

NMIT TUTOR GUIDE TO ASSESSMENT

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NMIT TUTOR GUIDE TO ASSESSMENT

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1. 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 teaching and learning environment that fosters 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, principles underpinning effective assessment, assessment design, and assessment procedures. 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.

2. SCOPE

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

This guide 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.

Summative assessment includes re-sits, where the criteria for successful completion of a summative assessment have not been met on first attempt.

This Guide sits under the ***Learning and Teaching at NMIT Policy*** and the ***Assessment Policy*** and complies with those policies.

The following NMIT QMS policy documents also contain information pertinent to assessment:

- NMIT Academic Statute
- Equal Education Opportunities
- Moderation policy
- Examination Guidelines
- Intellectual Property
- Recognition of Academic Credit
- Student Results and Awards
- Student Academic Appeals
- Domestic Student Fees, Charges and Refunds
- International Student Fees, Charges and Refunds

3. RESPONSIBILITY

Students	<ul style="list-style-type: none"> • Make themselves available to undertake all summative assessments in a course at the time and place stipulated by the course tutor. • 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.
Academic Board	<ul style="list-style-type: none"> • 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.
Programme Approval Committees	<ul style="list-style-type: none"> • Evaluate applications for approval and accreditation of new and reviewed programmes. • Make recommendations to ensure curricula and educational delivery meet academic standards.
Quality Committee	<ul style="list-style-type: none"> • Monitor outcomes for students and other stakeholders and recommend improvements. • Develop and coordinate NMIT's Quality Management System (QMS). • Authorise the development or review of NMIT policies and procedures and define the consultation and approval process in each case
Academic Committees	<ul style="list-style-type: none"> • Approve course results, assessment standard results and the awarding of qualifications consistent with approved NMIT policies and procedures. • Consider and determine applications for Cross Credits, Credit Transfers and Recognition of Prior Learning (RPL) consistent with approved NMIT policies and procedures. <p>Refer STUDENT RESULTS AND AWARDS</p> <ul style="list-style-type: none"> • Determine whether course entry, progression and completion requirements are met. • Consider and determine academic appeals by students for designated programmes and courses. <p>Refer STUDENT ACADEMIC APPEALS</p> <ul style="list-style-type: none"> • Consider proposals for new programmes, new courses, and changes to existing courses and/or Programme Regulations, and endorse where agreed. <p>Refer: PROGRAMMES/ COURSE DEVELOPMENT AND CHANGE POLICY ACADEMIC COMMITTEE GUIDE</p>

Heads of Department (HoDs)	<ul style="list-style-type: none"> • Implement and maintain procedures that ensure assessments are carried out in accordance with the relevant programme regulations, policies and procedures. • Check that assessments are valid, fair, reliable, and consistent and meet all internal and external moderation requirements. • Ensure that re-sits/reassessments are carried out in accordance with the relevant programme regulations before presenting to the Academic Committee. • Maintain overall accountability for the delivery of NMIT programmes in their Programme Area by contracted Training Providers. • Ensure contracted Training Providers follow NMIT programme regulations, policies and procedures. • Coordinate the development of re-sit procedures within the programme area and set charges for re-sits.
Contracted Training Providers	<ul style="list-style-type: none"> • Implement and maintain procedures that ensure assessments are carried out in accordance with the relevant NMIT programme regulations, policies and procedures. • Ensure that assessments are valid, fair, reliable, and consistent and meet all internal and external moderation requirements. • Ensure that re-sits/reassessments are carried out in accordance with the relevant programme regulations before presenting to the Academic Committee.
Tutors (including tutors at Contracted Training Providers)	<ul style="list-style-type: none"> • Carry out tasks relating to assessment and moderation that are consistent with the approved programme regulations. • Inform students of the assessment requirements for the course and the assessment rules that apply. • Ensure that assessments are valid, fair, reliable, and consistent and meet all internal and external moderation requirements. <p><i>Refer NMIT ACADEMIC STATUTE and NMIT STUDENT CHARTER</i></p> <ul style="list-style-type: none"> • Provide timely feedback to students on assessments, both summative and formative, in accordance with the approved programme regulations. • Ensure that students' assessments and results are retained securely. <p><i>Refer STUDENT RESULTS AND AWARDS</i></p> <ul style="list-style-type: none"> • Inform students of requirements for collection of assessed work. • Enter assessment results into the approved results management system (ebs)

4. PRINCIPLES

NMIT uses Boud, D. and Associates (2010) *Seven propositions for assessment reform in higher education*¹.

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.








5. ASSESSMENT DESIGN

Design of assessment for quality learning follows the principles of **constructive alignment**. In constructive alignment the starting point is with the outcomes we want the students to learn, and the curriculum, the teaching methods and the assessment design are all aligned to those outcomes. The essential feature of **outcomes-based education** is that learning and teaching happens 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. Learning activities (including assessments) are designed to ensure that students do what is needed for them to attain the desired learning outcomes.²

Assessment design also reflects the concept of 'ako'. In te ao Māori, (the Māori world) 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.

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

Describe the graduate profile 	<i>What are the graduate characteristics?</i>
Identify aim/broad outcomes 	<i>What are we trying to achieve with this learning?</i> <i>How does this learning fit in with the student learning context? The wider programme?</i> <i>What are the significant learnings and understandings students need to learn?</i>
Decide on approaches to learning 	<i>What learning approaches underpin this discipline? Context?</i>
Develop learning outcomes 	<i>What will the learners be able to do/know/be at the end of this course of learning?</i>
Design assessment activities 	<i>How will we know students have met this outcome? What evidence will show us this?</i>
Create learning activities 	<i>What key tasks will the students participate in, in order to develop these knowledge, skills, attitudes, and provide the evidence of learning?</i>
Decide on learning support and resources 	<i>What sequence will best scaffold the learning?</i> <i>How will we organise the learning to meet the requirements above?</i>
Determine learning evaluation tools	<i>How will we evaluate:</i> <ul style="list-style-type: none"> - student achievement? - teaching quality? - student learning?

5.2.1 SUPPORTING STUDENT LEARNING

<p>Communication with staff and students is effective and timely.</p>	<ul style="list-style-type: none"> Students and staff are informed at the beginning of the course about the communication mechanisms that will be used throughout course delivery. 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. Expectations related to assessment and attendance, including the availability of extensions, re-marks, re-sits and the use of detection software (such as <i>Turnitin</i>), are communicated clearly to students at the beginning of the course, to enable effective planning. <p><i>See Appendix 5 for details of how Turnitin is used at NMIT.</i></p> <ul style="list-style-type: none"> At the start of a course every student will be informed about the relevant matters relating to the assessment in that course. The recommended way to do this is in a Course Handbook or Course Outline document. <p><i>See Appendix 1 – Course Commencement Communication Checklist</i></p>
<p>Processes and charges for re-marks and re-sits are agreed, communicated to staff and students, and effectively managed.</p>	<ul style="list-style-type: none"> Processes are in place for managing applications for extensions, re-marks, and resits, and students and staff are informed about these, and any relevant fees and/or charges that apply, at the beginning of the course. Processes are in place for monitoring attendance if this is a course requirement or to meet other specific requirements from external bodies (eg Nursing Council, Social Work Registration Board, ITO of Immigration NZ) <p><i>Refer to INTERNATIONAL STUDENT FEES, CHARGES AND REFUNDS or DOMESTIC STUDENT FEES, CHARGES AND REFUNDS for:</i></p> <ul style="list-style-type: none"> Re-mark charges Re-sit charges where re-sit availability is not described in the relevant Programme Regulations and have been approved by the Head of Department.
<p>Assessment enhances student learning.</p>	<ul style="list-style-type: none"> The assessment methods used enhance, and do not obstruct student learning. The resources needed to undertake an assessment (e.g. library books, on-line resources) are accessible to all the students enrolled in the course.
<p>Formative assessment is carried out to inform and improve student learning.</p>	<ul style="list-style-type: none"> 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. The formative assessment results will not count towards the final result for the course. The TEC requires tertiary institutes to use the Literacy and Numeracy for Adults Assessment Tool (ALNAT) - an online diagnostic tool to assess students studying at levels 1, 2 and 3. NMIT also assesses students studying at Level 4 and 5. Apart from the statutory

	<p>obligations, ALNAT 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.</p> <ul style="list-style-type: none"> • The programme areas are responsible for ensuring that all Levels 1 - 5 students undertake both an ALNAT initial assessment at the start of the course, and a re-assessment before the end of the course. • The resulting reports are between the student, tutor(s) and learning support staff. There is no pass or fail, but rather places 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.
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5.2.2 SELECTION AND PROGRESSION DECISIONS

Assessment is planned and carried out correctly, and in a timely manner	<ul style="list-style-type: none"> • Students receive timely feedback on their achievement. • Approved student results are available in time for enrolment decisions to be made. • Approved course results are available in time for the completion of qualifications to be determined.
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5.2.3 QUALITY

Assessment is planned and carried out in accordance with the relevant Programme Regulations and NMIT Policies	<ul style="list-style-type: none"> • Programme regulations describe the basis of assessment – the assessment methods used and how assessment decisions will be made for individual assessments, for courses and for the programme. • Assessment details for particular courses are included in the course descriptors. • The valid results available in a programme of study are described in the Programme Regulations. • Protocols on such things as timing and weighting of assessments, marking and grading, examinations, extensions, re-marks and re-sits are clear and accessible, comply with NMIT Policy and Procedures and the relevant programme regulations. • Availability and conditions surrounding re-sits are described in the relevant programme regulations. • Additional re-sits not described in the relevant Programme Regulations maybe allowed on a case-by-case basis. These additional re-sits will be charged for. • 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 Head of Department, and approval may be required from the Academic Committee and/or the Academic Board, depending on the magnitude and implications of the change. In some cases, an approved transition plan is required as well.
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Expectations on staff and students are realistic and reasonable, and support is available where required	<ul style="list-style-type: none"> • The workload and timelines associated with assessment tasks (including moderation) are achievable for both staff and students, while meeting programme requirements. • Students make themselves available to undertake all summative assessments at the time and place stipulated by the course tutor. • Academic staff members have access to training and support to develop skills in good assessment design and the management of assessment and results management procedures.
The set-up of online assessment tools is correct and thorough, and students are kept appropriately informed.	<ul style="list-style-type: none"> • Online assessments need to be tested prior to the event. • A technical support and communication arrangement must be in place during the online assessment event. • Students need to have an opportunity to practice use of the assessment tool prior to the summative assessment. • Students must be informed of any technical arrangements and requirements. • Alternative arrangements must be in place in the event of an unforeseen technical issue (power cut, internet failure etc.)
Problem prevention and resolution processes are in place, communicated to staff and students, and effectively managed.	<ul style="list-style-type: none"> • Processes are in place for preventing and managing academic misconduct such as plagiarism or cheating, and students and staff are informed about these. • Processes align with NMIT Policies and Problem Resolution Procedures. • Any Practicum/placement handbooks align with NMIT Policies and Problem Resolution Procedures.
Results management systems are secure and effectively used	<ul style="list-style-type: none"> • The student management system (SMS) is available to provide a secure and reliable repository for student results, and academic and administrative staff members are trained in its correct use. • Student assessment materials must be retained for a minimum of one year after the date of release of results. • Student assessment results must be retained for a minimum of seven years. • Student course results need to be retained indefinitely.
Records are kept in accordance with both the ITP, and Archives NZ, General Disposal Authorities	<ul style="list-style-type: none"> • The ITP General Disposal Authority; and Archives NZ General Disposal Authority specify the length of time records of various types need to be retained.
Regular review of assessment systems and processes aids continuous improvement	<ul style="list-style-type: none"> • To ensure ongoing effectiveness, assessment regulations, protocols, and procedures used in the programme areas are reviewed regularly as part of Self-Assessment. This is particularly important as new programmes mature and new components are introduced. • Where changes need to be made to Programme Regulations, the approval process is followed. <p><i>Refer to PROGRAMME/COURSE DEVELOPMENT AND CHANGE POLICY</i></p>

5.3.1 SUPPORTING STUDENT LEARNING

Communication with students is effective and timely.	<ul style="list-style-type: none">Assessment requirements for a course are transparent, with the relevant expectations and processes communicated clearly to students within one week of the course commencement. The recommended way to do this is in a Course Handbook or Course Outline document. <i>See Appendix 1 – Course Commencement Communication Checklist</i>
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5.3.2 SELECTION AND PROGRESSION DECISIONS

Assessment supports decision making	<ul style="list-style-type: none">Assessment and moderation records are stored securely in the programme area, and are of sufficient quality to support decisions made.All other student progress notes are kept as a record to aid decisions.
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5.3.3 QUALITY

Academic quality is maintained through sound NMIT Policies, robust programme design, and well-written Programme Regulations.	<ul style="list-style-type: none">The curriculum, the teaching methods and the assessment design are all aligned to the desired student outcomes. (Constructive Alignment)Regulations, protocols, and procedures for managing extensions, re-marks and re-sits do not compromise reliability or validity.Records are reliable, identifiable, authentic, and accessible refer to the RECORDS MANAGEMENT POLICY.A variety of assessment methods are available to ensure that assessment is suited to the performance being assessed.Regulations, protocols, and procedures for managing extensions, re-marks and re-sits do not compromise academic standards or the integrity of qualifications.
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<p>Academic quality is maintained through good teaching practice.</p>	<ul style="list-style-type: none"> • Assessment is fit for purpose, focuses on the requirements specified in course learning outcomes and the relevant graduate attributes, and complies with the assessment system requirements in the relevant programme regulations. • To facilitate fair achievement based assessment, assessment tasks are not identical in successive years or assessments, unless they are sufficiently process oriented, such as working to a specific brief - e.g. a practical test, writing a research journal, creating a proposal, for instance. • If relevant to the assessment method (i.e. for methods other than competency based assessment), marking criteria allow for differentiation between students' answers. • Where students are offered a choice of assessment tasks, their comparability is monitored. Similarly alternate course options are monitored to ensure comparability in different routes through a programme. • The assessor is confident that the work being assessed is attributable to the person being assessed – outside assistance must not distort the assessment. • Where a member of staff has a conflict of interest relating to the assessment of a course or programme, this is declared, and assessment tasks are allocated to a different staff member. Conflicts of interest would include participation in the assessment or results approval for themselves or for their family members.
<p>Practices ensure assessment is valid and reliable</p>	<ul style="list-style-type: none"> • Marking practices ensure consistent interpretation of assessment criteria by different markers, or by the same marker at different times (e.g. through moderation). • Where students are marked/graded for a course on the basis of only one assessment, the marker has the opportunity to gauge each student's performance over separate stages of the work (this also allows for consideration of aegrotat applications where this is available), and moderation is rigorous for the marking of the assessment. • In the case of a summative assessment of oral, or performance presentation, or any practical activity, more than one assessor is present. Where possible a video/audio recording is made as evidence of the assessed work. • Given similar circumstances the assessor would make the same judgment again and the judgment would be similar to judgments that other assessors would make. • The evidence provided by the student clearly establishes whether or not the relevant criteria have been met to the appropriate standard. • Students' performance to the appropriate standard could be repeated with consistency. • Assessments measure what they are intended to measure. The set of assessment tasks for a course fairly aligns with the stated course content and learning outcomes. • The assessment plan for a course considers the validity of summative assessments carried out during the course, including a series of assessments versus a final examination or assessment task(s), and weights the assessments accordingly. • Plans are in place for the moderation of assessment, approved by the relevant Academic Committee, and followed by programme staff.

<p>Moderation is carried out according to the programme's Moderation Plan</p>	<ul style="list-style-type: none"> • Assessment tasks and associated mark allocation and marking criteria are moderated before use to ensure they are explicit, and free of ambiguity and fit for purpose • Moderation takes place during and/or following the summative assessment of student work. • When assessment materials are retained or copied for moderation or other purposes student names are removed and student identity is protected.
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5.4 DESIGN FOR EQUITY

5.4.1 SUPPORTING STUDENT LEARNING

Communication with students is effective and timely, and respects student privacy where required	<ul style="list-style-type: none">• Students are informed about processes for managing complaints, appeals, misconduct, extensions, re-marks, re-sits and applications for special consideration, and have access to the NMIT published documents describing those processes within one week of the course commencement.• Students are informed about the Student Support Services that are available to them at the beginning of the course.• Students who wish to be assessed in Te Reo Māori can discuss this with the relevant Head of Department at the commencement of the programme. This requires HoD approval before the student's enrolment in the course.• Student privacy is protected through relevant restrictions around public display or publication of student results – when names may be used and when ID numbers must be used.• Refer to Appendix 1- Course Commencement Communication Checklist on page 31.
Students are not unfairly disadvantaged in assessment	<ul style="list-style-type: none">• Students are treated fairly and equitably across the mode of instruction, campuses and programmes, with appropriate consideration for issues of culture, language, disability and circumstances outside of the student's control.• Students whose performance in a summative assessment is affected by factors beyond the control of the student, may apply for Aegrotat Consideration, provided that the relevant programme regulations do not preclude this. The process for managing Aegrotat applications is described in the NMIT Academic Statute.• Students who believe they have been treated unfairly in an assessment may apply for a re-mark, or may use the NMIT Appeal Process, as described in the Student Academic Appeals policy.• The use of an assessment tool/platform is consistent with skills practiced during the course.• The technology used for assessments is reliable and robust, and technical back-up support services are available as required.

5.4.2 SELECTION AND PROGRESSION DECISIONS

Selection and progression decisions do not disadvantage students unfairly	<ul style="list-style-type: none">• Students who have been granted special consideration are not unfairly disadvantaged in selection and progression decisions.
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5.4.3 QUALITY

Academic quality is maintained	<ul style="list-style-type: none">• Assessment marking criteria are appropriate for the task and the level being assessed. They are clearly explained in writing and given to students in advance of the assessment (except for detailed assessment/marking schedules e.g. answers for examinations).• Assessment tasks or methods do not disadvantage individuals or groups by hindering or limiting them in ways unrelated to the evidence sought.• Marking allocations for each task/question are shown on the assessment task and are applied consistently.
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6. ASSESSMENT PROCEDURES

6.1 PRIOR TO SUMMATIVE ASSESSMENT

STEPS		RESPONSIBILITY	KEY POINTS
1	<p>Programme Regulations:</p> <p>Staff members teaching on a programme are familiar with the Programme Regulations (including Course Descriptors) that apply to the courses they are teaching, and all assessment that they plan and carry out complies with these regulations.</p>	Head of Department	<p>Staff comply with the relevant Programme Regulations:</p> <ul style="list-style-type: none">• Course Content and Learning Outcomes• Approaches to assessment• Basis of assessment• Methods of assessment• Results for assessments• Results for unit standards• Results for courses• Grading• Resubmissions• Re-sits• Re-marks• Extensions• Assessments in Te Reo Māori
2	<p>Assessment planning:</p> <p>Planning of the assessments to be used in a programme and the courses within it takes into account the points listed in the previous section of this document – Assessment Design.</p>	Head of Department and teaching staff team	<p>Planning ensures that the assessment to be used effectively supports students' learning, informs selection and progression decisions, ensures quality and accountability, maintains integrity, and fulfils the following requirements:</p> <ul style="list-style-type: none">• Manageability and Utility• Reliability and Validity• Equity

STEPS		RESPONSIBILITY	KEY POINTS
3	<p>Pre-assessment Moderation:</p> <p>Moderation is conducted on all summative assessments prior to first use, and prior to first use following significant alteration.</p>	Moderators	<p>The moderator checks that the assessment tool and marking schedule are designed to ensure valid, fair, reliable and consistent assessment against standards and stated course and/or programme outcomes, and checks that:</p> <ul style="list-style-type: none"> • The assessment tasks are clear • The assessment task is appropriate • The assessment addresses the relevant learning outcomes • There are no errors • The assessment is set at the right level • Consistent standards can be applied • Expectations are reasonable • The assessment will measure the student's competency • Where an electronic assessment tool is being used, that the assessment tool is suitable and functional <p>Where necessary the moderator recommends any changes required prior to the assessment being used.</p>

STEPS		RESPONSIBILITY	KEY POINTS
4	<p>Communicating with students:</p> <p>Students are informed at the beginning of the course about the communication mechanisms that will be used throughout course delivery.</p> <p>Students are advised of assessment requirements at the beginning of the course.</p> <p>Any subsequent changes to aspects of any assessment are minimised, and are communicated to students as early as possible.</p> <p>Students have access to the Programme Regulations that apply to the course they are taking.</p>	Teaching staff team	<p>Assessment information includes:</p> <ul style="list-style-type: none"> • Descriptions and timings of course assessments • Due dates for completion of work • Results available and how results are achieved. • How students will receive feedback on their progress. • Extensions • Re-sits • Fees and charges • Health and safety requirements if applicable • Attitudinal criteria if applicable • Attendance requirement if applicable • Special considerations • Appeals • Misconduct, including plagiarism • Student Support Services • Examination Guidelines if applicable • External assessment and/or moderation if applicable • Results approval and release • Instructions on use of any electronic assessment tool being used, including technical requirements, and time to practice using the tool before summative assessments take place • Arrangements for travel to specific locations if required

STEPS		RESPONSIBILITY	KEY POINTS
5	<p>Formative assessment</p> <p>Scheduled assessment is carried out during a course with the intention of guiding students' subsequent learning and tutors' teaching, and to assist deeper engagement with the learning outcomes. The assessment does not count towards the final result for the course.</p>	Teaching staff team	<p>Students have access to accurate formative assessments and/or feedback during their programme to assist them to inform and improve their learning.</p> <p>Students are given instructions on use of any electronic assessment tool being used, and time to practice using the tool for formative assessment before it is used for summative assessment.</p> <p>Please refer <i>TUTOR GUIDE TO ALNAT</i> available from Learner Services. This document has everything tutors need to know about using the Adult Literacy and Numeracy Assessment Tool.</p>

STEPS		RESPONSIBILITY	KEY POINTS
6	<p>Applications for Special Assistance:</p> <p>Students with disabilities may require special arrangements for assessments.</p>	Head of Department and Teaching staff team	<p>Students wishing to receive special assistance in order to undertake a summative assessment shall apply in writing to the Administration Office no later than three weeks prior to the date of the assessment. Such applications must state the nature of the disability and the type of assistance required</p> <p>Assistance may be provided in the following ways:</p> <ul style="list-style-type: none"> a) Additional time normally not exceeding 15 minutes for each hour of the examination or test; b) Assistance by a reader; c) Assistance by a writer; d) Assistance by a reader/writer; e) Assistance by an interpreter; f) A combination of the above. g) Breaks during an examination or test may be allowed provided prior approval has been given by the Accessibility Advisor or a Learning Support tutor <p>Applications for assistance must be endorsed by the Head of Department or delegate and either the Equity Coordinator or a Learning Support tutor</p>

STEPS		RESPONSIBILITY	KEY POINTS
7	<p>Applications for alternative assessment arrangements.</p> <p>Programme 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 Programme Area feels acceptable.</p>	Head of Department and Teaching staff team	<p>The Programme Area must take the following precautions to guarantee fairness:</p> <ol style="list-style-type: none"> The date of the rescheduled assessment is as close to the original scheduled date as possible. The student/s sign a declaration. Steps are taken to limit the possibility of information about assessment being communicated to other students/ e.g: <ul style="list-style-type: none"> The assessment is undertaken in a secure, supervised situation Student/s are not allowed to take paper, books or other material into the secured area, except what is required to complete the assessment. Student/s are not allowed to remove any material or information about the assessment from the secured area. Further safeguards that may be appropriate (but not mandatory) include the following: <ul style="list-style-type: none"> If the alternative assessment is prior to the scheduled date, a monitor might be appointed as an extra precaution against a student giving information to any other student. The monitor can be a family member, friend or other person who undertakes to remain with the student for the period to confirm that no information about the assessment can be communicated. If such an appointment is warranted, the monitor is also required to sign a declaration to that effect. If the alternative assessment is after the scheduled date, an additional check of student's knowledge may be warranted (e.g. a follow up oral test).

6.2 DURING SUMMATIVE ASSESSMENT

STEPS		RESPONSIBILITY	KEY POINTS
8	<p>Programme Regulations:</p> <p>All assessment carried out complies with the relevant Programme Regulations.</p>	Head of Department and teaching staff	<p>Staff carry out assessment that complies with the relevant Programme Regulations:</p> <ul style="list-style-type: none"> • Course Content and Learning Outcomes • Approaches to assessment • Basis of assessment • Methods of assessment • Results for assessments • Results for unit standards • Results for courses • Grading • Resubmissions • Re-sits • Re-marks • Extensions
9	<p>Agreed assessment procedures are carried out</p>	Teaching staff team	Staff carry out assessment that aligns with the assessment procedures that have been communicated to students
10	<p>Examinations:</p> <p>NMIT Examination Guidelines are followed.</p>	Teaching staff, examiners and exam supervisors	<p>The examination process is inherently stressful and must be managed to minimise confusion and uncertainty.</p> <p>The examination environment must enable students to concentrate and demonstrate what they have learned.</p> <p>The examination environment must enable Academic Staff to accurately and fairly assess student learning.</p> <p>The academic integrity of the examination process must be maintained.</p> <p>Examination Guidelines and Regulations are publicised so they are well understood by students, examiners, supervisors and all areas of NMIT involved prior to the examination period.</p>

STEPS		RESPONSIBILITY	KEY POINTS
11	<p>Marking:</p> <p>Marking is carried out in accordance with the relevant programme regulations and agreed marking schedules.</p>	Teaching staff team	<p>Marking is carried out in a timely manner.</p> <p>Information relating to marking and results is treated as confidential, and only shared with persons who have a legitimate professional role in the assessment process.</p> <p>Assessment results are recorded in a secure way, and access to this information is strictly controlled.</p> <p>Course results are not released to students until they have been approved by Academic Committee.</p>
12	<p>Intra-assessment Moderation:</p> <p>Where this is included in the programme's Moderation Plan, moderation is carried on summative assessments.</p>	Moderators	<p>The moderator checks that:</p> <ul style="list-style-type: none"> • Assessment is to the right level • Students with passing results are meeting the minimum standards • The marking team is in agreement • The markers have not missed anything • Standards are being consistently applied
13	<p>Applications for Aegrotat consideration:</p> <p>A student's performance in an assessment has been affected by factors beyond the student's control, such as illness, injury, bereavement or other personal circumstances.</p>	Head of Department and Teaching staff team	<p>Application must be made by the student no later than seven working days after the assessment due date.</p> <p>HoD must establish eligibility and validity of the application prior to submitting the aegrotat result to the Academic Committee for approval.</p> <p>Calculation of the aegrotat result should be overseen by the Head of Department, and the formula used should be made available to the Academic Committee at the time of submitting the result to the Committee for approval.</p> <p>Refer to the NMIT Academic Statute for guidelines for managing applications for aegrotat consideration.</p>

STEPS		RESPONSIBILITY	KEY POINTS
14	<u>Assessment</u> results are recorded in the student management system (ebs) or in an alternative approved form.	Teaching staff team	<p>Assessment results are recorded as they come available. This is preferable to waiting till the end of the course and entering all assessment results then.</p> <p>ebs training materials are available to assist staff.</p> <p>Where an alternative recording system is used for results, this must be previously approved by the Head of Department.</p>
15	<u>Unit standard</u> results are recorded in the student management system (ebs) or in an alternative approved form.	Teaching staff team	<p>Unit Standard assessment results are recorded as they come available. This is preferable to waiting till the end of the course and entering all Unit Standard assessment results then.</p> <p>ebs training materials are available to assist staff.</p> <p>Where an alternative recording system is used for results, this must be previously approved by the Head of Department.</p>

6.3 FOLLOWING SUMMATIVE ASSESSMENT

STEPS		RESPONSIBILITY	KEY POINTS
16	<u>Course</u> results are recorded in the student management system (ebs) or in an alternative approved form.	Teaching staff team	<p>ebs training materials are available to assist staff.</p> <p>Where an alternative recording system is used for results, this must be previously approved by the Head of Department.</p>
STEPS		RESPONSIBILITY	KEY POINTS
17	Course results are checked and pre-approved by HoD	Head of Department	<p>See the ebs User Guide for Results Management.</p> <p>See NMIT Academic Committee Guide for processes to complete before results are submitted to the Academic Committee for approval.</p>

18	Course results and Unit Standard results are presented to Academic Committee for approval	Head of Department	<p>See <i>Student Results and Awards</i> policy for details of the following procedures.</p> <p>See NMIT Academic Committee Guide for details of the process for approving results.</p>
19	Approved course and unit standard results are entered into ebs and converted to APPROVED status.	Programme Area Administrator	<p>See <i>Student Results and Awards</i> for details of the following procedures.</p> <p>See NMIT Academic Committee Guide for details of the process to follow after results have been approved.</p> <p>Administrator advises the secretary of the Academic Committee when results have been entered into ebs and converted to APPROVED status.</p>

STEPS		RESPONSIBILITY	KEY POINTS
20	Retention of assessment material	Teaching staff team	<p>Marked assessments and marked examination papers and scripts may be destroyed one year after the date of the release of the assessment/examination results (where no time limit has been set for collection or retention of assessed work).</p> <p>Assessment material may also need to be retained for moderation purposes. If this is the case, these assessment materials must be retained for a minimum of 7 years.</p> <p>Assessment results (eg: Tutor mark books, results of assignments, practicum grades and records) must be retained for a minimum of seven years</p> <p>Course results must be retained indefinitely.</p> <p>Refer to <i>RECORDS MANAGEMENT POLICY</i></p>

STEPS		RESPONSIBILITY	KEY POINTS
21	Post-assessment moderation	Moderators	<p>It is too late to change results at this stage.</p> <p>Moderators check:</p> <ul style="list-style-type: none"> • Did the assessment accurately measure competency? • Should the assessment task be changed next time? • Were consistent standards applied? • Were students treated fairly? • Was the process of assessment robust?

STEPS		RESPONSIBILITY	KEY POINTS
22	Communication with students:	Programme Area Administrator	<p>Assessments should be marked and constructive feedback provided to students within a specified period as described in each Programme Area's protocol or programme regulations, with current copies of final examination scripts available for viewing.</p> <p>Students should be given access to the marking schedule used to mark the assessment.</p> <p>Students are advised of their course and Unit Standard results</p>
23	Re-sits	Head of Department and Teaching staff team	<p>Re-sits not described in the Programme Regulations must be approved by the Head of Department and Charges may apply.</p> <p><i>Refer to DOMESTIC or INTERNATIONAL STUDENT FEES, CHARGES AND REFUNDS</i></p>

STEPS		RESPONSIBILITY	KEY POINTS
24	Re-marks	Head of Department and Teaching staff team	<p>Students must apply for re-mark – they are not automatically available.</p> <p>Re-marks are approved by the HoD and carried out in accordance with the approved re-mark procedures</p> <p>Re-marking may be an internal or an external process.</p> <p>Head of Department or ‘Contact Person’ should oversee the process and liaise with student and external re-marker.</p> <p>Where a re-mark produces a result that is different from the original result, keep whichever is the highest result/grade.</p> <p>See NMIT Policies:</p> <ul style="list-style-type: none"> • Domestic Student fees, charges and refunds • International Student fees, charges and refunds <p>The re-mark fee is refunded if result/grade is improved following the re-mark.</p>
25	Appeals	Head of Department; Director of Learning, Teaching and Quality; and Appeal Committee	See <i>Student Academic Appeals</i> policy for the process to follow.
26	Publication of student results	Programme Area Administrator	To protect student privacy, where student results are publicised, student names must be removed and ID numbers used.
27	Reporting Unit standard results to NZQA	Academic Registrar	Unit standards results must be reported to NZQA within three months of achievement.

STEPS		RESPONSIBILITY	KEY POINTS
28	Issue of awards:	See <i>Student Results and Awards</i>	<p>See <i>Student Results and Awards</i> for details of the following procedures:</p> <ul style="list-style-type: none"> • Issue of awards – NMIT Certificates, Diplomas and Degrees • Issue of New Zealand Qualification Framework (NZQF) Qualifications • Issuing Records of Achievement • Issuing Records of Participation • Printing replacement awards
29	Retention of Course and Qualification Results	See <i>Records Management Policy</i>	Students' Academic Records which include NMIT awarded qualifications and course results must be retained permanently, and recorded in the Student Management System.

7. ASSESSMENT RECORDS

Assessment records are academic records of individual students, including the qualifications and courses that a student has studied, and notes and correspondence relating to:

- Attendance Registers
- Cross Credit and RPL Applications
- Assessment management records including:
 - Requests for re-marks
 - Reconsiderations
 - Aegrotats
 - Re-sits etc
 - Appeals
 - Marked examination papers
 - Marked assessments (including works of art, presentations, theory and practical tests)
 - Tutor mark books
 - Results of assignments
 - Practicum grades
 - Tests results
 - Assessment special consideration requests (correspondence)
 - Moderation records

The above records can be stored in various records management systems and historic records on paper and are subject to the requirements of the Public Records Act.

Refer to [RECORDS MANAGEMENT POLICY](#).

8. REFERENCES

INTERNAL

Learning and Teaching Policy

NMIT Academic Statute

Student Charter

Examination Guidelines

Learning Design Framework Toolkit:

(<http://ecampus.nmit.ac.nz/moodle/course/view.php?id=5833§ion=4>)

NMIT approved programme documentation

Self-Assessment Policy

Moderation policy

Moderation procedure

Recognition of Academic Credit policy

Recognition of Academic Credit procedure

Student Academic Appeals

NMIT Guidelines for New Tutors <http://ecampus.nmit.ac.nz/moodle/course/view.php?id=537>

Ara Certificate in Tertiary Learning and Teaching

Records Management Policy

EXTERNAL

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

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

9. APPENDICES

Appendix 1 - Course Commencement Communication Checklist

Appendix 2 - Glossary of Assessment Terms

Appendix 3 - New Zealand Qualifications Framework Level Descriptors

Appendix 4 - Tertiary Assessment Grid (TAG)

HAVE I INCLUDED INFORMATION ABOUT...?	YES/NO/NA
• Graduate profile relevant to the qualification (where we are headed)	
• Course Descriptor including learning outcomes	
• Descriptions and timings of course assessments	
• Due dates for completion of work	
• Results available and how results are achieved.	
• Marking guide.	
• How students will receive feedback on their progress.	
• Indicative time for the return of marked work to students.	
• Extensions	
• Re-sits	
• Fees and charges	
• Health and safety requirements if applicable	
• Attitudinal criteria if applicable	
• Attendance requirement if applicable	
• Special considerations	
• Appeals	
• Misconduct, including plagiarism (including Turnitin if applicable)	
• Student Support Services	
• Examination Guidelines if applicable	
• External assessment and/or moderation if applicable	
• Results approval and release	

Academic Appeal	The process by which a student can appeal a final result for a review of an assessment or decision, The review will be carried out by a person/s independent of the original decision. <i>(TANZ definition)</i>
Achievement-based assessment	Assessments in which student performance is measured in terms of grades or levels.
Assessment Standard	A nationally registered, coherent set of outcomes and associated evidence requirements together with technical and management information that supports delivery and assessment. All achievement standards are registered in the Directory of Assessment Standards , assigned a level and a credit level, and may contribute to the award of a Qualification (mainly a National Certificate in Educational Achievement) registered on the NZQF. <i>(NZQA definition)</i>
Aegrotat Pass	<p>Aegrotat considerations relate to student performance in summative assessment being affected by factors beyond the control of the student. Factors beyond the control of the student mean any circumstances or situation which the student could not have reasonably prevented, including sickness or injury to the student, or bereavement.</p> <p>An awarded pass following consideration of impaired performance/aegrotat application. <i>(TANZ definition)</i></p> <p>Where a grade is able to be determined following special assessment circumstances an aegrotat result may be recorded as (Grade) (AEG). Where a grade is unable to be determined following special assessment circumstances an aegrotat result may be recorded as Pass (AEG).</p>
ALNAT - Adult Literacy and Numeracy Assessment Tool	<p>The Literacy and Numeracy for Adults Assessment Tool is an online tool produced for the Tertiary Education Commission (TEC) by NZCER to assess adult reading and numeracy. It is used to help Educators to identify the strengths and weaknesses of Learners' reading and numeracy skills.</p> <p>The TEC requires tertiary institutions to use the online tool to assess their enrolled students. Institutions must report on the improvement in reading and numeracy between the beginning and end of each student's course of study. Students studying at Levels 1, 2 and 3 must be assessed. NMIT also assesses students studying at Levels 4 and 5. All students at these levels, including those studying courses online, must be assessed.</p>
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. <i>[Def: TANZ]</i></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 include the judgement statements and evidence statements that are being used for the assessment of that standard. This may also be called a marking schedule or marking scheme.
Assessor	A person who marks the 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	Bloom's Taxonomy divides educational objectives into three "domains": Cognitive, Affective, and Psychomotor (sometimes loosely described as knowing/head, feeling/heart and doing/hands respectively). 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.
Competency Based Assessment	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).
Constructive Alignment	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. (See also <i>SOLO Taxonomy</i>)
Diagnostic Assessment	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.
Distinction	Recognition of a student's high achievement/exemplary performance in a course, or programme. Details are outlined in programme regulations.
Examination (Exam)	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.
Fairness	A situation in which the assessment task is achievable, relevant and appropriate to level. It involves a reasonable expectation of workload and timeframe.

Formative assessment	<p>Scheduled assessment carried out to inform and improve student learning. It 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. The assessment will not count towards the final result for the course.</p> <p>Assessments which facilitate learning and allow students to obtain feedback on progress, levels of skills and/or knowledge acquired without contributing to a final grade. It is a vital and integral part of the learning process. <i>(TANZ definition)</i></p>
Grades	<p>Grades are used to report students' achievement (result) in programmes where Achievement Based Assessment is used. <i>See Achievement Based Assessment.</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.</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>(TANZ definition)</i>
Impaired Performance	<p>Where a student considers that their performance in an assessment has been seriously impaired through exceptional circumstances beyond their control which may include illness, injury, bereavement, family crisis, or other unpredictable events, an impaired performance application may be made for reconsideration of the result. <i>(TANZ definition)</i></p>
Industry Training Organisation (ITO)	<p>Industry Training Organisations (ITOs) are recognised by the Associate Minister of Education (Tertiary Education) under the Industry Training Act 1992. They are established by particular industries and are responsible for:</p> <ul style="list-style-type: none"> • setting national skill standards for their industry • providing information and advice to trainees and their employers • arranging for the delivery of on and off-job training (including developing training packages for employers) • arranging for the assessment of trainees and • arranging the monitoring of quality training. <p>The Tertiary Education Commission website has the full list of recognised Industry Training Organisations.</p> <p>Most 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 Assessment Tool for Adults (ALNAT)	The Literacy and Numeracy Assessment Tool for Adults (ALNAT/Assessment Tool) is a predominantly online diagnostic assessment which helps learners and their tutors/educators know where their literacy and numeracy competencies sit against the Learning Progressions.
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 students must complete to provide evidence they have met assessment criteria (TANZ definition)</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>
Merit	Recognition of above average performance in a course or programme where a student exceeds the requirements for a pass. Details are written in the Programme Regulations.
Moderation	<p>A process designed to ensure assessments are valid and reliable, assessment decisions are fair and consistent, and feedback is used to make improvements.</p> <p>Moderation is usually described in terms of:</p> <ul style="list-style-type: none"> - pre-assessment moderation: occurs before an assessment takes place - mid (or intra) assessment moderation: occurs during the assessment process - post-assessment moderation: occurs after the marking of an assessment - random moderation: occurs as spot checks; investigating assessment complaints.
Moderator	A person who checks the validity and reliability of assessment processes against standards and stated course/programme outcomes.
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)

	<ul style="list-style-type: none"> other contexts - may be sourced from a learner's involvement with family, sport, leisure, or community <p>Source: http://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-standardsFeb12.pdf</p>
Norm Referencing	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.
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.</p> <p><i>See also Constructive Alignment</i></p>
Peer Assessment	Assessment in which students judge and comment on their colleagues' work
Programme of Learning and Teaching Observations (PLATO)	<p>The Programme of Teaching and Learning 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 teaching and learning.</p> <p>A planned programme of observations is carried out by Head of Department/Heads of Department or other trained observers, across all programme areas and covering all tutors. Observations inform judgements on teaching and learning, 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 (Re-sit)	<p>The opportunity for a student to retake an assessment at a different time (within the timing of the course or programme).</p> <p><i>[Def: TANZ]</i></p>
Reconsideration	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.
Reliability	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.
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.</p> <p><i>[Def: TANZ]</i></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)

	<ul style="list-style-type: none"> 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
Re-sit	See Reassessment
Re-submission	<p>The opportunity for a student to resubmit 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><i>[Def: TANZ]</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> <p>Refer to NMIT Policy Recording Results and Issue of Awards</p>
Self-assessment	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
Simulation	An assessment activity that represents a real-life situation.
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>An assessment which measures a student's content and level of performance in learning which has already taken place, and is used in determining the final grade, or a result such as achieved/not achieved or pass/fail, for a course or a component of a course.</p> <p>Assessment activities that contribute to the final result of the course. Summative assessment provides students with a specific measure of their learning in relation to course learning outcomes. Its purpose is to determine the student's level of</p>

	achievement in attaining course outcomes and to ensure that students have met the requirements for progression and/or completion within the programme. <i>(TANZ definition)</i>
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 evidence requirements 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 level, 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 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)

APPENDIX 3 - NEW ZEALAND QUALIFICATIONS FRAMEWORK LEVEL DESCRIPTORS

Dimension	Level 1	Level 2	Level 3	Level 4	Level 5	Level 6	Level 7	Level 8	Level 9	Level 10
Knowledge	Basic general and/or foundation knowledge	Basic factual and/or operational knowledge of a field of work or study	Some operational and theoretical knowledge in a field of work or study	Broad operational and theoretical knowledge in a field of work or study	Broad operational or technical and theoretical knowledge within a specific field of work or study	Specialised technical or theoretical knowledge with depth in a field of work or study	Specialised technical or theoretical knowledge with depth in one or more fields of work or study	Advanced technical and/or theoretical knowledge in a discipline or practice, involving a critical understanding of the underpinning key principles	Highly specialised knowledge, some of which is at the forefront of knowledge, and a critical awareness of issues in a field of study or practice	Knowledge at the most advanced frontier of a field of study or professional practice
Skills	Apply basic solutions to simple problems Apply basic skills required to carry out simple tasks	Apply known solutions to familiar problems Apply standard processes relevant to the field of work or study	Select and apply from a range of known solutions to familiar problems Apply a range of standard processes relevant to the field of work or study	Select and apply solutions to familiar and sometimes unfamiliar problems Select and apply a range of standard and non-standard processes relevant to the field of work or study	Select and apply a range of solutions to familiar and sometimes unfamiliar problems Select and apply a range of standard and non-standard processes relevant to the field of work or study	Analyse and generate solutions to familiar and unfamiliar problems Select and apply a range of standard and non-standard processes relevant to the field of work or study	Analyse, generate solutions to unfamiliar and sometimes complex problems Select, adapt and apply a range of processes relevant to the field of work or study	Analyse, generate solutions to complex and sometimes unpredictable problems Evaluate and apply a range of processes relevant to the field of work or study	Develop and apply new skills and techniques to existing or emerging problems Mastery of the field of study or practice to an advanced level	Critical reflection on existing knowledge or practice and the creation of new knowledge.
Application (of knowledge and skills)	Highly structured Contexts Requiring some responsibility for own learning Interacting with others	General Supervision Requiring some responsibility for own learning and performance Collaborating with others	Limited Supervision Requiring major responsibility for own learning and performance Adapting own behaviour when interacting with others Contributing to group performance	Self-management of learning and performance under broad guidance Some responsibility for performance of others	Complete self-management of learning and performance within defined contexts Some responsibility for the management of learning and performance of others	Complete self-management of learning and performance within dynamic contexts Responsibility for leadership within dynamic contexts	Advanced generic skills and/or specialist knowledge and skills in a professional context or field of study	Developing identification with a profession and/or discipline through application of advanced generic skills and/or specialist knowledge and skills Some responsibility for integrity of profession or discipline	Independent application of highly specialised knowledge and skills within a discipline or professional practice Some responsibility for leadership within the profession or discipline	Sustained commitment to the professional integrity and to the development of new ideas or practices at the forefront of discipline or professional practice

Tertiary Assessment Grid (TAG) for Assessment Policy with Examples

Source: *Developing Assessment Policy: A Guide for Tertiary Institutions*

Assessment Purpose/Policy Dimension	Feedback on Learning	Selection and Progression	Quality Assurance and Accountability
Manageability and Utility	<ul style="list-style-type: none"> ▫ Students receive timely feedback on assessments and assignments ▫ Feedback processes are do-able for staff given workloads and resources 	<ul style="list-style-type: none"> ▫ Database systems for staff to manage student progress ▫ Student results available in time for enrolment decisions 	<ul style="list-style-type: none"> ▫ Institutional database ▫ Training and support for staff ▫ Policies on items such as timing and weighting of assessments, marking and grading, examinations, etc
Validity	<ul style="list-style-type: none"> ▫ Transparent expectations and learning goals for students ▫ Valid and reliable assessments for the course ▫ Explicit criteria for marking 	<ul style="list-style-type: none"> ▫ Assessments chosen to match learning outcomes and graduate attributes ▫ Ongoing evaluation of course needs ▫ Ongoing evaluation of students' learning progress 	<ul style="list-style-type: none"> ▫ Assessments link to learning outcomes required in policy ▫ Learning outcomes and graduate attributes defined in course outlines ▫ Training and support for staff
Equity	<ul style="list-style-type: none"> ▫ Students neither privileged nor disadvantaged by over-reliance on a narrow range of assessments ▫ Accommodate students with special needs ▫ Provide opportunities for assessments in te reo Māori 	<ul style="list-style-type: none"> ▫ Research-led analyses of selection and progression decisions to problem-solve inequities ▫ Mechanisms to identify diversity needs of non-majority groups ▫ Mechanisms to arrange appropriate support on a needs basis 	<ul style="list-style-type: none"> ▫ Institutional benchmarking and ongoing review against targets ▫ Provision of advice and support for staff and students ▫ Training and support of staff ▫ Ensure equivalence of assessment across instruction modes and offerings
Integrity	<ul style="list-style-type: none"> ▫ Educate students about plagiarism, cheating, student conduct, assessment processes, feedback, special consideration ▫ Inform students about moderation processes ▫ Incorporate student input into ongoing reviews of course assessment 	<ul style="list-style-type: none"> ▫ Transparency in effects of plagiarism or cheating incidents on programme progression and completion ▫ Peer, programme, and school review of assessment tasks and plans ▫ Assessor/marker reviews before, during, and after assessments to ensure consistency 	<ul style="list-style-type: none"> ▫ Policy on plagiarism and cheating including disciplinary process ▫ Staff and student Codes of Conduct ▫ Training and support for staff ▫ Policies on moderation for assessments, within courses and across programmes



More Than Just Checking for Plagiarism

Turnitin is a service that analyses text for similarities against a huge database of content constructed from websites, work submitted by other Turnitin users from around the world and from a wide range of academic e-journals and research databases. Turnitin analyses each work submitted by students and produces a report detailing what similarities it has found. NMIT policy for the use of Turnitin allows students to view their Turnitin reports prior to final submission of their assignment and (if they have enough time before the due date) 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 way to identify possible cheating after the fact.

The following instructions outline how to introduce Turnitin to your course in compliance with NMIT policy:

1. Turnitin requires electronic submission of assignments - you must add assignment drop-boxes to your NMIT Moodle course/s using the recommended settings below.
2. Students must be informed that Turnitin is being used within their course and made aware of appropriate referencing and other academic writing requirements. You must include appropriate statements and support materials in your course outlines, programme handbooks and other course support materials and discuss in class.
3. Students must receive appropriate information on how to submit their assignments online, understand a Turnitin report and where to get support for these and other aspects of the academic writing. Refer students to **generic support materials** in class, include links to support materials online, refer students to generic training sessions provided by the Library learning Centre or arrange course/programme specific training if required.
4. What does it look like to students? Give it a go yourself using the [Staff - Experience Turnitin as a Student](#) drop-box within this support area (requires login).
5. Ensure you know how to manage assignments submitted online and how to interpret Turnitin reports yourself.

Turnitin supports the following file formats:

- Microsoft Word (.doc, .docx)
- Plain text (.txt)
- Adobe Acrobat PDF (.pdf)
- Rich Text Format (.rtf)

If students use a different word processor (e.g. Open Office, iWork etc.) they can save their assignment in one of these formats and then submit it.

For technical support, contact the Flexible Learning Systems Senior Administrator