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NMIT ASSESSMENT POLICY

MOKAMOKA WHAKAAETANGA | APPROVAL DETAILS

Section	Academic and Teaching		
Approval Date	10.03.2026	Sponsor	Director Academic and Teaching
Next Review		Approved by	SLT

NGĀ WHAKATIKATIKA | AMENDMENT HISTORY

Version	Effective Date	Created/ Reviewed by	Reason for review / comment
1	01.01.2026	Transition Lead	New

Mō wai me te whānuitanga | Audience and scope

This policy applies to:

- all qualifications, programmes, micro credentials, training schemes and courses, teaching, learning, assessment and research, funding and support activities delivered by or on behalf of NMIT; and
- all employees of NMIT, including contracted staff and secondees providing services for NMIT; and those on fixed term contracts (may be collectively referred to as kaimahi in this policy); and
- all ākonga of NMIT engaged in campus-based learning at any location; and online or remote learning via any mode; and work based learning. This includes encompasses all references to learners, ākonga or students.

Te Pūtaki | Purpose

The purpose of this policy is to set best practices expectations for educational assessment for NMIT.

This policy is to be read and implemented in conjunction with the [NMIT Academic Regulations](#) and [NMIT Academic Procedures Manual](#).

Ngā Mātāpono | Principles

NMIT assessment policy and procedures are guided by the following principles:

Giving Effect to Te Tiriti o Waitangi

NMIT is committed to fulfilling our responsibilities and obligations as a Te Tiriti o Waitangi partner and to being reflective and open as we work towards excellence in our ways of working to give effect to te Tiriti.

We commit to ensuring that assessment is equitable and inclusive in approach and practice, and that it is accessible, culturally appropriate and responsive.

We work to embed culturally appropriate processes, expectations and responses into our practices for assessment.

Our Values

NMIT values guide our behaviour as an organisation and establish a foundation for how we all work as part of the NMIT community.

Ākonga and kaimahi alike have an individual and collective responsibility to behave in ways that uphold our values and maintain integrity and quality in everything we do.

Diversity, Equity and Access

NMIT policies, procedures and practices reflect our commitment to providing, accessible and barrier free access to learning and equity of experience and outcomes for all.

Assessment upholds the mana of ākonga in how it is conducted and the approaches and practices used; in the communication of expectations, feedback and results; and in the decisions made based on assessment results.

Learners at the Centre of what we do

NMIT is committed to being learner centred with a strong focus on equity of access, learning experience and outcomes. We commit to supporting the wellbeing, safety and learning experience of learners enrolled at NMIT, ensuring that we listen, understand, and respond to learner voice to support effective learning and credible, equitable outcomes for all ākonga.

Assessment Best Practice

Assessment is fit-for-purpose, meaningful and has integrity. It is effective, valid, relevant, fair, and free from bias or discrimination. It supports effective learning and equitable achievement of outcomes, and is sustainable, relevant, engaging and reflects real-world conditions.

All summative assessments (assessments that contribute directly to a final course result) are reviewed periodically, and assessment changes are informed by moderation from a range of sources.

Academic Integrity

Academic integrity, including the fundamental values of honesty, trust, fairness, respect and responsibility, is central to the learning culture valued at NMIT.

Compliance

Decision-making and practice relating to the implementation of NMIT's academic regulatory framework will comply with all relevant legislation, standards, policies and procedures.

Continuous improvement

Assessment processes and outcomes provide valuable feedback for reflecting on and improving our practice. We commit to embedding action-focused quality improvement into the assessment process.

Kaupapa Here | Policy Statements

ASSESSMENT DESIGN

NMIT assessment design supports our commitment to assessment best practice, and ensures that:

- Assessment supports effective learning for ākonga. It is meaningful, focused on its purpose, and leads to equitable, credible, and defensible assessment outcomes for ākonga.
- Assessment is effective for its different purposes.
- Assessment is valid:
 - It adequately and appropriately assesses what it is meant to assess, at the right level, using appropriate methods and under appropriate conditions
 - Assessor judgements are based on sufficient and credible ākonga assessment evidence.

- Assessment results fairly, credibly, and defensibly reflect ākonga achievement.
- Assessment evidence is judged appropriately and consistently over time and across assessors.
- It is fair, and free from bias or discrimination.
- Assessment is relevant, engaging, and reflects real-world conditions where appropriate.
- Assessment is equitable, inclusive, accessible and culturally appropriate in approach and practice.
- Formative assessment is designed to provide opportunities for constructive and timely feedback.
- Summative assessment is designed to evaluate learning and the completion of a course or units of study.
- Summative assessment is criterion-referenced (not norm referenced) and uses the grading scales specified in the approved programme regulations or course descriptor.

ASSESSMENT REGULATIONS

The [NMIT Academic Procedures Manual](#) details procedures that ensure assessment information to ākonga is timely and accurate, and assessment practice is robust. Regulations governing the assessment in a programme of study are stated in Programme Regulations.

[The NMIT Academic Procedures Manual](#) provides guidelines for administering online controlled assessments and supervising exams, to ensure best practice in maintaining academic integrity and supporting learner success.

Quality assured assessment

Summative assessment materials are quality assured to ensure they are fit-for-purpose and meet all regulatory requirements. All kaimahi involved in the assessment process take part in effective and robust moderation practices in accordance with [NMIT Moderation Policy](#).

Specific language requirements

Assessments for summative purposes can be undertaken in te reo Māori, New Zealand Sign Language, or English, except where a specific language is required within the programme, as specified in programme regulations.

Alternative and special assessment

Alternative assessment arrangements may be provided in cases where ākonga are unable to sit a test or examination or complete an assessment as scheduled, as detailed in programme regulations and [NMIT Academic Procedures Manual](#).

Programme regulations detail the circumstances, criteria and process for seeking an extension, and any penalties for late submission or non-submission of assessment.

Special assessment opportunities are available to students facing unforeseen, exceptional, and/or uncontrollable events that hinder their performance, and provides a range of options that ensure fair evaluation without providing unfair advantages. Programme regulations and the [NMIT Academic Procedures Manual](#) outline the circumstances and processes for:

- Aegrotat consideration
- Conceded Pass
- Marks carried forward
- Resits and resubmissions

Results

Results are recorded and grades assigned and reported in accordance with NMIT Academic Procedures Manual and the Course Results Key specified in Programme Regulations, approved by Academic Committee.

Commented [SR1]: @Maria Kneepkens I've created one section on Assessment Regulations, instead of the approx 7 sections with 7 headers with 1 or 2 sentences under each. I also added Formative and Summative assessment design wording up into the Assessment design section above.

Commented [SR2R1]: I really hope you can see the track changes. Somehow the tracking isn't showing for me now (even though it's turned on for me). Thanks.

Commented [MK3R1]: What if I use sub-headings like this? I think the section lacks cohesion - feels like a collection of random statements.

Commented [SR4R1]: Those headings look great. Good to go then. Tx

ATTENDANCE AS A COURSE REQUIREMENT

Kaiako maintain attendance registers to monitor and manage attendance of international ākonga, and to help identify ākonga who may be experiencing barriers to success. Attendance is not commonly an assessed course requirement unless specified in programme regulations.

DISABILITY OR IMPAIRMENT SUPPORT

Students with disability or impairment may apply for assistance and/or the use of assistive technology in learning and assessment. Use of assistive technology carries expectations for responsible, ethical use as specified in [NMIT Academic Procedures Manual](#).

APPEALS

Ākonga may appeal a final assessment decision under the circumstances, and following the procedures set out in the [NMIT Academic Procedures Manual](#).

ACADEMIC MISCONDUCT AND PLAGIARISM

Academic integrity is central to the learning culture and assessment at NMIT. Instances of alleged academic misconduct, including the misuse of Generative Artificial Intelligence (AI), will be investigated fairly, transparently, and consistently in accordance with [NMIT Academic Integrity and Academic Misconduct Policy](#) and [NMIT Academic Procedures Manual](#).

PRIVACY AND RETENTION OF ASSESSED WORK

Copies of assessed work and/or results may be retained and shared as appropriate for moderation purposes and/or to meet other internal and external quality assurance requirements. All records are stored in accordance with [NMIT Information and Records Management Policy](#) and procedure and align with NZQA Rules for the retention of student assessments.

Ngā Haepapa | Responsibilities

Role	Responsibilities
Academic Committee	Oversee the development and approval of academic standards, including mechanisms that guarantee that programmes and courses are assessed and moderated in a fair, equitable and consistent manner. Oversee procedures for determining course results and awarding qualifications
Curriculum Area Managers (CAMs)	Implement, maintain and monitor NMIT procedures that ensure assessment development, design and practice is conducted in accordance with Programme Regulations, academic regulations, and applicable policies and procedures.

Ngā Tikanga | Definitions

Term	Definition
Criterion-referenced assessment	Evaluates student learning against fixed, pre-determined standards or learning outcomes, rather than comparing performance to peers.
Formative assessment	Scheduled, structured assessment undertaken primarily to provide feedback to the ākonga and assessor on progress made, and where the result is not used in determining the final grade or pass criteria in a course.

Moderation	An umbrella term for the range of practices used to maintain, improve, and assure the quality and integrity of summative assessment.
Summative assessment	Assessment that contributes to the final result or grade; determines ākongā achievement of learning outcomes and ensures that the learner has met the requirements for progression and completion within the course or programme.

Ngā Hononga ki Tuhinga kē | Links to other documents

NGĀ KAUPAPA-HERE E HANGAI ANA | RELATED POLICIES

[NMIT Academic Regulations](#)
[NMIT Academic Integrity and Academic Misconduct Policy](#)
[NMIT Moderation Policy](#)
[NMIT Ākongā Appeals Policy](#)
[NMIT Information and Records Management Policy](#)

NGĀ TUKANGA ME NGĀ HĀTEPE | RELATED PROCESSES, PROCEDURES

[NMIT Academic Procedures Manual](#)

TURE WHAI TAKE | RELEVANT LEGISLATION

[Education and Training Act 2020](#)