

# NMIT ASSESSMENT POLICY

<b>Section</b>	Learning and Teaching		
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This policy is supplemental to [Te Kawa Maiooro, Te Pūkenga Educational Regulatory Framework](#).

Te Kawa Maiooro sets out the overarching regulations that apply to learning and delivery (teaching, assessment, rangahau and research, and support activities) at Te Pūkenga. As and when finalised, Te Pūkenga will publish policies and procedures that are intended to sit underneath Te Kawa Maiooro and prescribe detailed requirements.

In the meantime, pursuant to Te Pūkenga Grandparenting Policy, the regulations, policies, and procedures of the former subsidiaries apply unless there is a national regulation or policy in place. Accordingly, where a specific matter is not addressed within Te Kawa Maiooro, this policy is intended to prescribe the requirements that are specific to the NMIT business division.

To the extent that there is any conflict or inconsistency between any of NMIT's policies or procedures and Te Kawa Maiooro, Te Kawa Maiooro shall prevail and have priority.

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## PURPOSE

Te Pūkenga trading as Nelson Marlborough Institute of Technology (NMIT) aims to:

- **foster** best practice assessment procedures across the organisation that support ākonga 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 ākonga achievements.
- **provide** a supportive learning and teaching environment that encourages reflective practice and continuous improvement.
- **ensure** that NMIT courses and programmes are credible to all stakeholders.

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

## SCOPE

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

This policy covers both formative and summative assessment:

- 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 contributes to the final result of the course.

## DEFINITIONS

<b>Academic Appeal</b>	The process that is used when an ākonga believes they have grounds for contesting the validity of an academic decision. The review will be carried out by a person/s independent of the original decision.
<b>Achievement Based Assessment</b>	Assessment that measures ākonga performance in relation to criteria which are specified in terms of grades or levels.
<b>Achievement Standard</b>	A nationally registered, coherent set of outcomes and associated assessment criteria, together with technical and management information that supports delivery and assessment; achievement standards specify three different standards of performance and the method of assessment, which may include national external assessment. Achievement standards are derived from the New Zealand Curriculum (Compare with <b>unit standards</b> ). More details on the NZQA website.
<b>Ākonga</b>	Learner
<b>Aegrotat</b>	A result which may be granted where ākonga performance in a summative assessment is affected by any circumstance or situation which the ākonga

	<p>could not have reasonably predicted (including sickness or injury to the ākongā, or bereavement).</p> <p>Refer also to <b><i>Impaired Performance</i></b></p>
<b>Assessment</b>	<p>Assessment <b>of</b> learning is the collection and evaluation of evidence to make judgements on the content and level of an ākongā's performance.</p> <p>Assessment <b>for</b> learning provides opportunities for feedback to ākongā to assist them in their learning.</p> <p>Assessment <b>as</b> 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>
<b>Assessment regulations</b>	<p>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.</p>
<b>Assessment schedule</b>	<p>This term is used in two main ways:</p> <ol style="list-style-type: none"> <li>1. Course Outlines/Handbooks include assessment schedules that explain to ākongā 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.</li> <li>2. Assessment Schedule is an NZQA term used to refer to the assessment of a specific unit standard or achievement standard, and includes the judgement statements and evidence statements that are being used for the assessment of that standard. Also called a marking schedule or marking scheme.</li> </ol>
<b>Assessment Standards</b> (also referred to as Standards)	<p><b>Unit standards</b> and <b>achievement standards</b> listed on the Directory of Assessment Standards.</p> <p><b>Standards:</b></p> <p>Standards provide defined learning outcomes, together with performance or assessment criteria examples of their interpretation and application, and associated quality assurance processes.</p> <p>There are two types of standards – unit standards and achievement standards, which are collectively known as assessment standards.</p>
<b>Assessor</b>	<p>A person who marks ākongā assessment.</p>
<b>Attitudinal Assessment</b>	<p>An assessment that measures ākongā attitudes and associated behaviours.</p>
<b>Authentic Assessment</b>	<p>Assessment that is close to the relevant 'real world' situations, allowing ākongā to demonstrate skills and concepts in situations they will face outside the classroom. This also refers to the assessment of work which is the ākongā'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.</p>
<b>Bloom's Taxonomy (revised 2001)</b>	<p>Bloom's Taxonomy (1956) divides educational objectives into three "domains": Cognitive, Affective, and Psychomotor (sometimes loosely described as knowing/head, feeling/heart and doing/hands respectively).</p>

	<p>Within the domains, learning at the higher levels is dependent on having attained prerequisite knowledge and skills at lower levels. A goal of Bloom's Taxonomy is to motivate educators to focus on all three domains, creating a more holistic form of education.</p> <p>The original Taxonomy was revised and adapted (2001) by Anderson and Krathwohl, in respect of the way the Taxonomy intersects and acts upon different types and levels of knowledge.*</p>
<b>Competency Based Assessment</b>	<p>Standards based assessments in which the criteria are worded in terms of a competence – what an ākonga should be able to do.</p> <p>The results used are 'criteria met' (Achieved or Pass) and 'criteria not yet met' (Not Achieved or No Pass).</p> <p><i>Note: Some Assessment Regulations and Course Result Keys also allow for Pass with Merit.</i></p>
<b>Constructive Alignment</b>	<p>Teaching and assessment that is aligned to the intended learning outcomes. This is a form of 'Outcomes –Based Education (OBE)', designed to improve the quality of teaching and learning. Constructive Alignment can be used for individual courses, for programmes of study, and at an institutional level.</p> <p><i>(See also SOLO Taxonomy)</i></p>
<b>Course Result Key</b>	<p>A list of results available for a course, and the description of what each result represents. The Result Key is specified in the Programme Regulations. Generally the same Result Key applies to all the courses in a programme, but in some cases the Result Key may differ between courses in the same programme.</p>
<b>Diagnostic Assessment</b>	<p>An assessment designed to allow the ākonga and the kaiako to determine the level of existing skills, knowledge and experience the ākonga already has or brings to a particular field, and what strengths already exist for this ākonga.</p>
<b>Distinction</b>	<p>Recognition of an ākonga's high achievement/exemplary performance in a course, or programme. Details are outlined in Programme Regulations.</p>
<b>Examination (Exam)</b>	<p>Assessment undertaken within a constrained period of time in a set location following a specified set of instructions. For the purposes of this policy, this definition includes practices known as examinations, open book examinations, mid-term exams and oral examinations. It is not intended to include practices known as presentations and tests.</p>
<b>Fairness</b>	<p>A situation in which the assessment task is achievable, relevant and appropriate to level. It involves a reasonable expectation of workload and timeframe.</p>
<b>Formative assessment</b>	<p>Scheduled, structured assessment undertaken primarily to provide feedback to the ākonga and assessor on progress made and where the result is not used in determining the final grade or pass criteria in a course.</p>
<b>Grades</b>	<p>Grades are used to report ākonga achievement (result) in programmes where Achievement Based Assessment is used.</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 quality-based system in which a grade is assigned according to the qualities represented in the work. Some programmes use a number-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.</p> <p><i>See Achievement Based Assessment above.</i></p>
<b>Grade Descriptors (Grade Criteria)</b>	Set of criteria specifying the achievement required to receive each available grade.
<b>Grade Tables</b>	Range of Grades to indicate an ākonga's level of achievement and may vary depending on the 'owner' of the programme.
<b>Graduate Outcome Statement</b>	<p>All qualifications listed on the NZQF contain outcome statements which describe the knowledge, skills and attributes of a graduate. The outcome statement is used by prospective employers and other tertiary education organisations, and for comparing qualifications. Different ākonga will achieve the outcomes in different ways, so outcome statements indicate the minimum achievement expected from a qualification.</p> <p>Each outcome statement includes:</p> <ul style="list-style-type: none"> <li>• <b>Graduate profiles</b> that identify the expected graduate outcomes of a qualification. This comprehensively describes what a person awarded the qualification must be able to collectively do, be and know. In developing graduate profiles, the qualification developer should consider the full range of capabilities and competencies.</li> <li>• <b>Education pathways</b> that identify other qualifications that a graduate could enrol into after completing this qualification. Where qualifications are standalone, and do not prepare graduates for further study, the outcome statement should make this clear.</li> <li>• <b>Employment pathways</b> or contributions to the community that identify the areas in which a graduate may be qualified to work, or the contribution they may make to their community.</li> </ul>
<b>Graduate Profile</b>	A component of the Graduate Outcome Statement – see definition above.
<b>Impaired Performance</b>	<p>Impaired Performance applies when an ākonga believes that their performance in or preparation for an assessment task or activity that occurred at a fixed time and place has been seriously impaired due to exceptional circumstances beyond the ākonga's control. Circumstances considered 'exceptional' may include illness, injury, bereavement, family crisis, or other serious personal circumstances.</p> <p>Refer also to <b><i>Aegrotat</i></b>.</p>
<b>Kaiako</b>	Tutor / course facilitator
<b>Kaimahi</b>	Staff member, includes kaiako, learning advisor (WBL), ākonga support, and allied services
<b>Learning Outcome</b>	A statement which clearly identifies the knowledge, skills and/or understanding that an ākonga will be able to demonstrate as a result of successfully completing part of a course.
<b>Literacy and Numeracy Adult Assessment Tool</b>	An online adaptive tool primarily designed to provide robust and reliable information on the reading, writing, numeracy and vocabulary skills of adults [def. LNAAT website]

<b>LNAAT</b>	Literacy and Numeracy Adult Assessment Tool See <a href="#">Guidelines for using the LNAAT 2023</a>
<b>Methods of Assessment</b>	The methods used to directly assess ākongā achievement, for example: an assignment, practical activity, project, examination paper or written test, portfolio of work, recital and peer review etc.  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>
<b>Monitor</b>	A person who monitors degrees and related qualifications, to reassure NZQA and all stakeholders that the degree is being implemented and managed as planned.
<b>Naturally occurring evidence</b>	Naturally occurring evidence is evidence derived from activities within a learning programme and/or from an ākongā'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 ākongā's everyday life and may include their classroom, their workplace, and other contexts.  Evidence gathered from: <ul style="list-style-type: none"> <li>• an ākongā's classroom - may be sourced from different subjects or courses, or from different topics or aspects of the same course</li> <li>• an ākongā'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)</li> <li>• other contexts may be sourced from an ākongā's involvement with family, sport, leisure, or community</li> </ul>
<b>Norm Referencing</b>	Assessments in which ākongā 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.
<b>Outcomes-Based Education (OBE)</b>	The essential feature of outcomes-based education is that teaching is done in such a way as to increase the likelihood of most ākongā achieving the desired outcomes (Course Learning Outcomes and Graduate Profile). Assessment is viewed as a learning activity. <i>See also Constructive Alignment</i>
<b>Peer Assessment</b>	Assessment of individual performance undertaken by fellow ākongā (NZQA).
<b>Programme of Learning and Teaching Observations (PLATO)</b>	The Programme of Learning and Teaching Observations is an important and integral part of NMIT's Quality Assurance System, designed to supplement continuous professional development of kaiako to improve the quality and effectiveness of learning and teaching.  A planned programme of observations is carried out by Curriculum Area Managers or other trained observers, across all Curriculum Areas and

	<p>covering all kaiako. Observations inform judgements on learning and teaching, where appropriate.</p> <p>The observations include the full range of activity including teaching, tutorials and progress reviews, and where appropriate, include any work-based training and assessment.</p> <p>Kaiako receive feedback on the observations, which forms the basis of the kaiako's professional development planning.</p>
<b>Reassessment</b>	<p>At course level for unified Programmes of Study.</p> <p>An opportunity for an ākonga to undertake another assessment that covers all learning outcomes of a course, and their respective weightings, in order to gain a passing grade for the course.</p>
<b>Reconsideration</b>	<p>The process through which a mark/result/course outcome of an assessment is reviewed e.g. result from a classroom test, an assignment, a major examination or project.</p>
<b>Reliability</b>	<p>Reliability is the extent that the assessment gives results that are a consistent and accurate representation of what is measured - across time/ākonga/courses/ institutions (if relevant), i.e. results that can be relied on.</p>
<b>Re-mark</b>	<p>The marking of an item of assessment by a subject specialist other than the kaiako who initially marked the item, independent of the original marking, followed by a recalculation of the final grade where appropriate.</p>
<b>Re-sit</b>	<p>At assessment level.</p> <p>(Also known as <b>resubmission</b>). An opportunity for an ākonga to undertake an assessment task or activity a second time (or more) within the timing of the programme or course.</p>
<b>Results</b>	<p>Results are either for assessments (components of courses such as tests, assignments or exams) or for complete courses.</p> <p>Every ākonga 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.</p> <p>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.</p> <p>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>
<b>Requirements for successful course completion</b>	<p>These requirements must be met in order for an ākonga 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"> <li>• An overall minimum grade may be required</li> <li>• Minimum grades may be required for particular components (such as exams)</li> </ul>

	<ul style="list-style-type: none"> <li>Selected components of the course may require meeting of attendance requirements</li> <li>Students may need to meet all learning outcomes</li> <li>All or particular summative assessments may have to be successfully completed</li> <li>Health and Safety standards may have to be met</li> <li>Standards of behavior may have to be met.</li> </ul>
<b>Self-assessment (Ākonga)</b>	Ākonga 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
<b>Self-assessment (Kaimahi)</b>	The process carried out by teams across the Institute that provides the basis for quality assurance and continuous improvement for programmes, and other activities within NMIT.
<b>Simulation</b>	An assessment activity that represents a real-life situation.
<b>SOLO Taxonomy</b>	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 ākonga 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> (3 <sup>rd</sup> Ed) (Society for Research into Higher Education & Open University Press 2007). <i>See also Constructive Alignment</i>
<b>Summative Assessment</b>	Assessment activities that contribute to the final result of the course.
<b>Transparency</b>	A situation in which ākonga are informed clearly of the assessment expectations including all marking criteria.
<b>Unit Standard</b>	A nationally recognised, coherent set of learning outcomes and associated performance criteria, together with technical and management information that supports delivery and assessment. All unit standards are registered on the NZQA Directory of Assessment Standards, assigned a level and credit value, and may contribute to the award of a Qualification registered on the New Zealand Qualifications Framework.  Unit standards provide a link with technical and vocational training.
<b>Validity</b>	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.
<b>Workforce Development Councils (WDC)</b>	Six Workforce Development Councils (WDCs) provide skills leadership in New Zealand. Each WDC represents a set of related industries, with a WDC working within their industries to develop and maintain a strategic view of vocational skills and training.  The key functions of WDCs are set out in section 366 of the Education and Training Act 2020.

<b>Workplace Assessment</b>	An assessment that is carried out in the workplace, e.g. when an ākonga is on work placement. This involves the gathering and judging of evidence during normal work activities in order to determine whether a required standard has been achieved. Workplace assessment usually involves observation of work in progress, checking the product(s) of a work activity, and/or receiving oral responses to questions posed while work is in progress.
<b>Work Placement</b>	A period of work with an employer undertaken by ākonga in order to satisfy the requirements of a programme or a course, with supervision provided by the employer, the training provider or both. (Also called field placement, vocational placement, structured work placement, work experience)

## RESPONSIBILITIES

<b>Academic Committee</b>	<p>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.</p> <p>Oversee procedures for determining course results and awarding qualifications.</p>
<b>Academic Standards and Quality Committee</b>	<p>Approve course results, unit standard results and the awarding of qualifications consistent with approved policies and procedures.</p> <p>Consider proposals for new programmes, new courses, and changes to existing courses and/or Programme Regulations, and endorse where agreed.</p>
<b>Ākonga</b>	<p>Make themselves available to undertake all summative assessments at the time and place stipulated by the course kaiako.</p> <p>Are responsible for meeting standards of academic honesty including acquainting themselves with any requirements relating to the conduct of tests and examinations as published for a particular programme or course.</p>
<b>Contracted Training Providers</b>	<p>Implement and maintain procedures that ensure assessments are carried out in accordance with the relevant Programme Regulations, policies and procedures.</p> <p>Ensure that assessments are valid, fair, reliable, and consistent and meet all internal and external moderation requirements.</p> <p>Ensure that re-sits/reassessments are carried out in accordance with the relevant Programme Regulations before presenting to the Academic Committee.</p>
<b>Curriculum Area Managers</b>	<p>Implement and maintain procedures that ensure assessments are carried out in accordance with the relevant Programme Regulations, policies and procedures.</p>

	<p>Check that assessments are valid, fair, reliable, and consistent and meet all internal and external moderation requirements.</p> <p>Ensure that re-sits/reassessments and extensions are carried out in accordance with the relevant Programme Regulations, and that results are confirmed before presenting to the Academic Standards and Quality Committee.</p> <p>Maintain overall accountability for the delivery of NMIT programmes in their Curriculum Area by contracted Training Providers.</p> <p>Ensure contracted Training Providers follow Programme Regulations, policies and procedures.</p>
<p><b>Kaiako (including kaiako at Contracted Training Providers)</b></p>	<p>Carry out tasks relating to assessment and moderation that are consistent with the approved Programme Regulations.</p> <p>Inform ākonga of the assessment requirements for the course and the assessment rules that apply.</p> <p>Ensure that assessments are valid, fair, reliable, and consistent and meet all internal and external moderation requirements.</p> <p>Provide timely feedback to ākonga on assessments, both summative and formative, in accordance with the approved Programme Regulations.</p> <p>Ensure that ākonga assessments and results are retained securely.</p> <p>Inform ākonga of requirements for collection of assessed work.</p> <p>Enter assessment results into the Student Management System</p>
<p><b>Programme Approval Committees</b></p>	<p>Evaluate applications for approval and accreditation of new and reviewed programmes.</p> <p>Make recommendations to ensure curricula and educational delivery meet academic standards.</p>

## PRINCIPLES

NMIT uses seven propositions for assessment reform in higher education<sup>1</sup>.

Assessment is most effective when:

1. Assessment is used to engage ākonga in learning that is productive.
2. Feedback is used to actively improve ākonga learning.
3. Ākonga and kaiako become responsible partners in learning and assessment.
4. Ākonga 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 kaimahi and institutional development.
7. Assessment provides inclusive and trustworthy representation of ākonga achievement.

## ASSESSMENT DESIGN

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

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

Assessments must be:

- Manageable and Useful
- Reliable and Valid
- Fair

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

## ASSESSMENT REGULATIONS

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

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

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

<sup>2</sup> John Biggs, *Aligning Teaching for Constructing Learning*, The Higher Education Academy

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

## FORMATIVE ASSESSMENT

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

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

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

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

### 1 DIAGNOSTIC ASSESSMENT

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

### 2 FORMATIVE FEEDBACK FOR MAJOR ASSESSMENTS

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

## ATTENDANCE

### 3 ATTENDANCE AS A COURSE REQUIREMENT

- 3.1 It is acknowledged that ākonga are more likely to succeed if they maintain regular attendance. They need to be advised of this in the Programme Outline/Handbook and/or by their kaiako.
- 3.2 In most cases attendance is not an assessed course requirement at NMIT. Assessment is based on the achievement of stated learning outcomes, not on whether an ākonga attends a specific number of class sessions.
- 3.3 The exceptions to this are when participation in specified activities is essential to meet the learning outcomes of the course or programme (e.g. clinical practice, group work, supervised

laboratory/practical work, marae visit) or to meet the requirements set by an external body (e.g. Nursing Council, Social Work Registration Board, NZOIA). In these cases, attendance requirements will be specified in the Programme Regulations, and attendance will be monitored and recorded.

*Note: Ākonga nō tāwāhi (International Learners) must be well informed about the attendance requirements prescribed by Immigration New Zealand that are associated with their student visas.*

## SUMMATIVE ASSESSMENT

### 4 BEFORE THE ASSESSMENT

#### **ASSESSMENT INFORMATION**

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

#### **ASSESSMENT IN TE REO MĀORI**

- 4.5 Except where assessments require English or other language capability, ākonga may submit or undertake their assessment in te reo Māori. Any other exceptions that may apply must be approved by the Curriculum Area Manager and indicated in the Programme Regulations.
- 4.6 Ākonga should notify the Curriculum Area Manager in advance of the assessment event.
- 4.7 Marking or grading of an assessment in te reo Māori is undertaken or supported by a te reo Māori capable assessor.

#### **ĀKONGA WITH DISABILITY/IMPAIRMENT**

- 4.8 NMIT's equity support services are aligned (through ACHIEVE, the National Post-Secondary Education Disability Network Incorporated) to the Kia ōrite Code of Practice, the New Zealand Code of Practice for an Inclusive Tertiary Education Environment for Students with Impairments.

<https://www.achieve.org.nz/kia-orite-toolkit/nz-code-of-practice-2021-22/>

Ākonga with disability or impairment who wish to access NMIT's support services or receive assistance in order to undertake a summative assessment should discuss their needs with their kaiako, Te Puna Manaaki or Learner Services.

Supported assessment arrangements may include:

- 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.
- Additional assessment time as necessary for a fair assessment to take place.
- The services of a reader and/or writer.
- New Zealand sign language communicators and interpreters.
- Assistive technology.
- Specialised equipment and furniture
- Alternative dates, spaces, and/or times for participating in assessment activity

The requirement for supported assessment arrangements needs to be notified in good time, at least two weeks before the date of assessment.

### **CONFLICTS OF INTEREST**

4.8 Kaimahi are expected to identify and report to the Curriculum Area Manager any conflict of interest related to their involvement in any ākonga's summative assessment (e.g. relative, close friend, employee).

4.9 The Curriculum Area Manager is responsible for ensuring appropriate safeguards are put in place to resolve such situations, e.g:

Ākonga work assessed by an alternative kaimahi (from NMIT or another institution) with the requisite knowledge and skill

or

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

or

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

4.10 Advice is available from the Academic Integrity Team Leader, or Curriculum Area Manager depending on the type of assessment and/or issues identified.

### **ALTERNATIVE ASSESSMENT ARRANGEMENTS**

4.11 Assessment and feedback are essential elements in the learning process. The Academic Committee therefore requires that each ākonga complete all assessments, unless doing so puts an unreasonable burden on the ākonga or Curriculum Area.

4.12 Curriculum Areas are encouraged to provide alternative assessment arrangements in cases where ākonga are unable to sit a test or examination or complete an assessment on the scheduled date for reasons the Curriculum Area feels acceptable. Note that ākonga are eligible to apply for an aegrotat pass only if the Programme Regulations allow for it and alternative assessment arrangements cannot be made.

4.13 Alternative arrangements enable fair and valid assessment without affecting the integrity of the assessment and may include an alternative assessment that meets the same learning outcomes, or an alternative time and/or location.

- 4.14 Where alternative arrangements allow ākonga to sit a test/examination before or after the scheduled date, the Curriculum Area must take precautions to guarantee fairness, both for the particular ākonga involved and for those completing the same assessment on the scheduled date.

#### **ACADEMIC MISCONDUCT AND PLAGIARISM DETECTION**

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

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

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## **5 CONDUCTING ASSESSMENTS**

### **CONDUCTING CLASS ASSESSMENTS**

- 5.1 Each Curriculum Area is responsible for carrying out pre-assessment moderation (moderation of assessment materials) to ensure assessments used are valid and comply with the principles outlined in the Te Pūkenga Moderation Policy.
- 5.2 Each kaiako is responsible for ensuring that precautions are taken to make cheating unlikely.
- 5.3 If a reader/writer or other assistance is required, the ākonga must notify the Curriculum Area Manager in writing no later than two weeks prior to the date of the assessment. Such application must state the nature of the disability and the type of assistance required and include supporting medical or other evidence.
- 5.4 Each kaiako is responsible for taking additional precautions to safeguard ākonga work, as relevant to the particular assessment activity (e.g. safe storage of submitted work until it is assessed, photographing submitted project work, backing up electronically submitted work, reminding ākonga to maintain a copy of all submitted work).
- 5.5 Each kaiako is responsible for arranging technical support if the assessment is technology dependent.
- 5.6 In some cases it is appropriate to assess ākonga achievement on an ongoing basis throughout the course, accumulating a portfolio of verified evidence (such as photographs, videos, written work, group project plans etc.) as ākonga demonstrate their achievement of the learning outcomes. This is known as naturally occurring evidence, which must be derived from activities within a learning programme and/or from an ākonga's actual work performance and/or everyday life. This is particularly useful in courses where there is a high proportion of practical activity involved.

### **CONDUCTING EXAMINATIONS**

- 5.7 If a reader/writer or other assistance is required, the ākonga must notify the Curriculum Area Manager in writing no later than two weeks prior to the date of the assessment. Such application must state the nature of the disability and the type of assistance required and include supporting medical or other evidence.

- 5.8 All the requirements under the heading Conducting Class Assessments above, apply. For formal examinations, refer to [EXAMINATION GUIDELINES](#).

### **CONDUCTING ONLINE CONTROLLED ASSESSMENTS**

- 5.9 If a reader/writer or other assistance is required, the ākonga must notify the Curriculum Area Manager in writing no later than two weeks prior to the date of the assessment. Such application must state the nature of the disability and the type of assistance required and include supporting medical or other evidence.
- 5.10 All the requirements under the heading Conducting Class Assessments above, apply. For formal examinations, refer to [ONLINE CONTROLLED ASSESSMENT GUIDELINES](#).

### **EXTENSIONS**

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

### **LATE OR NON-SUBMISSION OF ASSESSMENT**

- 5.16 If an ākonga submits an assessment after the due date and/or time without an approved extension, the kaiako may:
- a) Mark the assessment and apply a penalty to the mark for each day the assessment is late; or,
  - b) After discussion with the Curriculum Area Manager, not accept the assessment and assign a failing grade.
- 5.17 If an ākonga does not attempt or submit an assessment by the due date and/or time without an approved extension, the Kaiako assigns a failing grade.
- 5.18 Penalties for late submission of assessment are documented in the programme information and communicated to ākonga.

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## **6 ASSESSMENT RESULTS**

### **MARKING AND RETURNING ASSESSED WORK**

- 6.1 Kaimahi use prepared and moderated marking schedules, and engage in planned intra-moderation, to increase reliability, transparency and validity of the assessment results.
- 6.2 Results of assessments are returned to ākongas as quickly as possible with the timeframe included in the programme handbook or other ākongas information, taking the nature of assessment into account. Normally this would be within 15 working days but may be longer for larger assessments e.g. capstone projects. Where possible, ākongas receive and are given the opportunity to discuss model answers and/or marking guides to query their grades/marks, also within a stated timeframe.
- 6.3 Assessment results are entered into the Student Management System in the manner and timeframe required by the Curriculum Area and the Academic and Quality Team.
- 6.4 Assessments that are not returned to the ākongas are kept by the Curriculum Area until all moderation requirements have been met and the deadline for reconsiderations and appeals has passed. Curriculum Areas are responsible for ensuring that these assessments are destroyed in such a way that confidentiality is maintained, e.g. shredded or discarded through secure document destruction bins.
- 6.5 Ākongas assessment work that is held in NMIT Moodle is archived each year.; Up to 3 years of courses, with ākongas assessment work in some of these, is retained.
- 6.6 Privacy of assessment results is safeguarded as required by the Privacy Act. All kaimahi are responsible for ensuring the guidelines set out below are followed.

#### ***MARKING AND RETURNING PRACTICAL, CLASSROOM-BASED ASSESSMENTS***

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

#### ***SPECIAL ASSESSMENT CIRCUMSTANCES (AEGROTAT CONSIDERATIONS)***

##### **6.9 DEFINITIONS:**

"Affected" means influenced in some way. For time-constrained items such as tests, examinations, and presentations "affected" may be inability to attend any or all of the event, or diminished performance; for other items it may be the inability to meet deadlines, or diminished performance within deadlines.

"Aegrotat" refers to a result which may be granted to a student whose absence or impaired performance has been the result of illness, injury, bereavement or other personal circumstances.

"Factors beyond the control of the Ākongas" refers to any circumstances or situation which the ākongas could not have reasonably prevented, including sickness or injury to the student, or bereavement.

##### **6.10 APPLICATION PROCESS**

In the first instance the application for aegrotat consideration shall be made by the ākongā to the Curriculum Area Manager with responsibility for the course or programme which the ākongā is studying.

In all cases the initial notification of the intention to seek aegrotat consideration must be prior to the assessment event. For tests and examinations, this means the start time of the assessment. For assignments, this means the deadline for submission. Under exceptional circumstances this requirement may be waived provided that notification was at the earliest possible opportunity.

The application for aegrotat consideration must include appropriate evidence of both the circumstances and the effect on performance. In the case of a test or examination, documentary evidence such as a medical certificate must confirm impaired performance at the time of the assessment and should normally be obtained within 24 hours of the test or examination.

At the time of lodging the application for aegrotat consideration the ākongā must be advised that when the result for any summative assessment in a course is determined through aegrotat consideration, the result for the course will also show as an aegrotat result.

The decision on the outcome of an application for aegrotat consideration rests with the Curriculum Area Manager with responsibility for the course or programme which the student is studying.

#### 6.11 **ELIGIBILITY**

Programme Regulations will indicate if aegrotat consideration is available in the course and/or programme. Aegrotat results are not available in courses that use Competency Based Assessment.

An ākongā would normally be expected to complete 50% of the summative assessment for a course, or to have failed or missed no more than one summative assessment, to be eligible for consideration. If there are fewer than two summative assessments, this does not apply.

The Curriculum Area Manager responsible for the programme shall consider the eligibility of the application with respect to the proportion of total assessment that the ākongā has completed, or may complete.

On the basis of this the Curriculum Area Manager may:

- a) agree to further consideration; or
- b) hold the application pending completion of the rest of the assessment items in the course; or
- c) decline the application.

Should an application be considered ineligible, the application shall be returned to the student who shall have the right of appeal on the grounds of:

- a) fairness in terms of relevant policy
- b) adherence to published procedures.

#### 6.12 **VALIDITY**

The Curriculum Area Manager responsible for the programme shall consider the validity of the application. To be considered valid, the application shall be genuine and supported by such evidence as the Curriculum Area Manager requires.

#### 6.13 DETERMINATION OF MARK OR GRADE USING ALTERNATIVE METHODS:

Under normal circumstances the alternative available methods used to determine the result are:

- a) Assess after extending a deadline for completion.
- b) Assess completed item or an equivalent item at another time.
- c) Assess a completed alternative item.

#### 6.14 DETERMINATION OF MARK OR GRADE USING AEGROTAT CALCULATION:

- d) Estimate the mark that the ākongā would have gained had the circumstances not arisen. If a ākongā has completed the substantial majority (normally at least 50%) of the summative assessments of a course, the final grade or mark may be determined by mathematical extrapolation. (Aegrotat result)
- e) Change the weighting of the assessment items completed to estimate a mark or grade for the complete course. (Aegrotat result)

The Curriculum Area Manager responsible for the course or programme shall use the selected method to determine the result for the individual item, or for the whole course as appropriate. In all cases the determination shall be conservative, to award a result that the ākongā was very likely to have achieved or exceeded.

If the grade so determined for the item or for the course is lower than that achieved by the ākongā despite the circumstances, the grade actually achieved shall stand.

Where a mark or grade is able to be determined following aegrotat consideration, the result may be recorded as (mark or grade) (AEG).

Where a mark or grade is unable to be determined, following aegrotat consideration, a pass may be recorded as Pass (AEG).

Where the result for any summative assessment in a course is determined through aegrotat consideration, the result for the course must show as an aegrotat result.

The result shall be notified to the ākongā in writing, who shall have the right of reconsideration and appeal.

#### **PRIVACY ISSUES**

6.15 NMIT adheres to a strict interpretation of the Privacy Act 2020 as it affects the public display, announcement or publication of academic results of any assessment or final grade in a course or programme. Such results must NOT be displayed, announced or published in a form that includes an ākongā's name or other identifier that reasonably could be 'readable' by people other than the ākongā concerned. Results of individual assessments or final grades cannot be given to anyone other than the ākongā, except with written permission from the ākongā.

6.16 It is permissible to publish ākongā results publicly PROVIDED that:

- No names or other easily identifiable reference is used. If using NMIT Student ID numbers, the list should be sorted numerically.
- The order of the results shuffled before publication so they do not appear in what would be alphabetical or other identifiable order.

6.17 In order to meet internal and external academic quality assurance requirements, ākongā assignment, test and examination results may be used for the purposes of:

- Internal and external moderation

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

#### ***RE-SITS AND RESUBMISSIONS OF ASSESSMENT TASKS***

- 6.21 Under a competency-based assessment approach, ākongā are usually given more than one opportunity to reach the stated competency standard, depending on the available time and resources.
- Other programmes also may provide such opportunities. Details will be communicated via the Programme Regulations and must include information on any restrictions (e.g. number of opportunities, deadlines, fees, penalties).
- 6.22 A request for a re-sit or resubmission is made to the kaimahi responsible no later than five (5) working days after the marked assessment has been returned to the ākongā.
- 6.23 If a re-sit or resubmission is granted, ākongā will be advised which one of the following is required:
- Re-sit or resubmission of the whole assessment task, or
  - Completion of another assessment task that measures the same outcomes, or
  - Re-sit or resubmission of the part of the assessment that did not meet the pass criteria
- 6.24 Re-sits and resubmissions are carried out within the published timeline of the course. Course results usually are not published until after the re-sit/resubmission date.
- 6.25 The maximum mark or grade available for any re-sit or resubmission of an assessment, or part of an assessment, is the minimum pass mark or grade.

#### ***REASSESSMENT OF COURSE – FOR UNIFIED PROGRAMMES OF STUDY ONLY***

- 6.26 Unless otherwise specified in the Programme Regulations, an ākongā who gains a failing grade in a course with a mark of 40% or more is provided with one opportunity to undertake a reassessment of the course on the recommendation of the Academic Standards and Quality Committee. The reassessment is designed to reflect all the learning outcomes of the course and their respective weightings.

#### ***CONCEDED PASS – FOR NON-UNIFIED PROGRAMMES OF STUDY ONLY***

6.27 For courses assessed internally at NMIT, the Academic Committee may award a conceded pass, unless otherwise stated in the course/Programme Regulations. A conceded pass allows an ākonga who has a good overall performance to be awarded a pass despite:

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

To be eligible for a conceded pass, an ākonga must have either:

- Fulfilled the minimum course requirements (e.g. assignments, practical work) but failed narrowly to achieve the standard required over all the assessments.  
or
- Completed most but not all of the required work at an acceptable level. The Academic Standards and Quality Committee must be satisfied that the ākonga has worked conscientiously and is worthy of special consideration.

6.28 Only one conceded pass may be granted to an ākonga towards the requirements for a particular qualification.

#### **MARKS CARRIED FORWARD**

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

6.30 The following provisions apply:

- Programme Regulations allow this provision.
- The learning outcomes, assessments and weightings for the course are unchanged.
- The ākonga enrolls in the next available occurrence of the course.
- Marks carried can only occur for one re-enrolment of the same course.
- The subsequent result grade will be the combination of the marks carried forward and the marks attained in the subsequent enrolment for previously uncompleted assessments.

#### **RE-MARKS**

6.31 Ākonga are entitled to a re-mark if they consider their work has been incorrectly marked.

6.32 Re-marks must be applied for – they are not automatically available.

6.33 The Curriculum Area Manager or delegate is notified, and the re-mark carried out by a subject specialist other than the kaiako who initially marked the item, and in accordance with the approved marking procedures.

6.34 Re-marking may be an internal or external process.

6.35 The Curriculum Area Manager or delegate should oversee the process and liaise with the ākonga and the marker carrying out the re-mark.

6.36 Where a re-mark produces a result different from the original result the higher result/or grade will be retained.

6.37 The re-mark fee is refunded if the result/grade is improved following the re-mark.

Refer to [NMIT Fees, Charges and Refunds \(Ākonga Nō Aotearoa \(Domestic Learners\)\)](#) and [NMIT Fees, Charges and Refunds \(Ākonga Nō Tāwāhi \(International Learners\)\)](#) for re-mark fees.

### RECONSIDERATION OF ASSESSMENT DECISIONS

6.38 If an ākonga considers a mark/result/course outcome of an assessment e.g. from a classroom test, an assignment, a major examination or project allocated to them is incorrect or unfair, they should firstly discuss this with the kaimahi responsible within five (5) working days of the return of the assessment.

The kaimahi will provide feedback to the ākonga to clarify why the grade or mark has been awarded and may, if justified, amend the result.

6.39 If the ākonga still believes that the mark or grade is incorrect they may seek reconsideration by applying in writing to the Curriculum Area Manager, within 10 working days of receiving the result, setting out the grounds for reconsideration.

Reconsideration may lead to no change or to either a raising or lowering of the grade.

The Curriculum Area Manager responsible for the programme will advise the ākonga of the decision with reasons within 10 working days of receipt of the request or receipt of any independent opinion or reassessment result, whichever is later.

### APPEALS

6.40 If ākonga do not agree with a reconsideration decision, they may appeal that decision following the procedures set out in the [Te Pūkenga Ākonga Appeals Policy](#) and [NMIT Ākonga Academic Appeals Procedure](#)

## REFERENCES

### INTERNAL

[Learning and Teaching at NMIT](#)  
[NMIT Information and Records Management Policy](#)  
[NMIT Learning Design Framework \(LDF\)](#)  
[NMIT Recognition of Academic Credit Procedure](#)  
[NMIT Self-Assessment Policy](#)  
[NMIT Student Charter](#)  
[NMIT Unsatisfactory Academic Progress Procedure](#)  
[Te Pūkenga Te Kawa Maiorooro](#)  
[Te Pūkenga Ākonga Appeals Policy](#)  
[Te Pūkenga Moderation Policy](#)

### EXTERNAL

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

NZQA website:  
<https://www.nzqa.govt.nz/providers-partners/approval-accreditation-and-registration/>

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

Biggs, John

[http://www.heacademy.ac.uk/assets/documents/resources/database/id477\\_aligning\\_teaching\\_for\\_constructing\\_learning.pdf](http://www.heacademy.ac.uk/assets/documents/resources/database/id477_aligning_teaching_for_constructing_learning.pdf)

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

[Ako Aotearoa website](#)

[Core principles of effective assessment](#)

[Guidelines for using the Literacy and Numeracy for Adults Assessment Tool 2023](#)