

Hurunui College NZQA Student Handbook 2022

Principal's Nominee: Dr Tim Kelly

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Assessment Practice

Academic counselling/mentoring

If you have any questions relating to assessment, please ask your subject teacher in the first instance, or the Principal's Nominee (PN) in the second instance. Course enquiries should be directed to the Deputy Principal.

Appeals (procedure and form)

A student has the right to appeal any assessment decision. This includes, but is not limited to their awarded grade, an allegation that they have made a Breach of the Rules, or a decision affecting their access to assessment.

In the first instance the student should try to resolve the issue directly with the teacher concerned. If this does not produce a satisfactory outcome for the student they should lodge a formal appeal.

The student should lodge this within five days of being notified of the initial assessment decision.

A student does not forfeit their right to appeal by acknowledging the return of their work or by sighting their grade.

Procedure

- Submit a completed NZQF School Appeals Form (**Appendix A**) to the Principal's Nominee
- The Principal's Nominee will investigate the issue. The investigation could involve the school receiving input from a subject specialist outside the school. The initial marker of the student's work will not be involved in the appeal.
- The decision of the Principal's Nominee is final and they will communicate the outcome to the student in writing. Under normal circumstances this should be done within 10 working days of the appeal being lodged.
- If the reason for the appeal relates to an initial assessment decision made by the Principal's Nominee, the Principal will nominate another staff member to investigate the issue. The decision of this person is final.

Authenticity

See the following NZQA weblink for detailed advice on ensuring authenticity:

<https://www.nzqa.govt.nz/providers-partners/assessment-and-moderation-of-standards/assessment-of-standards/generic-resources/authenticity/>

Breaches of rules

Examples of a breach of the rules include, but are not limited to, the following:

- Plagiarism (submitting work that is not the student's)
- Impersonation
- False declarations of authenticity
- Using notes in a test or exam
- Collusion (communicating with others, disruption or dishonestly assisting or hindering others during a test or exam)
- Dishonesty (lying about reasons for submitting late work)
- Altering answers prior to seeking an appeal
- Copying from another student, or deliberately allowing work to be copied by others

If a breach of the rules is suspected

- the teacher will retain the evidence of the breach and discuss the situation with the Principal's Nominee
- the teacher will notify the parent/guardian of the alleged breach of the rules
- the Principal's Nominee will investigate the matter, keep a written record of the investigation and consult with other relevant specialists as required
- The PN will make the final decision and notify the student and the parent/guardian in writing of the outcome of the investigation
- The school will report Not Achieved if the breach is proven.

Derived grade assessment tasks used and verification

See the following NZQA weblink for detailed advice on derived grades:

<https://www.nzqa.govt.nz/providers-partners/assessment-and-moderation-of-standards/managing-national-assessment-in-schools/derived-grades/>

Further assessment and resubmission

See the following NZQA weblink for detailed advice on further assessment and resubmission:

<https://www.nzqa.govt.nz/about-us/our-role/legislation/nzqa-rules/assessment-including-examination-rules/6/7/>

Guidelines for gathering evidence of achievement

See the following NZQA weblink for detailed advice on Guidelines for gathering evidence of achievement:

<https://www.nzqa.govt.nz/providers-partners/assessment-and-moderation-of-standards/assessment-of-standards/generic-resources/gathering-evidence-of-achievement/>

Missed or late assessments (process and form)

Work that is submitted for marking after the stated deadline will not be included in the body of evidence used to make an assessment decision.

If valid, authentic standard specific evidence of achievement is not available credit for the standard cannot be awarded.

When a student is absent from an assessment the following options may be available to the teacher and the student:

- Assess the student upon their return to school
- Consider whether any other authentic and standard specific evidence is available on which a valid assessment decision could be based. This evidence must be documented so that that the teacher's assessment decision can be verified by another subject specialist, or submitted for external moderation if required
- Provide the student with a further assessment opportunity if one is available, it is fair to do so and the work submitted is authentic

- Withdraw the student from the standard, or if the student had an adequate assessment opportunity, award Not Achieved

Wilful absence

A willful absence will be considered as intent to avoid assessment. A further assessment opportunity will not be provided to a student who willfully misses an assessment. If other valid, authentic standard specific evidence is not available a result of Not Achieved will be reported.

Extensions

1. When an assignment has been set on a subject it must be handed to the teacher during the class period of the due date.
2. Any student who envisages being unable to complete an assignment on time through circumstances beyond her/his control (sickness, family trauma) should request an extension of time from the teacher.
3. An application for an extension must be made on the *Extension Form (Appendix B)* at least three school days before the due deadline.
4. At that time of the request, work done to date must be displayed along with a signed explanation for the request from a parent/caregiver.
5. Failure to submit sufficient and satisfactory evidence of work done so far will result in no extension being granted.
6. Any extension will not normally exceed three days beyond the original deadline and the student will be given full credit for this completed work.
 - This means work due on a Friday, with an extension, becomes due the next school day.
 - Care should be given to accommodate the three day period prior to a holiday e.g. Tuesday would be a suitable due date before a Friday end of term.
7. If the extension is approved, the assignment should not be returned to the remaining students until after the extension date.

Privacy act for results and exemplars

Schools are required to comply with the Privacy Act 1993.

Teachers should comply by

- Keeping student information confidential. No student is entitled to view the results of another student without their permission. Teachers should take care when handing back assessments or when getting students to check final results.
- Seeking permission from student before using their work as an exemplar.
- Removing student's names from work that is sent for moderation.

Reporting Not Achieved

A result of Not Achieved must be reported to NZQA if it is deemed that:

- The work submitted by a student is below the standard required for Achieved.
- The student has submitted no work for assessment but had an adequate opportunity to do so.

Special Assessment Conditions, inc. for internal assessment

See the following NZQA weblink for detailed advice on Special Assessment Conditions:

<https://www.nzqa.govt.nz/providers-partners/assessment-and-moderation-of-standards/managing-national-assessment-in-schools/special-assessment-conditions/>

Standards-based assessment overview

- Students need a total of 80 credits for each NCEA qualification.
- Assessment programmes can be personalised to meet individual student needs. Some students may undertake less assessment, whilst others undertake more.
- The National Curriculum details what may be taught, but not everything needs to be assessed. Too much assessment can get in the way of learning.
- The teaching programme should allow students to be assessed when they are ready.

Moderation

Internal moderation expectations for critiquing, verification, and evidence of this

The school must undertake internal moderation each year to ensure that assessment materials meet the standard and that teacher judgements are consistent across tasks, classes, and years.

A sample of student work from each standard assessed must be internally moderated every year. Teachers must report only those internal assessment results which have been subject to an internal moderation process.

Evidence of grade verification can include:

- annotated student work
- records of discussions between teachers
- the *Internal Moderation Cover Sheet*.

For further information about internal moderation please visit the following NZQA weblinks:

<https://www.nzqa.govt.nz/providers-partners/assessment-and-moderation-of-standards/managing-national-assessment-in-schools/secondary-moderation/internal-moderation/>

<https://www.nzqa.govt.nz/providers-partners/assessment-and-moderation-of-standards/managing-national-assessment-in-schools/ncea-the-myths/myth-6/>

Data

Data accuracy checks (external entries, internal grades reported)

The school electronically instructs NZQA to make student entries and processes withdrawals from standards. A file is usually sent on the first of each month, May through to December. The submitted data is copied from MUSAC Edge.

When students check student entries they should initially do so from the schools general access page on the NZQA website rather than by using MUSAC Edge.

Students should notify their subject teacher of any errors or omissions.

Key Dates

For entries in internally assessed standards:

- The last electronic file is submitted by the PN in early December. After that, the PN can continue to make entries via a link in the school's high security on the NZQA website until the end of February in the following year.

For withdrawals from internally assessed standards:

- Students should be withdrawn by mid-September from any standard that a teacher no longer intends to assess a student against. Withdrawals made after this date are not processed by NZQA.

For entries in externally assessed standards:

- The school's 1 September file must be accurate with respect to entries in externally assessed standards. Entries made after this date are late and require the school to request additional exam materials. Late requested exam papers are not personalised with candidate details and there is a greater risk that these papers will go missing.

For withdrawals from externally assessed standards:

- Students should be withdrawn by 1 September from any standard that a student does not want to be assessed against. Withdrawals made after this date are not processed by NZQA.

- If a withdrawal is not made by this date and the student does not attempt the assessment, a result of Standard Not Assessed is reported to students.

If students choose not to enter for one or more externally assessed achievement standards, they must continue to actively study that subject until at least the end of Term 3. This involves the student attending the class, doing the work, keeping up notebooks or other records of work, reasonable attempts at home work and importantly, sitting all relevant internal assessment activities.

No class teacher may authorise withdrawal from class. The Deputy Principal will deal with exceptional circumstances.

During Term 4 students must attend class but may study for other subjects with the permission of the teacher. Other students must not be disturbed in any way.

ESAA/EPA school log in

Remind students to regularly use their learner log-in facility on the NZQA website to check entries and reported results and to inform their teacher if there are omissions or errors. Results on NZQA are updated by the second week of each month.

Fees/Financial assistance

Details of NZQA fees can be found at this weblink:

<https://www.nzqa.govt.nz/about-us/our-role/legislation/fees/nzqa-fees/>

Note that domestic students do not have NZQA fees.

Learner log-in

Learners can obtain a log-in to the NZQA website after their first results are reported to NZQA. The PN will notify Year 11 form teachers when this is the case, and the form teachers should assist their students to create a log-in, and to check their submitted results regularly. Students should check the accuracy of their results, and contact the teacher responsible if errors are noticed. Students should also check their progress towards the various certificates and endorsements they may be working towards.

Communication

Accreditation/MOUs

Where an offsite provider is used by the school to assess students, a memorandum of understanding must be in place that clearly states the responsibilities of the provider and the school. In this instance, your assessment is processed by the external organisation. The external organisation will communicate with you (usually via your subject teacher) regarding your assessment. If you have any questions about external providers, please contact the Principal's Nominee and he will direct you.

Assessment specifications (externals)

The assessment specifications and other learning materials for your subjects can be found at this webpage: <https://www.nzqa.govt.nz/ncea/subjects/>

Certificate and course endorsement

The current requirements for certificate and course endorsement can be found at the following NZQA webpage:

<https://www.nzqa.govt.nz/ncea/understanding-ncea/how-ncea-works/endorsements/>

Course outlines content

Course Documentation

Students must be provided with information about each of their courses:

1. Course outline - this will include
 - subject name, level, and year
 - course aims
 - course description
 - course requirements
 - for each standard offered in the course:
 - the registration number and version
 - full title
 - number of credits

- mode of assessment – internal or external
 - form of assessment - eg test, practical, seminar, speech, open book, a process of completing a portfolio of work etc.
 - approximate timing of assessment
 - whether a further assessment opportunity is available.
2. A statement informing students that the school’s assessment policies will apply in the course and that a copy of these can be found in the student handbook.
 3. For specific courses:
 - Identification of standards that contribute towards
 - NCEA Level 1 Numeracy
 - NCEA Level 1 Literacy
 - UE Numeracy
 - UE Literacy – reading
 - UE Literacy – writing.
 - For Level 3 standards, identification of the subject or domain, so that students can monitor their own progress towards University Entrance.
 - Information about other national certificates that the student could gain from the course. For example, The New Zealand Certificate of Computing, level 2.

Assessment Information

Students should be provided with information about each individual assessment. This should include:

- The due date.
- The mechanism used by the teacher to ensure that students submit work that is authentic.
- Any other relevant assessment conditions for example, if the assessment involves a field trip.
- Whether a further assessment opportunity is available.

NCEA certificates

Visit this NZQA weblink for information about NCEA certificates:

<https://www.nzqa.govt.nz/ncea/understanding-ncea/how-ncea-works/ncea-levels-and-certificates/>

Other New Zealand certificates

Visit this NZQA weblink for information about other New Zealand certificates:

<https://www.nzqa.govt.nz/providers-partners/assessment-and-moderation-of-standards/managing-national-assessment-in-schools/new-zealand-certificates-for-secondary-schools/>

Scholarship

Visit this NZQA weblink for information about scholarship:

<https://www.nzqa.govt.nz/qualifications-standards/awards/new-zealand-scholarship/>

University entrance

Visit this NZQA weblink for information about university entrance:

<https://www.nzqa.govt.nz/qualifications-standards/awards/university-entrance/approved-subjects/>

Vocational pathways

Visit this NZQA weblink for information about vocational pathways:

<https://www.nzqa.govt.nz/qualifications-standards/awards/vocational-pathways/>

APPENDICES

APPENDIX A: APPEALS FORM

https://docs.google.com/document/d/1yd_BrDgVMRZmbtD0Y7dhY8UAW4lirTMnxwhu6dMNM7M/edit?usp=sharing

APPENDIX B: APPLICATION FOR EXTENSION FORM

https://docs.google.com/document/d/1aXsKOvp0kOuyAagbb-i1C_VHFVYxWJ-sg5CKziu6JLA/edit?usp=sharing

APPENDIX C: SUGGESTED BIBLIOGRAPHY STYLE

<https://docs.google.com/document/d/1uuDohOZhowoWKzNXOkfzWmayBiq4l5uwWLEsSicia0U/edit?usp=sharing>