

## PROCEDURES FOR ASSESSMENT

<b>Document type:</b>	Procedures
<b>Administering Entity:</b>	Academic Board
<b>Records management system number:</b>	SED08/1712
<b>Date Endorsed by Academic Board:</b>	17 November 2008
<b>Data last approved:</b>	12 December 2008
<b>Approved by:</b>	Pro-Vice Chancellor (Academic)
<b>Indicative time for review:</b>	In line with review of Assessment Policy
<b>Responsibility for review:</b>	Academic Board Teaching & Learning Committee

**Related policies or other documents:** *The University Of New England Academic Board Policy on Plagiarism and Academic Misconduct: Coursework; Special Assessment Policy; Assessment by University Examination Policy; Academic Quality Management Policy; Glossary of key terms relating to academic and administrative activities roles and structures at UNE.*

### UNIT REQUIREMENTS (Assessment policy Section 4)

Unit information must be provided to students at the beginning of the teaching period detailing assessment details including topics, assessment criteria, weighting of the task, and moderation processes.

The unit information or handbook must specify the following assessment details and rubrics in an assessment brief for each assessment task:

- (a) The type of task
- (b) The topic of the task, which can only be changed if approved by the Head of School. Students must be notified in writing by email or letter. The precise wording of the topic has to be notified to students six weeks before the assignment due date or at the start of semester, whichever is the shorter period of time (see also 5.7 Changes to Assessment tasks);
- (c) The due date and submission time;
- (d) The number of marks for the assessment task and the weighting or percentage of the total marks achievable by completing the assessment;
- (e) The learning outcomes and graduate attributes to which the assessment relates, including, where relevant, the outcomes determined by the external professional organisations (e.g. New South Wales Institute for Teachers Teaching Standards);
- (f) The dimension or magnitude of the assessment as appropriate for the discipline (e.g. word length in the case of all written assignments; number of characters in character based languages etc);
- (g) The criteria upon which assessment will be marked
- (h) The moderation processes in place for marking
- (i) Any special requirements.

4.2 Unit Requirements are also subject to General Rule 36.

Unit coordinators are responsible for:

1. Ensuring that the unit information or handbook is proofread in a timely fashion for quality assurance
2. Ensuring that the level and amount of assessment reflects the unit's online level.

## **ASSESSMENT TASKS**

Unit coordinators are responsible for:

1. Developing assessment tasks that:
  - a. Are appropriate for the level and mode of offer (on campus, off campus, partnership or online) of the unit
  - b. Are informed by a whole of course (e.g. for LLB) or whole of major (e.g. for BA) approach to assessment
  - c. Are appropriate to the learning outcomes, that is, that assessment tasks are fair, equitable and transparent, and will enable students to make progress in attaining the learning outcomes and the graduate attributes specified for the unit
  - d. Award participation marks for progress in attaining the learning outcomes and graduate attributes rather than simply participation
  - e. Are in accordance with the UNE Assessment Policy, that is,
    - i. more than one assessment task unless the unit is a reading unit, or special projects unit etc
    - ii. weighted appropriately for the size, level of difficulty and complexity of the task
2. Developing assessment criteria for each assessment task.  
Criteria include general university criteria (e.g. reflecting graduate attributes), specific criteria for the assignment and may include reference to external requirements (e.g. national teaching standards, accreditation standards etc).
3. Documenting the assessment tasks, associated assessment criteria and other rubrics in the unit information or handbook.
4. Providing feedback to students for each task including online quizzes.  
Feedback should be linked to the assessment criteria and include comments on weaknesses and strengths, and suggestions for how the response could have been improved.
5. Considering changes to assessment tasks and provision of feedback to students in the light of student survey feedback as part of annual unit monitoring
6. Providing 'Alternate Forms of Assessment' for students with disabilities where this has been approved

**Table 1 : Types of criteria**

**Intuitive:** implicit criteria. Hidden from other markers and students.

**Global:** based on key features such as organisation, evidence of reading. The assessment leads directly to a single mark. Marking can be fast and reliability high. Feedback to students can be slow.

**Criterion reference grading:** general criteria for grading students' work. Usually based on degree categories. Marking can be fast and feedback to students is fairly fast.

**Broad criteria:** based on ratings or marks. Used to assess qualities that permeate the whole of an assessment task such as fluency of style or organisation. Usually reliable and feedback can be fast if based on the criteria.

**Specific criteria:** more detailed than broad criteria. Often overlap and meanings unclear. e.g. What is the difference between structure and organisation? Can be burdensome to use, variations between markers on specific criteria can be low, feedback to students can be fast but not necessarily useful. Numbers on a scale do not tell a student how to improve.

**Marking schemes:** often used for linear marking such as specific subject content, operations or procedures such as the application of a standard integral, the correct use of the past pluperfect or an accurate translation of a paragraph in a passage of prose. Can be slow if errors have consequential effects so choose, if possible, problems that have only a few pathways. Usually reliable and valid.

**Checklists:** can be used to assess sequential tasks and simple design specifications. Timeconsuming for assessing complex tasks. Can be reliable.

**Detailed checklists:** burdensome to use. Not necessarily helpful to students. Intensive training required to ensure reliability.

**Detailed criteria:** probably the least reliable method and most time-consuming instrument of assessment.

**Brown, G. (2001). Assessment: A Guide for Lecturers. P.15. LTSN (now HEA)**

Table 2: Assessment types

Assessment Type	Description	Grading	Administration Issues
Writing or Problem Task	e.g. essay, laboratory or other report, creative writing task, project plan, reflection, maths assignment	No restriction	Word limit for unit as per Assessment Policy
Multimedia Task	e.g. portfolio, website, blog, wiki, video	No restriction	Workload in line with that expected for a written task
Self Test or Progress Check e.g. Quiz	Generally conducted online Multiple choice, cloze, short answer Non-compulsory	Max 5% per quiz Max 20% in total	No extensions possible, if quiz cannot be completed within the available time period the marks are forfeited.

Test	May be conducted in a classroom or online Multiple choice, short answer, cloze etc Mandatory component of a unit	Max 20% per test No limit for total	Due warning must be given to students Student may apply for extension Non completion results in NI grade
Presentation or demonstration	Presentation including languages, theatre and music, or demonstration of practical skills	No restriction	
Discussion Participation	Structured participation in an online or classroom discussion	No restriction	Participation requirements to be documented in assessment criteria and linked to the learning outcomes
Group Task	Task where students submit the final work to be graded as a group. The graded work may be in any form.	Max 30% in total	Assessment criteria to include facility for recognising the relative contributions of group members. The need to work in a group must be linked specifically to learning outcomes.
Examination	Examination of any form conducted as per the University Examination	Min 30% Max 70%	As noted in the Examination Policy

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Policy

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Self and Peer  
Assessment

Grading of any of the above  
tasks undertaken by students

Low stakes max  
10% in total  
High stakes > 10%

High stakes must be mediated by  
the unit coordinator. Level of  
mediation appropriate to size and  
weighting of task. Justification for  
peer assessment to link to learning  
outcomes.

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Requirement

Minimum attendance  
requirement or unstructured  
participation in an online or  
classroom discussion

**Not Permitted**

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Heads of School are responsible for:

1. Overseeing, as part of annual curriculum monitoring, the mapping of the learning outcomes and graduate attributes of the units within a major to ensure that students can attain the graduate attributes in their study of the major
2. Organising for all unit notes and examination papers to be proofread in a timely fashion for quality assurance

Course coordinators, as part of annual curriculum monitoring, are responsible for

1. Overseeing the mapping of assessment tasks to ensure they are informed by a whole of course or whole of major approach. Where there are discipline convenors, mapping of the assessment tasks in the major is the responsibility of the discipline convenor.
2. Overseeing the mapping of the graduate attributes for the units in the course. This may not be appropriate for generalist courses such as Bachelor of Arts or Bachelor of Science.

### **Amount of Assessment**

Maximum word limits: For units in which the predominant type of assessment task is a written essay, or short paragraphs, the maximum word limit for a 6 credit point unit corresponds to the level of difficulty of the unit.

100 level units 5,000 words

200 or 300 or 400 level 6,000

500 level and higher 7,500

A 2 hours examination is deemed to be equivalent to 2,000 words

These limits do not apply to assessment tasks in character based languages, or tasks with equations and formulas or for online quizzes.

Number of tasks:

(1) Assessment by a single assessment task is not permitted, except in a research dissertation unit, a special project unit, a reading unit, or a practical unit such as a teaching practicum or work experience unit.

(2) In a research dissertation unit, a special project unit, a reading unit or a practical unit with only one assessment task, students must be clearly informed in the unit outline about the drafting process involved. Details should be provided in the unit information or handbook about the ways in which students will be given feedback on their progress throughout the unit.

### **Marking**

The Unit Coordinator is responsible for:

1. Implementing moderation processes for units with multiple markers based on a sample of assignments. The sample size should 10% or 10 assignments whichever is the lesser figure
2. Ensuring marking is completed by the required dates to meet the turnaround time set by the School and stated in the unit information or handbook
3. Ensuring that assessment tasks awarded a mark of 45-49% are remarked. This is not required for tasks
  - a. that consist of true false, multiple choice, cloze etc responses;
  - b. that consist of performance, presentation and oral responses
4. Maintaining records of student results for all assessment tasks, preferably in a centralized database

5. Ensuring students' marks are confidential by communicating them only to the individual student. Posting marks against student numbers is not permitted.
6. Calculating the final mark for students in the unit. Marks may be rounded up only once e.g. 74.5- 74.9 becomes 75.
7. Honours theses: if there is a large discrepancy between the two marks awarded, a third marker will be sought. The middle mark will then be the mark awarded.

Heads of School are responsible for:

1. Overseeing procedures to ensure that quality control measures are in place for marking of assessment tasks, theses and examinations
2. Verifying, where the assessment has been carried out by non-UNE staff, that assessment has been moderated by the School. Verification is documented by signing the unit result sheets.
3. Adjusting a mark if remarking reveals a discrepancy
4. Having procedures in place for marks to be processed within the School

### **Examinations**

Examinations can be supervised, take home or online.

The Unit Coordinator is responsible for:

1. Making the request for formal examinations to the Examinations Unit and provision of required details to Exams Unit according to advised timelines
2. Submitting examination papers according to advised timelines
3. Ensuring copies of examination papers are proofread in a timely manner
4. Weighting the examination more than 30% and no more than 70% as per the Assessment Policy
5. Being contactable at all times during the conduct of a supervised examination, or within a short period of time during a take home or online examination.
6. Ensuring that any iteration of a pink paper has 33% different questions if multiple choice, true false etc and 100% different questions if responses require essays.

The Head of School is responsible for:

5. Ensuring that the examination papers comply with University policy and guidelines. This includes using the current pro formas and complying with quality assurance processes.
6. Holding an examiners' meeting to discuss and approve examination results and presenting the results to the School examination meeting
7. Retaining examination scripts and theses as specified in the policy. In practice this is one month for examination scripts and three years for theses
8. Disposing of examination scripts using confidential shredding and returning or disposing of theses
9. Processing applications for Special Exams, Special Consideration and Special Extensions of Time according to policy and advised timelines.

10. Having School processes in place for the processing and approval of the grades submitted by Unit Coordinators for all units offered within a teaching period.

The Student Centre is responsible for:

1. Developing the schedule of formal supervised examinations
2. Arranging the examination venues and supervisors
3. Printing and distributing examination papers
4. Ensuring that Pink and Yellow examination papers are collected at the end of each examination
5. Ensuring the integrity, consistency and equity of the examinations process is maintained
6. Making special arrangements/modifications of examination conditions for students with special needs as approved by UNE
7. The notification of examination details, instructions and policy to students
8. Processing of applications for Special Exams, Special Consideration and Special Extensions of Time
9. Setting and advising key relevant dates

### **Feedback**

The Unit Coordinator is responsible for:

1. Providing feedback to students for each task including online quizzes and examinations. Feedback should be linked to the assessment criteria and include comments on weaknesses and strengths, and suggestions for how the response could have been improved.

The Teaching and Learning Centre is responsible for:

1. Organising the collection, processing and reporting of student feedback to staff and students as per the Evaluation of Units and Teaching Policy.

### **Integrity of Assessment and Quality Assurance**

Heads of School are responsible for:

1. Ensuring that all unit assessment is conducted fairly, competently, effectively, and in accord with learning outcomes.
2. Ensuring that academic staff observe the principles and procedures set out in the assessment policy, the special assessment policy, the examinations policy and the guidelines for assessment
3. Mentoring junior or new academics in the writing of assessment tasks so that they are related to learning outcomes and graduate attributes
4. Overseeing, as part of annual curriculum monitoring, the mapping of the learning outcomes and graduate attributes of the units to ensure that students can attain the graduate attributes in their study of the major or course

The Teaching and Learning Centre is responsible for:

1. Providing support, and if necessary training for academic staff in the:
  - a. principles of criterion referenced marking
  - b. writing of assessment criteria
  - c. writing of assessment, learning outcomes and graduate attributes

## **Detection Tools for Plagiarism and Submission of Assessment**

Unit coordinators are responsible for:

1. Ensuring all assessment tasks including take home examinations are submitted using e-submission unless the task has been exempted from this provision by the Pro Vice-Chancellor Academic. Examples of such tasks may involve assessment items in languages other than English, Botany; fieldwork reports etc

The Teaching and Learning Centre is responsible for:

1. Ensuring assessment task submission and handling proceeds speedily so that academic staff can meet turnaround deadlines
2. Advertising contact details to students who encounter problems with e-submission

The IT directorate is responsible for:

1. Ensuring that the processes for e-submission and evaluation of student work by originality measurement software:
  - a. are “user friendly” so students can easily submit their work
  - b. supply copies of assignments to staff within a time frame that allows them to meet the turnaround time necessary for their unit
2. Ensuring that the infrastructure supporting e-submission is adequately resourced
3. Ensuring that students can access the Helpdesk when they encounter problems submitting assignments or applying for extensions.

## **Recording and Publishing of Marks and Grades**

Heads of School are responsible for:

1. Holding an examiners’ meeting to discuss and approve examination results and presenting the results to the School examination meeting
2. Ensuring that end of teaching period results are entered into Callista by the required dates

The Student Centre is responsible for:

1. Coordinating the results process
2. Integrity and provision of official academic transcripts stating marks and grades to students and external organisations as required

## **Grade Point Average**

The Student Centre is responsible for:

1. Calculating the grade point average.
2. Generating reports on students at risk for unit coordinators, course coordinators and Heads of School
3. Generating reports on international students at risk for the International Precinct.

## **Monitoring Progression of Students**

The University monitors the progression and performance of international and domestic students in accordance with the Early Intervention Strategy.

Unit coordinators are responsible for:

1. Checking the list of students in their unit supplied from Cognos
2. Monitoring the progress of international students' performance, whether on campus or at other locations in Australia, and if at risk of failure, implementing the Early Intervention Strategy on improving their performance by:
  - a. Making recommendations for remediation to the student and reporting the action taken to the course coordinator and the International Office, and
  - b. Creating a case file for the student in record management software

Course coordinators are responsible for:

1. Monitoring the progress of international students on campus and at other locations in Australia by:
  - a. Reviewing results and the case files established in TRIM and alerting the Head of School if necessary;
  - b. Making recommendations for remedial action as set out in the assessment policy, updating the case file correspondingly and notifying the International Services Manager.

The IT directorate is responsible for:

1. Generating automatic reports for unit coordinators on international students at assignment return dates
2. Generating automatic reports for course coordinators at the conclusion of each semester on the course GPA of international students

### **Early Intervention Strategy:**

The performance of students within each teaching period will be monitored to assist them towards successful completion of their chosen course. Students whose performance is such that they are deemed to be at risk will be identified through an early intervention strategy.

A fulltime student is classified as potentially at *risk of inadequate course progress* where it is noted by the unit coordinator that a student is:

- not attending lectures and/or tutorials; or
- not performing adequately in assessment tasks.

Where a student is identified as potentially at risk the supervising academic is to counsel a student that they are at risk of not making satisfactory progress. The supervising academic is to counsel the student, as appropriate to the unit, to:

- enrol in academic skills programs;
- attend tutorial or study groups;
- seek individual case management;
- attend study clubs;
- attend counselling;
- seek assistance with personal issues which are influencing progress;
- seek mentoring;
- enrol in a suitable alternative subject within a course or a suitable alternative course

at the next available opportunity; or

- a combination of the above.

### *Serious Risk of Failure*

A full time student is classified as at Serious Risk of failure to make satisfactory course progress where the student has:

- failed 50% of the units in which they enrolled in any given study period; or
- failed a unit in a course for a second time; or
- failed to meet conditions specified by the School administering the course at the commencement of the year of enrolment; or

A student whose GPA is 3 or less is subject to the Minimum Course Progression requirements.

Where a student is deemed to be at Serious Risk of not making satisfactory course progress the Course Coordinator will advise the student in writing that they are at risk of not making satisfactory course progress. The Course Coordinator is to counsel the student, as appropriate to the unit, to:

- enrol in academic skills programs;
- attend tutorial or study groups;
- seek individual case management;
- attend study clubs;
- attend counselling;
- seek assistance with personal issues which are influencing progress;
- seek mentoring;
- enrol in a suitable alternative unit within a course or a suitable alternative course at the next available opportunity; or
- a combination of the above and a reduction in course load.

The written notification will also advise the student of the student appeals policy and the timeframe for submission of an appeal under that policy.

International students identified as at risk under this policy will be subject to the procedures governing an Early Intervention Strategy for International Students Studying in Australia.

### **Minimum Course Progression <sup>1</sup>**

Course coordinators are responsible for:

1. Warning students in writing by email or letter if their GPA is 3 or less;
2. Advising students in writing by email or letter that they will be enrolled subject to conditions set by the Course Coordinator if his/her GPA is 3 or less;
3. Asking students in writing by email or letter to show cause why they should not be excluded or their enrollment terminated if they have not met the minimum progression requirements
4. Advising students that they will be excluded from the course for a stated period if their GPA is 2 or less after two teaching periods in which they enroll.

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<sup>1</sup> This is the minimum Academic Progression Rule, which has been accepted by the Council and been applied since 2006. The Rule is not designed to monitor performance, only progression through the course.

*Approved Pro Vice-Chancellor (Academic): 12 December 2008*  
*RMO Document No: SED08/1712*  
*Policy Review Date: 2010*  
*Responsibility for review: Academic Board Teaching and Learning Committee*