

ASSESSMENT POLICY / AROMATAWAI

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1. PURPOSE / TE ARONGA

The purpose of this Policy is to set out AUT's Assessment Principles and provide a framework for the design and implementation of Assessment at AUT. Good Assessment practice supports student learning by:

- providing opportunities for students to practice meeting Learning Outcomes and receive feedback on their progress; and
- supporting students to be able to make judgements about how they are meeting learning outcomes;
- providing assurance that students have met learning outcomes.

The Assessment Procedures enact this framework.

1.1 Principles / Mātāpono

a. The Assessment Principles are:

Principle 1: Assessment will equip students for learning throughout life/ Whakaritengā mo te Oranga.

Principle 2: The purpose of a task, its relationship to the Learning Outcomes, and how it will be assessed are explicit/ Te Kaupapa me ngā Tūmanako.

Principle 3: Assessment and associated processes are student-centred, inclusive, accessible, compassionate/ Urungā Aromatawai.

Principle 4: Assessment design creates a coherent, manageable experience that allows students to build on previous Assessment experiences for future tasks/ He Tika, He Pono Te Whakahaere Aromatawai.

Principle 5: Formative Assessment supports active learning through interaction with resources, peers and teachers/ Manaakitanga me te Tiakitanga.

Principle 6: Assessment supports evaluative judgement by including opportunities for self and peer Assessment, self-regulation, critical reflection and dialogue/ Ka Whakamana I te Taunekeneke a ngā ākonga.

Principle 7: Assessment is a shared endeavour that should involve students in decision-making and has a common language/ Whanaungatanga.

2. POLICY / KAUPAPA HERE

a. Assessment design and implementation at AUT will comply with the requirements outlined in this policy and in the Assessment Procedures. This Policy does not apply to Research Components of postgraduate programmes (see Section 4 – Scope).

2.1 Assessment design / Whakāhua Aromatawai

- To ensure a clear link between the purpose of a task, its relationship to the Learning Outcomes, and how it will be assessed, Assessment will be Standards-based (Principle 2).
- To ensure Assessment equips students for learning throughout life, Assessments will, in most cases, be Authentic (Principle 1).
- To ensure coherent programme, course and assessment design there must be deliberate and clear alignment between the programme Graduate Profile, course Learning Outcomes, Assessment, Assessment

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Criteria, and the learning activities within a course (Principle 2).

- d. To ensure coherence, manageability, and variation of Assessment a holistic approach must be taken to Assessment design within courses, and across a programme and its components (e.g., major, core) (Principle 4).
- e. To ensure accessibility and inclusivity, Universal Design for Learning (**UDL**) principles will inform Assessment design (Principle 3).
- f. To ensure that Assessment is reliable and fair, Assessment design will support academic integrity (Principle 1).
- g. To ensure that Assessment is student-centred, Student voice must be considered as part of Assessment design (Principle 7).
- h. To ensure consistency of Assessment practices and outcomes all courses and programmes will use Grade Map 1 (marks, grades, and grade descriptors) or Grade Map 2 (pass, fail, merit) (Principle 2).
- i. The ubiquity of artificial intelligence is acknowledged and its use in Assessment is permitted within academic integrity guidelines (Principle 1).

2.2 Course Assessment / Aromatawai-ōkawa

- a. There will be a maximum of three Summative Assessments in a 15-point course (Principles 3 and 5). To ensure that students experience a variety of Assessment types and that the use of Examinations is balanced across a programme, applications to include an Examination in a course will be made to the Associate Dean (Academic) and must outline a sound pedagogical rationale (Principle 4).
- b. Hurdle Requirements will be applied sparingly. Reasons for their use include (but are not limited to) where accrediting or professional bodies mandate mastery of specific competencies. Applications to include a Hurdle Requirement in a course will be made to the Associate Dean (Academic) and must outline a sound pedagogical rationale (Principle 4).
- c. To build student confidence and provide early feedback on learning an Assessment activity must occur within the first four weeks of a Level 5 course. The early Assessment will be low weighted or Formative. (Principles 3 and 5).
- d. A single Assessment must not be worth more than 60% of the overall grade for a course. Exceptions to this rule include studio-based teaching where a portfolio of work is assessed and holistic Assessments in practicum courses (Principles 3 and 4).
- e. For Summative 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 a course. (Principles 1 and 6).

2.3 Information for students / Ngā korero a ngā akonga

- a. Course Descriptors must contain a short description of Assessment, together with the weighting of each Assessment and the learning outcome/s it measures (Principle 2).
- b. Assessment information for a course will be available in Canvas one week before the start of each teaching period. Assessment Criteria will be provided in Canvas (Principle 2).

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- c. Hurdle Requirements, where permitted, must be stated in the Course Descriptor and on Canvas (Principle 2).
- d. It must be clear to students how the final grade for a course is derived and students must be able to determine their progress after each Assessment (Principle 2).
- e. Students will be informed about the values and principles of academic integrity, including the ethical use of Generative Artificial Intelligence, and the University's procedures for addressing breaches of academic integrity rules (Principle 1).

2.4 Feedback to students / Whakahoki kōrero

- a. Feedback to students must be provided on all Assessment activities using Assessment Criteria. For Assessments due during the teaching period feedback will be provided early enough for a student to be able to use the feedback to prepare for their next Assessment. Feedback must be returned as soon as possible and no later than three weeks after the due date (Principles 2, 5 and 6).

2.5 Examinations and final Assessments / Nga whakamatautau me nga aromatawai whakamutunga

- a. Where the use of Examinations within a course is approved the design and content of the Examination will be as Authentic as possible (Principle 4).
- b. All Examinations and other Final Assessments will be scheduled or due in the AUT Assessment Period at the end of the course (Principle 4).

2.6 Assessment in Te Reo Māori / Te Aromatawai I te reo

- a. A student who has achieved a standard of academic literacy in te reo Māori appropriate to the Level of their enrolled qualification or course may apply to submit one or more Assessments in te reo Māori. Approval to submit an Assessment in te reo Māori will be granted where there is an appropriately qualified assessor available (Principle 3).

2.7 Special consideration / Whakāro motuhake

- a. Special Consideration of Assessment (**SCA**) allows a student to apply to an Assessment Board (or delegate) for consideration when short-term exceptional circumstances beyond their control seriously impair their ability to prepare for, or complete, an Assessment (Principle 3). See [Special Consideration of Assessment Guidelines](#).

2.8 Reconsideration of Assessment / Te arotake ano I te aromatawai

- a. A student may apply for reconsideration of an Assessment result, including an Examination result (Principle 7).

2.9 Appeals against final results / Te Tono Paerangi

- a. A student may appeal against the final result of a course as determined by the Assessment Board (Principle 2). See [General Academic Regulations](#), Part 6, Section 1.

2.10 Academic Accommodation Plans / Te Mahere noho

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- a. Students with disabilities can work with Disability Support Services to develop an individual Academic Accommodation Plan which will include reasonable adjustments to learning and teaching activities, and Assessment, including support as required for tests and Examinations (Principle 3).

2.11 Moderation and quality assurance / Te Whakaōrite me te Whakaaetanga Kounga

- a. To ensure fair, valid and consistent Assessment practices all Assessments must be Moderated (Principle 2).
- b. Postgraduate taught courses must be Externally Moderated on a three-year cycle (Principle 2).
- c. Assessment design and implementation, together with student outcomes and feedback, must be considered in course and programme monitoring, and in internal and external review processes (Principle 2).

2.12 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:
 - Identifying requirements for professional development related to Assessment and facilitating opportunities for continuous professional development; and
 - Working with appropriate senior leaders to coordinate professional development for the design and implementation of appropriate mātauranga Māori context in Assessment that aligns to te kaupapa Aronui and mātapono Māori (Maori principles), as defined within the Te Aronui Framework.
- d. 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;
 - 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.
- e. Assessment Boards are responsible for:
 - The approval and conferment of grades; and
 - Special Consideration of Assessment.
- f. Faculty 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 the use of Examinations and Hurdle Requirements.
- g. Heads of Departments/Schools are responsible for:
 - Supporting staff to take up opportunities for professional development in Assessment.
- h. Programme Leaders are responsible for:

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- 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 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 Assessment Board on student results and achievement trends;
- Ensuring there is appropriate Moderation in each course.

i. 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.

j. The Examinations Office is responsible for:

- The timetabling of Examinations and controlled Final Assessments and organisation of invigilators for Examinations, and tests are required; and
- Managing guidelines for examination scheduling and the supervision of examinations.

3. DEFINITIONS / WHAKAMARAMATANGA

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.

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Examination:	A Summative, timetabled Assessment held during the AUT Assessment Period. Examinations are normally invigilated (supervised).
External Moderation:	The process whereby a person from another university checks the assessment decisions of an assessor for Assessments in a course.
Formative Assessment:	Unweighted Assessment that 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:	<p>A Hurdle Requirement is a condition other than the overall mark that must be met to pass a course. This may include (for example):</p> <ul style="list-style-type: none"> • 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 hierarchy of learning complexity, from Level 1 to Level 10 (doctorate Level) as defined in the New Zealand Qualifications and Credit Framework.

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Moderated /Moderation of Assessment:

A quality assurance process which aims to ensure fair, valid and consistent Assessment practices.

- Pre-moderation is the 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.

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

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.

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4. SCOPE / KAUPAPA

This policy applies to all taught, credit-bearing courses. This policy does not apply to the Research Components of postgraduate programmes.

5. LEGISLATION AND COMPLIANCE / NGĀ TIKANGA MOTUHAKE

The University shall comply with all applicable New Zealand laws, legislation, and regulations. See also the Register of Key Legislation and specifically:

[Education and Training Act 2020](#)

6. RELATED PROCEDURES/DOCUMENTS / NGĀ TUKANGA ME NGĀ TUHINGA

[General Academic Regulations](#)

Assessment Procedures

[Programme Approval Procedures](#)

[Programme Review Procedures](#)

[Postgraduate Handbook](#)

[Special Consideration of Assessment Guidelines](#)

Policies and procedures can be found on [TUJA](#).

7. DOCUMENT MANAGEMENT AND CONTROL / NGĀ HERENGĀ WHAKAHAERE

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