (diagnostic, formative, summative); assessment for learning, of learning, as learning.
 3. Assessment is valid:
 - a. 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 ākonga assessment evidence. Assessment results fairly, credibly, and defensibly reflect ākonga achievement.
 - b. Ākonga assessment evidence is judged appropriately and consistently over time, irrespective of assessor, ākonga or context.
 - c. It is fair, and free from bias or discrimination.

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

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

- 3.6. Assessment is relevant, engaging, and reflects real-world conditions. It is technically accurate and appropriately contextualised.
- 3.7. Assessment is equitable and inclusive in approach and practice. It is accessible, and culturally appropriate and responsive.
- 3.8. Assessment is appropriate: It is appropriate to its purpose(s), outcomes assessed, level, subject discipline, context, situation, and ākonga. To enable this, flexibility is afforded (within set parameters) in the assessment approaches, methods, conditions, practices, timing, and evidence generation and gathering. However, the integrity, validity, and fairness of assessment must be upheld in all cases.
- 3.9. Assessment supports the pursuit and obtainment of the goals and outcomes of Wintec's te Tiriti o Waitangi Excellence Framework.
- 3.10. Assessment is sustainable and resilient: It is sustainable and manageable for ākonga, kaimahi and Wintec. 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.

4. [Ngā Tauākī Kaupapa Here | Policy Statements](#)

- 4.1. Assessment at and for Wintec:
 - 1. enacts the Assessment Principles and adheres to Te Kawa Maiooro.
 - 2. is planned and intentional.
 - 3. is based on constructive alignment and leads to valid and fair assessment that is fit-for-purpose and has integrity.
 - 4. for summative purposes, 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.
- 4.2. Quality assured (moderated) summative assessment materials are used to assess ākonga achievement against learning outcomes, and Standard outcomes and requirements.
- 4.3. Assessments for summative purposes can be undertaken in te reo Māori or English, except where a specific language is required.
- 4.4. Kaimahi who evaluate and judge ākonga assessment evidence have requisite knowledge and skill in the subject and in assessment practice.
- 4.5. Each programme team implements effective assessment and moderation practices for all credentialled products that they deliver to:
 - 1. ensure fair and valid assessment for summative purposes is undertaken,
 - 2. proactively uphold and safeguard the integrity of that assessment for all ākonga, and
 - 3. maintain comparability in assessment outcomes.
- 4.6. All kaimahi involved in the assessment process engage in effective and robust assessment and moderation practices.
- 4.7. Assessment expectations, information, and results are communicated with ākonga in an appropriate and timely manner.
- 4.8. Assessment feedback to ākonga is appropriate, constructive, and well-timed.
- 4.9. Any variations to assessment, or alternative or supported assessment arrangements made (including those covered in the Assessment section of Te Kawa Maiooro) uphold the validity, fairness, and integrity of assessment for summative purposes.
- 4.10. Academic integrity is upheld and, where threats to academic integrity are identified or that integrity is compromised, appropriate actions are taken.
- 4.11. Summative assessment results are reported accurately and within required timeframes through the relevant results reporting and approval process, as per local procedures.
- 4.12. For Reassessment and Reconsideration matters relating to assessment for summative purposes, refer to the Assessment section of Te Kawa Maiooro.

- 4.13. Copies of marked summative assessments from all ākonga are retained as per Te Kawa Maiooro. Copies may also be retained for moderation purposes (refer Moderation Policy).
- 4.14. Assessment for summative purposes meets relevant Quality Assurance Body, Standard Setting Body, and Regulatory Body requirements.

5. Ngā Haepapa | Responsibilities

Role	Responsibilities
Kaimahi	All kaimahi are responsible for following this policy.
Managers	Managers support and enable this policy to be followed.
Programme Leads	Programme Leads facilitate and enable this policy to be followed.
Te Rōpū Āpiti Akoranga-ā-Kura (PCs)	Monitor and oversee summative assessment activities and results.
Wintec	Ensures, supports, and enables this policy to be implemented

6. Ngā Whakamāramatanga | Definitions

Term	Definition
Ākonga	A person who is involved in learning and/or assessment; a 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 criteria	The defined criteria against which ākonga assessment evidence is evaluated.
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.
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.
Credentialling	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.
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.
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 summative 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 Wintec, including programmes, micro-credentials, assessment standards, Skills Standards, and courses.

Term	Definition
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 ākongā achievement of learning outcomes and/or Standard outcomes and requirements, ensures that the ākongā has met the requirements for progression and completion within the product.

7. Ngā Hononga ki Tuhinga kē | Links to Other Documents

Ngā Kaupapa-Here e hāngai ana Related policies Te Kawa Maiororo Moderation Policy Academic Integrity Policy NZQA NZQCF Programme Approval and Accreditation Rules NZQA Consent to Assess Against Standards on the Directory of Assessment Standards Rules NZQA Micro-credential Approval and Accreditation Rules 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 Other policies as required
Ngā Tukanga me ngā hātepe Processes, procedures Assessment Procedures Moderation Procedures Academic Integrity Procedures NZQA Aromatawai and the Principles of Assessment Other procedures as required
Ture whai take Relevant legislation Education and Training Act 2020 Other legislation as required

8. Pūranga Kōrero | Records Management

- 8.1. Any Wintec records referred to in this policy are considered public records under the Public Records Act 2005 and are discoverable under the Official Information Act 1982 and Privacy Act 2020. These records are subject to the retention and disposal actions as specified in the relevant disposal authority.

9. Mokamoka whakaaetanga | Approval details

Title	Assessment Policy
Policy document number	AC-26/19A
Category	Academic
Subcategory	AC: Academic Delivery
Approval date	December 2025
Effective date	January 2026
Review date	October 2026
Policy sponsor	Executive Director Academic Delivery
Policy manager	Teaching and Learning Manager
Approving authority	Komiti Akoranga

10. Ngā whakatikatika | Amendment history

Version	Date Approved	Details
1	17/12/2025	Te Pūkenga policy adopted as Wintec policy in Nov 2025; shifted into Wintec template, minor edits to align with Wintec organisational systems and structures. Procedures shifted into new template and updated in alignment with the academic regulations Assessment section. Added new organisational structures.