

OTAGO POLYTECHNIC ACADEMIC POLICY		Number: AP0900.06	
Title:	Assessment		
ITPNZ Std:	9 Assessment		
Chief Executive Approval:	Approval Date: 20 November 2015	Effective Date:	20 November 2015
Previous Policy No:	na	Review Date:	As required
Contact Authority:	Director: Quality	Status:	Current

Purpose

To set out policies and procedures which govern assessment within the Polytechnic to ensure that all assessment is learner-centred, valid, fair and consistent. The policies and procedures apply to on-site, off-site and flexible learning and teaching assessment practices.

Statutory Compliance

Public Records Act 2005

NZQA Degrees and Related Qualifications Guidelines for Programme Approval and Accreditation to Provide Programmes July 2014

Guidelines for applying for approval of programmes leading to New Zealand qualifications at Levels 1-6 on the NZQF and the accreditation of organisations to provide approved programmes July 2015

NZQF Programme and Accreditation Rules 2013 (Version 2)

Policy

- 1 Assessment is an integral part of the learning and teaching process and will be learner-centred. Assessment, including assessment of prior learning (APL), measures student learning towards achieving the stated learning outcomes of a particular course and/or programme.
- 2 Assessment will take many forms and use a variety of methods to enable learners to provide evidence congruent with learning outcomes.
- 3 Assessment must be transparent, fair and relevant and must not create any unnecessary barriers to learning progression. The purpose of assessment is to be made explicit to learners at all times.
- 4 Assessment events and methods must be
 - 4.1 valid (measure what they set out to measure and be consistent with the stated learning outcomes and level)
 - 4.2 reliable (provide consistent results, regardless of the assessor, the assessment venue or timing of the assessment)
 - 4.3 practicable (can be carried out effectively, taking the required time and other resources into consideration).
- 5 Accurate and timely information regarding assessment and assessment conditions including dates, type of assessment, weighting, conditions, requirements to pass, reassessments/resits/resubmission requirements including fees, will be given to learners within the first two weeks of their programme.
- 6 Feedback from assessment and assessed work will be returned to learners within a specified timeframe as detailed in the Programme Document. The timeframe will be between 1-2 weeks for certificate and diploma programmes and 1-4 weeks for degree and postgraduate programmes (excluding thesis marking).
- 7 Learners may request to be assessed in Te Reo Māori. Provided requests

are received within time frames which enable the request to be met, every endeavour will be made to meet such requests.

- 8 Internal and External assessors must be appropriately qualified.
- 9 Merit and distinction may be awarded only at degree and postgraduate qualification levels. NB: Existing (at 16/11/2015) Level 1 - 6 certificate and diplomas and Level 1 - 6 courses which have merit and distinction will continue to be able to award these until replaced by a New Zealand Certificate or a New Zealand Diploma.
 - *Awarding Qualification with Distinction* - Qualifications to be awarded “with distinction” when students achieve an average of A+ or A over all courses within the last year of the qualification.
 - *Awarding Qualification with Merit* - Qualifications to be awarded “with merit” when students achieve an average of B+ or A- over all courses within the last year of the qualification.
- 10 Approved programme documents must specify the assessment regulations relating to reassessment (including resit, resubmission and specials), extensions and consequences of failure. These must be detailed in the Student Programme Information.
- 11 Effectiveness of the programme’s assessment is evaluated and reviewed at least annually.
- 12 Cross Credits/Credit Transfer will be considered according to policy AP0501 Recognition of Prior Learning.
- 13 Grades and results allocated will be consistent with the grade tables specified in policy AP0903 Grade Tables.
- 14 Any disagreement relating to assessment decisions should be dealt with through academic policy AP0600 Academic Appeal Process for Students.

Procedures

Prior to Assessment

- 1 Heads of School are responsible for ensuring that Student Information contains all internal and external requirements for assessment within the programme.
- 2 All assessment intentions for every course in every programme are loaded into the Student Management System (SMS) within two weeks of the programme start date. These intentions show due dates, assessment type (test, project etc) and assessment marks and weightings.
- 3 Assessments will be identified as either:
 - Formative:* assessments which facilitate learning and allow learners to obtain feedback on progress, levels of skills and/or knowledge acquired without contributing to a final result; or
 - Summative:* assessments which facilitate learning and contribute to a final result.
- 4 Learners are encouraged to be involved in consultation and discussion for clarification prior to submitting an assessment. This may be between learners, or between learners and lecturers or Learning Advisors.

During Assessment

- 5 Assessment cover sheets are to be used for assessments such as examination and written assignments, and wherever practical student ID numbers are to be used as the identifier for all assessments.



- 6 Assessments for Off-site Practical/Workplace Components are to be in line with the requirements listed in the Programme Document, including whether assessment has been delegated to industry assessor/s where benchmarking of standards is required.

Following Assessment

- 7 Feedback to learners on result of assessment must be constructive, in writing, and provide information to learners on performance and ways to improve performance. Methods of feedback will acknowledge issues of privacy and confidentiality and be appropriate to the assessment.
- 8 Where a learner's performance causes concern, the written feedback to learners will be copied/recorded and held in the school.
- 9 Programmes may have different restrictions on the number(s) of reassessments allowed. These restrictions will be approved in the Programme Document and detailed in the Student Programme Information.
- 10 A charge may be applied for reassessments if more than one reassessment is required. Any reassessment charges must be approved in the Programme Document and detailed in the Student Programme Information.

Retention of Assessment Material

- 11 Student scripts, or other assessment material, are normally the property of the learner except in cases where special arrangements have been agreed prior to the assessment.
- 12 Copies of such student work which is required to meet external moderation requirements must be retained by staff.
- 13 Assessed work is to be available for return to learners. Any uncollected learner work relating to summative assessments should be retained for at least twelve months following the final transcript for the qualification, or for twelve months following the sending of the final result in any one year. Student work can be destroyed after the specified retention period.
- 14 School assessment results must be entered into the Student Management System and retained permanently.

Variations to Normal Practice

Note: Where possible, arrangements should be made prior to the assessment.

- 15 Any variations to normal practice should be approved by Heads of School and arrangements should be made prior to the assessment.
- 16 In situations where learners apply to sit examinations at an alternative site, Heads of School will be responsible for ensuring appropriate procedures are followed.
- 17 Variation to conditions for examinations/assessments – Heads of School are responsible for ensuring appropriate procedures are followed where extenuating circumstances require variations from identified time frames for examinations/assessments.
- 18 Where appropriate, the Learners with Disabilities: Circumstances for Assessment policy will apply.

Related Policy, Forms and Documents

Policies

- AP0501 Recognition of Prior Learning
- AP0600 Academic Appeal Process for Students
- AP0602 Student Discipline



AP0607 Cheating
AP0901 Students with Disabilities: Circumstances for Assessment
AP0903 Grade Tables
AP0904 Final Assessment Process in Postgraduate programmes
AP0905 Presentation and Submission of Postgraduate Research Thesis or
Dissertation
AP0906 Grading Systems for Award of Postgraduate Qualifications
AP0907 Impaired Performance/Aegrotat
AP0908 Moderation of Assessment
AP0910 Assessment Committee
AP1005 Results process for Consultancy/Workplace Assessment
AP1008 Student Results
MP0101 Records Retention and Disposal
MP1100 Intellectual Property

Other Documents

AcQual 163 Best Practice in the Assessment of Unit Standards
AcQual 164 Best Practice in the Moderation of Unit Standards
NZQF Consent and Moderation Requirements

Approved by Chief Executive

Date: 20 November 2015



DEFINITIONS

Achievement Assessment	Based	Assesses/Measures how well a learner has achieved against specific criteria, with degrees of achievement identified. Is a form of standards based assessment. Similar to criterion-referenced assessment.
Aegrotat		Aegrotat is a term that applies when a student is unable to undertake an assessment activity through critical circumstances beyond their control which may include: illness, injury, bereavement, family crisis, or other unpredictable events. An Aegrotat Pass is the granting of credit for a course/assessment in which the required assessment was not taken.
Cheating		<p>Gaining unfair advantage by deception or breaking rules, especially in an examination" (<i>Concise Oxford Dictionary</i>).</p> <p>Taking an exam for another student; copying from someone's exam paper without his/her knowledge; arranging with other learners to give or receive signals during an exam; giving answers to other learners during an exam; turning in a paper that one has purchased from a commercial firm; turning in a paper that has been written entirely or in part by another student, and submitting a work or artefact that was not the result of their own process.</p> <p>Included in the list of what possibly comprises cheating is copying from someone with his or her knowledge, passing off someone else's computer program under the pretence of being one's own, footnoting falsely to a relatively small degree, padding a bibliography, and unauthorized collaboration.</p> <p>(<i>NAPSA journal definition as per http://muweb.millersv.edu/~jccomp/acadintegrity/</i>)</p> <p>Refer to Types of Cheating AP0607 Cheating</p>
Competency Based Assessment		Assesses/measures learners' skills and knowledge against pre-determined standards and criteria. Each identified criteria or competency can be or cannot yet be demonstrated to the standard required. Is a form of standards based assessment.
Criterion-referenced assessment		An assessment of student performance against pre-determined criteria related to the learning outcomes of the course. The criteria by which work is to be judged are made explicit and the grade awarded is intended to directly reflect how well the student has met the criteria. Final grading depends on the individual student's achievement, irrespective of the performance of other students in the class. (<i>University of South Australia, 2011</i>). Similar to achievement based assessment.
Formative Assessment		Assessments undertaken during the learning and teaching process to provide feedback to both learner and assessor on progress made.
Impaired Performance		This term applies where a student considers that his or her performance in completing any major item or items of work for an assessment in a course has been impaired through critical circumstances beyond their control which may include: illness, injury, bereavement, family crisis, or other unpredictable events, may apply for re-consideration of the result for the assessment.
Moderation		Procedure used to ensure comparability, validity and consistency of assessment outcomes against identified learning outcomes/elements.
Norm-Referenced Assessment		The practice of assessing learner performance in relation to a norm – ie the performance of other learners. Note: for Otago Polytechnic this is not a preferred assessment method.



Plagiarism	The use of material or work written by author without appropriate acknowledgement of ownership. Sources may include but are not limited to: published sources such as books and journals; internet pages; using another student's work with or without their knowledge (collaboration and working together is encouraged but does not provide an acceptable reason for submitting similar or exactly the same work unless this is the agreed condition of the assessment task); borrowing someone's ideas, information or language without documenting the source; documenting the source but paraphrasing the source's language too closely, without using quotation marks to indicate that words and phrases have been borrowed; a purchased or free assignment either accessed on the internet or written specially by another person.
Reassessment	The opportunity for a student to retake an assessment at a different time (within the timing of the course or programme). (Same as Resit).
Resit	The opportunity for a student to retake an assessment at a different time (within the timing of the course or programme). (Same as Reassessment).
Resubmission	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.
Rubric	An assessment rubric is used to measure performance against a pre-determined set of criteria. The rubric contains the essential criteria for the assessment task and appropriate levels of performance for each criterion. Descriptors are used to indicate what is expected at each level of performance for each criterion.
Special	A special is an opportunity to undertake assessment for the first time or to achieve a result in a particular failed course. This opportunity is usually outside the timeframe of the course or programme.
Summative Assessment	Assessment which measures a level of performance and is used in determining final outcome/result.