

UNIVERSITIES OF NEW ENGLAND AND NEWCASTLE JOINT MEDICAL PROGRAM Group, Self and Peer Assessment¹ Policy

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Related Documents:	This policy is consistent with the UoN Group, Self, and Peer Assessment (1) - Policy 000650

1. Application

- 1.1 This policy applies to all MEDI Course/Units offered by the Schools of Medicine and Public Health (University of Newcastle (UoN)) and Rural Medicine (University of New England (UNE)) in the delivery of the Bachelor of Medicine – Joint Medical Program (BMed – JMP).
- 1.2 Assessment policies for elective (non-MEDI) Course/Units undertaken by BMed – JMP students will be in accordance with the following:
- a) at UoN
 - i. Unit Outlines – Policy 000587
 - ii. Rules Governing Administration of Assessment Items – Policy 000113
 - iii. Special Circumstances Affecting Assessment Items- Procedure 000641
 - iv. Appeal Against a Final Result – Procedure 000261
 - v. Remarks and Moderations – Procedure 000769
 - vi. Essential Criteria in Course Assessment - Policy 000648
 - vii. Rules Governing the Administration of Assessment Items – Rule 000113
 - viii. Group, Self, and Peer Assessment (1) - Policy 000650
 - b) at UNE
 - i. General Rules
 - ii. Assessment Policy
 - iii. Special assessment Policy
 - iv. Student Appeal Policy

2. Interpretation

In the context of this policy:

course at UoN means any part of a program for which a result may be recorded;

essential criteria mean compulsory components or assessment items within a course/ unit that must be satisfactorily completed in order for a student to receive a pass mark or better for that course/unit;

Faculty means the Faculty of Health (UoN) and/or the Faculty of the Professions (UNE);

Head of the School means the Head of the School of Medicine and Public Health at UoN and/or the Head of the School of Rural Medicine at UNE who is/are responsible for delivery of JMP Committee-approved MEDI Course/Units;

JMP Committee means the joint UoN / UNE committee responsible for the planning, implementation and management of the JMP including curriculum, assessment and standards. The Committee is chaired by the Dean of Medicine – JMP;

Joint Medical Program (JMP) means the delivery of the Bachelor of Medicine by UoN and UNE in partnership;

participation means individual contribution to class activities and/or discussions;

UoN means the University of Newcastle;

¹ This policy is based on Group, Self, Participation and Peer Assessment policies developed by other Innovative Research Universities (IRU) member universities, in particular Murdoch University, and Griffith University.

Unit at UNE means any part of a Course for which a result may be recorded;

UNE means the University of New England.

3. Introduction

- 3.1 The policy should be taken into account when:
- Course/Unit Coordinators jointly set assessment items;
 - The JMP Committee and Faculty/School teaching and learning committees endorse courses/units; and
 - The Universities' teaching and learning committees approve Courses/Units.

4. Group Assessment

- 4.1 The policy recognises that group or collaborative learning is one important element of the learning process. When used effectively, group work can develop students' interactive working techniques (such as teamwork and negotiation skills), and can enhance student understanding of course/unit content (through group discussion and peer support). Student participation in group or collaborative work develops students' ability to participate and contribute to group learning environments such as tutorials, seminars, laboratories and workshops. Group work contributes to achievement of the JMP Program Objectives and the AMC Goals for Medical Education.
- 4.2 Weightings for group assessment must be consistent with the stated course objectives and comply with the following requirements:
- 4.2.1 If group learning is not a stated Course/Unit objective then no more than 30% of the marks contributing to the final grade in the Course/Unit should be for Group projects.
- 4.2.2 If group learning is a stated Course/Unit objective then no more than 50% of the marks contributing to the final grade may be allocated for group projects.
- 4.2.3 Weighting of assessment item(s) and group size should be appropriate and consistent with workload requirements for the Course/Unit.
- 4.2.4 Courses/Units involving a single project by a group of students should be avoided.
- 4.3 When using group assessment, Course/Unit Coordinators have a responsibility to:
- 4.3.1 establish clear equitable procedures for group work, and detail these procedures in the Course/Unit Outline including the purpose and function of the group project, how group conflict will be dealt with, and how the project will be assessed;
- 4.3.2 ensure equity of assessment and workload within and across groups, and minimise the amount of out of class time required for groups to meet by, for example, allocating a proportion of timetabled hours for group work.
- 4.3.3 maintain regular communication with groups; and
- 4.3.4 establish procedures for:
- the selection of group members;
 - the role and responsibility of group members;
 - the conduct of group meetings; and
 - feedback stages.
- to be published in the Course/Unit Outline.
- 4.3.5 Monitor and/or evaluate individual performance within the group on a regular basis during the course of the assessment and have a defined process for assisting under- and over-performing students and, if necessary, replacement or withdrawal of a student from a group.
- 4.3.6 Establish procedures for assessing the contribution of each member to the group project that ensure that the contributions of individual group members are taken into account in final marks for the group assessment item, for example, peer assessment. Marks may be allocated by a number of mechanisms such as by an individual mark or a shared group mark (noting the weighting requirements outlined above).
- 4.3.7 Provide students with effective learning materials, instruction and support in accordance with the requirements of the *BMed JMP Policy on Course/Unit Outlines* and the *BMed – JMP Course/Unit Coordinator role*.

4.3.8 Consult with students during the establishment and development processes and consult with and advise students in writing of any changes to group assessment procedures.

4.3.9 Be sensitive to cultural and gender differences amongst students.

5. Self-Assessment

5.1 Self-assessment develops students' ability to think critically about their learning, to determine what criteria should be used in judging their work and to apply these to their own work.

5.2 Assessment weightings for self-assessment must comply with the following requirements:

5.2.1 Self-assessment should not form a major stated objective of a Course/Unit.

5.2.2 No more than 10% of the marks contributing to the final grade in the Course/Unit should be for a self-assessment project.

5.3 When using self-assessment, Course/Unit Coordinators have a responsibility to:

5.3.1 ensure the outcomes of self assessment are equitable and credible;

5.3.2 develop clear guidelines and criteria for students judging their own work;

5.3.3 provide mechanisms that increase the likelihood that students are able to judge by the same criteria. Mechanisms that can be used include self-marking (such as using Self-Evaluation Sheets) and class generated criteria for self-assessment;

5.3.4 moderate the results of self-marking, and maintain a record of the moderation and of the marks awarded; and

5.3.5 be sensitive to cultural and gender differences amongst students.

6. Peer Assessment

6.1 Peer assessment is a good tool for encouraging students to work cooperatively, and allows them to receive critical appraisal of their own work.

6.2 Assessment weightings for peer assessment must comply with the following requirements:

6.2.1 Peer-assessment should not form a major stated objective of a Course/Unit;

6.2.2 No more than 10% of the marks contributing to the final grade in the Course/Unit should be awarded by peer assessment;

6.3 When using peer assessment, Course/Unit Coordinators have a responsibility to:

6.3.1 ensure the outcomes of peer assessment are equitable and credible;

6.3.2 ensure that students are treated with fairness, consistency and respect by other students and not subjected to unnecessary embarrassment;

6.3.3 develop clear guidelines and criteria for students judging each other's work (mechanisms that can be used include peer marking using Evaluation Sheets);

6.3.4 moderate the results of peer-marking, and maintain a record of the moderation and of the marks awarded; and

6.3.5 be sensitive to cultural and gender differences amongst students.