

Aromatawai | Assessment Kaupapa here | Policy

Policy Type:	<i>Academic</i>		
Policy Title:	Assessment Policy		
Policy Owner:	Head of Quality and Risk		
Version:	1		
Approval Date:	07/11/2023	Next review date:	01/11/2026
Effective from:	01/12/2023		

Other Related Internal Policies and Tūkanga | Procedures/Documents

POLICY Academic Integrity	PROCEDURE Assessment appeals (forthcoming)
PROCEDURE Programme development and design	PROCEDURE Te Reo Māori Assessment Translation (forthcoming)
PROCEDURE Re-submission, re-sit, and extension	PROCEDURE Special consideration (forthcoming)

Relevant External Rules and Guidelines

- [Compliance NZQA Guidelines for approving and maintaining degrees and related qualifications](#)
- [NZQA Guidelines for programme approval and provider accreditation at levels 1-6 on the NZQF](#)
- [NZQF Programme approval and accreditation rules 2021](#)
- [Public Records Act 2005](#)
- [Human Rights Act 1993](#)

Amendments

Version	Effective from date	Created by	Reason for review/change

Scope of the Kaupapa here | Policy

The Aromatawai | Assessment Policy applies to:

- all Yoobee Colleges Ltd (hereafter referred to as Yoobee) kaimahi and contractors.
- all ākonga enrolled at Yoobee
- applies to internal Yoobee assessments only. External assessments are governed by the policy and procedures of the external body.

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

Pūtake | Purpose

The purpose of this policy is to:

- outline the principles governing the assessment of learning for all individuals engaged in educational programme within Yoobee
- ensure authenticity, validity, fairness, and consistency in the assessment process, and the promotion of a culture of continuous improvement
- align with Te Tiriti o Waitangi principles Kāwanatanga, Tino Rangatiratanga, and Ōritetanga

Mātāpono | Principles of Kaupapa here | Policy Development

Policy development and review is a process driven by the need for:

- assessment that is authentic, valid, fair, equitable, and consistent and must not create any unnecessary barriers to learning progression
- the purpose of the assessment being made clear to ākonga. Ākonga will be provided with accurate and timely information regarding assessment requirements prior to preparing and submitting assessments.

Kaupapa here | Policy Statements

- The purpose of the assessment will be made clear to ākonga, including:
 - a) the learning outcomes that are attached to the assessment
 - b) assessment dates
 - c) type of assessment
 - d) weighting
 - e) the evidence that needs to be supplied
 - f) the need to acknowledge all sources of information used in preparation of the assessment
 - g) how to pass the assessment including how to gain competency and/or full marks for a graded assessment
 - h) re-sit/resubmission opportunities
- Generic assessment processes that are set out in the Student Handbook - which is provided to ākonga in the first week of their programme and available on the Yoobee website.

- Assessment as an integral part of the learning and teaching process must be ākonga-centred.
- Assessment measures ākonga learning towards achieving the stated learning outcomes of a course and/or programme.
- Ākonga must have awareness that misuse of Artificial Intelligence (AI) tools may amount to a breach of academic integrity and may have serious consequences. Ākonga are to be advised accordingly. *See Academic Integrity Policy.*
- Ākonga may request to be assessed in te reo Māori. Provided requests are received within timeframes which enable the request to be met, every endeavour will be made to meet such requests.

Kaupapa here | Policy Implementation

The process of implementation of the policy is:

Assessment design

- A variety of assessment methods should be used during the course of a programme such as formative, summative, essays, exams, projects, presentations, and practical tasks to cater to different learning styles and abilities.
- Marking guides and rubrics must adequately identify the evidence that needs to be demonstrated by the ākonga to meet the standards set and be sufficiently detailed to enable consistent judgements to be made by assessors.
- Assessment design should minimise opportunities for academic dishonesty and to prevent cheating and plagiarism and maintain the credibility of the assessment process.

Assessment processes

- Yoobee will provide consistent alternative arrangements in assessment to ākonga with a disability/impairment, which will enable ākonga to demonstrate their knowledge and ability without affecting the integrity of the assessment or fairness to all.
- Yoobee regulations or programme specific regulations will specify the number of re-submission/re-sit opportunities available to ākonga. *See Re-sit/Resubmission Procedures*
- Yoobee will ensure there are procedures in place for non-submission and late submission of assessment. *See Re-sit/Resubmission Procedures.*
- Re-submission/re-sit opportunities must not allow the ākonga to gain unfair advantage or discredit the ākonga.
- All internal and external assessors will be appropriately qualified.
- All summative assessment will be pre and post-moderated in accordance with the Moderation Policy.

Grading/marking and feedback

- When assessing submitted ākonga work, assessors will use the statements in the marking guide and/or rubric to decide whether an ākonga has met the required standards.
- All ākonga will receive feedback on their assessment promptly and appropriately and in not more than fifteen working days from the assessment or assignment due date.
- Assessors will receive clear guidance on the grading/marking of group assignments, including whether individual contributions are able to influence an individual grade positively or negatively.

- Assessors will accurately record the results of all summative assessment and re-sits/resubmissions in the Learner Management System (LMS) as soon as practicable but before the deadline of not more than fifteen working days.
- Team Leaders are responsible for ensuring that Yoobee processes for the approval of assessment results are followed.
- All course results will be ratified prior to an ākonga being awarded the qualification, including by the relevant Board of Studies as appropriate.
- An ākonga has the right to appeal their assessment result(s). The process is set out in the Student Handbook.

See Assessment Appeals Procedures (forthcoming)

Assessment after programme completion

- Ākonga who have not completed all required programme work by the programme finish date, or whose assessed work has not met the standard required to pass the qualification following resubmission, may be granted an extension to complete the programme by the relevant Board of Studies in accordance with maximum programme completion length.
- Where ākonga have not successfully completed all programme requirements and have exhausted all resubmission/re-sits attempts, an ākonga may, with the agreement of the Board of Studies, re-enrol in the programme or relevant course(s). See Ākonga Re-enrolment policy.

Roles and Responsibilities	
Everyone	<ul style="list-style-type: none"> • 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.
Quality and Risk Team	<ul style="list-style-type: none"> • ensuring that the policy is regularly reviewed to ensure it remains fit for purpose, clear and current • maintaining a system that reflects the policy and associated procedures, sets up (files) and tracks progress of its implementation, identifying and raising any systemic issues and concerns • periodic evaluations and reporting on the quality of outcomes and disseminating outcomes and sharing good practice

Definitions

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