

# Assessment in Te Reo Māori Procedure

## Te Aromatawai i Te Reo Māori

**Controlled Document – refer to Intranet for latest version**

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### Purpose

To outline the responsibilities and processes that support the availability of student assessment in te reo Māori at UCOL.

To ensure that assessment remains valid, reliable and consistent whether being undertaken in te reo Māori or English, and fair to all learners enrolled in a programme irrelevant of the language in which the assessment is undertaken.

To ensure there is no disadvantage or advantage to a student undertaking assessment in te reo Māori.

### Scope

This procedure applies to all UCOL programmes that are summatively assessed and result in the award of a qualification. This includes programmes of study subcontracted for delivery to other tertiary education organisations.

Assessment in te reo Māori will not be possible if it is stipulated that the assessment or part of the assessment must be undertaken in a particular language. This requirement will be clearly stated in the relevant programme regulations or be self-evident (eg New Zealand Certificate in English Language assessment cannot be undertaken in te reo Māori).

A student expressing a preference to undertake assessment in te reo Māori specifies which Courses of their total programme enrolment they prefer to be assessed in te reo Māori.

Assessment in te reo Māori includes both written and oral assessment responses from the student. Assessment tasks will in most cases be set in English.

Feedback on assessment performance and outcomes from the academic staff member to the student will in most cases be in English.

## Responsibility

1. HoSs and Programme Leaders must be familiar with providing a te reo Māori assessment option, and be prepared to manage and deliver such requests working with teaching staff responsible for the assessment tasks.
2. Students must advise UCOL at enrolment, and no later than two weeks after programme start, of their preference to undertake their assessment in te reo Māori for one, or more Courses in the programme. The student must nominate the specific Courses. The student will specify the te reo Māori dialect. The timing (within two weeks of programme start) provides sufficient time for students to learn the assessment schedule for every course, and for UCOL to consider the proposal and subsequently make specific arrangements.
3. Marketing, Communications, Education and Applied Research, and Quality are responsible for promoting the opportunity through UCOL Student Handbooks, the UCOL Website, and the Student Intranet. UCOL staff are responsible for knowing of the availability, knowing their role in providing the option, and to promote and encourage student interest in opting for assessment in te reo Māori.
4. The Director Māori and Pacifica Education is responsible for providing guidance and assistance to HoS/Programme Leaders as they establish networks, contacts and administrative approaches to responding to interest by students for course assessment in te reo Māori, and locating and providing assessment resources and services. The Director is also responsible for assisting PLs and teaching staff on how to guide and foster students where neither the staff nor students are certain of student capability in te reo Māori.
5. HoS and Programme Leaders will respond proactively and promptly to student requests to undertake assessment in te reo Māori. They are responsible for making the specific arrangements to provide the assessment(s) and marking, and feedback
6. The assessor should be a licensed translator listed on the National Translators' and Interpreters' (Rēhita Kaiwhakamāori ā-tuhi ā-waha). The assessor or translator must be confident with the dialect the student has specified.
7. UCOL has limited influence to arrange for external assessments to be conducted in te reo Māori. Several of these assessments are run by international organisations, for international qualifications. There are usually no options for assessment in any language other than English.

## Procedure

1. Students who prefer to be assessed in te reo Māori must propose this at the start of the programme and no later than two weeks after the start date. The PL notifies the HoS.
2. Two weeks provides sufficient time for the student to see the timetable details and specific assessment due dates for every course.
3. The Head of School and/or PL will evaluate the request against the Course/s assessments to ensure the student is not disadvantaged by the capability and resources available at UCOL. The nature/type of assessment will be considered (including but not limited to): whether written, oral, a presentation, group assessment, practical, assignment, online testing, and the level at which the course is approved.

4. The HoS/PL may seek guidance and advice from the Director Māori and Pacifica Education.
5. The Head of School, with assistance from the Director Māori and Pacifica Education will ensure that assessments conducted in te reo Māori are marked or translated by a person who is competent in te reo Māori and the curriculum and subject knowledge to which the work relates, or by a fluent te reo speaker with sufficient command of the discipline vocabulary working alongside the staff member who knows the approved curriculum.
6. Translation of students' written work (from te reo to English) may be possible and is permitted for course levels 1 to 6, and for short assignments, short answer tests – in general for limited word-length assessment types. Translation to English is for the purposes of marking the work and assigning a grade result; and to ensure that the assessment sample can be included in moderation of assessment processes and outcomes (ensuring consistency of assessment judgements for all assessment in the course).
7. Capstone, seminal written assessment works (including at level 7 and above) in te reo Māori will not be translated, and are required to be marked by a fluent te reo Māori speaker, a professional academic person familiar with the course curriculum and assessment requirements. This is to preserve the mana of the student being assessed and of the written work itself and its integrity, as for any such piece written in English. Such work assessed in this way will be marked and commented on in te reo Māori. The marker will provide a brief summary and description of the work to the course teaching staff for the purposes of post-assessment moderation.
8. The Head of School will ensure that the standards between assessments conducted in English and te reo Māori are consistent.
9. The assessment format (test type, assignment, etc) and conditions (due date, open/closed book, etc) will be the same for assessments in both te reo Māori and English (with the exception of Clause 8 above). The assessment will be conducted in accordance with the Conduct of Examinations and Assessment procedure.
10. Appeals against assessments in te reo Māori will be conducted in a manner consistent with UCOL Academic Statute.

## **Procedure Statements**

1. Students using te reo Māori for assessment are expected to be proficient in the language and able to develop ideas and express themselves using grammatically correct language including orally if an oral assessment response is required.
2. UCOL recognises that the word count for written assessments completed in te reo Māori may be higher than the targets set and limits permitted in English, due to the nature of te reo Māori.
3. The HoS/PL making the specific assessment arrangements will ensure that preliminary preparation is discussed with the student. For example, addressing how technical or other terminology will be communicated and understood.
4. Any written work which is to be translated will not carry identification other than the student's identification number.
5. Translators will accurately translate between English and te Reo Māori when translating written work for marking, and will not correct errors in the work, nor make any embellishments.

6. The academic staff member may seek clarification from the translator and the translator from the staff member, but contact between the translator and the student is prohibited.
7. Where work has been translated the student will receive back the original script, the marked translation (with usual assessment feedback) and any comments made by the translator (as might have been agreed between the assessor and translator).

## **Related Legislation**

- Human Rights Act 1993
- Māori Language Act 1987

## **Related Documentation**

- [Conduct of Examinations and Assessment Procedure](#)
- [Assessment and Moderation Policy](#)
- [Assessment Procedure](#)
- [Academic Statute](#)
- [Te Waka Hourua - Māori Potential Strategy 2016 - 2019](#)
- Tertiary Education Strategy (2007-2012)
- 'Ka Hikitia' Māori Education Strategy (Ministry of Education)

## SUMMARY OF WORKFLOW

