



## Principles

Assessment at the University is guided by the following core principles. Assessments should be:

1. **Reliable:** Assessment should provide an accurate and consistent measure of student performance. This involves both consistency in marking and the authenticity of student work.
2. **Valid:** Assessment tasks should be appropriate to the level, content and learning outcomes of the course and the graduate attributes of the programme and University. A valid task will be one that measures what it purports to assess.
3. **Fair and Equitable:** The assessment should not bias one group of students over another and should not rely on material outside the scope of the course.
4. **Transparent, clear and inclusive:** Assessment intentions and expectations should be clearly described and unambiguous to students. The language used and marking expectations should be inclusive and not discriminate on the basis of factors including (but not limited to)



**Examiners:** An examiner is a person who has immediate responsibility for the design of an item of assessment including ensuring that it is fit for purpose, aligned with the relevant









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would typically include the initial marks and grades, and any decisions made at the meeting, including any changes to the initial marks and grades submitted to the meeting. Initial marks and grades and meeting records are to be submitted to the appropriate Amo | Dean for storage for future reference. All changes of grade after that meeting shall be lodged through the Change of Grade system.

12.4 The relevant Head of Department/School should draw up terms of reference for

### 13. Emergency Provisions

13.1 These provisions can be activated when the Tumu Tuarua Akoranga | Deputy Vice-Chancellor Academic has declared there is an emergency.

13.2 If the DVCA declares an emergency, and published assessment items need to be modified, the following provisions apply:

- i) These changes shall be coordinated at the appropriate academic level to reduce timetable clashes;
- ii) These changes should not unfairly advantage or disadvantage any group of students;
- iii) These changes should make allowance for the changed circumstances of students and staff;
- iv) These changes shall be recorded in writing;
- v) These changes shall be clearly communicated to students via the Course Information System, email and AKO | LEARN.

### 14. Academic appeals and disputes about assessment processes and grades

14.1 Students with concerns about assessment processes, marks or grades should follow the procedures outlined in the Taught and Project Course Assessment Regulations and the [Appeals Regulations](#). At all stages [UCSA Advocacy Services](#) are available to support students throughout any dispute.

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<b>Document History and Version Control Table</b>			
<b>Version</b>	<b>Action</b>	<b>Approval Authority</b>	<b>Action Date</b>
3.01	AA and CO roles updated ahead of scheduled review completion, hyperlinks updated	DVC(A)	Nov 2021