LAIDLAW COLLEGE
TE WANANGA AMORANGI

Academic Policies Manual

2026









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1 INTRODUCTION

This *Academic Policies Manual* sets out the policies which undergird the academic life of Laidlaw College. It is revised regularly in the light of developing needs of Laidlaw College. Policy changes are approved by the National Academic Committee (NAC) in consultation with the Academic Advisory Board (AAB) and the Senior Leadership Team (SLT) and will be notified to the staff of Laidlaw College. The *Academic Policies Manual* is to be read in conjunction with:

- *Quality Management: The Laidlaw Way,* which sets out the aims and philosophies of the college's approach;
- the *General Information and Regulations* which contains programme specific regulations and procedures around enrolment and assessment etc.;
- School and programme *Handbooks*, which deal with detailed matters specific to each school and qualification.

2 CONTINUOUS ENHANCEMENT

OUR SECOND STRATEGIC PRIORITY from *Quality Management: The Laidlaw Way*:

> **Laidlaw will develop and deliver a coherent, integrated accredited framework including both general and professional qualifications, from certificate to doctoral level. These programmes will be designed to meet students' distinct needs for:**
>
> - **career-entry qualifications;**
> - **professional development;**
> - **academic apprenticeship; and**
> - **personal enrichment.**

The College continuously seeks feedback on courses, programmes and policies to make sure improvements are implemented in light of clear evaluative processes.

2.1 FEEDBACK

Internal Moderation helps to ensure consistency of assessment within Laidlaw over time and between assessors. All undergraduate courses are moderated at least once every three years; all new courses are moderated in the first year of delivery; new lecturers are moderated as required. As for external moderation, the process is managed by the Schools, and moderators' comments are considered by lecturers, Heads of School, and the Academic Dean as appropriate.

Internal Moderation includes:

- Student Evaluations;
- Peer Review of Teaching;
- Grade and Student Review Meetings;

Additional information may be derived from:

- Formal Student Complaints procedures;
- Student Representatives on Laidlaw Committees;
- Graduate Destination Survey;
- Programme/Course Enrolment and Completion Data.

Student Evaluations are conducted for courses in each semester's offering, across the College. Evaluation data is gathered, reviewed and analysed by lecturers and administration staff and reported to the Academic Heads and Academic Dean.

Peer Review of Teaching assists continuous improvement of teaching. Schools develop an accessible and robust approach appropriate to their disciplines and modes of delivery which facilitates specific review at least annually.

Grade and Student Review Meetings are held at the conclusion of every semester. These are convened by the Academic Registrar, are chaired by the Academic Dean, and include members of each School and Student Experience staff to review the results of all courses. Grading trends and any anomalies are noted. Individual students who show a pattern of poor performance are identified. As appropriate, action for under-achieving or at-risk students may include:

- counsel or direction to seek academic support (either from within the college support structures or elsewhere);
- probation – a monitored further semester of study;
- conditional enrolment;
- suspension of further enrolment.

External Moderation and Benchmarking takes place in a range of ways. Appropriate external subject experts will moderate all undergraduate courses on rotation and all postgraduate courses. The process is managed by each School for all courses delivered by Laidlaw. Moderators' comments are considered by the lecturers concerned and the Heads of School, with any significant changes to the curriculum or course offerings to be made in consultation with the Academic Dean.

The **Academic Advisory Board (AAB)** provides important benchmarking advice at a programme level conducting regular reviews of programmes. Senior faculty serve on similar bodies in other institutions and on expert panels or as monitors and moderators. Their observations of national and international best practice generate proposals for revisions and reform of all aspects of the college's life.

The **Graduate Destination Survey,** conducted annually, asks a comprehensive and evolving range of questions from graduated students. This includes employment outcomes, satisfaction levels and the relative impact of their time at Laidlaw in developing the 'soft outcomes' in the Formation and Context fields of the graduate profile. It is collated by the Programme Delivery Lead and reported to Academic Heads, the Academic Dean, and the Senior Leadership Team.

Student Complaints procedures are laid out in the *General Information and Regulations*. All student complaints are taken seriously. Concerns raised may be satisfied or resolved at any stage of this process. If minor and simply resolved, the matter may be addressed in class. If the resolution of a complaint involves a change in course structure, regulations or procedures, the Laidlaw staff person who resolved the complaint will initiate procedures appropriate to the proposed change. In any case, outcomes will be communicated to the student(s) and any staff directly involved.

Student Academic Representatives are appointed to the National Academic Committee (NAC), the Postgraduate Committee (PGC), and to the National Governing Council (NGC). They advise of any matters of concern or proposal from students.

Programme/Course Enrolment and Completion Data is an important measure of the College's success in meeting the needs of the students and other stakeholders. The data is analysed by the Academic Quality Director and the Academic Dean and discussed with Academic Heads and faculty. Trends and concerns are identified, and action proposed where appropriate. These data are noted at Academic Committee meetings and more comprehensively in SDR reports, which are processed by the Academic Registrar and reported to the Academic Dean. Changes in the outcomes are noted and conveyed to Academic Heads in the schools for comment on any suggested reasons or necessary changes.

Supervisors include mentors, placement supervisors, and class teachers. Their reports and comments on students are noted a) for what they suggest for the students' developmental needs and b) for what they indicate as to the suitability and success of the courses and programmes involved. Trends and matters for wider consideration are reported by Practicum Coordinators to their relevant Academic Heads and School meetings as appropriate.

Faculty Accessibility is an expression of Laidlaw's commitment to a strong community life. Numerous informal opportunities for feedback are created. Faculty raise matters of importance with their relevant Academic Head and at School or Faculty meetings as appropriate.

Stakeholders Advisory Groups are external committees which advise on the suitability of programmes and courses and enable Schools to understand trends and emerging needs in the respective sectors. Advisory groups are consulted on major changes to curriculum and regulations.

School/Team Meetings are held regularly. These are a principal means of communicating feedback, resolution of issues and new proposals. Minutes are taken and distributed to all School members and the Academic Dean. School/Team meetings will undertake initial consideration of new proposals regarding courses and programmes.

Programme Advisors are academic and support staff who are equipped and authorised to provide programme of study planning assistance and approve course selection applications.

2.2 PERSONNEL

Teaching Faculty, Tutors and Student Advisors are often the first responders to student feedback. They can, where appropriate, bring about speedy resolution, in particular matters relating to the delivery and assessment of courses.

School Administrative Staff process most course and feedback documentation, resolving minor planning and timetabling questions but referring issues as appropriate to Academic Heads and School meetings.

School Committees are normally set up by the School meeting or Academic Heads and are charged with specific tasks such as internal programme review or course assessment track approval.

Academic Heads and **Programme Leaders** are Senior Academics who receive and prioritise most areas of course-related feedback. They facilitate the resolution of School processes, present proposals from the Schools to the NAC and the SLT and will report to the AAB. They conduct Annual Performance Reviews with faculty and School staff, thus reviewing with them their student and peer responses and setting appropriate goals.

Programme Monitors are external peers and are either appointed by NZQA or nominated by the School if self-monitoring status has been approved. They conduct an annual review of degree level and above programmes, considering the range of feedback sources and making recommendations, as necessary. Their reports are submitted to the NZQA with copies to the Academic Dean, Academic Heads, and the AAB.

Faculty meetings offer teaching staff the opportunity to raise matters of interest or concern in a wider forum.

Faculty Retreats are professional development opportunities, involving in-depth consideration of trends, pedagogy, research, and planning.

The **Academic Quality Director** is responsible for maintaining NZQA programme approval and accreditation.

The **Academic Dean** is a Senior Academic charged with the oversight of all academic programmes and key support areas. The Academic Dean sights all substantive feedback and is especially charged with external benchmarking. The Academic Dean will initiate conversations as appropriate with Academic Heads, Schools and wider faculty and staff and bring proposals to the NAC, the AAB, and the SLT.

2.3 REPORTING AND OVERSIGHT

Academic Managers are senior staff who are responsible for ensuring feedback loops are maintained and productive. Academic Managers have discretion to direct minor matters and are responsible for ensuring that questions are referred to appropriate bodies.

The **Academic Advisory Board (AAB)** draws its membership from bodies such as theological seminaries, universities and polytechnics. The AAB provides advice to the NGC, the NAC, and the SLT on the College's academic programmes and their outcomes. It advises on the academic quality of these programmes and provides a sounding board for its user groups. The AAB advises on the effectiveness of Laidlaw's quality management systems and monitors qualifications approved by NZQA.

The **National Academic Committee (NAC)** is led by the Academic Dean and is made up of Academic Heads, other Academic Managers, faculty, a student representative, and representatives from partner colleges. The NAC is the principal academic policy approval body. It is responsible for:

- the planning and formulation of academic policies for achieving the delivery of Laidlaw's offered programmes;
- the formulation, implementation and assessment of Course Outlines and Graduate Profiles;
- the gathering and review of Educational Performance Indicator (EPI) data;
- reporting to teaching staff and the AAB on academic performance and quality control.

The **Laidlaw Academic Committee** is a sub-committee of the NAC. It meets approximately regularly in the months when NAC is not meeting. Its members are nominated by the Academic Dean. Its purpose is threefold:

- the planning and formulation of academic policies for achieving the delivery of Laidlaw's offered programmes;
- the formulation, implementation and assessment of Course Outlines and Graduate Profiles;
- To provide a regular forum for the leaders of academic units across the College to raise issues relating to academic policies and procedures on a more regular basis than that afforded by the NAC meetings.

The **Postgraduate Committee (PGC)** is a sub-committee of the NAC appointed by the Academic Dean to carry out:

- the planning and formulation of academic policies and procedures for achieving Laidlaw's postgraduate teaching and supervision;
- the formulation, implementation and oversight of the postgraduate courses offered by the College;
- the monitoring of postgraduate academic performance and quality control.

The **Ethics Committee** is a sub-committee of the NAC appointed by the Academic Dean to carry out:

- Oversight of all research within Laidlaw College that involves human subjects, including in the content of taught courses. Any faculty or students who are considering research involving human subjects must submit an ethics proposal for approval. (See Section 5.3 of the General Information and Regulations for further details);

The **Library Committee** is a sub-committee of the NAC appointed by the Academic Dean and chaired by the Library Director or Manager to carry out:

- Establishing priorities for collection development;
- Communication between faculty, students and the library regarding library resources, services and facilities;
- Evaluating library policies when required;

2.4 MANAGEMENT AND GOVERNANCE

The **Senior Leadership Team (SLT)** provides leadership and direction to the College as a whole. It is convened and chaired by the Chief Operating Officer (COO). Academic matters are brought to the SLT to ensure that developments, particularly in Teaching and Learning, are implemented in a fashion which is fully resourced and integrated with other plans for the College management and environment.

The **National Governing Council (NGC)** is the governing body of Laidlaw College. It is comprised of people committed to the Vision, Mission, and Values of Laidlaw, appointed for their stature as professionals and leaders in the fields for which Laidlaw is equipping students. The National Principal/CEO and COO attend meetings without the power to vote. The NGC also includes a staff and a student representative, with power to vote. The NGC sets the vision of Laidlaw, guards its ethos, makes recommendations on the policies of the College, and appoints the National Principal. It meets at least four times a year.

The NGC ensures its accountability by reporting to and consulting with the following:

- Members of Laidlaw College Inc., people with an interest in and commitment to the ministry of Laidlaw;
- Te Rūnanga (Māori Council), a group of Māori supporters of Laidlaw who advise on servicing Māori training needs and incorporating Māori awareness in Laidlaw life;
- The Academic Advisory Board (AAB) draws its membership from bodies such as theological seminaries, universities and PTEs.

3 ACADEMIC ADVISORY BOARD

3.1 THE ROLE OF THE ACADEMIC ADVISORY BOARD

The Academic Advisory Board (AAB) advises the National Governing Council (NGC), the Senior Leadership Team (SLT), and the National Academic Committee (NAC) on academic matters. These bodies will not proceed with new academic developments without advice from the AAB. The primary responsibility for determining the policies, programmes, standards and moderation procedures rests within the learning community of Laidlaw College working through the structures of the Academic Staff, the NAC, and the SLT which are all accountable to the NGC. The AAB advises on the academic quality of Laidlaw's current and proposed programmes and is expected to have a direct advisory role in the development of new academic programmes and in major revisions of existing programmes.

In addition, the AAB also has a role to strengthen the learning community by providing advice, as appropriate, on the character of teaching, learning, and assessment. The AAB may review monitoring by NZQA and offer advice on responding to monitoring. The AAB may be consulted for advice on specific issues as internal policies are developed. The AAB may also offer perspective and wisdom on broader issues and observations around the functioning of Laidlaw College, alignment with institutional goals, and service to its community and its needs. The AAB will also encourage the cultivation of a healthy and dynamic learning and research environment by providing advice to foster the development, care, and research activity of academic staff.

In order to ensure that the academic integrity and objectivity of evaluation are maintained in the work of the AAB, membership is drawn from bodies such as theological seminaries, universities and polytechnics. It is desirable that the membership of the AAB should include at least one subject expert in the fields of theology, education, and counselling, and in any other major subject areas that the College might introduce to its programmes in future. Representation is also sought from end-users.

3.1.1 ACADEMIC PLANNING

The AAB's role is primarily focused on providing advice on academic issues relating to programme development, in relation to industry experience and best educational practices. Compliance with regulatory requirements, including accreditation and quality assurance processes, is ensured by NZQA processes and monitoring. Issues relating to financial planning, staffing and resources are covered by processes internal to Laidlaw College.

Programme Development

The AAB provides advice and recommendations to the NGC, the SLT, and the NAC concerning the preparation of new programmes.

At the stage of initial conceptualisation, being careful to preserve confidentiality regarding any proposals, the AAB provides advice on key stakeholders, need and existing provision, key factors, and potential issues, as relevant to areas of expertise.

At the stage of programme development, the AAB offers advice on draft outcome statements, needs analysis, stakeholder feedback analysis, and initial programme plans, with particular reference to industry standards and needs.

At the stage of programme proposal, the AAB reviews the proposal, recommending adjustments and endorsing submission, and assisting with responses to NZQA evaluation as required.

The Community and Educational Needs

The AAB may bring to the College the concerns of groups who have an interest in the character and outcomes of the College's awards. It suggests ways in which the awards should be developed so as to strengthen the reputation of the College with potential employers and users of its graduates and research output.

3.2 MODE OF OPERATION

The AAB appoints its own members (subject to the approval of the NGC) and establishes its own modes of operation. Meetings follow formal procedures where appropriate. The Academic Dean ensures that minutes are kept.

The AAB normally meets twice a year at times which fit within the rhythms of Laidlaw College. In cases where timely advice is needed in between the formal meetings the AAB may undertake consultation and formulate advice through digital means.

The AAB will receive copies of all relevant reports submitted to NZQA and other relevant bodies in order to offer advice on matters related to courses, programmes, operations, and the learning community. The AAB may request a sampling of information related to the range of all programmes and Academic Staff activities. The AAB will be provided with information in a timely fashion for all matters on which its advice is sought.

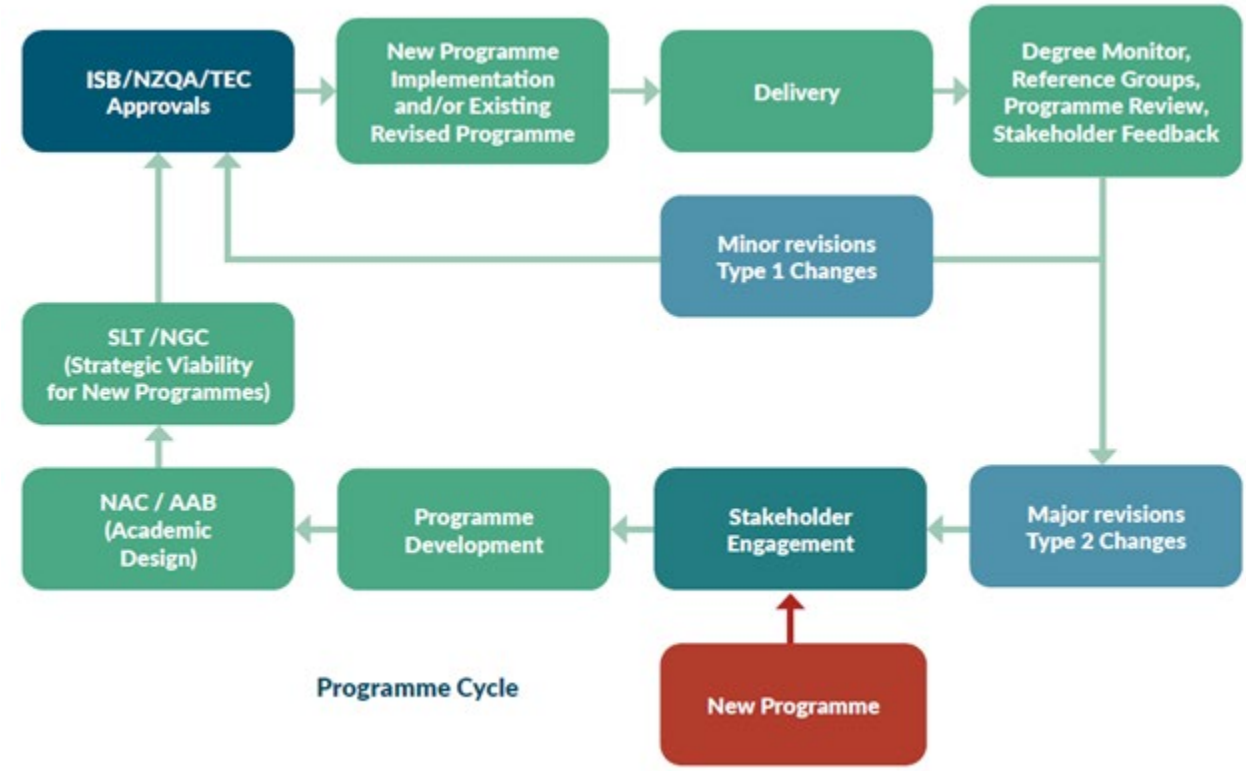
The Academic Dean will chair the meetings of the AAB. The Principal will be an ex officio member of the AAB and able to attend at his or her own discretion as the need arises, or when requested by the AAB.

Minutes of AAB meetings will be provided to the NGC, and an annual report from the AAB will be provided to the NGC either in writing or verbally by arrangement with the Chair of the NGC.

4. PROGRAMME DEVELOPMENT AND ENHANCEMENT

Academic Programmes provide the superstructures of Laidlaw's teaching and learning. It is essential that each integrates with the others and all advance the strategic priorities of the College and serve the Vision and Mission.

The process of programme development and enhancement is illustrated in the diagram in section 3.2 Programmes of *Quality Management: The Laidlaw Way*.



4.1 NEW PROGRAMMES

4.1.1 PROPOSAL AND DOCUMENTATION

Proposals for new academic programmes must satisfy criteria relating to strategic viability and academic design. All major governance and management bodies of the college will be involved in this process.

The Academic Head for the relevant division of the college is responsible for leading the proposal process. The supporting materials must satisfy the Academic Dean that academic design and strategic viability criteria have been properly addressed.

Evidence may include:

- copies of appropriate minutes endorsing the proposal;
- results of market surveys and consultation with reference groups, demonstrating need or market;
- list of particular staff to teach particular courses in the initial cycle of the programme;
- copies of letters of support from first round of stake-holder consultations;
- evidence of Government education priorities and initiatives;
- documentation of the programme description, structure, learning outcomes, assessment methods, length and other programme requirements;
- detailed budget projections.

4.1.2 ACADEMIC DESIGN

A detailed design of the programme, demonstrating the logic of the various elements and how each element and the programme as a whole meet the needs of stakeholders and adhere to academic and professional standards, is required. Particular comment will be required to show:

- how the appropriate content, teaching, learning strategies, resources, and assessment activities have been determined;
- how courses and learning outcomes meet needs of stakeholders and the discipline;
- how the proposed programmed relates to Laidlaw's Vision, Mission and Graduate Profile;
- how appropriate outcomes and standards have been determined and validated;
- how the length of the programme has been determined; and
- how relevant stakeholders have been identified and have been or will be included in the programme development and evaluation processes.

Evidence will include:

- a narrative of consultation and letters from stakeholders;
- Programme Regulations and Procedures;
- Course Outlines for all proposed courses;

- a realistic implementation timetable;
- SWOT analysis relating to the programme.

4.1.3 NAC/AAB

The Academic Dean will circulate the proposal to the members of the NAC which will:

- evaluate the way the proposed programme fits with the existing programmes;
- assess the validity and viability of the staffing recommendations and resources available to deliver the programme;
- secure the comment and advice of the Academic Advisory Board;
- secure feedback from the Rūnanga o Te Wānanga Amorangi on the cultural acceptability of the proposal; and
- once satisfied with the proposal, prepare a recommendation to the SLT regarding its implementation.

The NAC, in commending the programme, may add conditions to be fulfilled within a specified time-frame to ensure the quality of the programme. The NAC will also indicate any special reporting procedures which should apply to the new programme during its first cycle of operation.

4.1.4 STRATEGIC VIABILITY

In order to demonstrate the strategic viability of the proposed programme a submission must address the following:

4.1.4.1 STRATEGIC SIGNIFICANCE

- The development furthers the mission of Laidlaw College.
- The development is consistent with the strategic plan for development in the Section of the Laidlaw College making the proposal.
- The development has a rational relationship to the other existing Laidlaw college programmes and these may be strengthened and sustained through the proposed development.

4.1.4.2 ETHOS

- The development upholds and fosters the doctrinal commitments, vision, and ethos of Laidlaw College.
- The development reflects Laidlaw's commitment to student growth in academic, personal, spiritual and relational formation, and ministry skill development.
- The development sets appropriate academic standards for the level of learning intended.
- The development promotes Laidlaw's bicultural and gender equity policies.

4.1.4.3 DEMAND AND STAKEHOLDER INVOLVEMENT

- The rationale for the development is understood and endorsed by current and potential stakeholders and end-users.

- The development responds to student demand after initial enrolments have been confirmed as viable.
- Once implemented, stakeholders have a role in the ongoing delivery and evaluation of the development.

4.1.4.4 FINANCIAL VIABILITY

- The proposal sets out a viable budget for implementation within the other programmes in the Section of Laidlaw College.
- The proposal sets out realistic and dependable ongoing sources of funding.
- The proposal includes estimates of costs and funding sources not only for the initial start-up period, but also cash-flow projections for the first full cycle of the programme.
- The developments conform to the required financial management principles of Laidlaw College.

4.1.4.5 STAFFING

- For implementation, the development has defined equivalents of full-time staff with workloads and job descriptions stated.
- Suitable qualified, experienced, credentialed teachers are available to implement the first cycle of the development.
- The Laidlaw College lecturer credentialing process has been implemented for each proposed teacher.
- Procedures are in place for orientation, team participation and Performance Reviews of staff involved in the development.

4.1.4.6 DELIVERY RESOURCES AND PROCESSES

- Appropriate teaching facilities and equipment complying with legislative requirements are available to implement the development.
- Appropriate resources for library, computing, etc. are available to implement the nature and level of the development.
- The development promotes a student-centred environment, appropriate level, and learning outcomes-based approach to educational delivery, in line with the ethos of the College.
- Procedures in line with Laidlaw College standards are accessible for student and staff to cover:
    - student access and ease of entry to course;
    - student enrolment and registration;
    - programme regulations;
    - course documentation;
    - student attendance and achievement records;
    - student allowance and loan arrangements;
    - assessment of student achievement which is fair, valid and consistent
    - regular and fair reporting to students to facilitate formative and summative learning, and which incorporates student appeal procedures;
    - course and programme moderation and evaluation which involves both students and academic staff;

- handling of student complaints.

- Communication and consultation procedures to implement the development are in place with National Office and other Laidlaw College sites.

- Appropriate field-education or ministry experience opportunities, supervision and moderation arrangements comply with the expected achievement standards of the programme.

4.1.4.7 STUDENT SERVICES AND ADMINISTRATIVE SUPPORT NEEDS

- The development has adequate administrative services and support.

- The development has appropriate pastoral, academic and study support (e.g., library resources) for students.

4.1.4.8 MANAGEMENT, EVALUATION AND REVIEW ARRANGEMENTS

Appropriate management, accountability and responsibility arrangements are defined and in place including:

- nominated director(s) of the developments;
- appropriate committee oversight of the development;
- clearly defined decision-making, reporting and review of structures for responsible management of the development.

Procedures and responsibilities for ongoing evaluation and review of the effectiveness of the development are defined.

4.1.5 APPROVAL TO PROCEED

The SLT will consider the **Strategic Viability** of the Programme. If satisfied that all criteria are met, that the NAC has endorsed the design elements, and that the AAB has offered advice, the SLT will recommend to the NGC that it authorises the new programme proposal to proceed to application to NZQA and TEC.

The Academic Dean, Academic Quality Director, and the relevant Academic Head will:

- ensure wider stakeholder consultation is undertaken on the detailed proposal;

- ensure formal application procedures are expedited with NZQA and TEC; and

- manage the implementation of the new programme when approved.

4.1.6 IMPLEMENTATION

If NZQA approval is obtained, the relevant Academic Head will ensure the programme is revised to incorporate any recommendations or requirements.

After one semester of delivery and in consultation with the NZQA monitor, students, and reference groups the Academic Head will bring a report to the NAC and the AAB on the implementation of the programme.

4.2 ADDITIONAL SITE APPROVAL

As the college develops it may become desirable to offer an existing programme at additional delivery sites or venues. This may be initiated within the context of partner relationships or existing campuses.

The following steps should be taken:

- A development proposal is to be submitted to the Academic Dean. This must demonstrate how the criteria applying to new programmes will be achieved if the new programme is offered at the site.

- The development document should produce basic evidence demonstrating that the policy and standards inherent within the criteria can be achieved. This will include, for instance:

    - Evidence of stakeholder feedback and analysis;
    - A list of particular staff to teach particular courses in the initial cycle of the programme with basic CVs appended and copies of proposed job-descriptions;
    - Evidence of agreement about use of facilities, library resources;
    - Detailed budget projections, etc.

- The proposal should include an implementation timetable, and desired date for commencing the programme.

- The Academic Dean will circulate the proposal to the members of the SLT which will :

    - evaluate the campus or partner organisation's readiness to deliver the programme;
    - secure the commitment of the campus or partner organisation to ensure comparability and equivalence will be maintained between the delivery sites for the programme; and
    - secure feedback from the Rūnanga o Te Wānanga Amorangi on the cultural acceptability of the proposal, where required.

- The Academic Dean and Academic Quality Director will ensure necessary applications are made to NZQA and TEC for site approval to introduce the programme.

4.3 PROGRAMME CHANGES

All NZQA approved and accredited programmes of Laidlaw College have been presented to NZQA in the name of Laidlaw College (Inc.) as a single, multi-site provider. Accordingly, Laidlaw follows standardised procedures for any changes to these programmes.

No Campus or School has authority to unilaterally introduce changes into an approved programme beyond those allowed within the current programme regulations (adaptation of courses without changing the course or programme learning outcomes, levels, credits or structure are notified for NAC approval in their regular meetings).

The NAC as a sub-Committee of the NGC, is responsible to authorise any changes to our NZQA approved programmes which involve more than the permissible adaptation. These Quality Assurance procedures set out the way the NAC will do this.

A School may recommend changes to an existing programme. The level of a programme will determine the process of authorisation of changes within the parameters agreed with NZQA.

4.3.1 CERTIFICATE AND DIPLOMA LEVEL PROGRAMME CHANGES

- Proposals for change will be endorsed by the School Faculty meeting.

- The responsible Academic Head will determine the next steps – whether the suggestion can be immediately implemented within the existing programme regulations or whether it requires authorisation of a formal

change.

- If a formal change is necessary, the Academic Head and the Proposer will develop an agreed recommendation. In shaping the recommendation, the Academic Head will keep in mind the criteria required for approved programmes.

- The Academic Head will circulate the draft recommendation to all Schools and internal stakeholders who will be affected by the change. A response time for comment will be set by the Academic Head.

- In light of the responses, the Academic Head will bring the proposal to the NAC for authorising and implementing. The NAC will determine whether any further consultation, or reference to the AAB or the Rūnanga, is necessary before the change is authorised.

4.3.2 DEGREE AND POST-GRADUATE LEVEL PROGRAMME CHANGES

NZQA has identified categories of changes for degrees. These specify which changes can be made using internal approval procedures, and which will need prior NZQA approval. All proposals for changes to degrees must be submitted to the Academic Dean who will determine whether the changes may be approved internally or whether they will need NZQA approval and (consequently) which procedures must be followed.

4.4 GRANTING OF ACADEMIC AWARDS

The awards of Laidlaw College are granted under the Common Seal by the authority of the NGC.

The Principal will sign certificates on behalf of the NGC.

5 ENHANCING COURSES

Courses are units within programmes which have a focused subject content and targeted assessments. They are defined by the learning outcomes sought for students. Courses are the most immediate context for teaching and learning at Laidlaw College. A process of continuous enhancement is implemented in order to increase the integration of courses with the Vision and Mission statements of the College and the Graduate Profile.

5.1 NEW COURSES

The NAC must approve all new courses. Where a new course is proposed for inclusion in one of the programmes of the College, the proposer of the course shall present with the proposal a rationale for its inclusion, taking into account any established policies on the nature of courses in that field, to the Academic Head. The Academic Head concerned will bring the proposal to the NAC for consideration and a final decision.

5.1.1 CONTACT TIME

As a guideline, it is considered that 40-50% of total learning hours in any level 3 or 4 courses should be in the form of classroom contact. At level 5 the proportion is 25-35%, at levels 6 and 7, the proportion is 20-30%, and at level 8 it may be 10-15%. These are guidelines only, but any significant departure from them should only be with the approval of the relevant Academic Head.

5.1.2 COURSE INFORMATION

Course information consists of two major components, the Course Outline and the Course Assessment and Delivery Outline.

Academic Heads are responsible for ensuring that courses offered are taught to approved Course Outlines and Assessment and Delivery Outlines. Each must be approved in appropriate fashion. Adequate time must be allowed for this approval process so that approved course information can be available to students in the first session of the course.

5.1.2.1 COURSE OUTLINES

Course Outlines consist of the course number and name together with the short description (which appears in the Student Handbooks) and the learning outcomes. All new courses must have their Course Outline approved by the NAC. Course Outlines are the definition of the course. Thus, only one may be approved at any given time in relation to the same course number.

Courses delivered concurrently as levels 6 and 7 must show a clear differentiation between levels in the learning outcomes.

Course outlines, once approved, have a ‘shelf life’ of three years. After this time, the course concerned must be resubmitted for approval by the Academic Head.

If significant changes are proposed at any time the outline must be resubmitted for approval by the NAC. Significant changes are defined as those which substantially alter the intent of learning outcomes and/or change of title, credit value, or NZQCF level. Approval will also need to be sought from NZQA for any Type 1 or Type 2 changes.

Procedure:

1. The Course Outline is submitted to the relevant Academic Head. The author should indicate why the outline is being sent and if it needs approval:

    - new Course Outline – needs approval by the NAC;
    - shelf-life expired – needs approval by Academic Head;
    - alterations to a current Course Outline – needs approval by the NAC and may need approval by NZQA.

2. The Academic Head either:

    - refers the Course Outline to the NAC;
    - suggests appropriate amendments.

3. Once approved by the NAC and NZQA (where required), the course outline is – uploaded to the Course Outlines repository by a School administrator.

5.1.2.2 COURSE ASSESSMENT AND DELIVERY OUTLINES

Course Assessment and Delivery Outlines consist of the specific course content and the assessment items. CADOs are approved by Heads of School. More than one CADO may be approved for a single Course Outline.

The approval process includes a review of the methods of assessment to see that they test the learning outcomes for the course. Significant changes will need pre-assessment moderation and must be approved by the Academic Head. Significant changes are those which affect course content and assessment items. Minor changes may be approved by a delegate of the Academic Head.

Changes to bibliography such as updating editions of books are not regarded as significant and do not require Academic Head approval. However bibliographical alterations which indicate a change in focus require approval. Course bibliographies should be regularly updated to include recent works and a broad representation of perspectives. As a guideline, a bibliography should include, at a minimum: 20% works by women authors, majority world authors, Māori authors, and Pasifika authors, 20% works from the past ten years, and at least one work from the past two years.

Procedure:

1. The CADO is submitted to the relevant Academic Head. The author should indicate why the outline is being sent and if it needs approval:

    - minor changes – does not need approval;
    - includes significant alterations – needs pre-assessment moderation and approval.

2. The Academic Head either:

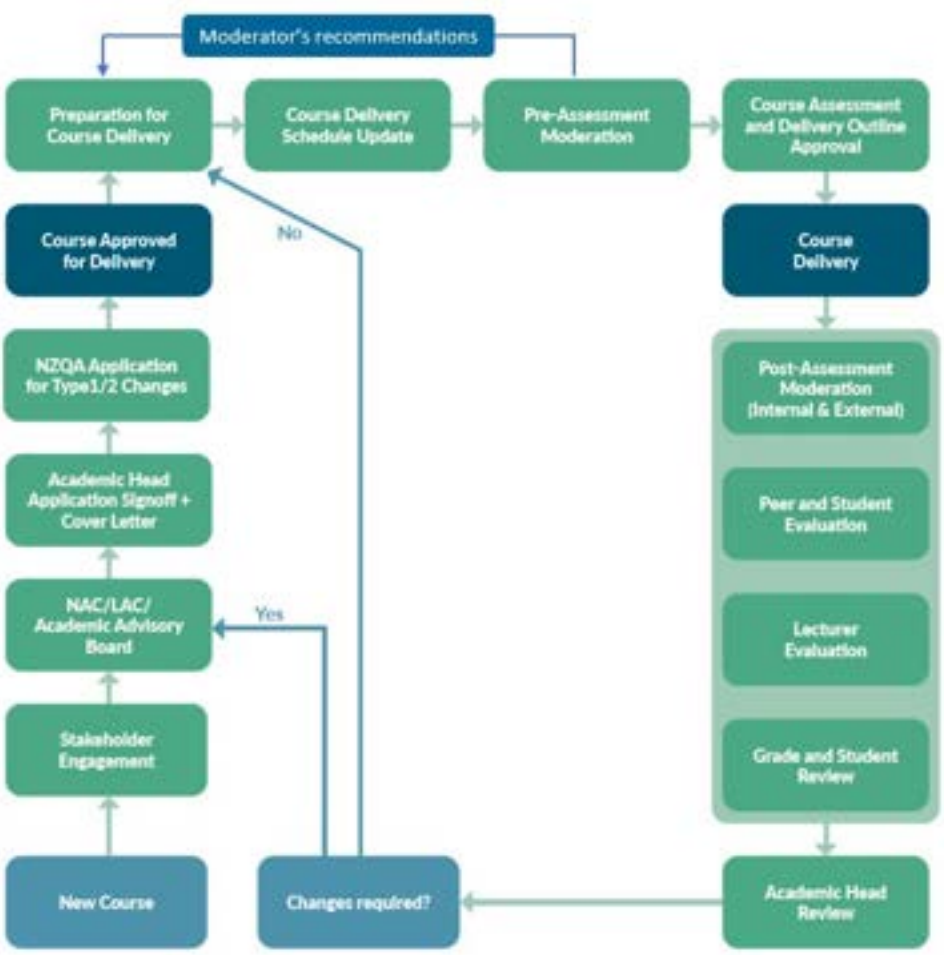
    - approves changes; or
    - suggests appropriate amendments.

3. Any Type 1 or 2 changes to the course require approval from either LAC or PGC before a programme change application is submitted by the Academic Quality Director to NZQA for approval.

4. Once the necessary approvals from the Academic Head and NZQA have been received, the CADO is to be held in the CADO repository.

Course Cycle

The process by which our courses are developed, evaluated, and improved is illustrated below.



6 ASSESSMENT AND GRADING

6.1 CRITERIA REFERENCED ASSESSMENTS

Laidlaw College adopts a criteria-referenced approach to assessment. It builds on the concept that there are three interrelated elements in the educational process - *learning objectives*, which define the expected achievement of the student at the end of the course, *learning experiences*, the activities and experiences the student undergoes to reach the desired objectives and *evaluation*, the method of determining whether the objectives are being achieved and the learning experiences are appropriate. This may be represented by the following diagram.

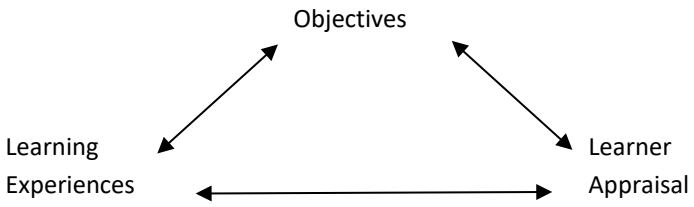


FIGURE 1.1: Representation of Educational Process

Source: Adapted from R. Tyler (ed.) *Educational Evaluation: New Roles, New Means*. Yearbook of the National Society for the Study of Education. (Chicago: University of Chicago Press, 1969) by Richard M. Wolf, *Evaluation in Education* (NY: Praeger, 1990).

Each of the elements impacts on and is influenced by the other two and evaluation is recognised as intrinsic to the total learning process.

Criteria-referenced evaluation is designed to determine whether a student has achieved the expected objectives. This is the essential difference from a norm-referenced approach. Both approaches sort students on the basis of performance, but in a criteria-referenced evaluation the interpretation of a student's performance is not dependent on the performance of other students but is measured against the criteria as defined. The concern is with whether the student has met the objectives set rather than with how much he/she has achieved relative to his/her peers.

The criteria are the link between the objectives and the evaluation. The objectives state what the teacher expects the student to be able to do, to know, or to feel. The evaluation is related to these objectives and tests whether the objectives have been met. The criteria indicate what the teacher will be looking for when carrying out the evaluation.

For example, when evaluating a student through an essay assessment, the teacher may include in the criteria against which the essay will be assessed, requirements such as:

- understanding of the question being asked and of the implications involved;
- analysis of the material drawing on at least four different sources;
- demonstrating awareness of the range of perspectives on the topic;
- synthesis of material to present a coherent and logical argument;
- understanding of important concepts involved in the essay;

- clear communication with a good grasp of grammar and spelling with a varied style;
- presentation in the accepted format.

6.2 ASSESSMENT GOALS BY LEVEL

The total word count for all assessments in a course should follow the recommended approximates below by level:

NZQCF Level	Approximate total word count	Suggested minimum	Suggested maximum
Level 4 (15 credits)	2500	2000	3000
Level 5 (15 credits)	3000	2500	3500
Level 6 (15 credits)	4000	3000	4500
Level 7 (15 credits)	5000	4000	6000
Level 8 (30 credits)	9000	8000	10,000

These recommendations should be modified as appropriate in the case of courses with assessments that assess language learning, listening skills, oral presentations, creative artefacts, or other similar components.

6.2.1 ASSESSMENT TASKS AT LEVEL 4 ARE DESIGNED TO TEST: [1]

- A broad knowledge base of tools and methods of Biblical study incorporating some theoretical concepts;
- Skill in explaining and discussing aspects of the meaning, background and inter-relations between various parts of the Bible and Christian Thought and History;
- Skill in reading, analysing and interpreting information in order to make informed judgments and communicate them in elementary essay writing and oral communication;
- Ability to choose appropriate procedures in Christian service in a variety of familiar and unfamiliar contexts under broad guidance and evaluation as voluntary workers;
- The capacity to use sometimes innovative responses to concrete problems in selected areas of Christian service with responsibility for quantity and quality of output.

1 Developed from NZQA NQF Level Descriptors

6.2.2 ASSESSMENT TASKS AT LEVEL 5 ARE DESIGNED TO TEST: [2]

- A broad knowledge base using a wide range of specialised skills in Biblical and theological studies with substantial depth in some areas;
- Skill in reading, evaluating and reporting of information on the basis of elementary research with essay writing skills and, analytical interpretation of facts and concepts within broad guidelines;
- Ability to demonstrate informed responses to unfamiliar ministry applications;
- Innovative responses to defined ministry situations with responsibility for the nature, quantity and quality of outcomes;
- The capacity to function in voluntary and supervised leadership roles in selected areas of service, with some responsibility for achievement of group outcomes;
- The ability to assist others cultivate the disciplines of spiritual growth.

6.2.3 ASSESSMENT TASKS AT LEVEL 6 ARE DESIGNED TO TEST:

- A command of specialised knowledge used in Biblical and theological studies with depth in several areas;
- Skill in analysis, evaluation and synthesis of a wide range of information with developed and more specialised communication skills;
- Ability to formulate appropriate responses to resolve both concrete and abstract or theoretical problems in ministry contexts, either of routine or non-routine sorts;
- Ability to determine and manage processes involved in ministry situations with complete accountability for personal and/or group outcomes;
- The capacity to function as self-directed leaders in selected areas of service;
- The ability to help others cultivate and develop disciplines of spiritual growth.

6.2.4 ASSESSMENT TASKS AT LEVEL 7 ARE DESIGNED TO TEST:

- A command of highly specialised knowledge in Biblical and theological disciplines with depth in areas of specialisation;
- Skill in analysis, evaluation and transformation of abstract concepts and data;
- Ability in basic research skills in Biblical and theological disciplines with well developed communication skills;
- Ability to carry out processes involving a full range of procedures in Biblical, theological study and apply them to complex, variable and specialised contexts;
- Ability to formulate appropriate responses to resolve given or contextual abstract problems;

2 Developed from NZQA Level Descriptors (published for example as the Appendix A in NZ Register of Quality Assured Qualifications August 2001).

- Capacity to plan, resource and manage processes involved in ministry with complete accountability for determining, achieving and evaluating personal and/or group outcomes;
- The capacity to function as self-directed leaders in selected areas of Christian ministry with the ability to lead and train others in these areas of service.

6.2.5 ASSESSMENT TASKS AT LEVEL 8 ARE DESIGNED TO TEST:

- Ability to use skills and knowledge in such a way as to demonstrate a systematic and coherent account of the key principles of a subject area;
- Ability to undertake self-directed study, research and scholarship in a subject demonstrating intellectual independence, analytical rigour and sound communication.

Taught courses at this level should reflect the following requirements:

- An expectation of 800 - 1,000 pages of reading, apart from other reading that may be required for the course assessments;
- Approximately 8,000 words of writing, including the examination if prescribed (one exam hour is equivalent to 1,000 words);
- At least one piece of formative assessment that is preliminary to the summative assessment, of a form appropriate to the particular course;
- A major essay or project worth at least 40%, and not normally more than 60%;
- The item of assessment which carries the greatest percentage will normally be the component that is externally moderated;
- If an examination is included as an assessment item, it should not account for more than 40% of the total assessment. Examinations will normally be of three hours duration.

6.2.6 ASSESSMENT TASKS AT LEVEL 9 ARE DESIGNED TO TEST:

- Mastery of the subject area;
- Ability to plan and carry out - to internationally recognised standards - a distinctive piece of research.

6.3 ASSESSMENTS

Assessments and examinations will be appropriate to the nature and level of the course and award for which they are set. The criteria by which assessments and examinations will be evaluated will be supplied to students during the course. All assigned work must be seriously attempted before a pass grade can be awarded in any course.

Where a lecturer wishes to change the method of assessment, he or she will submit a proposed Course Assessment and Delivery Outline (CADO) to the appropriate Academic Head for approval.

For each written assessment the CADO will clearly state the criteria that will be used in evaluating it. The criteria will be listed in order of importance, or students will be given an indication of the weight that will be given to each of the criteria. It should be clear to the student which of the outcomes are being tested by the criteria listed.

6.4 ALTERNATIVE ASSESSMENTS

Students who, due to verified circumstances, are unable to complete an assessment as detailed in the CADO, may be offered an alternative assessment. The purpose is to ensure fair, equitable, and inclusive assessment practices that uphold the integrity of the qualification and enable all students to demonstrate achievement of the assessment's learning outcomes.

Assessments can be adapted to provide equitable opportunities for all learners, including those with disabilities, learning differences, temporary impairments, or in exceptional circumstances. Alternative assessments must be comparable in demand, rigour, and learning outcome coverage to the original assessment.

6.4.1 PROCEDURE FOR IMPLEMENTING AN ALTERNATIVE ASSESSMENT

1. **Identify the Need.** Become aware of the need for an alternative assessment, either through a student request, Student Support referral, or observation of circumstances impacting a student's ability to complete the assessment as designed.

2. **Consult and Gather Information.** Discuss the situation confidentially with the student to clarify barriers to the original assessment. Consult with Student Support to explore suitable forms of assessment modification. They may request supporting documentation where appropriate (e.g. medical certificate).

3. **Develop a Proposed Alternative.** Design an alternative assessment that remains aligned with the original learning outcomes. Ensure the level of academic demand, assessment weighting, and marking criteria are comparable. Alternative assessments may include, but are not limited to:

    - **Modified format or mode of delivery**, e.g. written instead of oral, or vice versa.
    - **Adjusted word count or duration**, ensuring comparable academic demand.
    - **Revised assessment description or task**, maintaining alignment with learning outcomes.
    - **Altered assessment conditions**, e.g. additional time, rest breaks, or use of assistive technology.
    - **Alternative setting or timing**, where standard assessment environments create barriers to participation.

4. **Seek the approval of the Programme Lead or Head of School** for the proposed alternative assessment. A record of the approved alternative, including rationale and supporting evidence, must be retained in the student's file in ebs.

5. **Communicate with the Student.** Once approved, the lecturer will confirm the details of the alternative assessment with the student in writing. CC *studentsupport@laidlaw.ac.nz* in your email.

6. **Implement the Assessment.** The lecturer will facilitate the alternative assessment as agreed, ensuring the student has equitable access and support where relevant. Oral presentations should be recorded for post-assessment moderation. In grading note the nature of the alternative assessment, without sharing confidential information.

7. **Moderate and Review.** To ensure equivalence with the original assessment, submit the alternative assessment for internal post-assessment moderation by contacting the relevant Programme Delivery Administrator. The lecturer should note any learnings for future development in the GSR Lecturer Report.

6.5 ASSESSMENT LENGTH

For all assessments, the length of the assessment has been chosen with care and should be adhered to by the student. A total word count that varies in length by more or less than 10% is allowed. For example, if the set length is 1500 words, a word count between 1350 and 1650 words is allowable. Any variation in length of more or less than 10% will incur a penalty of 10% of the grade received. Assessments that include a grading criterion relating to length in a numeric rubric would not incur this additional 10% penalty. An assessment whose word count is considerably outside these margins may be returned for re-submission. Upon resubmission a penalty of 10% of the grade received is incurred. In-text citations and appendices are included in the total word count, but the bibliography, header, and footnotes are excluded. However, footnotes, while not included in the total word count, should not exceed 25% of the total word count.

In the case of postgraduate theses, dissertations, and BTh(Hons) research projects, the body text must not exceed the stated word count. That is, there is no +10% window allowable for the maximum word count. However, a minimum wordcount of -10% of the stated word count is allowable. Note that the word count in these works includes footnoted material that is not related to referencing. The word count excludes referencing and bibliography, appendices, and front material.

Note that the +/- 10% allowance in length does not apply in the same way to oral presentations, because it is more difficult to monitor and revise the length of these. Here, discretion should be used and the length of the presentation considered. For example, for a 5-minute presentation, 7 minutes may be allowable, but for a 30-minute presentation, 33 minutes may be the acceptable maximum. Consider writing specific guidelines for these assessments.

6.5.1 PROCEDURE FOR RESPONDING TO ISSUES WITH ASSESSMENT LENGTH

(Excluding postgraduate theses, dissertations, and BTh(Hons) research projects)

Check the word count for the assessment and determine the degree of variation:

- Within +/- 10% of stated word count: no penalty.

- Outside +/- 10% of stated word count: a 10% penalty.
    1. **Download the assessment submission and check the word count manually.** Turnitin does not always give an accurate number for the total word count, this depends on file format and how students have inserted footnotes. Check the word count manually before taking any action.
    2. **Mention the issue** and this penalty in your feedback in Turnitin/Moodle to the student. Note what their grade would have been without the penalty, as well as with the penalty applied.
    3. **Apply the 10% penalty** manually. Multiply the numeric grade by 0.9 to determine the final grade for the assessment. Assessments that originally achieve a passing grade should not be penalised to below 50%. Note that in some courses, there is an assessment criterion relating to an assessment length in a numeric rubric, which leads to a reduction in grades via the rubric. In these cases, this 10% penalty would not be applied in addition.

- Considerably outside +/- 10% of stated wordcount:
    1. **Download the assessment submission and check the word count manually.** Turnitin does not always give an accurate number for the total word count, this depends on file format and how students have inserted footnotes. Check the word count manually before taking any action.
    2. **If unsure about whether the word count meets this criterion**, liaise with another faculty member or your Head of Programme.
    3. **Assign a D grade** (45%) and give feedback in Turnitin/Moodle.
    4. **Contact the student and copy in Student Support.** Email the student to advise them that they have not passed the assessment because of the length of their assessment, CC studentsupport@laidlaw.ac.nz in your email. Direct the student to apply for a resubmission via the online form – the link is in the Course Information module on the Moodle page for the relevant course: "Online form to request extension, resubmission, reschedule or supplementary (course specific)".
    5. **Check back to see if the student has done this**, and if not, contact them again, CCing in Student Support.
    6. **Once the student has resubmitted**, mark their assessment. **Apply the 10% penalty** manually. Multiply the numeric grade by 0.9 to determine the final grade for the assessment. In Turnitin feedback, note what their grade would have been without the penalty, as well as the grade that will be recorded as a result of the applied penalty. Assessments that originally achieve a passing grade should not be penalised to below 50%.

6.6 ASSESSMENT RESUBMISSION

Students who submit and fail an assessment may apply to resubmit the assessment, which allows them to reattempt the assessment. The following regulations apply:

- Students must **apply** for an assessment resubmission by completing the appropriate form on their course Moodle page within two weeks of being notified of their grade for that assessment;
- Students must have made a "serious attempt" at the assessment. This is ensured by the requirement that if an assessment is graded "F" (below 40%) the application to resubmit must be approved by the Academic Head;
- A maximum grade of 50% will be awarded for an assessment resubmission;
- A final course grade of SUP will be indicated until every "supplementary" (resubmitted) assessment is to be completed, or the date for resubmission has passed, and a final grade can be awarded.

6.6.1 PROCEDURE FOR RESPONDING TO A FAILED ASSESSMENT

1. **Determine that the assessment submission has failed according to assessment criteria in the CADO**. This may be because the overall grade for the assessment is <50%, or because the student has not achieved the criteria which in the rubric are noted as essential and must be met if the student is to achieve the relevant Learning Outcome.
2. **Assign the grade and give feedback in Turnitin/Moodle.** Award a grade of <50% as appropriate. Ensure that your feedback to the student is encouraging and clear. Detail what they need to do to improve their

assessment and meet all relevant Learning Outcomes in order to pass the assessment. Mention that they can apply for a resubmission and that they need to do so via the online form.

If the student has not seriously attempted the assessment, or example, they have submitted a 200-word attempt at a 2000-word essay, you should discuss this with your Academic Head. Award an F grade (0-39%). Email the student and CC Student Support. Advise the student that they need to apply to the Head of School for permission to apply for a resubmission.

3. **Download a copy of the student's submission to have on file**. Note that when the student makes a resubmission in Moodle, this earlier version may no longer be accessible, and you may wish to refer to it later.

4. **Contact the student and copy in Student Support.** Email the student to advise them that they have not passed the assessment, CC studentsupport@laidlaw.ac.nz in your email. Direct the student to look at your feedback and then apply for a resubmission via the online form – the link is in the Course Information module on the Moodle page for the relevant course: "Online form to request extension, resubmission, reschedule or supplementary (course specific)." The student must apply for a resubmission within two weeks of being notified of their grade for that assessment.

5. **Check back to see if the student has done this** within one week, and if not, contact them again, CCing in Student Support.

6. **Grade the resubmission.** Note that the maximum grade that a student can receive is 50%. Any penalty for exceeding the word count will not apply.

7. **School of Education** - Once the assessment is graded, share it with the course moderator to confirm the pass grade.

6.7 LATE ASSESSMENTS

Work submitted after the due date and time, including after an extension due date and time, is considered late and is graded as follows:

- An assessment submitted 0-7 days (0-168 hours) late will incur a penalty of 10% off the grade received. An assessment that initially receives a pass grade will be given a grade of no less than 50% after the late penalty has been applied;
- An assessment submitted 8-14 days late will be graded as either a pass (a grade of 50%) or a Fail (a grade of 0%);
- An assessment submitted later than 14 days after the due date or 14 days after a previously granted extension date will not be graded;
- Assessments cannot be submitted after the last day of the semester.

Following up on students who fail to submit assessments is an important part of our duty of care as part of the Education (Pastoral care of Tertiary and International Learners) Code of Practice.

6.7.1 PROCEDURE FOR RESPONDING TO LATE ASSESSMENTS

1. **2-3 days after the assessment due date check which submissions are missing.** Look through the submissions on Moodle to determine which students have not submitted an assessment, checking for extensions.

2. **Contact the student and copy in Student Support.** Email the student to check in on them and their progress with the assessment, CC studentsupport@laidlaw.ac.nz in your email. Remind them of the penalties for late submission and encourage them to reach out for help if needed.

3. **8-9 days after the assessment due date check which submissions are *still* missing.** Look through the submissions on Moodle to determine which students have still not submitted an assessment, checking for extensions.

4. **Grade the submission with the appropriate penalty for lateness.**
   - If the assessment is within 15 minutes late, a penalty is usually not applied. Use your discretion and follow the usual practice in your School here.
   - If the assessment is submitted 0-7 days (0-168 hours) late, a 10% penalty is manually applied. Multiply the numeric grade by 0.9 to determine the final grade for the assessment. Assessments that originally achieve a passing grade should not be penalised to below 50%.
   - If the assessment is submitted 8-14 days late, grade it as either a pass (a grade of 50%) or a Fail (a grade of 0%).

6.8 EXTENSION REQUESTS

Students may request an extension to an assessment due date from Student Support, not their course lecturer. They should first contact Student Support and then complete the appropriate form on the course Moodle page.

Extensions to assessment due dates may be granted by Student Support for reasons of ill-health, extraordinary circumstances or on compassionate grounds; work and life pressures that could be planned for are not valid grounds for extension requests.

Students must formally apply for an extension, no later than the assessment due date and time, by using the online form via a link on the Moodle page for the course in question. Only in extraordinary circumstances will extensions be granted retrospectively.

Note that Academic staff do not approve extensions and should not advise students that extensions will be granted if they apply. Decisions regarding extensions are made by Student Support staff who are able to consider the entirety of a student's course load and their history. See below for different procedures for students at Te Wānanga Ihorangi.

6.8.1 PROCEDURE FOR STUDENTS REQUESTING AN EXTENSION

Academic staff should direct students to follow this procedure:

1. Student to discuss situation with Student Support adviser. They can email studentsupport@laidlaw.ac.nz.

2. Student to apply via the online form – the link is in the Course Information module on the Moodle page for the relevant course: "**Online form to request extension, resubmission, reschedule or supplementary (course specific).**

3. Student Support will make a decision and communicate this with Student Services to be processed. Student Services will advise the student directly, and CC in the lecturer.

6.8.2 PROCEDURE FOR STUDENTS AT TE WĀNANGA IHORANGI REQUESTING AN EXTENSION

1. Student to discuss situation with their kaiako.

2. Student to apply via the online form – the link is in the Course Information module on the Moodle page for the relevant course: "**Online form to request extension, resubmission, reschedule or supplementary (course specific).**

3. Kaiako will make a decision and communicate this with the student directly.

6.9 ATTENDANCE REQUIREMENTS FOR ON-CAMPUS COURSES

Full attendance at lectures, tutorials, seminars, and other forms of designated classwork is expected for students. Unsatisfactory attendance (less than 80%) is grounds for failure of a course. Unsatisfactory attendance in all courses may lead to the student being placed on Academic Probation or Conditional Enrolment.

Students who are not present at the start of class will be marked as 'late'. Students who are not present fifteen minutes after the start of class will be marked as 'absent'—this may be noted as an 'explained absence' if this occurs for reasons of ill health, bereavement, tangihanga or extraordinary circumstances. Students at Te Wānanga Ihorangi are expected to be present for karakia at the start of the day and students who are not present thirty minutes after the start of class will be marked as 'absent'.

A pattern of early departure will also be considered as absence, and in such cases the Head of Programme will consider appropriate disciplinary measures.

If a student is absent for reasons of ill health, bereavement, or tangihanga, they must inform the lecturer (preferably in writing via email or Teams) that they are unable to attend and it is considered an 'explained absence'. If a domestic student is away for more than three consecutive classes in a course for reasons of illness, days a medical certificate may be required to support the explained absence. International students on a student visa are expected to be in class at all times (100% attendance), as required by the conditions of their visa. International students should inform the lecturer and Student Support via email that they will be absent for reasons of illness or bereavement and provide a medical certificate in instances of illness.

Explained absences are not taken into account when the total absences are calculated.

In cases where students at only one campus location have a regional public holiday and the class is still held, students will be marked as an 'explained absence'.

Following up on students who are absent from class is an important part of our duty of care as part of the Education (Pastoral care of Tertiary and International Learners) Code of Practice.

6.9.1 PROCEDURE FOR RESPONDING TO LATENESS AND ABSENCE

1. **Take attendance in class.**
    a. **If a student is more than 15 minutes late to class (30 minutes for Te Wānanga Ihorangi).** Note that student as absent. Speak with the student about the importance of punctuality.

2. **Record attendance in ebs.**

    When you log into your staff portal, if you have registers to mark, this will show up in "My Homepage". To mark them, click "My Registers" and then click on the register you would like to mark.

    Then enter the relevant attendance mark: P (Present), A (Absent), L (Late), E (Excused). If you would like to bulk fill, you can select "Fill Down" in the bottom left-hand corner and then mark the exceptions. Click "Submit Marks" when you have finished marking the register.

    Distance Learning students have been separated out into a separate event. Please mark them present (P) when they show up to class, mark them as (Z) when they join the lecture by Zoom, but leave their attendance status blank when they do not. Note that Distance Learners do not have an attendance requirement, the purpose of recording this information is to track Distance Learning student engagement and the frequency of attendance on campus.

    It can be helpful to add a comment to a student's entry in the register for a class, for example, to note the reason for an absence and any communication around it. You can do this in the "Learner Notes" section for each student under "Register Details".

    Use the codes as follows:

    a. **P (Present)**: the student was present in class
    b. **A (Absent)**: the student was absent for reasons other than ill health, bereavement, tangihanga, or the ill health of a dependent OR a student was more than 15 minutes late to class.
    c. **L (Late)**: the student is not present at the start of class but arrives before 15 minutes has elapsed.
    d. **E (Excused)**: an explained absence for reasons of ill health, bereavement, tangihanga, or the ill health of a dependent OR a student was more than 15 minutes late to class for reasons of ill health, bereavement, tangihanga or extraordinary circumstances.
    e. **Z (Zoom)**: only to be used for Distance Learning students who join the class via Zoom. On campus students who join the class via Zoom are to be marked as A or E, depending on the reasoning, their engagement via Zoom can be noted under "Learner Notes".

3. **If a student is absent from class, contact the student and Student Support.**

    Domestic Students: Email the student and CC studentsupport@laidlaw.ac.nz in your email. Check that they are OK. Remind them that full attendance is expected and that they need to advise you beforehand if they are going to be absent.

    International students on Student visa: These students are expected to be in class at all times (100%). Email the student and CC studentsupport@laidlaw.ac.nz in your email. Check that they are OK. Remind them that full attendance is expected as per the conditions of their visa and that they

need to advise you beforehand if they are going to be absent. A medical certificate is to be provided for explained absences due to illness. Student Support will notify the Academic Registrar (academicregistrar@laidlaw.ac.nz) of absences.

4. **If a student is repeatedly absent from class, contact the student and Student Support.** Email the student and CC studentsupport@laidlaw.ac.nz in your email. Check that they are OK. Remind them that according to our policies, unsatisfactory attendance (less than 80%) is grounds for failure of a course. If the student fails to communicate, Student Support may take steps towards contacting their emergency contact.

   If you want to check on the attendance history of a student, you can do this by:

   i. Navigating to the specific learner (either by searching for them in the Learner Search on My Homepage, through the My Learners list, or from the Learner list in My Courses).
   ii. Clicking "Attendance" on the left sidebar menu under the Learner sub-heading.
   iii. Ensuring the current year from the Academic Years drop-down menu is selected and clicking "Submit".

An overview of the student's attendance will appear, including a week-by-week event breakdown in grid format and an overall year-to-date attendance percentage for each course.

Please note that the timetable for the year runs from the earliest programme start date to the latest programme end date. (For example, Semester 1 will start in Week 6 on the grid and run through to Week 22, and Semester 2 starts in week 26 and runs through to Week 43.) Only weeks with scheduled classes will appear in the grid (i.e., mid-semester break weeks will not appear).

6.10 RESPONDING TO PLAGIARISM

Plagiarism is defined by copying or using any idea, data set, table, photo, image, fact or quote from any other source without acknowledging that source, including from one's own personal academic work.

All words that are copied from another piece of writing, or recording, must be enclosed in quotation marks (" ") or paraphrased and the source referenced according to an accepted system of referencing. Where ideas are borrowed from other sources, these too must be acknowledged, including any previous work done by the student that has been submitted for grading.

The response to each instance of plagiarism is determined by prior occurrences, in order to support student learning about ethical practice. The first instance is treated as an educational opportunity and the consequences increased in severity after each instance.

1. On the first occasion, the lecturer or marker will issue a warning and require the student to resubmit the assessment without a grade penalty.

2. On the second occasion, the student will be required to resubmit the assessment to be graded on a pass/fail basis (maximum grade of 50%). The Academic Registrar will issue a warning letter to the student.

3. On subsequent occasions, plagiarism will result in immediate course fail, be regarded as serious misconduct, and may result in further disciplinary action. The Academic Registrar will issue a letter to the student.

The instances of plagiarism are recorded on a central register kept by the Academic Registrar and Student Support Manager. It is important that the student's work is considered across the courses that they are enrolled in. For this reason, individual markers must consult the register via the Academic Registrar and Student Support Manager to discern the appropriate response. Note that instances of plagiarism may occur concurrently across multiple assessments, that is without the requisite time for the student to understand the issue and avoid future plagiarism. If the first occasion is concurrent with multiple assessments submitted in the same two-week timeframe, then that "set" of assessments will be considered as the "first occasion".

If an online examination is failed due to plagiarism, then the opportunity to sit a supplementary examination may be offered, if it is failed a second time then a fail grade must be recorded for the examination.

Upon submission of an assessment via a Moodle, the student must agree with the declaration disclaiming plagiarism and collusion. All assessments are then checked for plagiarism through Turnitin and the marker's subject expertise and knowledge of previous assessments.

For further information about types of plagiarism please visit: https://www.turnitin.com/static/plagiarism-spectrum/

6.10.1 PROCEDURE FOR RESPONDING TO PLAGIARISM IN STUDENT WORK

1. **Review the Originality Report (or Similarity Report) produced by Turnitin.** This will flag portions of text for review. Note that the percentage similarity score is not to be taken outright as evidence of plagiarism: please review each instance to determine if it is plagiarism. If you are unsure, contact the Student Support Manager to discuss this.

2. If you have identified plagiarism, **determine if the student is already on the plagiarism register by contacting the Academic Registrar and Student Support Manager.** This will determine the consequences for the instance of plagiarism that you are dealing with. If it is the third instance, the disciplinary action will be handled by the Academic Registrar and Head of School.

3. **Contact the student** to discuss the matter and outline the response (as outlined above). Do this via email and CC in studentsupport@laidlaw.ac.nz . Download the student's submission including the Originality Report (the "Current View" option) and attach this to the email. Explain to the student the nature of the plagiarism detected, providing specific examples.

4. **Assign a PLA grade** and **give feedback** in Turnitin/Moodle. Use the grade override function to set to 0.12; this will create the PLA code, which is used as a holding grade until the assessment is resubmitted. Your feedback should comment on the plagiarism (as above) but also comment on other parts of the assessment that would alone cause the assessment to be graded as a fail. This to ensure that the student's resubmission has addressed all the issues that might trigger a fail (e.g. insufficient number of sources) in addition to the plagiarism.

5. **Mark the resubmission** accordingly. If it is the first instance of plagiarism on the register, and the assessment would not have been failed on any other criteria, award the grade without penalty. If it is the second instance of plagiarism on the register, or the assessment was failed on another criteria also (but the resubmission passes) award 50%.

6.11 USE OF GENERATIVE ARTIFICIAL INTELLIGENCE

Generative Artificial Intelligence (AI) refers to a range of tools that use machine learning to generate text, images, video, audio, and other outputs in response to specific prompts. These can be used to support learning and research in a range of ways, but they also raise issues around the simulation of human intelligence and the authenticity of student work.

Staff are encouraged to judiciously consider how measured use of generative AI tools might be incorporated into curriculum and assessment, in order that students will graduate prepared for a world that regularly uses AI and understand how to do this ethically. Staff are also encouraged to reflect on their own use of AI and to model the highest standards of integrity.

Generative AI technology is rapidly evolving, as is the community response to these tools and their appropriate use. Laidlaw College expects all students to "act in all situations with honesty, integrity and respect for the rights of others and to help others to behave in a similar fashion." (*General Information and Regulations* 3.2.2.2 Internet Code of Conduct). This applies to the use of technology, such as AI, in the completion of coursework and other assessments.

Students must cautiously consider the use of AI tools in their work, being careful to cite the use of AI tools appropriately according to the Laidlaw referencing requirements. Students are prohibited from using generative artificial intelligence tools in the writing of coursework and assessments, including research projects, dissertations, and theses.

- Generative AI tools cannot be used to write content for assessments.
- Generative AI tools cannot be used for language translation in language-learning courses.
  In practice, this means students must produce their own written work in the target language and may not use translation tools to convert English text into, for example, te reo Māori or the biblical languages.
- Generative AI Tools cannot be used to translate content for assessments into the language required for the assessment.
  In practice, this means students must write their assessments directly in the required language and may not use translation tools to translate work written in another language — such as translating from their native language into English.
- Generative AI tools could be used to construct elements such as images or diagrams, and these must be referenced appropriately according to the Laidlaw referencing requirements (see *General Information and Regulations* A.2.1).
- In some cases, AI-supported writing tools that assist students with learning disabilities to develop their written expression may be permitted. Such use must be approved on a case-by-case basis by the Student Support Manager and used in accordance with an agreed learning support plan. Students should contact Student Support directly to discuss this.
- AI tools can be used to assist in research, to check formatting, to transcribe audio- or video-recordings, or to proofread writing. These must be referenced appropriately according to the Laidlaw referencing requirements (see *General Information and Regulations* A.2.1).
- Note that AI tools are not considered to be scholarly sources for the purpose of assessment criteria.
- *Students in the School of Counselling:* AI tools may be used to transcribe audio- or video-recorded counselling conversations for assessment. AI tools must not be used to create audio files of counselling conversations to be submitted for assessment. They must not be used to

complete any other elements of a transcript assignment. This includes the identification of skills used (in the second column of the transcript table) or notes made (in the third column of the transcript table). The AI tool used must be referenced appropriately according to Laidlaw referencing requirements (see *General Information and Regulations* A.2.1).

In submitting an assessment for grading, a student is declaring that the work is their own. Upon submission of an assessment, the student must agree with the declaration disclaiming plagiarism, collusion, and artificial intelligence tools. All assessments are then checked for plagiarism and artificial intelligence use through Turnitin and the marker's subject expertise and knowledge of previous assessments. Where prohibited artificial intelligence use is detected, the matter will be dealt with formally and the instance of prohibited use recorded in an AI misconduct register.

AI detection tools, such as Turnitin, can detect text that may have been prepared using generative AI tools with a high degree of accuracy. However, they can misidentify text and do not indicate how the AI tool has been used, and so should not be used as the sole basis for a response to the student, other information is needed, and human judgment is needed before conclusions can be drawn.

Laidlaw College uses Turnitin to grade assessment submissions, which gives an AI writing score as a percentage. The percentage score indicates the amount of qualifying text within the submission that Turnitin's AI writing detection model determines was generated by AI. That is, a score of 55% indicates that 55% of the qualifying text of the submission is considered to be generated by AI. Percentages below a certain threshold (20%) are not attributed a score to reduce the likelihood of false positives.

6.11.1 PROCEDURE FOR RESPONDING TO STUDENT USE OF GENERATIVE AI TOOLS

If AI use is detected by Turnitin, the following process should be followed:

1. **Assess the AI writing score produced by Turnitin**. Consider how appropriate use of AI tools, which have been cited, might have impacted the AI score. Any AI writing score above 20% is to be assessed, but do not rely on the score alone in making your decision. Look for other features that may suggest use of generative AI, such as citation of fake sources, a mixture of writing styles in the document, lack of unique personal insights or experiences that a human author might include where appropriate. Consider the learning history of the student.

   Consider if there are other criteria on which the assessment should be failed outright. Note that the citation of a fake source is evidence that the student has not engaged with that source, and so it cannot contribute to a research criterion, particularly one requiring a minimum number of scholarly sources.

2. **Contact the student and advise Student Support.** Approach the student carefully and CC in studentsupport@laidlaw.ac.nz in your emails**.** Advise the student that their assessment submission has been flagged for use of AI tools and enquire with the student as to what tools they have used that might have contributed to the score. It may be helpful to discuss with the student the content of their assessment to discern their familiarity with it.

   Download the student's submission including the AI Writing Report which can be accessed by clicking on the AI percentage score and attach this to the email.

3. **If no satisfactory explanation is offered, require resubmission of the assessment. Assign a PLA grade** and **give feedback** in Turnitin/Moodle. Use the grade override function to set to 0.12; this

will create the PLA code, which is used as a holding grade until the assessment is resubmitted. Your feedback should comment on the use of AI (as above) but also comment on other parts of the assessment that would alone cause the assessment to be graded as a fail. This to ensure that the student's resubmission has addressed all the issues that might trigger a fail (e.g. insufficient number of sources) in addition to the plagiarism.

The submission must be revised so that it does not produce an AI writing score above 20% in Turnitin. The student will need to apply for a resubmission via the usual process. The resubmission should be marked without penalty.

4. **Register the instance of detection of generative AI use in the AI misconduct register** – email the Academic Registrar and Student Support Manager to do this. Note that this is not to be counted as a formal instance of plagiarism in the usual plagiarism register with punitive implications, because of the risk of legal challenge to this approach.

5. **If the student is already on the AI misconduct register, liaise with Student Support and your Head of Programme about further action.**
    a. After the third offence of this kind, the student should have a formal meeting with Student Support, the lecturer, or the Head of Programme (where appropriate) to discuss the ongoing issue.
    b. After a third offence, the Head of Programme could require the student to participate in an oral test of their understanding. Such a test should involve the live answering of unpredictable questions.

6. **Mark the resubmission** accordingly. If it is the first instance of plagiarism on the register, and the assessment would not have been failed on any other criteria, award the grade without penalty. If the assessment was failed on another criteria also (but the resubmission passes) award 50%.

6.12 MISSING ASSESSMENTS PROCEDURE

Students who receive no grade for an assessment they believe they submitted to Laidlaw College but of which Laidlaw College has no record, must apply for consideration, in writing, to the Academic Registrar. A copy of the assessment (except in the case of an examination) must be attached to the application. Applications which do not fully comply with this policy will be declined and the grade awarded will stand.

6.13 EXAMINATION FORMAT

Examination questions will cover a wide selection of topics dealt with in the course. There will normally be a sufficient number of questions to allow students to focus on some parts of the course that have been of interest to them. The range of questions will reflect the emphasis that has been given to particular sections of the course within the lecture programme. Care must be taken that examinations are designed to test the learning outcomes as stated on the course outlines.

6.14 RETURNING EXAMINATION SCRIPTS

When marking examinations, the examiner will provide a coversheet for each examination script on which is given:

- an indication of the extent to which the criteria have been met;
- the percentage grade for each question attempted;
- the overall percentage grade for the examination;
- a paragraph of written comments providing feedback regarding how well criteria have been met overall.

Comments, corrections or indications where improvements could be made may be given on the coversheet or on the script itself.

The overall grade for the course (A+ to F) will be calculated separately in the Learning Management System. Students will be advised of these final results for the course on their "My Results" in their Student Portal after all checking has been completed.

6.15 GRADING

All assessments and examinations will be assessed according to the criteria stated in the Course Assessment and Delivery Outline. When assessing an assessment or examination, the lecturer will indicate the level of competence attained in the stated criteria as a percentage.

Final grades will be calculated from assessment and examination grades, with each assessment grade contributing to the final grade using the weighting assigned in the Course Assessment and Delivery Outline. On this basis, a final grade will be awarded in accordance with the table below.

Note that even in the case of a C- marginal pass, the lecturer must be assured that the learner has met all the stated learning outcomes for the course, at the appropriate level.

6.15.1 GRADING SCHEDULE

On this basis, a grade from A+ to F will be awarded in accordance with the schedule below.

Percentage	Letter Grade	Description
90-100	A+	Exceptional
85-89.99	A	Excellent
80-84.99	A-	Superior
75-79.99	B+	Very Good
70-74.99	B	Good
65-69.99	B-	Competent
60-64.99	C+	Satisfactory
55-59.99	C	Acceptable

50-54.99	C-	Marginal
40-49.99	D	Unsatisfactory
Below 40	F	Poor

Other Designations:

Grade	Grade Name	Description
AUD	Audit	Interest only attendance
AEG	Aegrotat Pass	Aegrotat Pass (as defined below)
CC	Cross Credit	Credits from recognised courses, either external or internal.
CONC	Conceded Credits	Conceded Credits (as defined below)
CP	Conceded Pass	Conceded Pass (as defined below)
DNC	Did Not Complete	Disengaged from study between Day 50 of and 21 days before the course end date
IP	In Progress	Temporary designation which indicates that a student's course work has been extended past the end of the semester or that assessment is to be marked past the end of the Semester
PLA	Plagiarism	Temporary designation which indicates that an assessment has been failed due to plagiarism or generative AI
PXT	Practicum Extension	Temporary designation which indicates that that a student's practicum work has been extended past the end of the semester
RC	Research Complete	Research progress satisfactorily completed for Dissertation A, Thesis A, Thesis B, or Thesis C
SUP	Supplementary	Temporary designation indicating a supplementary assessment has been offered due to plagiarism or a failed first attempt that goes beyond the end of semester

UP	Ungraded Pass	Ungraded Pass
UF	Ungraded Fail	Ungraded Fail
WDN	Withdrawn	Withdrawn from a course between day 22 and 49

6.15.2 USER'S GUIDE TO THE GRADING SYSTEM

All involved in marking assessment and examination work need to be aware that the system calls for a particular attitude towards grades, especially those in the highest range.

Markers need to read carefully the descriptors associated with each letter-grade. The reticence to award a grade of 10, or even 9, under the old system placed students at a disadvantage when seeking entry to some advanced awards. Under the new system, work which is of a standard which complies with the descriptor should be awarded A+.

Grading Assessments

Using the grading criteria in the Course Assessment and Delivery Outline, assign a **percentage grade** to each individual piece of assessment.

The final grade of an individual piece of assessment may, in some instances, be determined by a numerical marking rubric in which individual criteria have specified marks. In other instances, the rubric provides a description of what every level of achievement looks like for each criterion, and the marker must exercise wider appreciation of the overall quality of the work in nominating an overall score for the assessment.

Markers/lecturers should clearly indicate in Course Assessment and Delivery Outlines which criteria are major and which are minor, and which criteria must be met in order to achieve each Learning Outcome.

Grade Capture

Grades for assessments in a course are recorded electronically via the Learning Management System (Moodle) which automatically calculates the overall course grade using specified weighting in the CADO. The resulting percentage is then converted to a letter grade.

The Academic Registrar will notify faculty when the Moodle/ebs link is no longer functioning and a NOTIFICATION OF CHANGES TO GRADES form is to be completed for the student(s) in question. This form can be found on Staff Corner and should be emailed to the Academic Registrar for processing.

6.15.3 PROCEDURE FOR GRADING ASSESSMENTS

1. **Use Turnitin for marking assessments**. This requires you to go from Moodle into Turnitin. In Turnitin, you can use Quick Marks and comments to provide feedback on the main body of the assessment. In your overall comment, in every instance, you should provide clear feedback to the student about what they did well in the assessment and on areas that they can improve in. Be careful to un-check "Notify students" as you're working on their submission, until the final point when you release their grades.

2. **Check for issues** with lateness, plagiarism, AI use, and work +/- 10% outside the assessment wordcount. See relevant sections for more guidance on these.

3. **Use the marking rubric** loaded into Turnitin to provide feedback according to the assessment criteria.

4. **Assign a grade** to the work in Turnitin. If marking with a numerical marking rubric, you may at times need to manually override the grade in Moodle, for example to apply a lateness penalty. This should be done straight after the assessment is released.

5. The grade entered into Turnitin should automatically flow through to Moodle. It is good practice to check this. You can manually enter the grade in Moodle to ensure it has flowed through.

6. You may wish to add a note in to the assessment feedback box in Moodle to direct students to go through to Turnitin to see the feedback on their assessment. This is particularly helpful for new students, or the first assessment in a course. You could copy and paste the below:

   To access your assessment feedback:

   a. Click on the Turnitin similarity score (or pen icon)next to your assessment.

   b. Once Turnitin has loaded, click the white speech bubble on the right-hand side of the screen to view feedback comments.

   c. You can download a copy of your assessment feedback by clicking on the download button (box with an arrow pointing down), then select "Current View".

7. **Grade calibration**. In some instances, grades need to be calibrated before they can be released to students. This is the case in courses with a new marker, or where different markers grade the same assessment, for example, across different locations.

8. **Release the grades.** Once you are ready to share the grades and feedback with students, you need to "release" the grades in the marking workflow. Select the students, and under the Options section choose "set marking workflow state," then set this to "Released". Select "Yes" under notify students, so that they will receive an email notification that their assessment has been graded. Then click "Save changes." If you need to apply a 10% percent penalty to an assessment with a numeric rubric as a grade override, this needs to be done straight after the grade is released.

6.15.4 MARKING OF TEAM-TAUGHT COURSES

Where courses are team-taught and marking is shared, each marker should mark the assessments or examinations of every student for any particular question. Each examination question should be marked in its entirety by one of the markers. This is to ensure consistency of grading for any particular question.

6.15.5 PASSING/FAILING

- All pieces of assessment worth more than 10% must be seriously attempted. Students who fail to meet this requirement will receive an F grade (0-39%); (Refer to 6.6.1)
- **Those pieces of assessment that alone test specific learning outcomes must achieve a minimum grade of 50%.** These items will be clearly identified in the course outline. Students who fail to meet this requirement will receive a final overall D or F grade for the course, regardless of the overall average grade calculation for the course.
- If a learning outcome is being assessed in more than one assessment, then students are being given more than one opportunity to pass it.
- For the Bachelor of Counselling every piece of assessment must be passed in order to pass the course.

6.15.6 SUPPLEMENTARY ASSESSMENTS

Students who fail any major piece of assessment in a course (gaining a grade of less than 50%) will be given the option of repeating the assessment once, as a supplementary. The supplementary will assess those learning outcomes which a student has hitherto failed to achieve. Where achievement of those outcomes is demonstrated in the supplementary, a maximum grade of a 50% will be awarded for that piece of assessment.

6.15.7 PROCEDURE FOR FINALISING GRADES AT THE END OF SEMESTER

1. Check the assessment grades to ensure that, where appropriate, late penalties were applied.
2. Check the final course grades to sense check the grade in case the Moodle formula is incorrect. This is done mathematically by using appropriate weighting as illustrated in the examples below.

Example 1

	Assessment 1	**Assessment 2**	**Assessment 3**	**Final Course Grade**	
Weighting	20%	20%	60%	**Percentage**	**Letter**
Percentage grade	80%	80%	75%	77%	B+

Example 2

	Assessment 1	**Assessment 2**	**Assessment 3**	**Final Course Grade**	
Weighting	20%	20%	60%	**Percentage**	**Letter**
Percentage grade	90%	80%	95%	91%	A+

3. Manually assign temporary grade codes to relevant students. There should be no blank course grades showing. Note that this needs to be done in Moodle, not Turnitin.

    - **DNC (0) Did not complete:** Disengaged from study between Day 50 and 21 days before the course end date.
    - **IP (0.1) In Progress:** Temporary designation which indicates that a student's course work has been extended past the end of the semester or than an assessment is to be marked past the end of the semester.
    - **PXT (0.11) Practicum to complete:** Temporary designation which indicates that that a student's practicum work has been extended past the end of the semester.
    - **PLA (0.12) Plagiarism:** Temporary designation which indicates that an assessment has been failed due to plagiarism or generative AI.

- **SUP (0.14) Supplementary:** Temporary designation indicating a supplementary assessment has been offered due to plagiarism or a failed first attempt that goes beyond the end of semester.
- **AUD (0.2) Audit:** Interest only attendance.
- **WDN (0.3) Withdrawn:** Student has withdrawn from a course between day 22 and 49.
- **AEG (0.8)** Aegrotat: Aegrotat pass.

If a student has failed an assessment and any resubmission that was applied for, this affects their overall course grade in different ways.

- Students in Counselling and Education must pass every assessment in every course. If they have failed an assessment (and the resubmission if applied for), they should fail the course. If the final course grade is automatically calculated as 50% or above, it should be manually dropped to a D (45).
- Students in Theology can pass a course even if they have failed an assessment (or resubmission) in cases where the Learning Outcome for that assessment is met in other assessments. If this is the case, the course grade that is automatically calculated will stand. If this is not the case, a failed assessment (where criteria that are essential to achieve a Learning Outcome are not achieved) means that they have failed the course, and the final course grade is automatically calculated as 50% or above, it should be manually dropped to a D (45).

4. Complete the Grade and Student Review form, as provided to you by your School Administrator.

5. Fill out the Analysis of Course Evaluations on Moodle, in the Course Information section.

6.16 AEGROTAT PASS

Students who by exceptional circumstances beyond their control, such as illness, injury or bereavement, have been prevented from sitting an examination, or from completing the final assessment in a course, or who consider that their performance in any course has been seriously impaired, may, on application to the Academic Head through the Academic Registrar, be awarded an aegrotat grade. An aegrotat grade is granted as a pass and does not contribute to the student's overall grade point average (GPA).

No aegrotat grade will be granted unless the student has made an application via the online form to the Academic Registrar within one week of the conclusion of Laidlaw examinations, or of the final date for completion of assessments as appropriate. The application must be accompanied by appropriate medical or other documentary evidence which, in the opinion of the Academic Head, is sufficient to support an application for compassionate consideration.

A decision on the academic merit of a request for an aegrotat will be based on an assessment by the Academic Head of the probability that the student would have passed the final assessment or examination had the student been in a position to complete it in normal circumstances. All other assessments in the course must have been completed and graded to the minimum pass standard.

The performance of the student in other courses will also be taken into account.

An aegrotat cannot be granted for more than 12.5% of the total credits of the programme of study, or one course in their programme (whichever is greater). If the student withdraws from the programme of study before enrolling in the full number of credits in the programme, the 12.5% will be calculated in proportion to the number of credits enrolled in thus far. An aegrotat cannot be granted for more than one level 7 course in a programme of study.

Aegrotat grades are not permissible in practicum courses in the Bachelor of Education (Primary), Graduate Diploma in Education (Secondary), or the Bachelor of Counselling. Aegrotat grades are not permissible in courses in which the final assessment requires a report or essay on a major research project.

Should the Academic Head decide that there are not sufficient grounds for awarding an aegrotat grade, or where there is a request for aegrotat grades in excess of the above conditions, the student may be granted the opportunity to complete a supplementary assessment within a given time frame. provided other criteria for obtaining a grade are also met.

In extraordinary circumstances, these regulations may be superseded by a decision by the Academic Dean.

6.17 CONCEDED CREDITS

Conceded credits apply only to a student about to complete an approved programme. They will be awarded only on the approval of the relevant Academic Head to students who, due to circumstances not of their own making, fall 10 or less credits short and who would otherwise have completed their qualification. Conceded credits may be granted at the discretion of the College and are to be notified to the Academic Dean.

6.18 CONCEDED PASSES

Conceded passes apply only to a student in his/her final year of study towards an approved Diploma or Bachelor's award. A student who has failed a major piece of assessment in one course only, but who has gained an overall grade of at least 50% in that course and who would otherwise have completed a diploma or degree is eligible to be considered for a conceded pass.

A student is allowed only one conceded pass during their entire period of study at Laidlaw. Application for consideration of a conceded pass should be made in writing to the Academic Registrar for consideration by the Academic Head.

Conceded passes are not permissible in practicum courses in the **Bachelor of Education (Primary)** and **Graduate Diploma of Education (Secondary)**.

Students enrolled in the **Bachelor of Counselling** must pass all assessments in each course; therefore, conceded passes are not permissible in this programme.

6.19 GRADE POINT AVERAGE

The grade point average (GPA) for a student graduating with a degree will be calculated on level 6, 7 and 8 courses, not including fail grades, using the following formula:

$$\text{GPA (rounded to two decimal places)} = \frac{\text{Total of [(Course Credits) x (Course Percentage Grade/10)]}}{}$$

Total of Course Credits

The grade point average for certificate, diploma, and first year undergraduate degree courses is calculated over courses at all levels using the above formula.

6.20 POSTGRADUATE AWARDS

The **Bachelor of Theology (Honours)** will be awarded in one of four classes: First Class, Second Class (First Division), Second Class (Second Division), or Third Class in accordance with the table below:

Honours Class	**GPA Range**
First Class	8.0 and above
Second Class (First Division)	7.25 – 7.99
Second Class (Second Division)	6.5 – 7.24
Third Class	5.0 – 6.49

The **Master of Theology** will be awarded Distinction or Merit in accordance with the table below:

Award	**GPA Range**
Distinction	8.0 and above
Merit	7.5 – 7.99

6.21 APPEALS

6.20.1 UNDERGRADUATE APPEALS

If an undergraduate student feels that the grading of an assessment has been inadequate or unfair, he or she should first contact the lecturer or tutor and discuss it.

If the student is still dissatisfied, then the Head of School or Programme Lead may be contacted and asked to review the concern(s).

The Head of School or Programme Lead may arrange for a second marker to mark the assessment. This could be either an internal or an external marker. The student is warned that the grade could go up, down, or remain the same as the grade that Marker 1 has given.

- Marker 1 gives grade X.

- Marker 2 gives grade Y.

The Head of School or Programme Lead looks at the grading for both markers and decides on the final grade for the assessment.

If the student is still not satisfied with the grading of the assessment, then the matter may be referred to the Academic Dean.

6.21.2 POSTGRADUATE APPEALS

If a student considers the assessment process has been inadequate or unfair, he or she may apply to the Academic Head through the Postgraduate Committee for a review of the process. If that is not satisfactory, an appeal to the Academic Dean may be sought. In such cases, the relevant school will ensure that the issues of concern are addressed expeditiously to avoid significant loss of time in regard to the student's research or funding.

If a postgraduate student or their supervisor feels that he or she is not able to establish an effective working relationship, either party may petition the Postgraduate Committee for the appointment of a new supervisor. If either the student or the supervisor feels that the student's work is not proceeding satisfactorily for reasons outside of their control, either party may, after consultation with the other, approach the Postgraduate Committee for assistance.

6.22 DISENGAGEMENT IN STUDY BY A STUDENT

This is where a student has disengaged from their study, is not submitting assessment(s), and is not responding to emails or phone calls from lecturers or Student Support staff.

6.22.1 PROCEDURE FOR RESPONDING TO DISENGAGEMENT IN STUDY

Prior to and including Day 21 of a semester

- Where a student has not engaged in the course at all, it is treated as a "Did Not Start" and the student will be withdrawn by Student Services as pre-10%. The course(s) will not show on their Academic Record.

Day 22-49 of a semester

- Where a DL student has failed to submit an assessment and is still accessing Moodle the course grade will be DNC.
- Where a DL student has failed to submit an assessment and stopped accessing Moodle, then Student Support will submit a Change of Enrolment form (CoE) to withdraw the student. **The date of withdrawal will be the day after the student last accessed the Moodle course.** The course grade will be WDN.
- Where a campus student fails to show up to classes and fails to submit assessments, then Student Support will submit a CoE to withdraw the student**. The date of withdrawal will be the day after their last date of attendance in the course.**
- The course grade will be WDN.

Day 50 and beyond of a semester

- Where a student fails to submit assessments beyond the two-week late period or the end of the semester without an ILP in place, they fail the course and are not withdrawn. The course grade will be DNC.

6.23 REPEATED COURSES

Students repeating a course must repeat all requirements of the course including class attendance for campus students. Students may choose to resubmit assessments from previous attempts of the course in consultation with the lecturer. A fee reduction will apply, see the Laidlaw Fee Schedule for details.

A student may only enrol in the same course a maximum of three times, with the exception of Education and Counselling Practicum courses that can only be attempted two times. If the course is compulsory for the programme the student's enrolment in the programme will need to be reviewed by the Academic Head.

6.23.1 PROCEDURE FOR DEALING WITH REPEATED COURSES

1. **Lecturer to be advised by the Enrolment team or a Programme Advisor that a student is repeating a course.** Any changes to the assessment between the previous and current version of courses must be considered.

2. **If the course assessment is the same as the previous delivery, the student must either resubmit an assessment used in the previous course or submit a new assessment.**

3. **If the course assessment criteria have changed since the previous delivery, then the student must submit a new assessment.**

4. **Assessment to be graded**.

    - Be aware that the resubmission of an assessment from a previous iteration of a course may cause the assessment to be flagged for self-plagiarism in Turnitin.

    - If the course assessment has not been modified the feedback and grade awarded in the previous iteration of the course should be brought forward. The marker should arrange for access to the Moodle page for the previous course delivery to access this. Contact your School Administrator for help with this.

    - If the course assessment has been modified, the assessment should be remarked according to the updated assessment description and criteria.

6.24 DEALING WITH SENSITIVE MATERIAL IN CLASS

It is good practice to give a trigger warning to students if any of your class content (whether spoken, in readings, or video) contains material to do with sexual violence, violence against others, death, suicide, or some other potentially distressing topic. Where the nature of the class content leads to a student's absence, this absence should be recorded as an explained absence.

A verbal warning should be given prior to the start of class. A written warning should be given on Moodle before students are asked to engage with a resource.

A standard trigger warning could sound something like:

> Some of the content in today's lecture is on. ... For some, this could be distressing or difficult to listen to. You might notice feeling upset, or your heart beating faster, or feeling nervous or anxious. Sometimes, taking some deep breaths or distracting yourself for a few moments will help, but you

may feel like you need to step outside for a few moments. I encourage you to do what you need to take care of yourself.

7 EVALUATION AND MODERATION

7.1 STUDENT EVALUATION OF TEACHING

Students are encouraged to comment, both positively and negatively, on any aspect of a course. At any time during the semester, comments should be made in the first instance to the lecturer concerned, and only if an outstanding issue is not resolved should it be referred to the Head of the School, or the Academic Dean as appropriate. Formal complaints by students should be raised through the Complaints Procedures set out in the General Information and Regulations.

Students are encouraged to complete formal course evaluations midway through the semester and at the end of the semester. This process is managed electronically through the Moodle system. Student comments about the courses are reviewed by the lecturer concerned. Lecturers should provide some feedback to students in classes regarding midyear course evaluations in order to articulate the impact that student feedback has on teaching practice. At the end of semester an analysis report is submitted to the Academic Head, who will follow-up any matters arising with the lecturer if required.

7.2 MODERATION

The purpose of moderation is to provide assurance that assessment is fair, valid and at an appropriate standard, and that the assessors are making consistent judgements about learner performance.

At Laidlaw, courses are moderated both internally and externally.

Internal Moderation

There are two types of internal moderation:

I. **Pre-assessment moderation** – checks the draft CADO to ensure that the assessment tasks, Learning Outcomes, and assessment weightings match the requirements of the course and programme before the course is delivered.

II. **Post-assessment moderation** – checks that students' work has been assessed fairly and consistently, that adequate feedback has been given by the marker, that learners have met the requirements of the Learning Outcomes, and that policies have been followed (e.g., correct referencing, plagiarism, late penalties etc.).

External Moderation

External moderation helps to ensure consistency of assessment with other tertiary providers, to verify that discipline standards of materials and levels are being met.

Each school is responsible for managing their internal and external moderation, including producing and communicating the moderation schedule for each semester, selecting appropriate moderators, ensuring moderation is conducted in a timely fashion and keeping accurate records.

7.2.1 MODERATION PRINCIPLES

- Pre-assessment moderation occurs for all new courses and for any modified assessment prior to delivery.
- Calibration of marking for new markers of each assessment occurs by an experienced faculty member or Academic Head. Where marks are adjusted by the calibrator a log must be kept with the original mark(s), the adjusted mark(s), and the reason for the change(s).

The following principles will undergird the post-assessment moderation process:

- Courses will undergo post-assessment moderation on a three-year cycle, specifically:
  - Only the major assessment for courses in degree-level programmes.
- For the purpose of making the moderation process meaningful:
  - Assessments that are not susceptible to subjective marking (e.g., quizzes with set expected answers), will not be required to undergo post-assessment moderation but pre-assessment moderation will still be required in the event of the assessment being modified.
  - Components of practice-based assessments that cannot be viewed by the moderator shall not be subject to post-assessment moderation (e.g., a moderator cannot moderate a visiting lecturer assessment form for a school visit as the moderator is not able to observe the student teacher's practice in the classroom setting, but a moderator can moderate student teacher reflections on their practice).
  - Sampling will be purposive, i.e., lecturers/markers will be invited to state whether they want a particular marked assessment submission to be moderated for the purpose of enhancing their marking process.
  - Sample sizes and spreads will be at the discretion of school administrators, taking into account the number of students enrolled at each campus. In general, top, middle and borderline samples will be taken from a spread of grades with particular focus on borderline assessments. Sample sizes need not exceed 10% of the total number of students enrolled in a course.
  - Discussion points raised in the process of post-assessment moderation in relation to delivery or assessment design will be considered in the course/programme review process for the next round of delivery.
- Wherever possible, post-assessment moderation will be completed before the final course grade is released to the student.
- Post-assessment moderation on all assessments in a degree-level course may be required by the appropriate Academic Head.
- External moderation of courses is at the discretion of the Academic Head and/or at the request of the Academic Dean.
- All postgraduate taught courses will be externally moderated each year.
- Student grades for all undergraduate courses will be reviewed by a specially selected committee, the *Student and Grade Review Committee*, convened by the Academic Registrar and chaired by the Academic Dean. This committee may include Academic Heads, Programme Leads, course lecturers, student support staff, and other staff as required.

7.2.2 MODERATION RESPONSIBILITIES

Responsibility

- **Academic faculty** are responsible for ensuring that assessment requirements are met in the courses. they deliver.
- **Internal moderators** are experienced faculty responsible for ensuring the pre-assessment and post-assessment moderation forms are completed and the school moderation processes are complied with. Professional development and training will be given to any new moderators as deemed appropriate by the Academic Head.
- **Programme Leads** are responsible for ensuring the pre-assessment and post-assessment moderation of the courses in their programmes occur.
- The **Head of Counselling, Head of Education,** and **Head of Theology** are responsible for:
  - Ensuring that all required pre-assessment and post-assessment internal moderation is being done;
  - any requested external moderation is being undertaken;
  - ensuring that any issues or concerns raised by a moderator are appropriately addressed.
- The **Academic Registrar** is responsible for convening the Student and Grade Review Committee meeting chaired by the **Academic Dean**. The Student and Grade Review Committee will:

    - compare grades awarded in each of the courses at each level to ensure comparability of marking;
    - evaluate grades for students within or adjacent to the boundaries between grades to ensure consistency in grading;
    - review individual student's results to identify students who are at risk and should be counselled to good academic standing or placed on a period of probation.
- The **school administrators** are responsible for managing their internal and external moderation processes, including producing and communicating the moderation schedule for each semester, selecting appropriate moderators, maintaining a table of the qualifications and experience of moderators, ensuring moderation is conducted in a timely fashion, creating action plans, and keeping accurate records.
- The **Academic Quality Director** is responsible for regular moderation audits.

7.2.3 DISPUTES PROCESS

Any problems or issues identified in the moderation reports or with the moderation process that cannot be resolved by the relevant Academic Head should be referred to the Academic Dean. The Academic Dean will decide on an appropriate resolution of the problems or issues through consultation with the lecturers and moderators concerned. All decisions made by the Academic Dean must be reported to the lecturers and moderators concerned. If the parties do not agree with the resolution, then the matter may be referred to the NAC (for undergraduate matters) or the PGC (for postgraduate matters) for decision. The NAC or the PGC may refer the matter to the AAB for external moderation if they are unable to agree on a resolution. The decision of the AAB shall be final.

8 RESEARCH AND ETHICS

8.1 RESEARCH PHILOSOPHY

It is part of Laidlaw's mission "to equip... scholars". This is reflected in the structure of our programmes, with a significant investment in postgraduate provision. This mission also drives the Laidlaw approach to research. By definition degree courses are to be taught by those whose own knowledge and wisdom is enriched by active research. Faculty members at Laidlaw are thus expected to be "participants in Discovery".

"Discovery" is deliberately chosen. Laidlaw holds all truth to be embedded in the creative love of a communicating God. All enquiry into reality is ultimately a reach into Te kete Tua-Atea – "things beyond". The end of research is discovery of the nature of God as revealed in his creative and redemptive acts of self-communication. Discovery thus understood is not limited to the traditionally defined theological subjects but involves all exploration of truth.

The image of the "participant" is also important, in three senses. Rather than the mythical model of the heroic enlightened individual, Laidlaw recognises that all enquiry emerges from a community context. Out of shared assumptions and commitments new questions may be asked, debated and contested. Laidlaw's aspiration is for scholarship characterised by engaged enquiry, built out of commitment, rather than dispassionate distance.

Laidlaw scholars are also participants in conversations beyond the college, beyond Aotearoa New Zealand and beyond faith communities and academic disciplines. The importance of publication is revealed in this light. All scholarship is provisional and is offered to other scholars and practitioners for testing, contesting, debate and refinement.

8.2 ETHICS

This ethics protocol sets out Laidlaw's policy on research and teaching activities that involve human participants. **Ethics protocols are administered by the Ethics Committee.**

8.2.1 PRINCIPLES AND POLICIES ON HUMAN RESEARCH ETHICS

All staff and students of Laidlaw undertaking research or teaching that involves human participants are required to ensure that their research and teaching comply with the highest ethical standards. To this end approval of any teaching or research that involves human participants must be submitted to the Postgraduate Committee (in its capacity as Ethics Committee) for approval. The Ethics Committee approval must be granted before any research or teaching involving human participants commences.

8.2.1.1 SUMMARY

Any teaching and research proposals that require ethical approval must evidence:

- Research or teaching merit;
- Participants' informed consent which is given free from any form of coercion;
- Respect for participants' rights of privacy and confidentiality;
- Minimisation of the risk of harm to participants;
- Special care for vulnerable participants;
- Limitation of, and justification for, any use of methods involving lack of full disclosure such as 'blind' groups, 'double blind' groups, or control groups;
- Appropriately qualified supervision;
- Avoidance of any conflict of interest;

- Respect for societies and cultures of participants;
- Freedom to publish the results of research, while maintaining the anonymity of individuals;
- Compliance with other standards where appropriate;
- Appropriateness of remuneration where applicable;

Towards that end the following material is provided as guidance:

8.2.1.2 EXPLANATION

Research or teaching merit

Good research design is critical. The Ethics Committee will assume that the issues of research/teaching design and methodology are the concern of the faculty member or supervisor in consultation with their Academic Head or Academic Dean.

Informed consent

Participation of humans in research projects or teaching activities must be voluntary and obtained through informed consent. The information provided to gain the consent of the participant must:

- be adequate and appropriate, using language that prospective participants can understand;
- describe any attendant discomforts or material risk;
- explain the purpose of the research and include a description of any benefits that the researcher expects;
- disclose where applicable all financial implications for participants including payment of expenses or fees, and explain all compensation or indemnity arrangements;
- include an offer to answer any questions and the contact details of the person from whom further information can be obtained during the course of the research, and a summary of the results when the project is complete;
- include an offer of assistance in case of distress, and provide contact details;
- Consent must be voluntary and therefore obtained without duress, undue influence, or disproportionate financial inducements. There must be a statement to the effect that:
- potential participants who decline to participate will suffer no adverse effect;
- participants are free to withdraw their consent and discontinue participation in the research or teaching activity at any time prior to the completion of the project without disadvantage.

Consent in writing is mandatory, except in minimally intrusive research (e.g. questionnaires eliciting non-personal information) or where the researcher can provide the Ethics Committee with good reason why written consent should not be required.

Vulnerable participants

Research involving participants at particular risk requires researchers to take special care. These include minors, prisoners, mentally infirm or unconscious persons. Where the vulnerable participant is not competent to give consent, the researcher must seek a proxy consent from a person legally representing the person's interests. Where the vulnerable participant can understand his or her interests, the researcher must seek the individual's informed consent. In the case of children, however, the researcher or teacher must in any event obtain the consent of the child's legal guardian. Where either the child or the legal guardian declines consent, the child cannot participate in the project. The vulnerable person's decision not to participate has priority over any other valid proxy consent (e.g., by legal guardians or representatives).

Privacy

Researchers must protect participants' personal information at all stages of a research project unless the participant has given a prior written consent for disclosure. Researchers must conform to the requirements of the Privacy Act 2020, any subsequent relevant legislation, and any applicable code of practice that the Privacy Commissioner has issued under the Act.

In particular, researchers should:

- note that it is preferable to collect personal information directly from the individual concerned;
- take steps to ensure that participants know that the researcher is collecting information, why he or she is collecting it, who will receive the information, and what consequences there are, if any, of not supplying the information;
- ensure participants know of their rights of access to and correction of personal information;
- ensure that they collect only that personal information which is relevant, accurate, up to date,
- complete, and not misleading;
- keep personal information secure and for only as long as is required, but, if it constitutes original data for the purposes of the research project, for at least five years;
- state how and in what form personal information is to be retained, should there be a variation to the above provision;
- use personal information only for the purpose for which they acquired it, unless they obtain the authorisation of the individuals concerned.

Minimisation of harm

The researcher must balance inconvenience and discomfort to participants against the benefit to the participant or to society and the importance of the knowledge to be gained.

Lack of full disclosure

Lack of full disclosure to human participants in research projects is justified only where the impact of the lack of disclosure on the participant is minimal, the potential knowledge to be gained is significant, and no other means is reasonably available. Wherever possible, projects involving limited disclosure must incorporate an appropriate debriefing of the participants at the end of the project. The researcher must provide the participants with an explanation of the research goals and procedures. Researchers also have an obligation to be available after participants have participated in the project should any stress, harm or other concerns arise.

Appropriately qualified supervision

Appropriately qualified personnel must supervise research or teaching involving human participants.

Conflict of interest

Generally, applicants must avoid any project that puts them in a position where their activities as a researcher or teacher might come in conflict with their interests as a professional or private individual. Applicants must explain to the Ethics Committee the nature of any potential conflict, and what actions, if any, they propose to take to minimise, avoid or resolve the conflict.

Cultural and social sensitivity

Researchers and teachers must ensure that their actions are appropriately sensitive to participants' cultural and social frameworks. Researchers must discuss any issues relating to Māori cultural and ethical values by

consultation with the whanau, hapu or iwi concerned and a representative of Te Rūnanga o Te Wananga Amorangi o Aotearoa.

Publication of results

Participants may not attempt to prevent or limit the researcher's right to publish the results of the research. This right of publication is qualified by the need to ensure appropriate preservation of participants' anonymity and to report results accurately. Where possible, researchers must convey findings to participants in a form comprehensible to them.

Compliance with other standards

Research and teaching proposals must incorporate, where appropriate, the spirit of the Treaty of Waitangi. This means that all parties involved in the research project must respect the principles of partnership and sharing implicit in the Treaty. Research proposals must also conform to any other relevant professional codes relating to research and teaching. Where there is any inconsistency between this policy and a professional code, the researcher must advise the Ethics Committee of the inconsistency, and the Committee shall determine what is to apply.

Appropriate remuneration

Reimbursement for participants' out of pocket expenses, time, and any discomfort or inconvenience is permissible, only to the extent that this constitutes recompense.

The following types or circumstances of remuneration are not permitted:

- Remuneration which might operate to induce participation of persons whose circumstances disqualify them from participation in the research;
- Remuneration which, in the circumstances, discriminates improperly between participants and non-participants;
- Remuneration which discriminates improperly between different participants or different classes of participants;
- Where a participant withdraws from a project after it has begun, he or she must receive a payment proportional to his or her participation. A participant who withdraws from a research project or teaching activity must in no way suffer any academic disadvantage consequent on withdrawal.

8.3 STUDENT RESEARCH

8.3.1 OWNERSHIP AND PROCESS

- Research papers and theses are commissioned by agents of Laidlaw College in the pursuit of its training and award granting functions.
- Students are required to submit two copies of a thesis and one of any research paper for marking.
- Upon completion and marking of a thesis, the successful student may be invited to lodge an unmarked copy with the library as the official documentary evidence. The Library Director or Manager and the Research Supervisor sign a form certifying lodgement and reception of the work for Postgraduate Studies.
- Ownership of the actual document resides with Laidlaw College, but ownership of the copyright remains with the author.

8.3.2 CARE AND USAGE

- No thesis or research paper may be removed from the library to any other part of the Laidlaw College Campus without the permission of library staff or taken outside of the Laidlaw College Campus without the permission of the Library Director or Manager and the prior permission of the author.

- Copying of any part or all of such documents is prohibited without the written permission of the Librarian and the author.

- Quotation from such documents (with the following exception) for the purposes of private study is permissible, provided that the recognised procedures for acknowledgement are followed.

- No thesis or research paper involving human subject research (for which Ethics Committee permission must be sought and granted) may be quoted in writing if the terms of the Committee's approval preclude this.

8.3.3 CONJOINT STUDY ARRANGEMENTS

- Where staff/students produce theses and research papers for other institutional awards (e.g. AUT) by formal arrangement through Laidlaw College, the student will be required to deposit a copy of the work with the Deane Memorial Library under the same terms as above. Any additional requirements applied by the other institution will also need to be observed.

- Research papers or theses may be written for Laidlaw College programmes and in employment agreement arrangements with another body, e.g. where a scholarship is provided by an agency for assistance with the project. This body may also require a copy of the work. Any such arrangement must take into account the Ethics Committee regulations guaranteeing informed consent and privacy of information.

9 ACADEMIC FREEDOM AND THE USE OF THE STATEMENT OF FAITH

This section sets out the rationale by which Laidlaw College both states its doctrinal position within evangelical Protestantism in its Statement of Faith, and at the same time encourages its Academic Staff to express their academic freedom. We can summarise Laidlaw College's position as upholding responsible academic freedom.

9.1 THE FUNCTION AND USE OF THE STATEMENT OF FAITH OF LAIDLAW COLLEGE

Academic Teaching Staff and Members of the NGC indicate that they subscribe to Laidlaw College's Statement of Faith on their appointment.

Teaching Staff are required by our Constitution to advise the NGC through the National Principal if they change their theological position and can no longer wholeheartedly endorse the Statement.

Laidlaw College's Statement of Faith defines the theological aspects of the special character of the Laidlaw College. It declares the theological context within which we undertake our overall task of equipping men and women for Christian ministry. It forms part of the understanding between Laidlaw College and its stakeholders regarding the focus, values and ethos of our programmes. The Statement declares openly where Laidlaw College stands regarding key historic doctrines of the Christian Church and indicates the theological presuppositions and spiritual ethos we bring to our task. Our Statement of Faith fills a similar role to the Confessional standards of the denominations served by other theological colleges in New Zealand.

Our Statement of Faith is not a narrow sectarian statement but reflects the mainstream of historic evangelical Protestantism. It leaves open a range of doctrinal issues about which Christians differ. The Statement gives positive declarations of the truths we hold in common. It does not delineate required limitations to those beliefs. Nor does it list what its adherents are required not to believe. The breadth of the statement's acceptability is reflected in the denominational representation of the staff and student body of Laidlaw College.

To guard against misunderstanding we place on record the following ways in which the Statement of Faith is not used in Laidlaw College.:

- The Statement is not used to define or limit the topics presented to students in their study courses;
- We do not restrict input to students only to the views of thinkers who endorse such a statement of faith. Students have access, through the instruction of their lecturers, in library resources, and from visiting speakers to fair presentations of alternative views;
- Students are not required to endorse the Statement of Faith either before admission or as a condition of graduation;
- The Statement of Faith is not used to limit the areas of research open to Teaching Staff, as explained below;
- The NGC is open to periodic updating of the wording of the Statement of Faith to more clearly reflect the doctrinal commitments we uphold as a scholarly learning community;
- If Laidlaw College has historically used its statement of faith in any of the ways refuted in the above, then we indicate that this is no longer the practice of Laidlaw College.

9.2 OUR STATEMENT OF FAITH AND ACADEMIC FREEDOM OF TEACHING STAFF

The nature, function and usage of our Statement of Faith are not seen as incompatible with Laidlaw College's commitments to open academic research nor as inimical to the academic integrity of its Staff.

Laidlaw College's Commitment to being an open scholarly learning community:

We reaffirm that as a degree and post-graduate teaching and award-granting college, Laidlaw College is committed to developing a learning community that respects and encourages open scholarship. We are committed to the ongoing quest for truth through encounter with the universe and as revealed in the Bible.

Academic teaching staff are committed to the NZQA definitions of degree programmes which are to be:

> *"…taught mainly by people engaged in research; and emphasise general principles and basic knowledge as the basis for self -directed work and learning (s254 The Education Act, 1989)",*

and which provide:

> *"…a systematic and coherent introduction to the knowledge, ideas, principles, concepts, chief research methods and problem-solving techniques of a recognised major subject. …"*

Likewise, we are committed, at postgraduate level, to programmes which enable students:

> *"…to demonstrate mastery of theoretically sophisticated subject matter; to evaluate critically the findings and discussions in the literature; to research, analyse, and argue from evidence; to apply knowledge to new situations; and to engage in rigorous intellectual analysis, criticism and problem-solving."* [3]

Laidlaw College gives continuing emphasis to the research activities of its teaching staff. Our Academic Staff's personal indication of their acceptance of the Statement of Faith does not restrict their openness in research. As a College we do not intend the Statement of Faith to restrict such research. Rather, as a College we have accepted our responsibility to require teaching staff to be involved in:

> *"…activities which foster the spirit of enquiry, the concern for ideas and their application, the confidence to investigate and solve problems, and the recognition of the advancing nature of knowledge and practice."*

We accept the need to ensure that the issues and concerns being raised outside our constituency are brought to bear on our research and teaching.

Our theological stance and the experience of our constituency lying behind it also bring a responsibility to present the insights of our particular heritage to the wider academic world.

Our theological position, recognising the living God as the source of all truth, requires us to be open to interact with other schools of thought as both learners and interpreters on behalf of our constituency. We are concerned not only to discover and state the truth as we understand it, but also to listen to, interact with, and learn from other positions.

We recognise that a statement of faith could be used either openly or more subtly to engender a sense of research limitation amongst academic teaching staff. If Laidlaw College has so used its statement of faith in the past, then we indicate that is not our current intention or current practice.

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3 The quotations in this paragraph are from the NZQA definitions as in the New Zealand Register of quality Assured Qualifications, June 2001

9.3 OUR UNDERSTANDING OF ACADEMIC FREEDOM IS ROOTED IN OUR UNDERSTANDING OF GOD

There is no necessary link between holding a declared theological or philosophical position and restriction of academic freedom. Indeed, we maintain that the concept of total academic neutrality, especially in the human sciences, is an epistemological fallacy. Open-minded research is arguably fostered more by consciously acknowledging one's pre-understandings than by the pretence that such pre-understandings do not exist.

The issue is not that teaching staff are committed to theological pre-suppositions, but to what kind of presuppositions are they committed? Do the presuppositions require or restrict academic freedom? In our case, our presuppositions involve a commitment to the God who is Truth; who entrusts both the resources of our cosmos and our intellectual ability to us humans as a stewardship to be handled responsibly for his glory and the good of humanity and the whole creation. Both God himself and the riches of his created universe are always greater and more profound than our highest thoughts or best description of them. Hence our obligation to seek ever clearer understanding of truth and to cultivate open academic freedom amongst us as teaching staff.

If we, as a College, were to restrict the areas of permissible enquiry in God's world we would be dishonouring the extent of his Lordship as we uphold it in our Statement of Faith. Rather than limiting academic freedom, we see this Statement as placing the basis for academic freedom on the highest possible theological plane. To remove the requirement to indicate endorsement of the Statement of Faith, would be to put our commitment to academic integrity and freedom onto a lower and less academically rigorous basis.

For us, the proof of academic freedom is not inherent in the signing or not signing of a statement of faith, but in the honesty, rigour and openness with which we pursue our study and research before our Lord Jesus Christ who is Himself the truth.

We welcome, and have in place processes to assist, external moderation to ensure we measure up objectively to the standards of academic integrity inherent in our desire to serve our God who calls us to discover and walk in an ever-growing knowledge of the truth.

9.4 OUR APPROACH TO DIFFERING THEOLOGICAL VIEWS AND ALTERNATIVE CHRISTIAN PRACTICES

As an interdenominational College with a commitment to the historic evangelical faith we are often asked what Laidlaw College teaches, or where it stands on controversial issues in theological understanding and church practices.

Our Statement of Faith is a simple, positively stated summary of Christian belief as proclaimed in the Christian scriptures and endorsed by the church through the ages. The statement does not take sides on many issues which have divided Christians. It concentrates on the central tenets which all faculty are expected to accept wholeheartedly and leaves room for diversity of personal conviction in other matters. Academic Teaching Staff and NGC members indicate that they subscribe to the Statement of Faith on their appointment. Teaching staff are required by our constitution to advise the NGC if they change their theological position and can no longer wholeheartedly endorse the Statement.

When alternative viewpoints are met in the course of lectures, Laidlaw College lecturers are encouraged to help students to follow procedures such as the following:

1. To listen to the points being made and to seek to understand the alternative viewpoint from good exponents. We believe it is important to respect serious religious beliefs by whomever and wherever expressed, just as our

Lord took seriously the partial or erroneous views of those he contacted (e.g. Nicodemus and the Samaritan Woman in John's Gospel).

2. To approach the evaluation of a viewpoint by starting with sound exegesis of the breadth of Biblical teaching on the topic. This will often mean holding in balance a range of Biblical teachings and studying them with due attention to their original context and the intention of the original writers. We are committed to the authority of the scriptures themselves; not to any particular interpretation of them. Thus, we are open to reassess even long held views in the light of ongoing study of the Biblical text. We believe truth is often clarified in conflict and that the best way to "defend" scripture is to expound it with hermeneutical rigour. We also encourage students to be open to discovering new insights from the scriptures.

3. In doing this we encourage students to grow in their understanding of, respect for and loyalty to the views and doctrines of their own denomination while developing the skills and tools for continuing to evaluate these received views and the differing views they discover. The attention given to critical evaluation of alternative viewpoints will increase, depending on the academic level at which the students are studying, and on the way such criticism contributes to the aims of the course in which they are enrolled. We believe critical evaluative skills need to be applied not only to issues of belief but also to techniques and approaches in Christian service.

4. Laidlaw College lecturers are free, once they have given the means for hearing and understanding alternative views, to express their own critique, evaluation or endorsement of the various alternatives. The way our courses are structured it is unusual for students to hear only a single view from their lecturers on contentious issues.

   We encourage students to compare and contrast the viewpoints of their tutors while seeking to sharpen their own understandings.

5. Having given this Biblical basis, encouraged understanding, respect and evaluation of alternative views, and perhaps expressed his/her own views, the lecturer is expected to place the emphasis on careful exegesis of the fullness of scripture teaching as the basis for resolving the questions under consideration.

Underlying this approach are the beliefs that all truth is God's truth and that the fullness of God's truth, even in matters on which the scriptures speak unequivocally, is always greater than our best expression of it. We therefore respect the work of the Holy Spirit by which he illuminates the meaning and significance of the mind and will of God revealed in the Christian Scriptures. We look to the Spirit of Truth to enliven the word of truth for our growth in understanding and for applying the truth in our own experience.

Handled with guidelines such as these in mind, the open discussion of controversial issues or interpretations provides an important means of fulfilling one of our vision and mission.

[This policy was adopted unanimously by the Laidlaw College Residential Faculty Meeting of 4 February 1991 as the operating policy within the Residential College and adopted by the National Board 8 March 1991. (Amended to reflect QMS 2015.)]

LAIDLAW COLLEGE
TE WANANGA AMORANGI

HENDERSON & DISTANCE LEARNING

P +64 9 836 7800
E henderson@laidlaw.ac.nz

3 Smythe Road, Henderson
Private Bag 93104, Henderson
Auckland 0650, New Zealand

CHRISTCHURCH

P +64 3 354 4270
E chch@laidlaw.ac.nz

70 Condell Avenue, Papanui
Christchurch 8053, New Zealand

www.laidlaw.ac.nz | info@laidlaw.ac.nz | 0800 999 777

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