

Teaching delivery and assessment in Semester 2, 2020, policy statement

Version: 6 August 2020

(includes updated information in Section 3 (e) on tests for students studying remotely in Semester 2)

This information, and any updates, will be available on the [Policy Hub](#) and [Remote Learning for Teaching Staff](#) websites. Staff should ensure that they are viewing the most recent version.

1. Purpose

To provide information for staff on:

- Decisions regarding teaching delivery and assessment in Semester 2.
- An update on allowable exceptions to assessment policy requirements under Covid-19 Level 1 conditions.
- Advice on equity and academic integrity considerations.

2. Context

- The policy statements outlined in this document address the expected situation in Semester 2 where for reasons connected with the Covid-19 crisis, the University will have enrolled students with unique requirements:
 - Students approved to be studying and completing assessments remotely; and
 - Students who may need to be absent for part of the semester, and therefore miss tests or other compulsory course requirements because they are observing Government Covid-19 guidelines to remain at home if they have any form of respiratory illness.

Policy statements in this document apply when the University is under Covid-19 Level 1 conditions and may be varied if the Level is changed.

3. Course delivery and assessment in Semester 2

a. Course delivery

For taught courses in Semester 2:

- As per the Vice-Chancellor's Update on 1 July 2020, all courses previously advertised to students as being taught face-to-face in Semester 2 must be available to students in this mode. Where appropriate, staff may deliver face-to-face sessions concurrently online via Zoom for offshore students.
- Staff are encouraged to continue to adopt blended elements¹ in their courses in Semester 2 where appropriate, but must maintain timetabled face-to-face sessions. Students must be notified in the course outline regarding the approach to course delivery.
- The default release time in the lecture capture system will be adjusted for Semester 2 to allow more timely release of recordings for students studying offshore. The new default release time will be **24 hours**. Staff will be able to reset the default release time for their courses to a shorter or longer time-frame (up to a maximum of 72 hours). Staff electing to release only after 72 hours must have a compelling reason for delaying release for this long and must have considered the impact on students, including equity student groups.
- Adjustments made to teaching delivery and assessment for students studying remotely must be done so with a view to an equitable experience for all students.

b. Assessment

- The requirements for assessment outlined in the Assessment (Coursework, Tests and Examinations) Policy apply, unless a continued variation applies (see table below). Consideration must be given to the Principles of Assessment.
- All Digital Course Outlines will automatically have a standard statement added for Semester 2:

In this course you may be asked to submit your coursework assessments digitally. The University reserves the right to conduct scheduled tests and examinations for this course online or through the use of computers or other electronic devices. Where tests or examinations are conducted online remote invigilation arrangements may be used. The final decision on the completion mode for a test or examination and remote invigilation arrangements where applicable, will be advised to students at least 10 days prior to the scheduled date of the assessment, or in the case of an examination when the examination timetable is published.

¹ This might include the enhanced use of media or digital collaborative tools within a course, for example.

c. Coursework

- To ensure equivalence for students studying remotely all coursework assessments² must be the same for all enrolled students and must be able to be completed remotely and submitted electronically. Exceptions to this rule will be agreed with Associate Deans (Learning and Teaching) on a case-by-case basis.
- Where courses have compulsory attendance requirements (e.g. laboratories, placements) these will be enforced in Semester 2, except for students studying remotely. Where students based in New Zealand need to remain at home to observe Government Covid-19 guidelines regarding respiratory illnesses or for other approved reasons, alternative assessment arrangements must be in place. These could include for example a brief written activity, or attending a laboratory in another stream, where possible.
- Where possible, coursework assignments should be submitted through Turnitin.

d. Onsite tests (sat under exam conditions)

- On-site, invigilated tests will be reinstated for Semester 2. All students are expected to sit tests onsite unless they are studying remotely or observing Government Covid-19 guidelines to remain at home.
- Revised procedures for aegrotat and compassionate consideration applications will be applied in Semester 2, particularly for cases where a student is unable to attend a scheduled test because they are ill, or because they are observing Government Covid-19 guidelines to remain at home. These procedures allow for an online consultation with University Health and Counselling Services to obtain evidence of impairment. In-person consultations can also be arranged with appropriate social distancing and Personal Protective Equipment in place.
- Students approved for an aegrotat or compassionate consideration for an invigilated test may be permitted (at the discretion of an Academic Head) to:
 - sit another written test; or

¹ Coursework does not include invigilated tests.

² Approval for off-campus study for this group of students is managed through Academic Administration.

- receive a mark for the test based on the average of marks awarded for other coursework; or
 - take a viva voce examination; or
 - have the percentage of marks allocated to the test reallocated to the examination.
- In Semester 2 it is recommended that students sit an alternative, on-site deferred test to ensure that a component of secure assessment is available should the student require an aegrotat for the final examination. Alternative test questions must be of comparable difficulty and format.

e. Online and distance versions of tests ordinarily sat under exam conditions

This section updated 6 August 2020 to include information about tests for students studying remotely.

General principles

- In Semester 2, online versions of tests ordinarily sat under exam conditions may only be taken by students studying remotely.
Note: online versions of tests may not be taken by students studying in New Zealand who miss an on-site invigilated test because they are ill or at home observing Government Covid-19 guidelines (see above).
- Tests for students studying remotely may be different to those completed by on-campus students, but must be of equivalent difficulty. The principles of fairness and equivalence must apply to assessment and test arrangements made for students in different locations or in different circumstances in Semester 2.

Students studying in China learning centres in Semester 2

- If possible, students studying in one of the China learning centres will sit in-person tests invigilated by learning centre staff (to be confirmed).

Students studying remotely in other locations

- Students studying remotely in Semester 2 will complete an online, non-invigilated, time-limited test designed to test higher-order thinking; or an equivalent, alternative assessment. Test marks may not be reallocated to the final examination as a solution for the absence of secure assessment. Students studying remotely must be advised as soon as possible the format

their assessment will take.

- Online tests may be scheduled with a simultaneous start time to the on-site version. Start times are recommended to be after 1 pm to allow for differences with time zones in Asia where most remote students are situated. Rolling start times may be required for remote students in other time zones.

Note: extra time must be added for students with approved special conditions sitting time-limited tests of 30 minutes or longer.

- A post-deadline window of 15 minutes must be available for students sitting online tests to allow for technical difficulties. Tests submitted after the deadline are late submissions and will be managed by the Course Director (or Faculty in the case of Law) on a case-by-case basis under the usual processes.
- Tests that require the student to draw diagrams or write equations can have answers submitted via scanned image or photograph (meta-data must be included with any images uploaded.) Students must have an opportunity to complete a practice exercise prior to the test to ensure they are familiar with the technological requirements for uploading images.
- All students sitting online tests must be advised about the importance of academic integrity and the University's approach to academic misconduct, including the identification of students who dishonestly use external online resources during tests (see further information on academic integrity in (7) below).

f. Examinations

- On-site, invigilated examinations will be reinstated for Semester 2. All students not approved to be studying remotely must sit exams on site.
- Revised aegrotat and compassionate consideration procedures will be applied in Semester 2, particularly in cases where a student is unable to attend a scheduled on-site examination because they are ill, or because they are observing Government Covid-19 guidelines to remain at home. These procedures allow for an online consultation with University Health and Counselling Services to obtain evidence of impairment. In-person consultations can also be arranged with appropriate social distancing and Personal Protective Equipment (PPE) in place.
- Normal policies and processes for out-of-time and out-of-centre examination arrangements will apply in Semester 2.
- Invigilation arrangements for online examinations for remote students are to be confirmed.

4. Semester 2 - allowable exceptions to policy requirements

| Policy Ref. | Current Policy | Updated requirement |
|-------------|---|---|
| 35 | <p>Substantive changes to assessment arrangements that have been approved and published cannot be made without unanimous agreement from students, and approval by the Academic Head or delegate and Dean of Faculty.</p> <p>Substantive changes (i.e. changes that affect task weighting, timing or the nature of the assessment tasks) to assessment arrangements must be agreed and publicised to students within the period of deleting the course from a student's enrolment without penalty.</p> | <p>This requirement is reinstated.</p> <p>Digital Course Outlines will include a standard statement that indicates that courses may have digital submission of assessment, online testing and remote invigilation.</p> |
| 15 | <p>Students must have the opportunity to complete an early, appropriately-weighted or formative exercise.</p> | <p>This requirement is reinstated.</p> |
| 19 | <p>Tests which count towards the final result of a course will be conducted under examination conditions.</p> | <p>The requirement for all tests to be completed as a secure invigilated component may be waived if necessary for students studying remotely.</p> <p>Students sitting tests on campus are expected to complete tests under examination conditions.</p> <p>Course Directors must consider the advice for incorporating academic integrity into online assessment tasks as outlined below.</p> |

| Policy Ref. | Current Policy | Updated requirement |
|-------------|--|--|
| 20 | For stage one courses at least 50% of course assessment must occur in invigilated settings. | <p>The requirement for all stage one courses to have at least 50% invigilated assessment may be waived as necessary for students studying remotely.</p> <p>Students who are able to sit tests and exams on campus will be expected to complete these assessment tasks under examination conditions.</p> <p>Course Directors must consider the advice for incorporating academic integrity into online assessment tasks as outlined below.</p> |
| 21 | <p>The University's assessment policy defines plussage as:</p> <p>...a method of calculating marks a student has gained in a taught course by counting either: an examination or test mark; or a combination of exam, test and coursework marks; whichever is to the student's advantage. Additional requirements for eligibility for plussage may apply, including for example: a minimum result required in the examination; a minimum standard for completion of coursework; and/or attendance at laboratories or tutorials.</p> <p>Under the Assessment Policy, the use of plussage must be approved by and Associate Dean (Learning and Teaching); and a minimum of 30% of the final grade must be derived from coursework unless an exception is approved by the Associate Dean.</p> <p>The University Policy does not stipulate conditions for eligibility for plussage; these are regulated through Associate Dean approval and may vary according to the particular requirements of a course.</p> | <p>Where courses ordinarily employ plussage have had the use of plussage approved previously the requirement that 30% of the final grade is derived from coursework is reinstated, except where aegrotat considerations apply.</p> <p>Where assessment modifications make it impractical for students studying remotely to satisfy pre-set conditions of eligibility for plussage, (e.g. attendance at tutorials) these conditions may be modified or removed.</p> |

| Policy Ref. | Current Policy | Updated requirement |
|-------------|--|--|
| 22 | Tests with a weighting higher than 20% must not be conducted in the final week of teaching | This requirement may be waived if the course does not include an examination. |

5. Information and support for students.

A communications plan is being prepared to make sure that updated information is provided to students.

6. Equity considerations

Any required changes to teaching delivery and assessments for offshore students, those observing Government Covid-19 guidelines, or students approved to be studying remotely, must adhere to inclusive design principles to avoid creating additional barriers to learning and teaching. Teaching staff should refer to the following resources to support inclusive course design:

<https://canvas.auckland.ac.nz/courses/32925>

<https://remotelearning.auckland.ac.nz/course-content/accessibility/>

In particular, it is important to take into account the support needs of students with disabilities in any changes to teaching delivery and assessments. Any changes must align with the University's [Inclusive Learning and Teaching of Students with Impairments Guidelines](#) and avoid creating additional barriers to learning for students with disabilities. These Guidelines allow for 'choice in assignment topics and formats where appropriate to provide different but equivalent assessment options'.

The University offers a range of support to students with disabilities to enable them to participate in teaching and to be assessed fairly. Teaching staff should work with Student Disability Services and the Examinations Office to enable:

- Special conditions in written tests and examinations

- For students with disabilities sitting tests and exams under special conditions, their approved special conditions will apply to any timed (on-site or online) assessment of 30 minutes or longer, including if a student requires support such as a reader or writer.
- Adjustments to online assessments to meet student support needs (e.g. extra time, enlarged fonts, colour contrast changes, text to speech, spell check).
- Notetaking support in lectures.
 - Teaching staff are to provide Canvas 'Observer' access to note-takers and/or permanent staff in Student Disability Services who are assisting with note-taking.
- Alternative assessment options.
- Access plans for students.

7. Academic Integrity

Regular communication to students regarding the importance of academic integrity to student learning and for academic standards is strongly recommended. For example:

- Include academic integrity statements on all Canvas assignment pages and on assessment documentation
- Provide links to learning support resources hosted by Libraries and Learning Services
- Ask students to submit drafts of their assignments or evidence of their planning
- Do not use questions that merely require students to recall facts.
- Online quizzes:
 - Consider including an academic integrity statement as a question that students must select 'I agree' to answer (0-point value for that question).
 - Avoid reusing questions (or entire test papers) used in previous deliveries of the course.
 - Randomise the order of MCQ questions and their response options.

8. Grading

- Normal grade scales and processes apply for Semester 2.

Note: Students completing the B section of A/B courses may receive the aegrotat provision of a one grade-step increase on a pro-rata basis for work completed in Semester 1, which contributes to the final result of a full year A/B course.

- Where practicum placements are deferred the 'Not Available' grade maybe used.

9. Changes not permitted

For the avoidance of doubt, the following cannot be changed:

- All assessment cannot be based on a single task. There must be a variety of assessment.
- No more than 70% of the final result can be based on tests or examinations.