Assessment

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Review Cycle:	3 years		
Applies From:	Immediately		

Major changes/additions since the last version was approved are indicated by a vertical line in the left hand margin.

1   Introduction

1.1 Purpose

To provide a broad framework and set of principles to ensure that assessment activities are fair, valid, reliable and consistently applied.

1.2 Scope and Application

a   This policy applies to all assessment conducted by Ara Institute of Canterbury[1], unless otherwise stated. Regulations covering external examinations can be found in the relevant handbook of the examining body, in information supplied with the examination entry form, or from the chief supervisor conducting an examination on behalf of that body.

Note: Not every procedure included in this policy is relevant to every assessment situation. Minor adjustments where needed may be approved by the Head of Department, Board of Studies or delegated committee. Major departures must be approved by the Academic Board on recommendation from the Academic Division. Questions regarding interpretation of and variation to the procedures set out in this policy are directed in the first instance to the Director Academic.

1.3 Formal Delegations

a   The Ara Council delegates the Academic Board to:

i   Approve new and existing programmes and courses which are in accordance with the Ara Strategic Plan and Investment Plan.

ii   Admit students to approved programmes and courses.

iii   Grant awards.

iv   Develop, monitor, review and maintain polices on academic matters, including research.

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[1] From herein referred to Ara

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b	The Academic Board Terms of Reference are updated on a regular basis and submitted to Council for ratification. The current terms of reference include the following responsibilities most relevant to this policy:

   i	Develop, monitor, review and maintain policies on academic matters including research conducted by staff.

c	From the Academic Board to other persons/bodies:

   To the Director, Academic: authority to approve variations to graduation eligibility (January 1999), including students studying at Ara but enrolled through another institution (October 2003), or students studying under collaborative arrangements (August 2013).

Related Ara Procedures and Forms	**Related Ara Policies**
• APP504a Consideration of Fees and Charges Refund Procedures (Including Compassionate Consideration) • APP505a Additional Guidelines for Specific Assessment Situations • APP505b Application for Alternative Assessment/ Exam • APP505c Reconsiderations and Appeals Flowchart • APP505d Academic Appeals Committee Terms of Reference • APP505e Procedures and Responsibilities for Resits, Resubmissions and Second Results • APP505f Written Examinations - Rules for Candidates • APP505g Written Examinations - Instructions for Supervisors • APP505h Marks Carried Forward • APP505i Application for Reconsideration – Independent Remark • APP505j Application for Reconsideration – Remark • APP505k Application for Resit or Resubmission • APP505l Application for Second Result • APP505m Application for Extension of Time	• APP301 Student Rights & Responsibilities • APP304 Academic Misconduct • APP503 Naming and Awarding Qualifications and Recognising Achievement • APP504 Regulations Governing Admission, Enrolment, Withdrawal and Non-Engagement Cancellations • APP506 Probation • APP507 Credit Recognition • APP508 Moderation • APP509 Additional Assessment Arrangements • APP510 Aegrotat Pass Regulations • CPP110 Legislative Compliance • CPP211 Code of Professional Practice
Associated Documents • Ara Standard Fees and Charges • Ara Extension Form • Ara Declarations/Monitors Form	
Related Legislation or Other Documentation • Achieve. (2004). *Kia Orite: Achieving Equity. NZ Code of Practice for an inclusive tertiary education environment for students with impairments.* http://www.achieve.org.nz/cop/kia-orite • Privacy Act 1993	**Good Practice Guidelines** (indicate if attached to policy or where they can be found) •

References
- Code of Professional Practice
- Biggs, J., & Tang, C. (2007). Teaching for quality learning at university: what the student does. Maidenhead: McGraw - Hill/ Society for Research into Higher Education & Open University Press
- Ministry of Health. (2001). *The New Zealand Disability Strategy.* http://www.odi.govt.nz/resources/publications/nzds/index.html

Notes
- The first version of this policy (entitled 'Accountability in Assessment') was produced in 1987 in response to the Official Information Act 1982. Full staff meetings were held with each of the (then) 14 departments as part of the consultation process.

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- The Ara approach to mandatory attendance is consistent with the philosophy of competency assessment that underpins the National Qualifications Framework. The first formal policy was developed in February 1993 and incorporated into the assessment policy in 1996.
- Management Team and the Academic Board endorsed changes to the Appeals Committee procedures in April 2000. This added a stronger independent perspective to the Committee and streamlined its operation. With the resignation of the Deputy Chief Executive (also Chair of the Academic Board) at the end of 2000, oversight of the Committee was delegated to the Secretary of Council (Ralph Knowles).
- The first policy covering assessment in Te Reo Māori was published in 1995, but unintentionally deleted in 1998 when several policies were combined or substantially revised. An updated draft was produced early in 2001, after consulting with the Senior Case Manager, NZ Qualifications Authority, who informed Ara that a national review was underway. The review was not completed by the end of that year; our interim procedures were therefore confirmed as policy until further notice.
- In May 2009 the Academic Board asked that the provision for "extra time in tests and examinations for EAL students" be reviewed for its intent and relevancy. The Board subsequently received a recommendation that this provision be removed from the policy effective January 2011 and endorsed this.
- Reconsiderations and Appeals relating to Clinical/Work placement added to policy as approved by Academic Board in September 2009. Conflicts of Interest section added (also in *APP508 Moderation* policy). Provision for Marks Carried Forward for compassionate reasons added.
- Reconsiderations and Appeals modified in August 2011 following a recommendation from the Ombudsman regarding our process.
- Policy updated (May 2012) to align with organisational restructure: Faculties to Departments/Schools and Faculty Boards to Boards of Studies.
- 2014 – Updates were made to include specific timing for marking and return of assessments. Marks Carried Forward provision was extended for all programmes. Extension timeframes were reduced to 6 weeks.
- Additional Assessment Arrangements policy (previously named Supplementary Assessment Arrangements 2012) deleted and the procedures added to Assessment policy in section 3.19
- 2015 Grade scale changes approved by Academic Board added to principles.
- 2016 New branding
- 2017 Addition of statement that Formal Appeals are reported publically every six months

2   Principles

2.1   Assessment has two purposes, to enhance learning as well as to measure progress.

2.2   Assessment is considered and designed in the context of constructive alignment.

2.3   Formative assessment is designed to provide opportunities for timely constructive feedback.

2.4   Assessment is designed considering validity, reliability, fairness, transparency, sufficiency, authenticity and academic integrity.

2.5   Assessment is designed holistically across a programme in consideration of student and tutor workload, with appropriate and achievable timeframes.

2.6   Every person has a right to representation, advice, advocacy and support at all stages of any of the reconsideration or appeal processes.

2.7   Criterion referenced (not norm referenced), standards based or competency based assessment will be used. Results are reported according to standard grade scales approved by Academic Board.

2.8   Students with documented impairment will have access to appropriate additional assessment arrangements and/or assistance.

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2.9   Any additional arrangements or assistance will not compromise or invalidate the assessment of stated learning outcomes.

2.10   Additional assessment arrangements will adhere to the governing regulations of any external bodies which control or administer those assessments.

3   Associated procedures for Ara Academic Policy on: Assessment

3.1   Responsibilities for Assessment

a   The Academic Board is responsible for developing and distributing policy related to assessment and for delegating responsibilities for assessment as it deems appropriate.

b   The Academic Division is responsible for translating policy into operational guidelines and providing assistance with implementation.

c   Heads of Departments are responsible for ensuring assessment practices are consistent with the approved programme documents, assessments are carried out according to the principles set out in this policy, assessment requirements are followed (as relevant to the particular course/programme), assessment results are endorsed before being released, and assessment records are maintained according to the rules overseen by Central Academic Records.

d   Heads of Departments also are responsible for ensuring the Boards of Studies, and staff have access to the information, direction and support needed to carry out their assessment responsibilities. Heads of Departments/Schools have the authority to delegate specific responsibilities and tasks to others (e.g. Programme Managers/Leaders/Coordinators), but they maintain overall accountability to the Chief Executive, Academic Board, and/or other person/body identified in policy.

e   Heads of Departments are responsible for ensuring staff are aware of their assessment responsibilities, as set out in this policy, and that the information listed in Section 3.2 of this policy is prepared, checked, and given to students. Further, they are responsible for ensuring copies of assessments, associated marking guides, model answers, and moderation forms are filed where they are accessible for reviewing. Heads of Departments have the authority to allocate specific tasks to others (e.g. Programme Managers/Leaders/Coordinators), but they maintain overall accountability.

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f   Academic staff are responsible for taking the steps necessary to understand the principles and practices of assessment contained in this policy and for carrying out all assessment tasks in a professional manner. This includes ensuring that the assessment details in the Student Management System are correct, that the assessment results entered for each student are correct, and that all results are entered in the required format and within two weeks of the assessment occurring.

g   Staff are directed to *CPP211 Code of Professional Practice* and *CPP208 Resolving Staff Performance or Conduct Issues* because of the special importance of assessment to students and the institution. They set out the overall expectations of Ara staff and the possible consequences of not following approved policies.

3.2 Assessment Information Provided to Students

a   Students are given appropriate, accurate information about their programme as a whole, and individual courses. This includes what they are expected to achieve and how they will be assessed. Items marked * refer to information provided prior to enrolment:

   i   *Programme aim/outcomes

   ii   *Overall credit value and level

   iii   *Credit recognition provisions (cross credits, credit transfer, RPL)

   iv   Programme regulations, including at least the following:

          overall requirements for completion including transition plans; grade scale(s) used; formal attendance requirements, if any likely consequences/problems if regular attendance is not maintained; requirements for progression within the programme; maximum time to complete the qualification (or specified courses); penalties for late submission; details of re-sit/reconsideration/second results/extension/aegrotat provisions; consequences of not completing or failing clinical/work placement.

   v   *Estimated cost of material or other charges

   vi   *Course pre-requisites/expected prior knowledge/skills

   vii   Course descriptors (including all details as per the approved Programme Document)

   viii   Assessment/assignment due dates

   ix   Timeframe in which staff will return marked assessments

   x   Marking procedures and methods for calculating the final grade and if applicable, forced fail grades and marks carried forward

   xi   Necessity for students to keep copies of assessments submitted electronically

   xii   Any other assessment details specific to each course

b   Students enrolled in the same course, even if they are completing different qualifications, are covered by the same assessment procedures and regulations unless specifically approved otherwise by the Academic Board. If these procedures/ regulations differ from the other courses the student(s) is enrolled in, this must be communicated in writing via a specific set of course regulations. Course regulations and requirements for 'generic' or 'service' courses, such as communications, mathematics, and Te Reo Māori/Māori studies, are the responsibility of the Department delivering the course. They are, however, usually developed in consultation with the Programme Managers/Leaders or Heads of Department/School overseeing the programmes in which they are delivered.

c   If, in extraordinary circumstances, a significant departure from what is included in the published information has to be made, it is explained clearly to all students in writing. Changes are cleared with the Head of Department or delegated manager, the Board of

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Studies and/or the Academic Board, depending on the magnitude and implications of the change. In some cases, an approved transition plan is required as well.

3.3 Admission as a Non-Assessed Student

Applicants accepted into a course(s) that includes mandatory assessment may enrol as a 'non-assessed student' under certain circumstances (refer *APP504 Regulations Governing Admission, Enrolment, Withdrawal and Non-Engagement Cancellation* for details).

3.4 Assessment in Te Reo Māori

In recognition of the status of Te Reo Māori as an official language of New Zealand, Ara provides students with the opportunity to be assessed in Māori, except for assessments/courses in which the use of a specified language is required. The following procedures apply:

a   Any student wishing to be assessed or present work for assessment in Māori must inform the Head of Department in which he/she is enrolled for that course(s), preferably at the time of enrolment, but no later than the start of the course(s). The Head of Department will consult with the Pou Whakahaere/Manager Te Puna Wānaka (or delegate) when such a request is received. If the request is not received within this timeframe, the Department/School is not obliged to make the necessary arrangements.

b   If there is no member of staff in the Department who is competent to assess work in Māori, the Head of Department will consult with the Pou Whakahaere/Manager Te Puna Wānaka (or delegate) who will make all reasonable effort to find an assessor either within or outside Ara. Assessors must be proficient in both Māori and the subject matter of the assessed work.

c   If such a person cannot be found, a translator proficient in Māori may be appointed to work with the staff member responsible for the assessment.

d   Both the student and the nominated translator or assessor must sign an affidavit that there is no conflict of interest between them.

e   If neither a competent translator nor assessor can be found, the Head of Department will advise the student at least two weeks before the date of the assessment/due date the request cannot be granted.

f   If a translator for written work is used, he/she must not communicate with the student. For translation of verbal components, the translator must not interpret, coach or correct any of the student's contributions or responses.

g   No additional time or other special provisions will be made because the assessment is in Māori. It is the student's decision whether his/her proficiency is sufficient to complete the assessment in Māori.

3.5 Attendance as a Course Requirement

a   In most cases, attendance is not an assessed course requirement at Ara. Assessment is based on the achievement of stated learning outcomes, not on whether a student attends a specific number of class sessions. The exceptions to this are when experiential learning or participation in specified activities is essential to meet the outcomes (e.g. clinical practice, group work, supervised laboratory/practical work, marae visit) or to meet the requirements set by an external body (e.g. Nursing Council of New Zealand, Social Work Registration Board, an ITO).

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b   It is acknowledged that students are more likely to succeed if they do maintain regular attendance. They need to be advised of this in the programme handbook and/or by their course lecturer/tutor.

c   If a Statement of Attendance is to be produced, or an outside body requires a specified level of attendance, then attendance is monitored, recorded and included as part of the overall assessment criteria.

3.6 Conducting Classroom Assessments

a   Each tutor/lecturer is responsible for ensuring that precautions are taken to minimize the opportunity for cheating (refer *APP304 Academic Misconduct*).

b   If reader/writer or other assistance is warranted, refer to *APP509 Additional Assessment Arrangements.*

c   Each tutor/lecturer is responsible for taking additional precautions to safeguard student work, as relevant to the particular assessment activity (e.g. safe storage of submitted work until it is assessed, photographing submitted project work, backing up electronically submitted work, reminding students to maintain a copy of all submitted work).

3.7 Conducting Major Examinations

All of the requirements under the heading Conducting Classroom Assessments, above, apply. For formal examinations, refer also to *APP505g Written Examinations - Instructions for Supervisors* and *APP505f Written Examinations - Rules for Candidates.* Each Department is responsible for ensuring students are informed of these rules and any others relevant to the particular examination.

3.8 Unavoidable Interruptions during Assessments

Refer *APP505g Written Examinations - Instructions for Supervisors.*

3.9 Examination of External Students

From time to time Ara is asked to provide examination supervision for students either not enrolled at this institution or taught under contract to another institution. The following procedures apply:

a   No additional examination supervision fee is charged if students can be included in a scheduled Ara examination.

b   If there is no scheduled examination, or the student is unable to attend at that time, he/she or the external institution contracting the service will pay for an examination supervisor. In this case, a standard fee applies, depending on whether the examination takes place during or outside normal working hours.

c   If the fee is charged directly to the student, payment is made at the Student Finance Office. Students must present their receipt to the supervisor as proof of payment. If the fee is charged to the external institution, the invoice will be processed through Finance Division in the normal way.

3.10 Marking and Returning Assessed Work

a   Staff use prepared and moderated marking guides to increase the reliability, transparency and validity of the assessment results (refer *APP508 Moderation* for details).

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b   On the rare occasion where marks need to be adjusted for an entire group of students, the specified criteria of a marking guide are altered and relevant questions remarked using the changed criteria. There must be a clear rationale and completed record of how and why adjustments were made. These are endorsed by the Board of Studies or delegated body before being finalised.

c   Results of assessments are expected to be returned to students within two weeks of the assessment due date. Where possible, students receive and are given an opportunity to discuss model answers and/or marking guides and to query their grades/marks. *See Section 3.19 Reconsiderations and Appeals.*

d   Assessment results are expected to be entered into Student Management System no later than two weeks after the assessment due date, e.g.: results should be entered, checked and signed off by the department and forwarded to results staff within this two week period. Results are due for publication three weeks after the end date of the programme.

e   Assessments that are not returned to students are kept by the Department for a period as determined by the Public Records Act.

f   Privacy of assessment results is safeguarded as required by the Privacy Act 1993. All staff are responsible for ensuring the guidelines set out below are followed.

g   Refer *APP505a Additional Guidelines for Specific Assessment Situations* for further guidelines related to specific assessment situations (e.g. marking of practical, classroom based assessments; formative feedback; multiple-choice tests).

3.11 Privacy Issues

a   Ara adheres to a strict interpretation of the Privacy Act 1993 as it affects the public display, announcement or publication of academic results of any assessment or final grade in a course or programme. Such results must NOT be displayed, announced or published in a form that includes a student's name or other identifier that reasonably could be 'readable' by people other than the student concerned. Results of individual assessments or final grades cannot be given to anyone other than the student, except with written permission from the student.

b   It is permissible to publish students' results publicly **PROVIDED** that no names or other easily identifiable reference is used. If using Ara Polycard numbers the list should be sorted numerically.

c   In order to meet internal and external academic quality assurance requirements, student assignment, test, and examination results may be used for the purposes of:

     i   Internal and external moderation

     ii   Self-Assessment & External Evaluation and Review

     iii   Programme review

     iv   Aegrotat and other academic decisions

     v   Resolution of academic appeals and complaints

     vi   Statistical analysis (e.g. of trends, completion rates, success rates of specified cohorts)

     vii   Other academic related purposes if agreed to by the Academic Board.

Assessment materials and/or results used for these purposes will have any information which could reasonably be expected to identify the individual removed before they are copied and used, unless the identity of the student is required for the purpose undertaken.

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d   The Ara Privacy Officer is authorised to make any exceptions to the procedures outlined above. Refer also to *CPP109 Disclosing Personal Information about Students and Staff*.

3.12 Conflicts of Interest

Staff are expected to identify and report to the Head of Department any conflict of interest related to their involvement in any student's summative assessment (e.g. a relative, close friend, employee).

The Head of Department is responsible for ensuring appropriate safeguards are put in place to resolve such situations, e.g.:

a   Student work assessed by an alternative staff member (from Ara or another institution) with the requisite knowledge/skill,   *or*

b   Student work co-assessed by the staff member and another person with the requisite knowledge/skill (from Ara, another institution, or the relevant industry/profession),

    or

c   Assessed work is 'blind' moderated by another person (as in 3.12b, above), along with the assessed work of two other students achieving approximately the same mark on the same assessed work.

Advice is available from the Director Academic or delegate, or Head of Department, depending on the type of assessment and/or issues identified.

3.13 Alternative Assessment Arrangements

a   Departments are encouraged to provide alternative assessment arrangements in cases where student(s) are unable to sit a test or examination or complete an assessment on the scheduled date for reasons the Department considers acceptable. Note that students are eligible to apply for an aegrotat pass only if the programme regulations allow for it and alternative assessment arrangements cannot be made (refer *APP510 Aegrotat Pass Regulations*).

b   Alternative arrangements include allowing students to sit a test before or after the scheduled date. When such arrangements are made, the Department must take the following precautions to guarantee fairness, both for the particular student(s) involved and for those completing the same assessment on the scheduled date:

    i   The date of the rescheduled assessment is as close to the original scheduled date as possible.

    ii   The student(s) sign a declaration acknowledging that special arrangements have been made.

    iii   steps are taken to limit the possibility of information about the assessment being communicated to other students, e.g.:

        • The assessment is undertaken in a secure, supervised situation.
        • Student(s) are not allowed to take paper, books or other material into the secured area, except for what is required to complete the assessment.
        • Student(s) are not allowed to remove any material or information about the assessment from the secured area.

c   Further safeguards that Heads of Departments may consider appropriate (but are not required) include the following:

    i   If the alternative assessment is prior to the scheduled date, a 'monitor' might be appointed as an extra precaution against a student giving information to any other student. The monitor can be a family member, friend or other person who

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undertakes to remain with the student for the period and confirm that no information about the assessment has been communicated. If such an appointment is warranted, the monitor is also required to sign a declaration.

    ii   If the alternative assessment is after the scheduled date, an additional check of the student's knowledge may be warranted (e.g. a follow-up oral test).

d   Refer *3.19 Additional Assessment Arrangements* in this policy for details on assistance for students with specific needs (e.g. reader/writer, interpreter, extra time in examinations).

3.14 Extensions

a   An extension is a written agreement between a student(s) and tutor/lecturer for a piece of assessment to be submitted late - at an agreed, specified date - usually on medical or compassionate grounds. Supporting information/evidence (e.g. medical certificate) is required.

b   Extensions are initiated by the student affected and must be agreed to prior to the assessment due date. Students are allowed up to 12 months***** to complete an assessment under this provision, after which a final grade must be recorded. Departments are responsible for recording extension events in the Student Management System in a timely fashion to ensure that the 'not complete' code does not become the default result when reporting such cases to the Tertiary Education Commission (refer also *3.15 Re-sits and Resubmissions* and *3.16 Second Results* in this policy).

*Note: From 1 January 2015 the following will apply to the extension timeframe: "Students are allowed up to 6 weeks to complete an assessment under this provision, after which a final grade must be recorded".

c   No result will appear on the student's academic record until the extension result is entered into the Student Management System; therefore, if unit standards are involved the student is not required to pay an additional unit standard charge.

3.15 Re-sits and Resubmissions

a   Under a competency or mastery assessment approach, students are usually given more than one opportunity to reach the stated competency standard, depending on the available time and resources. Other programmes also may provide such opportunities. Details must be communicated via the programme handbook, course outline or other official publication and must include information on any restrictions (e.g. number of opportunities, deadlines, fees, penalties).

b   Re-sits and resubmissions are carried out within the published timeline of the course. Course results usually are not published until after the re-sit/resubmission date.

3.16 Second Results

a   Some programmes allow students to apply for a 'second result' (of the final course result) by re-sitting one or more tests/exams or resubmitting assignment(s) outside the published timeline of the course. This must be within 12 months of the course end date. Under this provision, students do not receive any additional tuition from the Institute. They can opt to re-enrol in the entire course instead, receive tuition, and complete the assessment in the normal way.

b   The student's original result remains on the transcript, along with the updated (second) result.

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c   Details must be communicated via the programme handbook or other official publication and must include information on any restrictions (e.g. number of opportunities, deadlines, fees, penalties).

3.17 Conceded Pass

a   For courses assessed internally at Ara, the Board of Studies (or delegated person/body) may award a conceded pass, unless otherwise stated in the course/programme regulations. A conceded pass allows a student who has a good overall performance to be awarded a 'pass' in the course despite:

    i   A marginal failure in one area, *or*

    ii   An inability to complete all of the required work for reasons the Board of Studies considers valid.

b   To be eligible for a conceded pass, a student must have either:

    i   Fulfilled the minimum course requirements (e.g. assignments, practical work), but failed narrowly to achieve the standard required over all the assessments, *or*

    ii   Completed most but not all of the required work at an acceptable level. The Board of Studies or delegated committee must be satisfied that the student has worked conscientiously and is worthy of special consideration.

c   If progression to a higher level/stage is an issue, the Board of Studies or delegated person/body decides on a case by case basis whether the conceded pass is an advancing or non-advancing pass to the next level in the designated discipline/area covered in that course. This decision is communicated clearly to the student at the time the conceded pass is awarded.

d   A student is eligible to receive only one conceded pass in any one year in the same programme, unless approved by the Academic Board. This decision is not delegated to the Board of Studies or Head of Department.

e   Assistance with determining eligibility for a conceded pass may be sought from the Director Academic if an independent view is needed.

3.18 Marks Carried Forward

A student may apply to carry marks forward for passed assessments to the next occurrence of the course and not redo those assessments. The Head of Department or delegate is responsible for counselling the student about the potential impact on their overall workload, and the possible impacts on student visa or StudyLink eligibility. The Department will liaise with the International Services where this provision involves international students.

The following provisions apply:

a   Assessment regulations within the programme of study document allow this provision.

b   The learning outcomes, outcomes assessed and weightings for completed assessments are unchanged.

c   Guidance is provided to ensure that the eligibility for StudyLink or Visa's is not compromised. Each student will sign the *APP505h Marks Carried Forward* form to confirm this.

d   The student will enrol in the next available occurrence of the course/s (*excluding Summer School*) as soon as practicable **and** before the Last Withdrawal Date for the course.

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e   A pro rata enrolment will apply in recognition of a reduction in the learning, teaching and assessment hours of the course. The assessment weighting of uncompleted assessment will determine the % of the course fee.

f   Marks Carried Forward can only occur for one re-enrolment of the same course/s.

g   The results for both enrolments (original and re-enrolment) will be reported on the student's transcript.

h   The subsequent result grade will be the combination of the marks carried forward and the marks attained in the assessment of the subsequent enrolment.

i   Refer *APP505h Marks Carried Forward*.

3.19 Procedures for additional assessment arrangements for disabled students

a   At least three weeks (15 working days) before a scheduled assessment, students applying for additional arrangements must provide supporting documentation and have their eligibility for additional arrangements assessed by the Disability Services Coordinator or delegate. If the eligibility for specific arrangements is approved, the appropriate academic staff member will be notified.

b   Unless otherwise specified, the approved eligibility for assistance is valid only for the duration of the current enrolment (i.e. maximum of one year's study in a programme).

c   If an eligible student wishes to take up this entitlement for specific assessments, they must apply to the Disability Services Coordinator or delegate at least two weeks (10 working days) before the assessment. The Disability Services Coordinator or delegate will arrange the appropriate type of assistance and notify the appropriate academic staff member of the additional arrangements at least five working days, where possible, before the assessment. Where students give less than two weeks' notice of an assessment, the availability of additional arrangements cannot be guaranteed.

d   A student's entitlement to additional arrangements and record of use are to be held on file by the Disability Services Coordinator.

e   The Disability Services Coordinator will ensure there are processes and provisions in place for all eligible students to gain access to and receive appropriate accommodations for assessments. The Disability Services Coordinator will monitor, review and evaluate these processes and provisions.

f   The following types of additional arrangements are possible for assessments:

i   **Extra time**. In most circumstances, this will be an extra 10 minutes per exam hour. If the exam is for one hour, the extra time allowance will usually be 15 minutes.

There may be exceptional circumstances when additional time beyond the guidelines above is required. This is to be negotiated with the Disability Services Coordinator and appropriate academic staff member.

ii   **Use of a separate room**. This may be required for students who have particular physical or psychological needs.

iii   **Segmented exams with supervised breaks**. This may be required by students with particular physical or psychological conditions.

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iv   **Alternative assessment times**. See Section 3.13 - Alternative Assessment Arrangements.

v   **Reader assistance**. A person reads the assessment text to the student (includes provision of extra time and a separate room). This may be required for students who have difficulty reading or processing written text.

vi   **Writer assistance**. A person writes down the student's dictated answers (includes provision of extra time and a separate room). This may be required for students who have difficulty writing for reasons related to physical conditions or specific learning disability.

vii   **Reader/writer assistance**. A person both reads the assessment text and writes down the student's dictated answers (includes provision of extra time and a separate room).

viii   **NZ Sign Language interpreter**. This is available for Deaf students presenting or receiving an oral assessment, or who are using a reader/writer (includes provision of extra time and, when necessary, a separate room).

ix   **Alternative assessment format**. A written assessment may be given in an alternative format to a student (e.g. enlarged font). A student may complete a written assessment through alternative means (e.g. verbally) when agreement has been reached between the Programme Manager/Leader and the Disability Services Coordinator.

x   **Use of assistive equipment or technologies**. This may include: magnifying devices, a computer, voice recognition software, ergonomic furniture. This does not include devices or software providing support with spelling, dictionary/thesaurus functions, grammatical structure, or mathematical computation, unless specified.

xi   **Other additional arrangements**. Arrangements either accepted or currently under review by NZQA, or by other tertiary education providers associated with Ara, will be considered on a case-by-case basis in consultation between the Disability Services Coordinator and relevant provider.

3.20 Reconsiderations and Appeals (Refer Flowchart APP505c)

a   **Reconsiderations**

If a student considers a mark/result/course outcome of an assessment e.g. from classroom test, an assignment, a major exam or project (refer to Section 3.20 for Reconsiderations and Appeals involving Clinical/Work placement) allocated to them is incorrect or unfair, the steps set out below are to be followed:

i   **Discussion:** The student discusses the assessment result with the relevant academic staff member, who may then consult the Programme Manager/Leader, Head of Department. The student's request for discussion must be lodged within 10 working days of the marks/result/course outcome being communicated to the student.

ii   **Re-mark:** If the student considers the outcome of the discussion to be incorrect or biased, the student may request a re-mark. The student's request must be lodged in writing within 10 working days of the discussion being concluded.

A re-mark will be completed by an academic staff member other than the one who originally marked it. The outcome of the re-mark will be communicated to the student within 20 working days, where possible. The outcome of the re-mark becomes the result for the assessment.

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iii **Independent re-mark:** If the student considers the outcome of the re-mark is incorrect or unfair, the student may apply to the Head of Department requesting an independent re-mark. The student's application must be made within 10 working days of the outcome of the re-mark being communicated to the student.

In applying for an independent re-mark, the student must state in writing the reasons for believing that the original mark and/or re-mark is incorrect or unfair.

All reasonable steps are to be taken to obscure the student's ID and the original mark before submitting the assessment to an independent marker, external to Ara. This preparation is arranged by the Head of Department.

The student is advised of the outcome of the independent re-mark by the Head of Department as soon as practicable, usually within 20 working days.

The outcome of the independent re-mark becomes the result for the assessment.

b **Appeals**

If the student considers the outcome of the independent re-mark or equivalent review of a result to be incorrect or unfair, or in cases where it is not appropriate or practicable to pursue a re-mark or independent re-mark (refer Section 3.19.a.iii), the student may appeal to the Academic Appeals Committee.

The grounds for an appeal would normally be one of the following:

- Additional new and significant information has become available which was not available and could not reasonably have been available to the Head of Department/School at the time of the reconsideration(s), *and/or*

- There was an irregularity in the assessment process or in the process used to reach the decisions, *and/or*

- An independent re-mark is not appropriate or practicable because the result being appealed involves the assessment of competence in a clinical/work placement, the following also applies:

The appeal process is:

i The student lodges the appeal in writing with the Complaints Coordinator with a copy to the Head of Department.

ii The appeal must be lodged within 15 working days from the date on which the advice of the outcome of the independent re-mark or other assessment notification was issued.

iii The Complaints Coordinator acknowledges the appeal and advises the Head of Department that an appeal has been received

iv The Complaints Coordinator confers with the Director Academic to determine whether or not there are acceptable grounds for the appeal to be heard.

v The student is advised whether or not the appeal will be heard.

vi The Director Academic appoints a suitable staff member to chair the Academic Appeals Committee on behalf of the Academic Board.

vii The Director Academic in consultation with the Chair appoints the other members of the Academic Appeals Committee as required (two other members for academic/theoretical course appeals and two other members and an independent professional expert for clinical/work placement appeals).

viii The Complaints Coordinator provides secretarial services to the Academic Appeals Committee but is not a voting member of the Committee.

ix The independent professional expert, if one is involved, will attend meetings of the Committee and will provide advice but is not a voting member of the Committee.

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x   Where possible the student and others are advised of the outcomes of the Appeal by the Chair within 3 months.

Note: A documented record of discussions and decisions is maintained until the appeal period has lapsed and the final results released.

Appeal decisions are reported publically every six months. Please note no identifying information is published.

3.21 Reconsiderations and Appeals Involving Clinical/Work Placement

Where a reconsideration or appeal involves the judgment of one or more professionals (e.g. clinical lecturers, preceptors, master trades people, workplace assessors), in assessing competence in a clinical/work placement, the following also applies:

a   The re-mark or independent re-mark provisions may not be appropriate or applicable and the matter may proceed directly to an appeal.

b   The Complaints Coordinator confers with the Director Academic to determine whether or not there are acceptable grounds for the appeal to be heard.

c   The student is advised whether or not the appeal will be heard.

d   The Director Academic appoints a suitable staff member to chair the Academic Appeals Committee on behalf of the Academic Board.

e   The Director Academic in consultation with the Chair appoints the other members of the Academic Appeals Committee as required.

f   The Director Academic in consultation with the Chair appoints an independent professional expert to assist the Committee.

g   The student must be informed that the Academic Appeals Committee may require a demonstration of the student's skills via a competency check or challenge test as part of hearing the appeal or order a full repeat of the placement and assessment at the student's own expense.

h   Where possible appeals will be completed within three months. The student and others are advised of the outcomes of the appeal by the Chair of the Academic Appeals Committee.

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