

Assessment Policy

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Business Owner: Provost
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1. WHAKAUPOKO | INTRODUCTION

Assessment is the primary mechanism through which Te Whare Wānaka o Aoraki | Lincoln University can determine whether students are progressing towards the attainment of, or have attained, learning outcomes. This policy supports the University's value of "students at our core", by ensuring assessment processes are clearly understood and assist learning. In alignment with Goals 1 and 4 (A distinctive Aotearoa New Zealand, end-to-end student experience / World-class research and teaching with impact) of the Lincoln University Strategy, this policy supports academics in producing excellent teaching.

Assessment

- can take a variety of forms reflecting the University's diverse qualifications, disciplines, pedagogies and study contexts
- may be formative or summative

Assessment may be:

- *continuous*, e.g. assignments, laboratories and practical work, or
- *discrete*, e.g. tests and examinations

Assessment may:

- be of individual work and/or group work
- take place on-campus or off-campus; online, or in approved circumstances, in person.

2. AROKA | PURPOSE

This policy will:

- Enhance learning through defining the conditions for regular and constructive feedback to students on their progress, through formative and summative assessment.
- Ensure the integrity of assessment.
- Define the assessment-related responsibilities of the Examinations Office, Faculties/Academic Preparation and Pathways (Deans, Directors and Heads of Departments), course examiners, and moderators.

This policy does not address assessment of theses or dissertation. These are governed by the relevant House Rules.

3. KĀ WHAKAMĀRAMA-TAKA | DEFINITIONS

Formative Assessment: provides the student with feedback on performance, to enhance their

learning and to assist teaching staff in forming an accurate picture of the student's progress. A formative assessment may occur at any stage before completion of the teaching period for a course or programme. Formative assessment may, or may not, contribute to the final grade.

Summative Assessment: an assessment activity that tests student attainment of learning outcomes. A summative assessment generally occurs at the end of a block of study, and/or at the conclusion of the course to measure the student's overall level of achievement.

Moderation: a process whereby another party reviews assessment activities for, *inter alia*, appropriateness of content consistent with learning outcomes, levels, clarity of assessment instructions, marking criteria, marking guidelines or marking rubrics. Moderation may be performed internally (within the University) or externally (by parties external to the University). External moderation is a form of benchmarking involving an outside party, sometimes required for the University's accreditation. All assessments worth more than 10% of the course grade must be moderated.

Synchronous Assessment: Assessment activity that requires student participation, whether online or in-person, at a specific time. Excludes assessments that can be submitted prior to a due date and time.

Formal final assessment

- Summative assessment activities, including final examinations, during the *final assessment period* of each semester, organised on behalf of the examiner by the Examinations Office.
- The Examinations Office will schedule the date, time, and invigilation of all formal final assessments.
- Invigilation is optional.
- Can occur in-person, online, or by submission of a document, exhibit, or other item.

Non-formal final assessment:

- Assessment activities organised by the examiner at the end of the teaching period before the study week and the final assessment period.

Types of final assessment	
Formal final assessment (scheduled during the final assessment period by the Examinations Office)	Non-formal final assessment (scheduled at the end of the teaching period by the examiner)
Final examinations (can only be formal)	Final assessment activities (can be formal or non-formal)

4. KAUPAPA HERE | POLICY

- Academic Board is the decision-making authority with regard to the delivery of assessment. In emergency circumstances, e.g., disaster or pandemic, delegated authority may be granted to Senior Management, Critical Incident Management, and associated working groups.
- Assessment must evaluate students' performance against specified learning outcomes and reflect the level, value and degree of difficulty of course content.
- Each course will balance formative and summative assessment.
- Formative assessment must provide clear feedback to students about how their performance could be improved.

- Assessments may be completed in either English or Te Reo Māori. Assessment in Te Reo Māori must follow procedures specified in *Completing Assessments in Te Reo Māori Policy and Procedures*.
- Assessment will enhance learning experiences.
- Assessment will provide opportunities to encourage the application of learning, signal the work-readiness of students (where appropriate), and contribute to their intellectual independence.
- Collectively, assessments will reflect the diversity of student backgrounds, learning contexts and learning styles, and provide the opportunity to demonstrate achievement of learning outcomes in a range of tasks appropriate to the discipline.
- All assessment items worth more than 10% of the overall course grade must be moderated before being provided to students.
- In-term synchronous assessments may be scheduled between the teaching hours of 8am to 6pm Monday to Friday when technical support is available. Assessments may be scheduled outside of these hours with the permission of the Dean and notification to the students that technical support will not be available.
- Timelines for the return of tests and assignments must adhere to Regulation E (6) of the Lincoln University Maramataka | Calendar.
- Formal final assessment periods will be published in the Lincoln University Calendar.
- Synchronous assessment is prohibited on field trip days without Academic Administration Committee approval.

Regulations specific to semesters 1 and 2

Note: these regulations do not apply to courses taught in other semesters (e.g., summer schools).

- Semesters 1 and 2 are 15 weeks long.
- Assessment can occur during weeks 2-12. Assessment early in the semester is encouraged to identify students who may need additional assistance.
- Week 13 is reserved as a study week. Required submission or completion of any assessment in week 13 is prohibited without prior Academic Administration Committee approval.
- The *Final Assessment Period* is weeks 14 and 15. All assessments during this period are scheduled by the Examinations Office.

5. KĀ HAEPAPA | RESPONSIBILITIES AND DELEGATIONS

The **Academic Administration Committee**, under delegated authority from the Academic Board, is responsible for monitoring and reporting on the quality of assessment, and approving assessment results.

Faculty Deans and **Director Pathways and Quality** are:

1. Responsible to the Vice-Chancellor for the appointment of Course Examiners and moderators.
2. Responsible to the Academic Administration Committee for:
 - a. Having an overview of the quality of assessment in the Faculty/Academic Preparation and Pathways (AP&P).
 - b. Ensuring that assessment in each course is compliant with this Policy and adheres to the Assessment Procedures.
 - c. Ensuring that assessment in each course is conducted fairly and to a high standard.
3. Responsible for management of Course Examiners and moderator breaches of responsibilities under this policy. They may choose to refer breaches to the Provost.

Course Examiners are responsible to the Dean/Director (typically via their Head of Department) for:

1. assessment design, moderation, scheduling and marking that is consistent with the learning outcomes, level and value of the assessment.
2. reporting and evaluating assessment results against historical norms, as specified in the Examiners' Meeting Manual.
3. meeting all Faculty/AP&P and institutional assessment timelines.
4. adherence to requirements specified in Assessment Procedures and the Course Examiner Policy and Procedure. These include set-up, moderation and testing of online examinations.

Moderators are responsible to the Dean/Director (or their nominee) for assessing whether proposed assessment items:

1. are consistent with the assessed learning outcomes, at the level of the course.
2. are achievable in the context of the assessment event.
3. are unambiguous and clearly convey what is required in the response.

The **Examinations Office**

1. schedules all assessments during the final assessment period.
2. is responsible for organising all formal final assessments, irrespective of format (e.g. in-person or online) including scheduling, room allocation, invigilation, assessment administration and management, and publication of assessment rules. This does not include set-up, moderation and testing of online examinations.
3. can assist with the administration of large (100+) in-semester tests. Support for the administration of smaller tests may be considered on a case-by-case basis.

6. ASSESSING STUDENT PERFORMANCE

Final course grades indicate demonstrated achievement at the end of the course, through an accumulation of appropriate evidence from assessment.

- Grades for individual pieces of assessment are awarded only on the basis of demonstrated achievement in the task being assessed.
- Students' achievement in a piece of assessment is standards-based, be judged on its own merits.
- The conversion of marks to letter grades must follow the University's approved grading scale as published in the Lincoln University Maramataka | Calendar.
- Adjustment of marks and grades may occur through moderation and scaling processes. Further guidance around the appropriate use of scaling may be found in the most recent edition of the Examiners' Meeting Manual.

Feedback on assessment

In order for students to gain maximum benefit, they need feedback on each assessment. This can be oral or written and must be timely, sufficiently detailed and constructive to allow students to form an accurate appraisal of their performance, and it should generate suggestions for improving future work.

7. RAEMI | RELATED POLICIES, PROCEDURES, GUIDELINES / SUBSIDIARY RESOURCES

- Assessment Procedures
- Course Examiner Policy
- General Course and Examination Regulations (Lincoln University Maramataka | Calendar)
- Partial Waivers (Lincoln University Maramataka | Calendar)
- Examiners' Meeting Manual (available on the Hub in June and October)
- LUCAS (Appeals and Dispensation tab for recount and reconsideration applications)
- Application for Aegrotats (available on Akoraka | Learn or from Student Administration)
- Postgraduate House-Rules (available on the University website)