

1. PURPOSE

The purpose of this Assessment Policy is to ensure consistent, fair, valid, and quality-assured assessment practices that uphold student learning, align with organisational and regulatory requirements, and support credible achievement of learning outcomes.

2. SCOPE

This policy applies to all assessment activities across all programmes and courses and to all staff, contractors, and committees involved in the assessment process.

3. DEFINITIONS

Term	Definition
Assessment	A structured process used to evaluate student learning, achievement, skills, or progress against defined learning outcomes or criteria.
Summative Assessment	Assessment used to make a final judgement about student achievement of learning outcomes or standards, contributing to overall course results or credentialling.
Assessment Criteria	The specific standards or expectations against which student assessment evidence is evaluated.
Constructive Alignment	An approach where learning outcomes, teaching activities, and assessment tasks are intentionally aligned to ensure valid and meaningful assessment.
Course Descriptor	The formally approved document outlining course learning outcomes, content, assessment requirements, and grading approaches.
Academic Regulatory Framework (ARF)	The organisation’s framework that sets academic rules, standards, and requirements governing assessment and related academic processes.
Reassessment	The completion of an assessment that is similar but not identical to the original summative assessment, which targets the same learning outcomes as the original, governed by the Academic Regulatory Framework and programme regulations.
Rubric	A grading guide that outlines criteria and performance levels used to support consistent assessor judgement.

Term	Definition
Educator / Assessor	A qualified educator or staff member responsible for evaluating student assessment evidence and applying professional judgement.
Artificial Intelligence (AI) Tools	Digital tools that generate or analyse content using automated algorithms; may support feedback processes but must not replace teacher judgement in summative assessment.
General Disposal Authority (GDA)	The approved schedule that determines how long assessment materials must be kept, managed, and securely disposed of.

4. PRINCIPLES

- 4.1 Assessment places students at the centre, supporting and enhancing meaningful learning and achievement.
- 4.2 Assessment upholds equity, cultural responsiveness, and accessibility for all students.
- 4.3 Assessment upholds respectful and transparent practices in communication, feedback, and decision-making for students.
- 4.4 Assessment has integrity, is fit-for-purpose, valid, reliable, and fair, producing credible and defensible outcomes across all programmes.
- 4.5 Assessment processes are clearly defined, regularly reviewed, and consistently communicated.
- 4.6 Assessment is designed and delivered in alignment with organisational quality standards, the Academic Regulatory Framework, and NZQA requirements.
- 4.7 Assessment reflects real-world, engaging, and inclusive approaches that are technically accurate and appropriately contextualised.
- 4.8 Assessment is supported by ongoing professional development to ensure effective and high-quality practice across the organisation.
- 4.9 Assessment outcomes and learner achievement insights are used to strengthen teaching, learning, and continuous programme improvement.

5. POLICY STATEMENTS

- 5.1 Assessment enacts the organisation's Assessment Principles and adheres to the Academic Regulatory Framework.
- 5.2 Assessment is planned, intentional, and designed to support meaningful learning and achievement.
- 5.3 Assessment design uses constructive alignment to ensure assessments are valid, fair, fit-for-purpose, and maintain integrity.
- 5.4 Summative assessment is criterion-referenced and uses the grading approach specified in approved course documentation, with assessors evaluating student evidence against defined criteria and/or a rubric.
- 5.5 Summative assessment materials are quality assured through moderation and aligned with approved learning outcomes and requirements as outlined in the Course Descriptor.
- 5.6 Summative assessments may be undertaken in te reo Māori, except where the task assesses the student's English language skills. See the Academic Regulatory Framework or programme regulations.
- 5.7 Educators responsible for assessing students must have the necessary subject expertise and assessment capability.

- 5.8 Assessment practices uphold fairness, validity, integrity, accessibility, and comparability of assessment outcomes across all regions.
- 5.9 Assessment instructions and expectations, feedback, and results are communicated clearly, appropriately, and in a timely manner to support student learning.
- 5.10 Summative assessment results, records, reassessment processes, and all student assessment materials (including subcontracted, hard copy, or electronic) are managed and retained accurately, ethically, and in accordance with the Academic Regulatory Framework and the General Disposal Authority.
- 5.11 Educators are responsible for all assessment judgements, and AI tools must not be used to mark summative assessments or replace professional judgement; any AI use must be limited, carefully supervised, and aligned with Department/Ministry of Education guidance. In short, AI can support feedback but must not replace human marking due to risks of inaccuracy, bias, and unfair decisions.

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