

POSITION DESCRIPTION

Assessment, Moderation and Academic Integrity Lead

Reports to:	Associate Director, Teaching Design and Innovation Studio
Division:	Deputy Vice chancellor Academic
Tenure:	Continuing
Location:	Hamilton
Date:	17 June 2026

Vision

Ko te tangata

A research-intensive university providing a globally connected, innovative and inclusive student experience in an environment characterised by a commitment to diversity, respect for Indigenous knowledge, and high levels of community engagement.

Values

Ko te mana o Te Whare Wānanga o Waikato ka herea ki tō tātou:

- Tū ngātahi me te Māori
- Mahi pono
- Whakanui i ngā huarahi hou
- Whakarewa i te hiringa i te mahara

The University of Waikato places a high value on:

- Partnership with Māori
- Acting with integrity
- Celebrating diversity
- Promoting creativity

1. GENERAL

The Deputy Vice-Chancellor (Academic) (DVCA) is responsible for teaching and learning, curriculum oversight, academic governance and quality assurance, student administration and enrolment, and the pastoral care and support of students. The DVCA portfolio integrates academic leadership and professional services to ensure a coherent, high-quality and

student-centred academic experience, from admission through to progression, completion and graduation.

Situated within the DVCA portfolio, the Teaching Design and Innovation Studio leads the University's academic-facing approach to teaching excellence, curriculum and assessment design, and the development of future teaching capability.

The Studio provides specialist expertise and works in partnership with academic staff and programme teams to design, implement, and refine teaching in a rapidly evolving educational environment. Its work spans programme-level curriculum design, assessment and academic integrity, digital and blended learning, academic development and induction, and the evaluation and recognition of teaching.

The Teaching Design and Innovation Studio brings together pedagogical, design, and disciplinary expertise to support high-quality, coherent, and future-focused teaching. It plays a central role in advancing institutional priorities for student success, academic quality and innovation, ensuring that teaching practice remains current, effective, and aligned to the University's strategic goals.

2. POSITION PURPOSE

Lead the uplift of assessment design across the University by partnering with academic staff to embed fair, valid, and authentic assessment practice at programme level, providing evidence-based guidance and hands-on collaboration to drive improvement in assessment design, moderation, as linked to academic integrity.

3. FUNCTIONAL RELATIONSHIPS

Internal

- AVCs, Directors, Associate Directors and staff across the DVCA portfolio
- Associate Deans, Heads of School and Division Directors
- Academic staff across Divisions and Faculty
- Teaching and learning lead and student support partners
- Teaching Design and Innovation Studio colleagues
- Information Technology Services
- People and Capability and other professional services teams
- Office of the DVC Māori
- Accessibility and inclusion partners across the University
- Students and student representatives

External

- Relevant assessment in higher education networks
- Peer institutions in Aotearoa New Zealand and internationally
- Waikato Students' Union
- Other external stakeholders relevant to the portfolio

4. KEY RESPONSIBILITIES

Role specific Responsibilities

- Partner with academic staff to design fair, valid, and authentic assessments at programme level
- Lead professional learning to enhance assessment design and moderation processes
- Provide expert consultation on complex assessment design challenges
- Design and embed assessment approaches that proactively support academic integrity, including task design that reduces contract cheating and promotes authentic student work
- Advise on assessment implications of AI and emerging technologies
- Develop resources and tools to support academics with assessment design aligned to University-wide policy
- Draw on research and evidence to progress assessment innovation
- Support programme teams in assessment mapping and alignment reviews
- Contribute to University-wide policy development related to assessment and academic integrity

Shared Studio Expectations

- Model teaching excellence, pedagogical and assessment innovation in their own practice
- Contribute positively to Studio team culture and collaborative working relationships
- Engage in ongoing professional development relevant to their role
- Respond professionally and promptly to stakeholder needs and feedback
- Uphold University policies, procedures, and values in all activities
- Participate actively in Studio planning, evaluation, and improvement processes
- Demonstrate cultural competence and sensitivity in all interactions
- Contribute to the scholarship and knowledge base of the Studio's work

Team Contribution

- Work effectively as a member of the Teaching Design and Innovation Studio to support other team members and provide support and/or coverage of functions.
- Work collaboratively to encourage transparency across activities, open sharing of knowledge, and the building of positive relationships to support a high-performance culture.
- Work with other team members on projects.
- Support a positive culture and morale.
- Comply with and undertake responsibilities set out in the University's Health and Safety Policy

Continuous Improvement

- Actively contribute to the ongoing development and improvement of Teaching Design and Innovation Studio's systems and processes.

NOTE: Staff have an annual Objectives, Development and Reflection (ODR) meeting with their manager.

5. PERFORMANCE STANDARDS

The Assessment, Moderation, and Academic Integrity Lead will be performing satisfactorily when:

- Academics develop more varied, authentic, and constructively aligned assessments that genuinely measure intended learning outcomes, with improved coherence between outcomes, teaching activities, and assessment tasks across programmes.
- Academics increasingly use real-world, performance-based, and portfolio assessments that prepare students for professional or disciplinary contexts and demonstrate meaningful application of learning.
- Assessment practice shifts toward a balanced integration of formative and summative approaches, with academics creating greater opportunity for student self-assessment and reflection alongside summative tasks.
- Academics provide more timely, specific, and actionable feedback that supports student learning and development rather than simply justifying grades.
- Academics move away from punitive approaches to academic integrity toward integrity pedagogy, designing assessments that reduce opportunities for misconduct while building student integrity capabilities, and thoughtfully adapting practice in response to AI technologies to ensure authentic demonstration of student learning.
- Academics engage meaningfully in moderation and calibration activities, developing shared understanding of standards and improving consistency in assessment judgements, while designing assessment strategies that remain sustainable for both students and staff across the programme as a whole.
- Evidence-informed innovations in assessment practice are identified, piloted, and shared across the institution, with emerging approaches from the scholarship of teaching and learning informing ongoing improvements to assessment design and contributing to a culture of assessment inquiry and renewal.
- Interactions in the course of performing duties are conducted professionally, respectfully and collaboratively.
- Valuable contribution and participation in relevant meetings and/or projects is provided.
- Advice provided complies with professional standards, University policies and procedures and supports the University's strategic objectives.
- Safe and healthy work practices are followed that comply with University policies and procedures, relevant work standards and statutory obligations.

PERSON SPECIFICATION

EDUCATIONAL QUALIFICATIONS

Essential

- Master's degree in education, assessment, or related field

Desirable

- Doctorate in education with focus on assessment
- Formal qualification in assessment design or educational measurement

SKILLS, KNOWLEDGE and EXPERIENCE

Essential

- Minimum 5 years' experience in higher education assessment design and moderation
- Minimum five years' experience in higher education teaching, with a proven track record of enhancing assessment and moderation practices
- Demonstrated expertise in assessment theory and practice, including authentic and programmatic assessment, constructive alignment, and rubric development.
- Experience designing formative assessment approaches that support student learning, self-assessment, and reflection alongside summative tasks.
- Experience with academic integrity policies and interventions, including designing assessments that proactively reduce misconduct risk and build student integrity capability.
- Awareness of AI implications for assessment design, with the ability to adapt assessment practice in response to emerging technologies.
- Competence in moderation frameworks, grade calibration, and standards-based assessment to support consistency and fairness in assessment judgements.
- Familiarity with assessment research methodologies and evaluation frameworks, with the ability to identify and apply evidence-informed innovations in assessment practice.
- Demonstrated understanding of and commitment to Te Tiriti o Waitangi and mātauranga Māori, and the ability to apply this in decision-making and service delivery in ways that support meaningful partnership with Māori, advance equitable outcomes, and reflect the University's founding relationships and strategic obligations.

Preferred

- Experience leading institutional assessment reviews or policy development
- Research background in assessment or academic integrity

PERSONAL QUALITIES

- Strong ethical framework and commitment to academic integrity
- Diplomatic and politically astute in handling sensitive matters
- Analytical thinker with attention to detail
- Fair-minded and committed to equitable assessment practices
- Excellent judgment in complex situations
- Influential communicator who can drive cultural change
- Resilient and able to manage challenging conversations
- Student-centred perspective balanced with academic standards
- Consultative, inclusive and adaptable to successfully engage with a diverse range of stakeholders and at all levels of the organisation.

- A demonstrated commitment to challenge the status-quo and drive continuous improvements.
- Strong technical ability with systems and processes
- Collaborative team player that develops positive working relationships with colleagues and stakeholders/users
- Ability to monitor multiple tasks, prioritise and maintain progress.