

Assessment Procedures

Policy Document number: AC-11/05B1

1. Pūtake | Purpose

- 1.1. These procedures operationalise and should be read in conjunction with the Assessment Policy and Tikanga-ā-Ākonga, Part 7: Assessment.

2. Ngā Hātepe | Procedures

2.1. Assessment Processes

1. High level assessment requirements for modules are stated in the curriculum document for the programme and must be adhered to. Any changes to these can only be approved by Komiti Kouna Whakamana me ngā Kaupapa Here | Quality, Approvals, and Policy Subcommittee (Komiti Kouna) under delegation from Komiti Akoranga.
2. Wintec provides ākonga with detailed assessment information at the start of their course for all courses they are enrolled in.
3. The detailed assessment requirements ākonga are to be provided with will include:
 - a. the name and type of the assessment
 - b. the weighting of the assessment towards the final mark of the course. If achievement based, this includes the learning outcome/s the assessment aligns to.
 - c. the specific requirements and expectations of the assessment tasks/activities; including
 - i. clear description/explanation of the assessment.
 - ii. the extent to which Artificial Intelligence (AI) tools can be used or not in the assessment as appropriate.
 - iii. how the assessment will be marked – e.g. Pass/Fail or weighted marks, marking criteria, and clear expectations of what is required to achieve a high mark.
 - iv. clear breakdown of the assessment into its components, e.g., the expectations/tasks/activities within the assessment.
 - v. the weighting of each component towards the total mark of the assessment.
 - d. the dates by which assessments have to be submitted, or dates of tests and examinations.
 - e. any specified attendance requirements. While not an assessment measure, attendance still needs to be stated in the detailed assessment requirements given to ākonga at the start of their course.
4. Assessment details are part of Wintec's contract with ākonga; therefore, the following must occur:
 - a. A pre-delivery check must be undertaken before the scheduled start date of a class to ensure that all assessment components and all information (in course outline, on Moodle, and in Arion) is correct and up to date for the upcoming delivery.
 - b. All changes to assessment structures must go through a formal change process:
 - i. Changes to assessment structures within a Portfolio must be reviewed and confirmed by Te Rōpū Āpiti Whakataurite | Moderation Subcommittee (TRĀW) and approved by Te Rōpū Āpiti Akoranga-ā-Kura | Programme Committee (PC).
 - ii. Changes to listed individual assessment structures must go through the formal Komiti Kouna change request process.
 - c. Once a class has commenced, no changes may be made to summative assessment requirements, conditions, or due dates unless approved by the Group Director:

- i. Any such changes must be discussed with and agreed to by the Team Manager and/or Programme Coordinator prior to approval being sought.
 - ii. Any approved changes must be documented and notified to all affected ākonga in writing.
 - iii. A late change request must be submitted to either TRĀW or Komiti Kouna (as per clause 2.4.b above) and include confirmation of Group Director approval and ākonga notification in the rationale.
 - iv. Any changes to assessment timing or scheduling must be provided to TRĀW prior to Group Director approval to confirm that such changes do not adversely impact on ākonga workload.
 5. Formative and summative assessments have different roles, and ākonga should be provided with opportunities for both to support their learning:
 - a. Formative assessments occur primarily to give feedback to ākonga on their knowledge and to help guide their further learning on that course.
 - b. Formative assessment must be clearly differentiated from summative assessment and cannot be used for grading ākonga.
 - c. Summative assessments measure ākonga learning and contribute to the final mark or grade for a course.
- 2.2. Academic Integrity in Assessment
1. Ākonga must act honestly and with integrity at all times in relation to assessments as set out in section 7.7 of Tikanga-ā-Ākonga.
 2. As part of the assessment submission process, ākonga may be required to sign a declaration confirming that the work presented is their own original work.
 3. If kaiako believe there is sufficient evidence of a breach of academic integrity or improper practice, or the assessment work does not comply with instructions, following consultation with the Team Manager or Programme Coordinator, they may decline to mark the assessment. In these instances, kaiako must follow the procedures set out in the Academic Integrity Procedures.
- 2.3. Assessment Feedback
1. Feedback that supports learning should be provided on formative assessment tasks and where appropriate, summative assessment tasks.
 - a. Constructive and timely feedback needs to be provided throughout the course.
 - b. Constructive feedback will provide comment on current performance (strengths and weaknesses) and strategies to improve future performance.
 - c. Timely feedback will enable students to incorporate the feedback into future assessment tasks.
 - d. Feedback should primarily relate to the assessment criteria but may also include comment on individual needs (e.g. grammar, APA referencing) as appropriate.
- 2.4. Assessment in te reo Māori
1. This clause does not apply to Wintec's English language programmes.
 2. Ākonga have the right to undertake assessment in te reo Māori. Exceptions may apply and must be notified to ākonga in the programme handbook and, where appropriate, course outline.
 3. Ākonga should discuss their intention to submit in te reo Māori with their kaiako in advance so that arrangements can be put in place where needed.

4. Wintec will take all reasonable steps to ensure that marking or grading of an assessment in te reo Māori is undertaken or supported by a te reo Māori capable assessor. If there is no capability within the programme team, the Team Manager or Programme Coordinator should liaise with the Group Director and Māori Achievement to identify an appropriate assessor.

2.5. Variations to Assessment

1. Variations to assessment are provided to support ākonga needs and circumstances, where needed. Kaiako and ākonga work together to determine the appropriate support or variation for their particular needs or circumstances.
2. Variations may take any of the following forms:
 - a. Due date extensions:
 - i. Ākonga who anticipate difficulty in submitting assessments by the due date may request an extension.
 - ii. Due date extensions must be requested prior to the assessment due date/submission deadline.
 - iii. The course kaiako has the authority to approve extensions within the course dates of up to **two working days** past the assessment due date/submission deadline.
 - iv. PCs may consider an extension of up to **five working days** past the assessment due date/submission deadline on a case-by-case basis. In such cases, the extension must be requested in writing and be supported by the course kaiako.
 - v. Extensions that fall outside of the course end date can only be approved by the Executive Director Academic Delivery.
 - vi. Programme teams must keep a record of all extension requests, the outcome (approved or declined), and the reason for the decision to ensure consistency and fairness in decision making.
 - b. Resit or resubmit
 - i. Tikanga-ā-Ākonga allows for the possibility of resits or resubmission of assessment tasks. Programmes may place restrictions on the number of resits or resubmits allowed in each course and/or assessment and any such restrictions must be approved by Komiti Kouna and notified to ākonga in the programme handbook and, where appropriate, course outline.
 - ii. Subject to any course or programme restrictions, for achievement-based assessment:
 1. ākonga who have attempted and failed an in-course assessment are allowed one resubmission or resit of the assessment task.
 2. ākonga may apply to the Programme Coordinator for a resit or resubmission no later than five working days after the marked assessment has been returned to the ākonga.
 3. ākonga must be notified in writing of the expectations and new deadline and, where appropriate, the time and place for the resit or resubmission.
 4. unless otherwise indicated, the maximum mark or grade available for a resubmission or resit is the minimum pass mark or grade.
 - iii. Subject to any course, Standard, or programme restrictions, for competency-based assessment or achievement standards, resubmission should:
 1. be limited to specific aspects of the assessment
 2. take place before overall feedback is given to the student on the work done.
 3. be closely supervised to manage authenticity.

4. be offered only where the kaiako judges that the ākonga has made a mistake that they should be able to discover and correct themselves.
 - c. Alternative Arrangements
 - i. In some cases, ākonga who have a particular need, impairment, or exceptional circumstance, may request alternative arrangements for their assessment.
 - ii. Alternative arrangements enable fair and valid assessment without affecting the integrity of the assessment and may include an alternative and comparable assessment that meets the same learning outcomes and workload of the original assessment or an alternative time and/or location.
 - iii. Alternative assessments must be pre-assessment moderated, and the mark or grade given is the true mark that the ākonga achieves.
 3. All variations to assessment must be stated in the programme handbook and, where appropriate, in the relevant course outline. The information must include any restrictions or limitations, as well as information on who to apply to and how and when to apply.
 4. Except where noted, variations are managed and monitored by the Team Manager and/or Programme Coordinator. This includes all communications to ākonga and ensuring notes and outcomes are recorded in all appropriate systems, e.g., Student Management System.
 5. Approved variations are reported as they occur to the appropriate PC, and an overview report provided twice a year to Komiti Kouna.
- 2.6. Assessment Concession
1. Ākonga who are unable to complete a summative assessment or whose performance in or preparation for the assessment is affected by any circumstance or situation which could not have been reasonably prevented, e.g., illness, injury, bereavement, family crisis, or other unpredictable events, are eligible to apply for an assessment concession for impaired performance.
 2. Assessment concessions may include any of the variations set out in clause 2.5 of this Policy, or, where appropriate, an Aegrotat.
 3. Ākonga may apply for an assessment concession following the process set out in Tikanga-ā-Ākonga.
 4. Information on assessment concessions should be included in the programme handbook along with any approved restrictions or limitations.
- 2.7. Reconsideration of Assessment Decisions or Final Grades
1. Marking schedules must be transparent so that ākonga understand how kaiako arrived at the mark or grade.
 2. Ākonga have the right to query or discuss a mark or grade with kaiako. Kaiako will provide feedback to the ākonga to clarify why the grade was awarded and may, if justified, amend the result.
 3. If the ākonga still believes that the mark or grade is incorrect, they may apply for a reconsideration following the complaints process set out in the Ākonga Concerns and Complaints Policy by applying for:
 - a. a reconsideration of a mark or grade for an item of assessment, or
 - b. reconsideration of the final mark or grade for the course.
 4. Ākonga may appeal the outcome of a reconsideration of an assessment decision or final grade following the process set out in the Ākonga Appeals Policy.
- 2.8. Submission of Assessments and Timeframes for Return

1. All ākonga work submitted for assessment by the due date will be marked and returned within 15 working days of the assessment due date.
2. Marking of off-site delivery assessments, postgraduate assessments, or large assessments such as capstone projects may require more time. In such cases, timeframes for the return of those assessment results must be approved by the TRĀAK in advance and indicated in the course outline or programme handbook.
3. Programmes may have specific penalties on late submission of assessments (i.e., submission after the due date without an approved extension or after an approved due date extension). Penalties may include:
 - a. a deduction of marks for each day the assessment is late, or
 - b. following discussion with the programme coordinator, the assessment is not accepted and a failing grade applied.
4. Any such penalties must be documented in the programme handbook and course outlines, where appropriate, to ensure ākonga understand the consequences of a late submission.

2.9. Supported Assessment

1. To ensure equitable assessment opportunities, Wintec supports ākonga with particular needs, wherever possible. Ākonga are encouraged to discuss their needs ahead of time with their kaiako or with ākonga support services. Supported assessment may include:
 - a. Adapted learning materials and assessments that enable fair and valid assessment, do not affect the integrity of the assessment, and meet the same learning outcomes.
 - b. Additional assessment time as necessary for a fair assessment to take place.
 - c. The services of a reader and/or writer.
 - d. Assistive technology.
 - e. Specialised equipment and furniture.
 - f. Alternative dates, spaces, and/or times for participating in assessment activity.

2.10. Reassessment Opportunities

1. Ākonga who fail a course with a mark of 40% or more or have failed to achieve all learning outcomes or meet all competency-based assessment requirements are provided with one opportunity to undertake a reassessment of the course at the discretion of the TRĀAK.
2. Ākonga are advised of the reassessment opportunity within one week of the final grade being known to kaiako and before the results are finalised. The reassessment will take place within one month of the course end date under an approved extension from the Executive Director Academic Delivery (refer clause 2.5.2.a. *Due Date Extensions* of this Policy).
3. Ākonga passing the reassessment gain the minimum grade available as a pass for the course.
4. Any approved restrictions or limitations on reassessment opportunities are to be detailed in the programme handbook and course outline where appropriate.

3. [Ngā Haepapa | Responsibilities](#)

- 3.1. Refer to the Assessment Policy for information on responsibilities relating to these procedures.

4. [Ngā Whakamāramatanga | Definitions](#)

- 4.1. Refer to the Assessment Policy for information on definitions relating to these procedures.

5. Mokamoka whakaaetanga | Approval details

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