

## ASSESSMENT POLICY

*Te Kupenga is a leading provider of Catholic thought leadership, knowledge and faith formation in NZ and is the home of three national agencies: the Catholic Theological College, responsible for providing approved tertiary qualifications; the National Centre for Religious Studies, responsible for supporting religious education in Catholic schools; and the Nathaniel Centre for Bioethics, responsible for research and advocacy on bioethical issues.*

*For those involved in a University of Notre Dame Australia (UNDA) degree or course, UNDA Policies and Procedures also apply. Where there is a conflict between this policy and the UNDA policies, the UNDA policies should be followed.*

### **Purpose of Policy**

To set the principles and guidelines which inform assessment for Te Kupenga – Catholic Theological College (CTC).

This policy should be read in conjunction with the *Programme Development and Review Policy and Procedures* and the *Moderation Policy and Procedures*.

### **Principles**

1. Assessment is fair, valid and reliable.
2. Assessment activities reflect learning outcomes and use a range of assessment methods.
3. The aim of assessment is to enhance student learning.
4. Students are informed of assessment requirements.
5. Student work must be authentic (see Academic Integrity Policy).
6. Assessments are recorded and procedures are regularly reviewed.

### **Assessment Task Design**

Assessment tasks are developed with the writing of each paper. The appropriate Dean is responsible for designing (or delegating design) of the tasks which are approved by the Director and submitted for pre-task moderation as required.

Assessment tasks must:

- Be relevant to the skill, knowledge or attributes being measured.
- Meet paper and programme and College requirements.
- Be integral to the paper and must be derived from the learning outcome.
- Have the flexibility to be adjusted when students can present evidence from other sources or activities.
- Have unambiguous wording.
- Be fair for all students with regard for age, gender and ethnicity.
- Include provision for assessment in Te Reo Māori.
- Be designed to meet formative ends.

- Reflect a range of assessment activities that are appropriate and effective for their specific purpose.

### **Assessment Guidelines**

1. There will be summative assessment for each paper.
2. Formative assessment to guide student learning will be used where appropriate.
3. Each lecturer will have an assessment statement that clearly identifies assessment-recording procedures.
4. Assessment activities will use a range of assessment procedures to enhance validity, reliability and authenticity.
5. Assessment activities will reflect policies and learning outcomes.
6. Clear guidelines involving assessment due dates will be available to students.
7. There is provision for having assessment in tikanga Māori for students who request it.
8. There is provision for alternative assessment where sensory, physical, medical, and/or learning difficulties/disabilities exist.
9. Computerised records of assessment for each student will be securely held by the Registrar.
10. A specified appeals process will be available to students (see the Student Complaints, Grievances and Appeals Policy).

### **Assessment Review**

Lecturers consider whether assessments are fit for purpose as part of the Lecturer Paper Review. These comments are incorporated into the pre-moderation process, as an additional opportunity to review assessments.

### **Assessment Procedures**

Details on assessment procedures can be found in the Lecturer's Manual.

### **Review and approval**

The Assessment Policy is subject to the normal three-yearly review. The Academic Advisory Board should be consulted as part of the review process, before approval by the Te Kupenga Governance Board.

Reviewed: August 2024

Next review: August 2027