

**New Zealand
Qualifications and
Credentials Framework
(NZQCF)**



2026

**Student and Parent
Handbook of
Policies and Procedures
For NCEA**

Introduction

This booklet is provided for students entering for National Qualifications at Middleton Grange School in 2026 and their parents or guardians.

It is important that the enclosed policies and procedures are understood and followed completely where applicable.

Our school has the responsibility to administer “high stakes” National Qualifications, such as NCEA, in a professional and fair manner considering all our students at Middleton Grange School and students throughout New Zealand. We desire all our students to have success in gaining national qualifications, but this must be within the requirements expected by NZQA.

The policies and procedures outlined in this booklet are to ensure all students have equal opportunities in gaining qualifications. Ignorance of procedures will not be an excuse if it results in circumstances where a student is unable to achieve a grade for a Unit or Achievement Standard.

Parents and students are welcome to seek clarification on any issues by contacting the school and asking for the Principal’s Nominee.

Mrs J Dixon
Principal’s Nominee

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Structure Outline

| NCEA Level | Requirements |
|-------------------------------------|---|
| Level 1 | 60 credits are required at any level. (Level 1 not being done in 2026) |
| Literacy and Numeracy | <p>Literacy minimum of ten credits must be gained through:</p> <ul style="list-style-type: none"> - Co-requisite standards in Reading and Writing (both standards needed) or - Achievement standards - Specified achievement standards available through a range of subjects <p>Numeracy minimum of ten credits must be gained through:</p> <ul style="list-style-type: none"> - Co-requisite standard in Numeracy or - Achievement standards - Specified achievement standards available through a range of subjects |
| Level 2 | 60 credits at level 2 or above + Literacy and Numeracy |
| Level 3 | 60 credits at level 3 or above + Literacy and Numeracy |
| University Entrance Literacy | 10 credits (five in reading and five in writing) at Level 2 and above from specific standards. |
| University Entrance | <ul style="list-style-type: none"> • attain NCEA Level 3 • achieve 14 credits at level three in each of three subjects from the list of approved subjects. • Achieve Numeracy and Literacy (see above) • achieve UE literacy (see above) |

Certificates

Each level can be awarded at Achieved Merit or Excellence. For Excellence 50 or more credits must be achieved at excellence and for Merit 50 or more credits must be achieved at merit or excellence.

Course Endorsement

Provides recognition for students who perform well in individual courses. Students will be recognised with a course endorsement at achieved, merit or excellence. Note: A 'course' is a coherent programme of learning in a given year.

Criteria (with credits at the appropriate level or higher)

- 14 or more credits
- At least 3 credits from externally assessed standards and 3 credits from internally assessed standards (Does not apply to Physical Education, Religious Studies, Level 3 Visual Arts, Te Marautanga o Aotearoa (TMOA) standards and NZ Sign Language.)
- Students must achieve the required number of credits in a subject in ONE school year

Course Assessment Outline

At the **beginning** of each course each student will receive an assessment outline for the year.

It will include the following information.

- The level of the course.
- The Standards (Achievement and/or Unit) to be assessed.
- Details of which Standards are internally assessed and which are externally assessed and approximately when the assessments take place.
- Procedures for authenticity of internally assessed standards.
- Whether further assessment opportunities exist.

All students will complete each course fully and be expected to attempt all the Achievement Standards and/or Unit Standards in the different courses.

Attendance

Students must attend all classes unless there is a valid reason, such as sickness, family crisis, school activity or approved leave given by the school.

Absences by students may require the student to make the time up after school or at lunchtime while under supervision and may put qualifications at risk as instruction in the required content will have been missed.

Absences just to complete assessments or school work are not acceptable and disciplinary action may be taken if students do so.

If you intend to take your child on a family holiday or go on a non-school related trip (eg conference, mission) and it includes term time, prior permission must be sought in writing from the Head of Senior College. **This is counted as an 'unjustified absence'** (see below for implications) even if permission is given.

Missed Test Assessment

Students are expected to **complete** all assessments **on the date required**. The only reason a student is to be absent for an assessment is because of illness or a justified absence (e.g. family bereavement) or a justified school related absence. Please note that not all approved leave is a justified absence.

A student **will** be asked to bring either **a parental/guardian note or a medical certificate** to the Faculty Leader **and** the Principal's Nominee to explain the absence. (Medical certificates may be requested by the Principal's Nominee for reoccurring illness.) The Principal's Nominee will oversee the decision – whether an assessment opportunity is available or a 'not achieved grade' is applied.

For a genuine illness or other justified absence, the school will provide an assessment opportunity as per its further assessment programme. Where this is not possible, a special

opportunity may be provided. Teachers administering internal summative assessment **must** inform Principal's Nominee of absentees.

An 'not justified absence' causing a student to miss a summative assessment for an Achievement Standard or Unit Standard may result in a "no achievement" grade. If the Standard has a further assessment opportunity the student may sit this otherwise the "no achievement" grade remains.

Non urgent medical, dental, hair, driving and counselling appointments are "not justified" reasons to miss assessments. Additionally, a holiday is an "not justified" absence even if permission is given by the Head of Senior College.

The Principal's Nominee will be the adjudicator if the above procedures do not cover a situation.

Late Assignment Assessment

The following procedures will be strictly adhered to

- An assessment will be normally **due at 9.00am** on the due date.
- **If a student is absent for any reason for all or part of the day an assignment assessment is due in, then arrangements must be made by the student for the school to receive the work by 9.00am. on the due date or the student may receive a "no achievement" grade.** The assessment can be sent in by electronic means, if needed, scanned copies, digital photographs of the pages etc. to the student's teacher before 9.00 am and the physical copy when the student returns to school. (Only the information that was provided in the electronic copy will be accepted for marking so make sure that everything is sent)
- If a student has a genuine, justifiable reason which will prevent the assignment work being completed by the due date, then the student must speak with the Faculty Leader and to the Principal's Nominee **before the due date**. A parental/guardian note will be required to confirm the reason. Ordinarily **no extensions will be approved for assessments which have 3 or more weeks to complete** (eg projects, research assessments, writing folios). For an extension to be granted the student would not have been able to work on the assessment for a substantial time of the assessment period. An extension can only be approved by the Principal's Nominee.
- If a student has no genuine reason for handing in work after the due date and time the result will be a "no achievement" grade. The student will be able to use the further assessment opportunity if it exists.
- **It is strongly recommended that a student submits any work on an assessment that has been done by the due date, even if the assessment has not been completed.**

Derived Grade Process

There is **no** derived grade process for a missed **internal** Achievement Standard or Unit Standard unless there is other reliable evidence of the same Standard approved by the Principal's Nominee. Other completed Standards do not provide evidence for missed Standards.

For externally assessed Achievement Standards students will need to apply for a derived grade using the application form downloaded from the NCEA website. A medical professional needs to complete a section of the form, a standard medical certificate is not sufficient. The forms must be submitted to Principal's Nominee either emailed or via the school office before the deadline date determined by NZQA which is a just after the examination period finishes. The derived grade will be based on a pre-existing indicative grade for the standard usually from the school exams or end of unit assessments.

Derived grades may be available for illness, bereavement or family crisis; however, it is NZQA that make the decision as to whether a derived grade is awarded. For NZ representation in a sport etc. the derived grade must be applied for in advance of the examination period. The actual latest date is published on the NZQA website.

In the situation where a derived grade process applies all grades are possible.

Further Assessment Opportunity

The issue of further assessment applies to **internally assessed** Achievement Standards or Unit Standards

Our School Policy is:

- There **may** be **one** further assessment opportunity where it is practicable. In a number of circumstances further assessment may not be practical. Student course assessment statements provided at the beginning of the year should state clearly if the further assessment opportunity exists.
- A student who has made no progress against the Standard may not be reassessed.

The further assessment opportunity is for all students, regardless of what grade they gained on the first attempt. The highest grade gained from the first or second assessment will be recorded.

There is no further assessment opportunity for externally assessed Achievement Standards, other than sitting the Achievement Standard in the following year's external examination.

Recording of Results

Staff have been instructed to be very careful in the recording and transcribing of student grades gained from assessments.

Students may be given a "student record sheet" in each course which should be kept up to date, and grades gained entered. Students will be asked to sign computer printouts to verify grades recorded before they are sent to NZQA.

Storage of Student Work

All student work for internal standards after marking and checking will be filed at school in a secure place.

Appeals regarding marking of Internal Assessments

After each assessment the teacher will go over the marking process with all students. Students will then be asked to sign a "cover sheet" which will be attached to the assessment, showing that they agree with the marking and the grade recorded. If a student does not agree after discussion with the teacher, then they sign appropriately to register an appeal against the grade awarded. The teacher then will follow a process with the Faculty Leader of the course and if necessary, the Principal's Nominee to clarify the issues and make a final judgement. See the following process which staff must follow.

1. Student who disagrees with the classroom teacher or the teacher who has marked the task must discuss with this person and endeavour to clarify disagreement.

If there is no resolution, then step 2 applies.

2. The "cover sheet" must be completed accordingly and signed by the student indicating an appeal has been lodged and the reason for the appeal.
3. The teacher must then meet with the Faculty Leader/or Teacher in charge of the course within 2 school days of receiving the appeal to make a judgement.
4. The Faculty Leader or Teacher in Charge informs the student of the outcome of the appeal. If the student accepts the outcome the "cover sheet" is appropriately changed and signed by the student. Otherwise the student and/or an advocate (e.g. parent) contacts Principal's Nominee within five school days.
5. Principal's Nominee, Faculty Leader, student and advocate meet to discuss the appeal.
6. After the meeting where all parties have had the opportunity to speak, the Principal's Nominee and a suitable co-opted person will make the final judgement.
7. Families and student will be informed of the outcome.

Appeals regarding any other circumstance that may have affected the grade awarded for an internal assessment

If a student feels that there was a circumstance during the assessment that might have affected their grade for the assessment, then they must inform their teacher of their concern in writing, with a copy of the written concern emailed to the Principal's Nominee, within 2 days following the assessment date and before the marked grades are given to the students. This will be considered by the Teacher, Faculty Leader and Principals Nominee, they will be guided in their decision by the standards used by NZQA for external examinations. If the concern is upheld a further assessment opportunity will be offered to the student. If a further assessment opportunity is offered, then any student affected by the same circumstance will also be offered the opportunity. An example of such a circumstance will be a major disruption such as very noisy building works.

Authenticity of Student Work/Misconduct

It is very important that work submitted by a student which is contributing to the assessment of a Standard is the student's **own** work.

Each student will be required to **sign** a "cover sheet" attached to the assessment signifying the work is their own and original.

Each student needs to show that their submission is authentic by demonstrating the development of their work overtime. Checkpoints and Draft submissions set by teachers must be adhered to in order that development is seen.

Where it is found the work submitted is non-authentic the student(s) involved may, at the discretion of the Principal's Nominee receive a "Not Achieved" grade. A further possible consequence being no further assessment opportunity being allowed for the standard. The Principal's Nominee will keep a record of the misconduct while the student remains at the school.

Examples of non-authentic work or misconduct are:

- Copied work from another student
- Providing plagiarised work (see below for what is plagiarism)
- Shared answers
- Worked together with another student (when not required)
- Written information taken into a test unless specifically allowed.

All the above are considered to be **misconduct** and will not be tolerated.

Plagiarism

Students need to note the following:

- Copying and pasting from internet sources and changing a few words **or use of AI systems is considered plagiarism.** The use of chatbots, generative AI, paraphrasing tools, or other tools that can automatically generate content is not permitted for summative assessments. Material generated by these tools should not be submitted as part of the student's work.
- Student's work will be deemed to be plagiarised if it includes excessive use of someone else's work (another student, from the internet etc.). **Excessive could mean just 2 or 3 sentences for example.**
- If there is a need to quote from another source, then include the quotation in quotation marks and reference the quotation. Quotations should not exceed 10% of the assignment.

References and Acknowledgement

Students will include a reference/bibliography at the end of an assignment. The format for this should be as follows in alphabetical order of author's name:

For books: (1) Author or Editor (2) Date (3) Title and (4) Publication Information

For Periodicals: (1) Author/s (2) Date (3) Title of article (4) Title of Periodical
(5) Volume no. and issue (6) Page Numbers

For websites: (1) Full URL (web address) (2) Date downloaded (3) Title and (4)
Author or Editor

Digital Assessment

Provides students the opportunity to engage with assessment for qualifications in a digital format. All previously mentioned rules and regulations as they pertain to assessment, hold true also for assessment in a digital format. Any attempt to circumvent the security procedures of the digital platforms used to carry out assessment will be deemed to be misconduct and will not be tolerated. There are two forms of digital assessment:

Internal

This form of assessment will be monitored closely by teachers.

External

This form of assessment will use the **NZQA** platform.

Before using either of these platforms for assessments students must

- Have previously created an account and logged in (this must be redone each year)
- Turned off notifications
- Turned off the screen saver
- Turned off automatic updates
- Have a fully charged device
- Have checked that their device meets the minimum requirements

Further information regarding this form of assessment go to the school site "mgs.school.nz"
See the NCEA heading under the student links section

Special Assessment Conditions

Where students require special assessment conditions, the necessary information needs to be provided to the teacher in charge of the Learning Centre the **previous July of the year before any assessment takes place**. The school will make application to the NZQA for the necessary provision required by the student in assessments. The details of the special assessment conditions granted will be notified to the student by the teacher in charge of the Learning Centre. The student is responsible for making sure that he/she understands the conditions granted.

Students who qualify for special assessment conditions must have these applied in **all** assessments undertaken during the year, for both internally and externally assessed Standards.

When extra time is awarded then it only applies to time constrained assessments. This is when all 3 standards are being attempted in external examinations and for most internal assessments.