ASSESSMENT PROCEDURES

Category	Academic / Akoranga
Policy Owner	Deputy Vice-Chancellor Academic
Last review	
Next review	21 June 2029
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1.   PURPOSE / TE ARONGA

These procedures enact the Assessment Policy.

2.   SCOPE / KAUPAPA

These Procedures apply to all taught courses and to all students and staff of the University.

3.   DEFINITIONS / WHAKAMARAMATANGA

Academic Integrity Officer:	An academic staff member with delegated authority to investigate alleged breaches of Academic Discipline Regulations.
Assessment:	The ongoing and systematic process of gathering evidence of what a student knows, understands, and is able to demonstrate.
Assessment Criteria:	Statements defining the standards for grading the students' achievement of the course Learning Outcomes.
AUT Assessment Period:	A short period after classes in a course have concluded for students to complete Examinations and final Assessments for the course. For semester teaching periods this is normally weeks 13 to 15.
Authentic Assessment:	Assessment that uses real, contextual problems and which requires students to apply knowledge and demonstrate skills and competencies that they would be required to demonstrate in professional practice.
Board of Studies:	An academic committee appointed in accordance with the University's General Academic Statute whose role is oversee the quality assurance of a programme or programmes.
Controlled Assessment:	An assessment task that is completed within a set time period and under set conditions including place and access to supporting materials. Tests, Examinations, and presentations are examples of Controlled Assessments.
Examination:	A Summative, timetabled Assessment held during the AUT Assessment Period. Examinations are normally invigilated (supervised).

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External Moderation: The process whereby a person from another university checks the assessment decisions of an assessor for assessments in a course.

Final Assessment: The last assessment due in the sequence of assessments in a course.

Formative Assessment: An Assessment that does not count towards a final grade but provides an opportunity for feedback to students, so they know where they have achieved and where they need to develop. Formative Assessment does not count towards a final grade but can be used to scaffold into a weighted assessment.

Generative Artificial Intelligence (AI): Generative AI is a broad term that encompasses any type of AI that uses learning algorithms to generate new data using the data it was trained on, approximating creativity. Generative AI can create text, images, audio, video or computer code.

Grade Map: A list of grades or statements of standard of achievement that are available to award to a student. There are two Grade Maps – Grade Map 1 which lists grades A+, A, A-, B+, B, B-, C+, C, C-, D, and Grade Map 2 which lists standards of achievement as Pass, Fail (and optionally Pass with Merit).

Graduate Profile: A statement of the knowledge, skills, and competencies a student is expected to be able to demonstrate at the conclusion of their period of study. Graduate Profiles are at University, programme, and major levels.

Hurdle Requirement: A Hurdle Requirement is a condition other than the overall mark that must be met to pass a course. This may include (for example):

- An assessment that must be passed to pass the course (i.e. a compulsory assessment); or

- A requirement to attempt all assessments in a course.

Learning Outcomes: Statements of what a successful student will be able to demonstrate upon completion of a course. Course content, learning activities, and Assessments align with Learning Outcomes.

Level: A numerical indication of a hierarchy of learning complexity, from Level 1 to Level 10 (doctorate Level) as defined in the New Zealand Qualifications and Credit Framework (**NZQCF**).

Marking Guide: A document which is provided to students after the assessment has been marked and provides guidance about what was required in

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	responses to an assessment, either through the provision of a model answer or comments about each question.
Moderated / Moderation of Assessment:	A quality assurance process which aims to ensure fair, valid and consistent Assessment practices.
	Pre-moderation is the internal vetting of Assessments prior to their administration. It focuses particularly on validity in terms of the content, the instructions and the appropriateness and clarity of wording, etc. If more than one assessor will be involved, then they all need to reach a clear and common understanding of how the standards will be applied.
	Post-moderation considers the results of Assessment, especially marker reliability, grade distinctions / boundaries and spread, interpretation of criteria / evidence. Post-Moderation may involve external moderators.
Plussage:	A mark allocation based on the better mark of either two or more assessments completed by a student, or the mark in their final assessment. Students must have completed more than one assessment to be eligible for Plussage.
Research Components:	Theses or exegesis (90 points and above), Dissertations (60 points), and Research Projects (less than 60 points). The rules governing progress reporting, submission, and examination of research components are set out in the Postgraduate Handbook.
Standards-based Assessment:	A method of Assessment whereby a learner's performance is measured against predetermined standards or criteria of achievement or competence. The two forms of Standards-based Assessment are:
	• Achievement-based Assessment which judges a learner's performance against a pre-determined set of grade-related criteria.
	• Competency-based Assessment which judges the learner's performance against a pass/fail criterion. It also allows for the recognition of merit with an appropriate criterion.
	The opposite of Standards-based Assessment is Norm-referenced Assessment, where marks and grades are determined in relation to the performance of other students or to a predetermined grade distribution.
Summative Assessment:	Weighted Assessment that measures achievement at a certain point and for which a mark or grade is given, which counts towards a final

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grade. Insights or feedback from Summative Assessments can be used formatively by students in future Assessments and courses.

Uncontrolled Assessment: Assessments that take place in the students' own time and place where there are no conditions on the timeframe other than the due date for completion. Essays, reports and exhibitions are examples of Uncontrolled Assessments.

Universal Design for Learning: A framework that enables teachers to plan curriculum to meet the needs of diverse learners.

University: The Auckland University of Technology (AUT), including all subsidiaries.

4.   ACTIONS

4.1   Principles

a.   Assessment at AUT is underpinned by the Assessment Principles which are aligned with the kaupapa Aronui and mātāpono Māori (Māori principles) as defined within the Te Aronui Framework.

4.2   Assessment design

a.   Learning and teaching activities will scaffold students to be able to achieve Learning Outcomes for a course. Assessment will be designed to measure the student's ability to meet course Learning Outcomes. The weightings of assessments within a course should align with the importance of the Learning Outcomes being assessed.

b.   Assessment will be designed, in most cases, to be Authentic. For guidance about Authentic Assessment see resources on TUIA.

c.   Assessment design will support Academic Integrity. For guidance about Assessment design for academic integrity see TUIA.

d.   Assessment design within individual courses must be considered in the context of the whole of the programme or parts of a programme such as a major or the core, so as to ensure that:

    i.   there is a variety of Assessment types across a programme or part of a programme; and

    ii.   as much as possible, Assessments are timed to be manageable across courses for cohorts of students.

    iii.   the extent of the use of Controlled Assessments is planned appropriately across the programme.

e.   The ethical and critical use of Generative Artificial Intelligence Tools (Generative AI) by staff and students in learning, teaching and assessment is permitted within the framework provided by the University's Academic Discipline Regulations.

f.   Assessments will sit within one of two channels:

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     i.   Secured, Controlled assessment tasks where it may be decided that Generative Artificial Intelligence tools cannot be used.

     ii.   All other assessments acknowledge the ubiquity of Artificial Intelligence, and its use is (a) permitted within academic integrity guidelines, and (b) clearly communicated to students. The extent of the use of Artificial Intelligence in an Assessment will vary, depending on the Assessment design. Course Co-ordinators must ensure that students are aware of the values and principles of Academic Integrity and the consequences of breaching the University's Academic Discipline Regulations. For guidance on the use of Generative AI in Assessment, see TUIA.

g.   Assessments design will be informed by Universal Design for Learning (**UDL**) principles. UDL Principles align with AUT's Assessment Principles and emphasise frequent formative assessments; assessment of engagement as well as content knowledge; flexibility in assessments and assessment timing; reducing unnecessary barriers to access through practice assessment; and the use of assistive technologies, and support resources. For further guidance see Universal Design for Learning (UDL): A teacher's guide, and CAST UDL Tips for Assessment.

     Note: See Section 2.10 of the Assessment Policy for information on Academic Accommodation Plans, and Section 4.9.1 of these Procedures for information on special arrangements for tests, Examinations and Final Assessments.

h.   Student voice must be considered as part of Assessment design and review. This can range from student feedback through course evaluations, or student representatives, to co-design of Assessment with students.

4.3   Course Assessment

a.   To ensure students gain early feedback on learning and to build confidence all Level 5 courses will include a Formative or low-stakes Summative Assessment early in the course (at any point up to the end of week four of the teaching period). It is strongly recommended that all undergraduate courses provide an opportunity for feedback early in the teaching period.

b.   There will be a maximum of three Summative assessments in a 15-point course. Note: 30-point courses will have a maximum of four summative assessments.

c.   The following rules apply to all taught courses:

     i.   Weighted quizzes within a course are each counted as individual, Summative Assessments. To comply with the permitted maximum, weekly quizzes or smaller Assessment exercises may need to be Formative.

     ii.   A large, Summative Assessment disaggregated into multiple tasks due at different times in the teaching period will be counted as separate Summative Assessments. To comply with the permitted maximum disaggregated parts of larger assessments may need to be Formative.

     iii.   A single Assessment must not be worth more than 60% of the course. Exceptions to this rule include studio-based teaching where a portfolio of work is assessed and holistic assessments in practicum courses.

     iv.   Where there is an existing practice of Plussage, it can continue to be used where a student has submitted more than one assessment. It is acknowledged that the effect of applying Plussage may

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mean a student's grade may indirectly result in an assessment being worth more than 60% for the individual student.

v.   The combination of tests and an Examination must not be worth more than 60% of the total Assessment for a course.

vi.   Students asked to complete a group work assessment will have the opportunity to learn how to work effectively in a group setting. In Group work Assessments, collective and individual contributions must be assessed separately. The maximum weighting for the collective part of a group work Assessment is normally 30% of the total Assessment for the course. Group work assessment tasks must use peer feedback mechanisms to ensure fair recognition of individual contribution. Assessment Criteria for group work must include measurement of the *process* and the *output* of the group task.

vii.   The use of Examinations must be considered programmatically (i.e. not within the context of an individual course) and may only be used where approval has been given by the Associate Dean Academic based on sound pedagogical reasons and/or where an Examination is stipulated by an accrediting or professional body.

viii.   Hurdle Requirements may be used in some circumstances, including (but not limited to) where accrediting bodies or professional bodies mandate mastery of specific competencies. Approval must be obtained from the Associate Dean Academic for the use of Hurdle Requirements.   An additional assessment opportunity may be provided where a student has failed a Hurdle Requirement.

d.   The use of Multiple-Choice Questionnaires (**MCQ**) should be considered carefully within a course and across a programme. Where used, MCQs must be designed to test higher order thinking and will reflect the principles of Authentic Assessment.

e.   Assessments must be designed so that students can complete the task within the allocated time, and in the context of the time required to complete other assessments in the student's course of study.

f.   Where participation in learning activities in the course is evaluated as part of an Assessment task it must have explicit Assessment Criteria. No marks will be given for class attendance.

4.4   Grade Maps

a.   All courses will use either Grade Map 1 or Grade Map 2.

Grade Map 1

Mark range	Grade	Descriptor	GPA Indicator
89.50 - 100	A+	Pass with High Distinction	9
84.50 – 89.49	A	Pass with Clear Distinction	8
79.50 – 84.49	A-	Pass with Distinction	7
74.50 – 79.49	B+	Pass with High Merit	6
69.50 – 74.49	B	Pass with Clear Merit	5
64.50 – 69.49	B-	Pass with Merit	4

Mark range	Grade	Descriptor	GPA Indicator
59.50 – 64.49	C+	High Pass	3
54.50 – 59.49	C	Clear Pass	2
49.50 – 54.49	C-	Pass	1
0 - 49.49	D	Fail	0

Grade Map 2

Grade	Descriptor
M	Merit
P	Pass
F	Fail

b. The University utilises a nine-point grading scale (grade point) in the calculation of the Grade Point Average (**GPA**).

4.5   Information for students

a. Course Descriptors must include the following information about each Assessment in the course:

- Whether it is Formative or Summative, and if the latter the weighting of the Assessment; and

- Whether it is a group or individual Assessment;

- The week the Assessment is due (with a disclaimer to cover summer school and other teaching periods, where necessary and not required in cases where external factors such as practicums preclude identifying assessment due dates until closer to the course start date);

- The Learning Outcomes being assessed;

- A short description about the nature of the Assessment, i.e. how it assesses the Learning Outcomes and the form it takes. For example, 'This assessment is a written report in which students are required to analyse…'.

b. For all courses, all Assessment information will be published on the relevant Canvas course site at least one week before the teaching period begins. This information must include:

- Assessment description, type, and weighting (if Summative); and

- Dates and times each Assessment task is due (and for Examinations when the Examinations Timetable is published);

- The contribution of each Assessment item to the Learning Outcomes of the course;

- Assessment instructions for each Assessment Criteria;

- Information on how feedback will be provided to students;

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- Information on Hurdle Requirements (where relevant);
- A statement about the importance of academic integrity and the ethical use of Generative Artificial Intelligence.

c. Further explanation about the Assessment instructions and criteria for each task will be provided to students as the course progresses.

4.6   Submission of Assessments

a. In most cases coursework Assessments are prepared in digital format and submitted electronically. Where students are required to submit an artifact or hard copy this will be clearly notified in the Canvas course site.

b. Where electronic submission is used, students are not required to submit a hard copy in order to have their Assessment marked or receive feedback.

4.7   Feedback to students

a. Feedback will be provided for all Assessment and must provide meaningful information to guide learning.

b. Feedback to students on their Assessments may be provided in a number of ways, including (but not limited to):
- Use of a rubric setting out Assessment Criteria; and/or
- Written comments;
- Recorded video or audio feedback;
- Computer generated feedback;
- Feedback in class;
- Individual, verbal feedback;
- Peer feedback.

c. Students must be provided with a mark or grade (as is appropriate to the type of Assessment) for each weighted Assessment item in a course.

4.8   Assessment in Te Reo Māori

a. A student who has achieved a standard of academic literacy in te reo Māori appropriate to the level of their course may apply to their Course Co-ordinator at the beginning of the semester to submit one or more Assessments in the course in te reo Māori.

b. Course Co-ordinators will consult with the relevant faculty and/or central office to determine whether there is an appropriately qualified assessor available and will advise the student within three weeks of the beginning of the teaching period.

4.9   Tests, Examinations and Final Assessments

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a. In-class tests and tests with a weighting of 20% or less will be managed and supervised by the relevant academic unit. Where central coordination of tests is required for tests with a weighting of more than 20%, the relevant details must be provided to the Examinations Office before the start of each teaching period.

b. Examinations and Final Assessments will be designed to be Authentic as possible and to ensure students have an opportunity to demonstrate and apply their learning within the time provided.

c. Examinations must be internally pre-moderated by at least one other member of academic staff. Examinations are pre-moderated to ensure that the questions:

    - are clearly written and unambiguous; and

    - are appropriate for the examination format (i.e, examination length, conditions);

    - cover the learning objectives to be assessed.

d. All Examinations and Final Assessments will have their due date in the AUT Assessment Period.

e. All Examinations are timetabled. Where a room on campus is required for the Final Assessment to occur, this must be notified to the Examinations Office no later than week three of the relevant teaching period (or week one of the summer school period) so that timetabling may be completed.

f. Students will be advised of the time and date of Examinations or timetabled assessments no later than week eight of the teaching period.

g. Students will be advised of the location and room of Examinations or timetabled Final Assessments to be held during the AUT Assessment Period one day before the Examination or Final Assessment.

h. Examinations may be conducted as:

    - On-campus, computer or paper-based; or

    - Off-campus, online events.

i. Examinations may be classified as Open Book, Restricted, or Closed Book, and will be two hours or three hours in length.

j. The Examinations Office will appoint and manage invigilators for Examinations and any timetabled Final Assessments where invigilation is required.

k. During the Final Assessment Period:

    - Examinations will be scheduled Monday to Saturday in one of three sessions commencing 9 am; 2 pm; and 4pm. Saturdays will be used only where necessary.

    - Examinations will be timetabled as much as possible to avoid the situation where a student has two different examinations scheduled on the same day and at the same time. Students are not expected to sit more than two examinations on the same day.

l. Students with an Examination Clash must submit a completed Examination Clash Form to the Examinations Office at least two weeks prior to the start of Final Assessment Period.

m. The Course Co-ordinator or nominee must be contactable for the duration of the timetabled Examination or Final Assessment in order to resolve any technical problems or issue with the Examination or

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Assessment that prevents students from answering the questions.

n. After the Examination, the Course Co-ordinator will collect the Examination scripts from the Examinations Office and is responsible for their security and distribution to markers.

o. Where suspected breaches of academic integrity are identified during a test or Examination, the Examinations Office is responsible for advising the student about the process and for referring the suspected breach to the Faculty Disciplinary Committee.

p. Marking must be checked to ensure consistency using a Moderation process. Moderation must be completed prior to hand back to students of marked assessments.

4.9.1 Special arrangements

a. Special arrangements are available for students who are likely to have impaired performance if required to sit tests, Examinations or Controlled Final Assessments under the usual conditions. In most cases, students who require special arrangements will have registered with Disability Support Services will have an Academic Accommodation Plan.

b. A student requiring special arrangements for a test must complete a form for special arrangements in a test (available from the Student Hub).

c. A student requiring special arrangements for an Examination who does not have an Academic Accommodation Plan must complete an Examination Arrangements Application Form (available from Disability Student Support) for each Examination or Final Assessment and return it to Disability Student Support no later than week eight of the teaching period. The Disability Student Support team will liaise with the faculty, Examinations office school or department and advise the students of the agreed arrangements or adjustments.

Notes:
- Cut-off dates for final Examination special arrangements may vary in some circumstances and students and academic staff should be advised to check with Disability Student Support.
- In some exceptional circumstances special arrangements for Examinations that are not related to disability are made directly with the faculty, Examinations Office school or department and may be because of input from the lecturer or Student Services and Administration when a student is being supported under the Support to Study Code.

4.9.2 Rescheduled Examinations or Final Assessments

a. Students requesting a rescheduled Examination or Final Assessment must apply using the [Special Consideration for Assessment Application (SCA) online tool](). Rescheduled/alternative Examinations are held as close to the original assessment schedule as possible, usually after the original event, and before review and reconsideration.

b. If the rescheduled/alternative Examination is before the original event, students must complete a Declaration Form that is emailed to the student by the Examinations Office.

4.9.3 Reconsideration

a. A student who believes that an Assessment, including Examinations or Final Assessments, has been

incorrectly marked may request a reconsideration in accordance with General Academic Regulations Part 5, Section 6.

b. Students must have access to the Assessment (or Examination Script) and Assessment Criteria, within the time designated for the review.

c. For Examination reconsideration, academic staff are notified by email of any reconsideration requests as soon as possible after review. Academic staff must collect and reconsider these assessments and notify the student and relevant Programme Lead of the outcome by email within two working days of the review date. In order to meet review and reconsideration deadlines, the Examinations Office requires the relevant assessment materials by 12 noon, two days prior to the scheduled reconsideration period.

d. The Examinations Office holds completed Examination reconsideration applications and assessments until the appeals timeframe has passed (14 days after final results have been submitted (once approved by the relevant Assessment Board)).

See also Section 4.18 Appeals against final results.

4.10 Special Consideration

a. Special Consideration of Assessment (SCA) is the process for students to apply for consideration when short-term exceptional circumstances beyond their control seriously impair their ability to prepare for, complete, or prevent them from completing, an assessment they are due to sit, submit or have already submitted. See Special Consideration of Assessment Guidelines.

4.11 Academic Integrity

a. Students will have the opportunity to learn about values and principles of academic integrity in relation to academic work and assessment. In the context of a course or programme this will include:

- Discussing what academic integrity entails and why it is important; and

- Discussing the ethical use and appropriate referencing of Generative AI in 'channel II' assessments (see also Section 4.2);

- Providing learning activities that develop students' understanding and skills, including in the context of their discipline;

- Discussing AUT's Academic Integrity Procedures and Guidelines and the importance of submitting their own work.

b. Turnitin, a text-matching software used at the University may be used to check all assignments submitted in digital format and submitted electronically.

c. Information about academic integrity, academic referencing, and the use of generative artificial intelligence is available for staff and students on TUIA.

d. Canvas course sites will include a statement on academic integrity, which may be edited for specific disciplinary contexts.

e. An Academic Integrity declaration is automatically displayed to students when submitting a Canvas

'Assignment.' The text of the declaration displays at the top of the assignment submission page. Teaching staff may include the declaration as a zero-point question within Canvas - instructions on how to do this are available on the Canvas training pages.

For further information about the process of identifying and managing breaches of academic integrity, see the [Academic Integrity Procedures and Guidelines](#).

4.12   Assessment details in ARION

a. Each Assessment task and its weighting must be entered in ARION as a component of the overall assessment plan prior to the commencement of the teaching period.   These details must match those in Canvas.

b. Assessments must be entered in ARION as 'not compulsory' unless there is an approved Hurdle Requirement.

4.13   Changes to assessment

a. Major changes to the assessments for a course must be approved by the Board of Studies before course enrolment opens for the following year. This is because students are making enrolment decisions based on the information in the published Course Descriptor. Major changes be considered within the context of the course, and for the alignment of assessment across the programme and its components. Major changes include (but are not limited to):

- Changes to the number of assessment tasks or events in a course; or

- Changes to the type of assessment, or the nature of the assessment (i.e. controlled or non-controlled);

- Changes to assessment weightings;

- Changes to the week that the assessment is stated in the descriptor to be due.

b. Minor changes to assessment must be made before the start of teaching with the approval of the Programme Lead and must be notified to enrolled students. Minor changes include:

- Minor variation in word count requirements; or

- Minor changes to the description of the assessment task as written in the course outline.

c. In exceptional and/or emergency situations that affect a large group of students or the whole University, major changes may be made to assessments after enrolments open or after the course has begun. These changes must be approved by the Associate Dean Academic and reported for noting to the next meeting of the Board of Studies.

4.14   Late penalties

a. Late penalties apply to summative Assessments in taught courses that are not submitted by the due date and where an SCA has not been approved. Late penalties will be calculated by reducing the overall mark by 5% of the value of the assessment for every 24 hours the Assessment is overdue. Assessments submitted more than five calendar days late (without an approved SCA) will not be marked.

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b. The stepped late penalty cannot apply to Assessments that are pass/fail. Students are encouraged to apply for an extension where they have grounds and to discuss their situation with their lecturer.

4.15 Moderation of assessment

4.15.1 Pre-moderation of assessment

a. An appropriate process of pre-moderation of Assessment should take place prior to the details of the Assessment being published. Moderation addresses issues including constructive alignment with learning outcomes, level, type of assessment, assessment criteria, workload and clarity of instructions. In courses with only one lecturer pre-assessment should be undertaken with a colleague in a timely way.

4.15.2 Post-moderation of assessment

a. Where there is more than one marker, consistency of interpretation of assessment criteria and standards must be addressed before marking occurs. Marking of Assessment should be checked using a pre-approved moderation process which must occur prior to return of the marks/grades and marked Assessments to students.

4.16 Marks and grades

a. Assessment results must be entered in ARION. Results are locked by the Course Co-ordinator after they have been entered. Provisional marks and grades must be available to students on ARION after marking is completed and no later than three weeks after the deadline for submission of the assessment. Results remain provisional until they are confirmed by the Assessment Board.

b. Students who do not submit an assessment and have not had a Special Consideration Application granted will receive a Did Not Complete (**DNC**) grade for that assessment.

c. Students who submit an assessment but do not achieve a passing grade will receive a D grade for the assessment.

d. Other grades that may be awarded by the Assessment Board include an aegrotat, a Still to Complete (STC) grade and a conceded pass (**CO**).

e. An STC is used as an interim grade where the student is subject to an Academic Integrity procedure in respect of an Assessment.

4.17 Conceded pass

a. An Assessment Board may grant a conceded pass (CO) for circumstances where a student, who has otherwise reached an acceptable standard in the programme, has not passed a course and this is preventing them from completing their programme. Conceded passes will be offered when all other options for the student have been exhausted. Only one conceded pass per programme is permitted. Students do not apply for a conceded pass.

b. It is inappropriate to award a conceded pass if the course in question is core to the programme, worth 30 points or more, compulsory to a major or specialisation, a capstone course, or a practical or clinical course.

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c. Students are eligible for a conceded pass if they:

- have failed to pass the relevant course twice; and

- are in their final semester or nearing completion of their programme;

- have not been found to be in breach of academic discipline regulations for the relevant course;

- Have received marks for the course in the 45% – 50% range.

4.18   Appeals against final results

d. Appeals against decisions or delegate of the Assessment Board including final results must be on the appropriate form and submitted to the Dean within 14 days following the decision of the Assessment Board. An appeal may be made on the grounds that:

- additional information has become available which was not available, and could not reasonably have been made available, to the Assessment Board at the time it made its original decision; and/or

- there was a material irregularity in the conduct of the assessment, or in the Assessment Board or Board of Studies procedures.

    See General Academic Regulations, Part 6, Section 1.

4.19   Monitoring and review of assessment

a. The quality of assessment is monitored through the following processes:

- Internal and external Moderation processes; and

- Approval processes for changes to courses and course descriptors;

- Course and Programme Co-ordinator Reports to Boards of Studies;

- Boards of Studies consideration of grade distribution and trends;

- Graduating Year Review and Periodic Programme Review;

- Accreditation review and monitoring exercises;

- Course and teaching evaluations;

- Annual Programme Survey;

- Feedback from student representatives;

- Reporting on breaches of academic integrity.

5.   ROLES AND RESPONSIBILITIES / TŪRANGA ME NGĀ HAEPAPA

a. Academic Board is responsible for the overall quality assurance of Assessment across the University.

b. The Deputy Vice-Chancellor (Academic) is responsible for the content and promulgation of the Assessment Policy and Assessment Procedures.

c. The Pro Vice-Chancellor (Learning and Teaching) is responsible for:

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- Identifying requirements for professional development related to Assessment and facilitating opportunities for continuous professional development.

d. Associate Deans Academic are responsible for:

- Oversight of quality processes and reporting within the faculty, and ensuring compliance with University policy; and

- Determining the outcome of requests for major changes to Assessment after enrolment opens or after a course has begun;

- Determining the outcome of requests for the use of Examinations and Hurdle Requirements.

e. Heads of Departments or Schools are responsible for:

- Supporting staff to take up opportunities for professional development in Assessment.

f. Programme Leaders are responsible for:

- Ensuring that Assessment aligns with the development of capabilities and competencies outlined in the Graduate Profile for the programme; and

- Ensuring that Learning Outcomes and Assessment Criteria are clearly written, are clearly related to each other, and reflect the Level of study;

- Ensuring that the design of Assessment is undertaken programmatically;

- Ensuring that students are provided with clear information about the submission of coursework for Assessment, and expectations for the timely return of Assessments;

- Monitoring the Assessment workload for students in the programme;

- Reporting to the Board of Studies on Assessment design, Moderation and evaluation; and to Assessment Board on student results and achievement trends;

- Ensuring there is appropriate Moderation in each course.

g. Course Co-ordinators are responsible for:

- Ensuring that Assessment complies with University policy; and

- Ensuring there is student input to Assessment, ranging from incorporating student feedback to direct input into the design of Assessment where appropriate;

- Referring academic integrity breaches to the Academic Integrity Officer.

h. Programme Administrators are responsible for ensuring that Assessment structures are entered accurately in ARION.

i. Boards of Studies are responsible for:

- Ensuring Assessment is designed and implemented in alignment with this Policy and the Assessment Procedures; and

- Ensuring that Moderation of Assessment is planned, undertaken and reported across programmes;

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- Ensuring Assessment standards are being applied consistently over time and are commensurate with standards being applied in equivalent programmes at other institutions, nationally and internationally.

j. Assessment Boards are responsible for:

- The approval and conferment of grades; and

- Special Consideration of Assessment

k. The Examinations Office is responsible for:

- The timetabling of Examinations and controlled Final Assessments and organisation of invigilators for Examinations, and tests as required; and

- Managing guidelines for Examination scheduling and the supervision of Examinations;

- Referring academic integrity breaches to the Academic Integrity Officer.

6. POLICY BASE / KAUPAPA HERE

General Academic Regulations, Part 5
Assessment Policy

7. RELATED DOCUMENTS / NGĀ TUKANGA ME NGĀ TUHINGA

General Academic Regulations
Programme Approval Procedures
Programme Review Procedures
Academic Integrity Procedures and Guidelines
Special Consideration of Assessment Guidelines
Supervision of Examinations Procedures and Guidelines

8. FORMS/RECORD KEEPING

Reconsideration of Assessment Form
Appeal to Assessment Board (Final Results) Form
Examination Clash Form
Examination Arrangements Application Form

9. DOCUMENT MANAGEMENT AND CONTROL / NGĀ HERENGĀ WHAKAHAERE

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