



Academic Policy and Procedures Manual

23 Assessment and Feedback

Date of first approval:	15 September 2009
Date of last amendment:	N/A
Date of previous amendment:	N/A
Approval body:	Academic Board

1 Policy

All Unitec programmes employ appropriate assessment and feedback practices that enhance the quality of student learning and evaluate achievement. Assessments will be fair, valid and consistent, and utilise transparent processes.

To support student learning, assessments and feedback reflect the following principles:

1. Learning Principle: assessment and feedback should enhance and promote learning and the development of capability;
2. Content Principle: assessment should relate directly to the agreed learning outcomes and specified topics;
3. Justice Principle: assessment should provide equitable opportunities for every student to engage with the course material and provide evidence of their learning.

The institutional standard for providing feedback on assessment is no later than three weeks after the due date of the assessment event.

2 Explanation

The above policy statement provides the benchmark for assessment practice. The remainder of this document provides guidelines for interpretation and implementation of the policy.

The Academic Strategy defines Unitec's approaches to teaching and learning and, therefore, assessment practices will be student-centred. This policy recognises the importance of positive learning experiences for students and therefore embeds assessment within authentic activity and collaborative learning that is contextualised and situated in practice. In this way, assessment is an integral and critical component of a coherent educational experience.

Assessments will reflect a standards-based approach and assess the agreed learning outcomes appropriately in direct relation to the level of the course. In recognising that learning is complex, the student body is diverse and students have different approaches to learning, a wide range of approaches to assessment should be employed.

The design of assessments will also reflect a balance between specific current content and lifelong learning capabilities.

3 Implementation

Programme committees are accountable for implementing this policy paying particular attention to the following:

- The coherence among the learning process, the desired content and outcomes, the development of student capability and assessment practices;
- Developing assessment processes and criteria that promote student engagement and enhance their learning and performance;
- Developing internal and external moderation processes to uphold the learning, content and justice principles of this policy;
- Ensuring there are opportunities for students to present assessments in Te Reo Maori;
- Providing opportunities for student engagement in self- and peer-assessment;
- Ensuring a shared understanding between staff and students of the assessment requirements and criteria;
- Ensuring students understand the type and nature of the evidence they may provide;
- Ensuring that all students are treated fairly in group-based assessments;
- Ensuring transparency and equity in the making of judgements about student achievement of assessment criteria;
- Ensuring the confidentiality and security of assessment results; and
- The maintenance of professional standards throughout the assessment process.

Teaching Staff Responsibilities

Feedback on student work is provided on the basis of encouraging enhancement of learning and achievement and is closely aligned with learning outcomes and assessment criteria. Feedback timeframes are notified to students and documented feedback is provided.

The weighting and proportion of marks assigned to different components of the assessment included in the final grades are selected to best reflect the desired student capabilities on completion and are notified to students at the commencement of the course.

Teaching staff ensure that all summaries of assessment feedback are recorded and all student results are recorded accurately in a timely manner and confirmed through the programme committee process.

Institutional Responsibilities

The institution and departments support staff in order that they become well equipped to employ a range of innovative and appropriate assessment practices.

The institution provides students with equitable access to resources which support their learning and the achievement of assessment requirements.

The institution monitors and evaluates assessment practices in programmes through this policy and through other policies related to programme development, approval and accreditation, review, moderation, student evaluation of teaching and through student achievement of graduate capabilities and student satisfaction.

If any issues of concern regarding assessment are notified to the USU, the USU will approach the Head of Department directly who will be responsible for investigation and resolution of the concern.

Evidence of implementation

- Programme committees develop and review assessment protocols and regimes for all programmes in line with the principles and implementation requirements in this policy.
- Programme regulations include appropriate references to the assessment requirements in the programme.

- Documentation provided to students includes detailed information on the assessment requirements and regulations within programmes and guidance on how to address assessment issues.
- MyCourseDetails contain accurate information on assessment requirements.
- Programme committees table and review internal and external moderation plans and reports.
- Annual programme reports contain specific reference to assessment issues.
- External monitoring reports include a focus on assessment.
- Programme reviews include assessment as an item for evaluation.
- Programme committees minute evidence of changed practice in relation to assessment.
- Staff capability in effective assessment is strengthened and is monitored through performance management processes.
- Te Puna Ako develops and maintains a comprehensive, current repository of guidelines for assessment practice.

4 Definitions

Definitions relating to assessment can be found in the [Te Puna Ako guidelines for assessment](#).

5 Other Documents

Additional documents supporting this policy are available on myUnitec Staff Portal, [Te Puna Ako website](#) or in programme documents. These include:

01a Academic Statute

01d Code of Practice for the Conduct of Appeals under the Academic Statute

4m Grade to Mark Models

4n Calculating Grade Point Averages

12c Protocols for Examination of Student Research

14a Assessment of Prior Learning

14b Assessment of Te Reo Maori

14c Credit Recognition

14d Moderation of Assessment

14e Supplementary policy and guidelines - Moderation of Assessment for NQF Standards

14f Examination Regulations

HR17 Disciplinary Policy and Procedures

Guidelines for assessment

Graduate profiles specified in programme documents
