

Transpower Governance Centre Document

Assessment Policy

Summary

This policy establishes the overarching framework for assessment delivery, recognition of prior learning, assessment extensions and assessment appeals within the Sector Workforce Development Group. It ensures that all assessment-related processes are fair, consistent, transparent, evidence-based, and aligned with external requirements, Transpower service specifications, and internal quality assurance expectations.

Document Status: **Approved**

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1. Purpose	To ensure that all assessments are conducted consistently so that the results are reliable and fair, and to provide objective and transparent processes for extensions, appeals, and the recognition of valid prior learning and experience. This policy is implemented through the following: a) Assessment Procedures b) Assessment Extension Procedures c) Assessment Appeals Procedures d) Recognition of Credit for Learning (RCL) Procedures
2. Principles	All assessment-related processes are underpinned by the following principles: 1.1 Fairness and Equity Learners are treated fairly, consistently and without bias, taking into account individual circumstances where relevant. 1.2 Validity, Authenticity, and Sufficiency of Evidence Assessment and RCL decisions are based on valid, current, authentic, sufficient, and verifiable evidence aligned to approved learning outcomes. 1.3 Transparency and Access Processes, timeframes, requirements, and outcomes are clearly communicated to learners and service providers, and documented. Learners have access to structured pathways for extension, reassessment, RCL, and appeals. 1.4 Academic Integrity and Quality Assurance Assessment practices align with external regulatory body, Transpower, and industry requirements. Decisions are subject to moderation, verification, and review to maintain credibility and continuous improvement. 1.5 Timeliness and Accountability Assessment, extension, RCL, and appeal processes are managed within defined timeframes and recorded appropriately in approved systems.
3. Scope	This policy covers all SWDG assessment activities (written, research, oral, block course practical, on-job practical, and RCL assessments). This policy applies to: a) All learners enrolled in SWDG programmes and courses. b) Designers, trainers, assessors, verifiers, moderators, and SWDG staff involved in assessment processes. c) Service providers where assessment or verification responsibilities apply.
4. Policy	4.1 Assessment Activity 4.1.1 All learners are assessed against approved learning outcomes.

	4.1.2 Assessment decisions are based on established rubrics, model answers, and Industry Skills Board quality requirements. 4.1.3 Judgements are recorded as Satisfactory or Not Satisfactory. 4.1.4 Health and safety requirements are mandatory and are embedded in practical assessments. 4.1.5 Assessment records are accurately maintained in approved systems. 4.2 Assessment Extensions 4.2.1 Learners must apply for extensions in writing before the due date using the approved form. 4.2.2 Extensions are granted only where reasonable, verified circumstances exist. 4.2.3 Maximum extension timeframes will apply unless otherwise agreed. 4.2.4 Failure to meet submission requirements without approved extension may result in an unsatisfactory grade or requirement to repeat training. 4.3 Assessment Appeals 4.3.1 Learners have the right to appeal an assessment decision where they believe an error, unfairness, or procedural issue has occurred. Appeals based solely on dissatisfaction without evidence will not be upheld. 4.3.2 Appeals must be lodged within defined timeframes. 4.3.3 Reviews, re-marking, or resits must be conducted by a suitably qualified assessor independent of the original decision. 4.3.4 Final decisions are documented and communicated in writing. 4.3.5 Learners may escalate concerns under the Complaints Policy where it is considered that there has been bias or unfair treatment in the appeals process. 4.4 Recognition of Credit for Learning (RCL) 4.4.1 SWDG recognises previous learning and experience and may award credit this through Credit Transfer (CT), Cross Credit (CC), or Recognition of Prior Learning (RPL) 4.4.2 RCL decisions are based on valid, current, authentic, sufficient, and verifiable evidence, and align with the approved learning outcomes of the relevant course or programme. 4.4.3 RCL decisions may result in full credit, partial credit, or no credit being granted and documented, verified, moderated, and formally approved in accordance with established procedures.
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5. Roles and Responsibilities	Roles	Responsibility
	Head of Sector Workforce Development	Oversight of assessment quality and compliance
	Portfolio Manager	Ensure that assessments are clear, authentic and contextually relevant, and require sufficient, appropriate evidence across all learning outcomes to enable confident judgements of competence
	Training and Learning Manager	Ensures consistent application of policy Manages appeals and RCL approvals.
	Evaluation and Quality Specialist (EQS)	Responsible for overseeing the assessment procedures.
	Training Specialist	Verifies RCL recommendations. Supports appeals decision-making. Identifies systemic issues and improvement opportunities.
	Trainers / Assessors	Ensure all assessments are carried out according to the assessment design and any other requirements specified in the assessment documentation. Provide feedback and record results. Participate in appeals processes as required.
	Independent Assessors	Conduct independent reviews, re-marks, or reassessments as requested
	Verifiers/Technical Experts	Provide verification of evidence for on-job practical assessments.
	Learners	Complete assessments by due dates. Provide valid evidence for RCL or extension requests. Engage in appeals using the appropriate processes and within stated timeframes.
	Service Providers / Employers	Support on-job assessment processes. Provide appropriate practice opportunities before practical assessments are conducted.
6. Definitions	Term	Definition
	Assessment	A process that measures learning and development by assessing a learner's performance against approved learning

		outcomes and qualification requirements.	
	Learning Outcomes (LOs)	Statements describing what a learner must know, understand, or be able to do upon completion of a course or programme.	
	Evidence	Documentation, photos, recordings or demonstrations used to support assessment or RCL decisions.	
	Extension	Additional time granted to complete an assessment beyond the original deadline.	
	Recognition of Credit for Learning (RCL)	The formal process of recognising previously achieved learning or experience through CT, CC, or RPL.	
	Assessment Appeal	A formal request for an assessment decision to be reconsidered.	
7. Related Policies, Procedures, Guidelines, and Legislation	Associated Policies Moderation Related Procedures Assessment Transpower Standards - TP.SS 06.25 Minimum Training and Competency Requirements for Transpower Field Work Legislation and Regulations - NZQA Rules and Guidelines The Education (Pastoral Care of Tertiary and International Learners) Code of Practice 2021		
8. Contact	Head of Sector Workforce Development		
9. Policy approval	Policy Owner	Head of Sector Workforce Development	
	Approval Note		