

## Appendix B Policy proposal review Sept 2019

Thank you for taking the time to read about what has changed in the Te Reo Procedure and why. What follows is a brief summary of the reasons for change.

Current Document	Overview of change	Rationale
1 PURPOSE	Added 'performed or presented' to assessment type  Added a sentence stating aim of providing equitable participation, retention and success for all students	To include all types of assessment  More explanation
2 SCOPE	Added  This procedure does not apply to: <ul style="list-style-type: none"> <li>assessments and or courses where the use of a specific language is required</li> </ul>	More explicitly linked to the policy document
3.0 PROCEDURE	Updated language used , eg Academic Programme Manager.  Order of points (3.0.1 & 3.0.2) have been swapped and an extra point included	Changes in role titles across Unitec  To better suit the flow of the procedure
3.0.1	Now 3.0.3	To better suit the flow of the procedure
	New 3.0.2: 'Students who wish to undertake all or part of one or more assessments in Te Reo Maori must advise their intent to complete the assessment/s in Te Reo Maori'	Outlines responsibility of student in procedure timeline
3.0.2	Now 3.0.1	To better suit the flow of the procedure
3.0.3	Now 3.0.4  Now states 'the assessor/examiner/marker responsible for assessing items submitted in Te Reo Māori should, if practical, assess the submissions of all students in that same group.'	Changed one word from must to should – because this is not always possible for one marker

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3.0.4	Now 3.0.5 added ...notwithstanding partial translations for clarity during marking or moderation processes.	Phrase added to support markers and moderators who do not have Te Reo and at the same time uphold the intention of the Te Reo presentation sufficing as the examination document
3.0.5	Now 3.0.6 Now states 'Any re-sit or resubmission must be in the language in which the assessment was initially submitted, unless otherwise agreed by the assessor/examiner/marker, the student, Course Co-ordinator, and Academic Programme Manager.'	Re-phrasing of original sentence to include the student in the decision to change the language of a resubmission/resit. It is envisaged that this would be more work and less likely to be chosen.
3.1 PROCESS	Added  'In order to facilitate and support this procedure, programmes are advised to promote students' rights and responsibilities through hard copy and digital course-information resources at the start of the course.'	Reinforces need for programmes to advise students of policy and procedure as early as possible
3.1.1	Now reads Within the first 3 weeks of the start of a course; a Students advise the lecturer of their intention to complete an assessment or assessments, or part thereof, in Te Reo Māori.  b The student(s) and lecturer will discuss the assessment date, requirements and methods, including any particular to writing/submitting/presenting in Te Reo Māori, to clarify submission details.  c The student(s) will submit a written statement of intention to the lecturer AND their Academic Programme Manager	Process expanded for clarity, more details given and order of actions clearly outlined...including who does what when...and timeline change.
3.1.2	Now reads  Upon receiving a written statement of intention from the student(s) to complete an assessment or assessments, or part thereof, in Te Reo Māori, the lecturer liaises with their Academic Programme Manager to engage an appropriate assessor/examiner/marker. The Academic	More clarity and guidance provided for selection of appropriate marker

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	Programme Manager will take all steps (taking into account the period of notice given and the time-frame of the assessment process) to appoint a suitable assessor/examiner/marker from within or outside the institution. The appointed assessor/examiner/marker must be available to take part in the applicable moderation process.	
3.1.3	Added the words 'present' and 'partial assessment'	For continuity of assessment description as given earlier
3.1.4	Added  'or in the case of oral presentations or practical assessments, all steps should be made to have the marker present. Any audio-visual record must be of sufficient technical quality to allow all aspects of the submission/performance/ presentation to be assessed.'	Gives more guidance to allow for a proper assessment by the marker in the cases of oral or practical assessments
3.1.5	No change	
4 RESPONSIBILITIES	Added descriptions for each role	