

Assessment Kaupapa here Policy			
Policy Type:	Academic		
Policy Title:	Assessment Policy		
Policy Owner:	Teaching and Learning Committee		
Version:	2		
Approval Date:	07/04/2026	Next review date:	07/04/2027
Effective from:	23/04/2026		
Other Related Internal Policies and Tūkanga Procedures/Documents			
Complaints & Appeals Policy	Complaints & Appeals Procedure		
Academic Integrity and AI Policy	Academic Integrity and AI Procedure		
Moderation Policy	Moderation Procedure		
Programme Document Template	Programme Development and Assessment Design Procedure and Guidelines		
Assessment section			
Ākonga Learner Rights & Responsibilities Code			
Relevant External Rules and Guidelines			
The Education (Pastoral Care of Tertiary and International Learners) Code of Practice 2021 NZQA Programme Approval and Accreditation Rules 2021 NZQA Consent to Assess Against Standards on the Directory of Aromatawai Assessment Standards Rules NZQA Assessment (including Examination) Rules for Tertiary Education Organisations with Consent to Assess Entering Candidates for Achievement Standards (current version) NZQA Te Hono o Te Kahurangi quality assurance framework Relevant Consent and Moderation Requirements NZQA Aromatawai and the Principles of Assessment (August 2022) The Education and Training Act 2020 National Education Information Centre Guidelines-for-the-recognition-and-award-of-learning-for-credit.pdf			

Amendments			
Version	Effective from date	Created by	Reason for review/change
2			Continuous improvement for best practice

Scope of the Kaupapa here | Policy

The Assessment policy applies to:

- all Yoobee Colleges Ltd (hereafter referred to as Yoobee) kaimahi and contractors involved in the assessment process
- all Yoobee ākonga engaged in programmes of study
- all committees involved in assessment matters
- all educational assessments delivered by and on behalf of Yoobee (including contracted delivery)
- all stages of the assessment process including Credit Recognition Transfer (CRT) and Recognition of Prior Learning (RPL) applications

The authority of a policy is established when it is formally approved by Te Poari Mātauranga | Academic Board.

Pūtake | Purpose

The purpose of this policy is to provide:

- an overarching framework that ensures consistency and adherence to best practice across all programmes and campuses
- information for ākonga and kaimahi regarding standards, outcomes, and requirements to ensure assessments are fair, reliable, and valid
- assurance that assessments effectively measure ākonga progress and contribute to the attainment of competencies identified in graduate profiles, and
- to ensure educational assessment is used for diagnostic, formative, and summative purposes
- an outline on how ākonga existing skills and knowledge (gained through prior learning) can be assessed for credit towards a qualification

Mātāpono | Principles

Regulations:

- Assessment must meet relevant Quality Assurance, Standard Setting, and Regulatory Body requirements.
- Assessments are available in te reo Māori, New Zealand Sign Language, or English, unless a programme learning outcome specifies a different language is required.
- Ākonga have the right to question an assessment result (refer to the Complaints and Appeals Policy and Procedure).

The key principles that underpin this policy are that assessment practice is

- aligned to ākonga-centric philosophy of teaching, learning, and assessment
- mana enhancing in the way assessments are conducted, the expectations and results are communicated, in the feedback provided, and in the judgments made about the assessment outcome

- fit-for-purpose and has integrity
- planned and intentional
- appropriate for the level of study, the discipline, and context
- designed to support ākonga to meet their learning requirements and includes approaches and practices that enable adaptation and flexibility

Principles in Respect of Assessors

Assessors will

- have the required knowledge and skill in the subject and the practice of assessment
- use evidence to make decisions about ākonga work and be able to defend their judgements
- be consistent irrespective of assessment, ākonga, location, or context
- uphold academic integrity, and where alleged threats to integrity are identified, take action as per the policy (refer to the Academic Integrity and AI Policy)
- retain copies of marked summative assessments from all ākonga for the required period (refer to procedures)

Principles in Respect of Recognition of Prior Learning and Cross-Crediting

- Yoobee values opportunities for ākonga to build upon their prior learning, whether this learning was acquired through formal training or gained through life experience, ensuring ākonga do not have to repeat learning that has been completed elsewhere.
- Yoobee will actively engage with ākonga to obtain information about potential credit recognition and transfer (CRT) and recognition of prior learning (RPL) opportunities before enrolment to ensure a quality and relevant programme of study and verify any assessments not required.
- Yoobee will ensure that CRT and RPL decisions are:
 - fair, transparent, and evidence-based
 - academically robust and consistent
 - based on achievement of learning outcomes
 - supported by appropriate learner guidance
 - appropriately documented and auditable
- CRT and RPL decisions may be subject to moderation or review to ensure consistency and academic integrity.

Kaupapa here | Policy Statements

Major departures to procedures associated with this policy require approval from Te Poari Mātauranga | Academic Board.

Regulations governing external examinations (e.g., NCNZ) are subject to the relevant examining body's guidelines.

Yoobee will ensure assessment design

- is based on the principles of constructive alignment, leading to valid, fair, transparent, and fit-for-purpose assessment, and that this information is clearly communicated in the Assessment Brief document

- is aligned to meet relevant Quality Assurance, Standard Setting, and Regulatory Body requirements
- has integrity, including where variations to assessment, or alternative or supported assessment arrangements are agreed
- has inclusive and culturally appropriate assessment design
- is measurable, manageable, feasible, and timely in the submission and feedback process
- is quality assured through moderation and review (refer to the Moderation Policy and Procedure)
- is supported by clearly defined regulations that are articulated in the Programme Document, and to ākonga, including (but not limited to) credit recognition, cross credit, credit transfer, reassessments, extension of time, marks carried forward, and re-sit opportunities, etc.
- assessments should be designed to reduce opportunities for academic misconduct

Yoobee will ensure assessment procedures include:

- consistent alternative arrangements in assessment to ākonga with a need for accommodations. These arrangements will enable ākonga to demonstrate their knowledge and ability without affecting the integrity of the assessment or fairness to all.
- compassionate consideration when extenuating circumstances beyond ākonga control seriously affect their ability to:
 - attempt an assessment, or
 - prepare normally for an assessment, or
 - complete and submit an assessment by the due date, or
 - perform successfully during an assessment
- Extenuating circumstances do not include:
 - misreading assessment details such as dates, times, or instructions
 - arriving late to or missing an assessment as a result of technical problems unless they relate to an officially notified failure of Yoobee equipment
 - loss or damage to work (digital or physical); it is the responsibility of ākonga to back up their work
- opportunity for ākonga who disagree with their assessment grade or outcome to raise a concern to their Kaiako | tutor, team leader or campus manager. If their concern cannot be resolved to the satisfaction of the ākonga, they may make a formal complaint, refer [Complaints & Appeals Procedure](#)
- consideration of extension of time requests
- opportunity for assessment(s) to be conducted in te reo Māori or sign language, except where the task requires English language capability
- appropriate verification and ratification prior to generation of transcripts and awards

Yoobee will use the following grade scales for assessments:

Grade Scheme	Programmes it could refer to	Type of Grade		
		Grade	Grade Descriptor	Outcome
Competency	Certificates (Level 2 to 4)	C	Competent	Pass

	Diploma in Enrolled Nursing Practical assessments	NYC	Not Yet Competent	Non-Passing Grade
Competency with Merit	Certificates (Level 2 to 4)	Grade	Grade Descriptor	Outcome
		C	Competent	Pass
		M	Merit	Pass
		NYC	Not Yet Competent	Non-Passing Grade
Achievement (5-point)	Certificates and Diplomas (Level 3 to 7)	Grade	Score Band %	Outcome
		A	80+	Pass
		B	65-79	Pass
		C	50-64	Pass
		D	40-49	Non-Passing Grade
		E	0-39	Non-Passing Grade
Achievement (11-point)	Diplomas (Level 5, 6 and 7) Degrees and above (Level 7 and above)	Grade	Score Band %	Outcome
		A+	90-100	Pass
		A	85-89	Pass
		A-	80-84	Pass
		B+	75-79	Pass
		B	70-74	Pass
		B-	65-69	Pass
		C+	60-64	Pass
		C	55-59	Pass
		C-	50-54	Pass
		D	40-49	Non-Passing Grade
		E	0-39	Non-Passing Grade
Grade Sufficiency	Diploma in Animation, Diploma in Screen and Stage Acting and Diploma in Drama	Grade	Grade Descriptor	Outcome
		5	Advanced	Pass
		4	Comprehensive	Pass
		3	Satisfactory	Pass
		2	Unsatisfactory	Non-Passing Grade
		1	Insufficient	Non-Passing Grade

The approved programme document will provide details on the grading scheme applied, including how it is applied to assessments. This applies to all programmes at YooBee Colleges.

Recognition of Prior Learning (RPL) and Credit Recognition and Transfer (CRT):

Applicants have the right to apply for credit recognition or credit transfer. This right is based on recognising previous successful study at the same or higher level.

YooBee will ensure that

- CRT and RPL applications will be conducted by assessors who are experienced in the subject/content areas.

- All assessors will be trained in CRT/RPL assessment methods and processes.
- Fair, valid, and reliable decisions will be made regarding determining equivalence of a course/s supported by evidence.
- Records of all applications and evidence for CRT and RPL will be retained.

Kaupapa here | Policy Implementation

The process of implementation of the policy is:

Awareness

- Inform all kaimahi and ākonga about the importance of the updated assessment policy and procedures
- Create awareness using the Student Handbook, training and communication channels

Desire

- Encourage kaimahi to support engagement with the policy by showing how it clarifies assessment regulations and expectations and supports them in their day-to-day work

Knowledge

- Provide training to all kaimahi on:
 - The overview of the assessment policy and procedure, and related forms and guidelines.
 - How to locate the policy and procedure.
 - The interface of this policy with the Academic Integrity and Moderation Policies.
- Update definitions in the Yoobee Glossary to ensure clarity and consistent understanding.
- Retire the reconsideration request form (replaced with complaints policy).

Ability

- Ensure kaimahi have access to the necessary tools and resources to:
 - Support ākonga in raising requests.
 - Manage the consideration, approval and implementation of requests.

Reinforcement

- Continuously monitor the effectiveness of the assessment procedures through regular audits, and maturity assessments.
- Recognise kaimahi and ākonga who effectively engage with the system.
- Maintain visibility of the process for ākonga through updates in ākonga resources, campus materials, and online platforms.
- Maintain visibility of the process for kaimahi through updates, newsletters and reporting.
- Use feedback loops (e.g., kaimahi and ākonga surveys) to refine the system.

Roles and Responsibilities	
Everyone	• reading and understanding the policy, principles, guidelines, and procedures outlined in this policy • implement the policy as business as usual • implementing policy in a manner that upholds Te Tiriti o Waitangi commitments
Kaiako	• translates policy using procedures to implement the assessment policy in a consistent manner

Team Leader	• support kaimahi to translate policy using procedures to implement the assessment policy • oversee the consistent application of the policy so collectively all programmes across all campuses are adhering to the policy expectations • ensure accurate records of assessment outcomes, including RPL, CC, CT, re-sits, and resubmissions • manage the achievement marking deadlines for larger cohorts (by discretion) • ensure Yoobee processes for the approval of assessment results are followed and reported accurately to Board of Studies
Campus Manager	• lead policy implementation on campus • evaluate overall compliance and record keeping • ratify assessment results
Faculty Lead	• develop programmes of study that include the expectations set out in the assessment policy, including assessment regulations and approved grade scale(s) • assure themselves that records across faculty are accurate and timely • support Team Leads to embed the policy by ensuring Team leads are familiar with specific programme assessment regulations (which comply with this policy) • ensure compliance faculty-wide in conjunction with Campus Managers who are responsible for Campus-wide compliance. • Review and validate credit recognition and RPL requests • Approval of credit recognition and RPL requests • Include alternative arrangements in assessment design under policy statements
Quality, Risk and Academic Governance	• hold delegation for policy framework development, revision, implementation, and oversight • oversight of assessment practice and compliance across facilities • be assured that recording of assessment practices and outcomes are accurately recorded across all faculties • report issues in assessment practice to the Teaching and Learning Committee and Te Poari Mātauranga Academic Board (the Board)
Teaching and Learning Committee	• responsible for ensuring policy remains relevant and reflects best practice in Teaching and Learning • receive and monitor advised issues in assessment practice
Board of Studies	• receives result notification report
Executive Ngā Tumu Whakahaere	• overall responsibility for assuring the Board that assessment practices and standards are met, and any issues or non-compliance are identified, managed, analysed and mitigated

Definitions

For all definitions please refer to the definitions [Glossary](#)

