



University of New England

Academic Board Teaching and Learning Committee

Thursday 11 September 2014

3.00 pm

Room 224 Education Building, E7

**ACADEMIC BOARD
TEACHING AND LEARNING COMMITTEE**

A meeting of the **Academic Board Teaching and Learning Committee**
will be held on **Thursday 11 September 2014, at 3.00 pm**,
in Room 224 Education Building E7, University of New England.

Mrs Rachel Thorsen
Secretary to Academic Board

AGENDA

1 ACKNOWLEDGEMENT OF TRADITIONAL INHABITANTS

We acknowledge the traditional inhabitants of this land we call New England and show respect to Elders past and present.

2 WELCOME AND OPENING REMARKS

The Chair of Academic Board to welcome Dr Robyn Bartel as the newly appointed Acting Deputy Chair of Academic Board. Dr Bartel will chair meetings of ABTLC from October 2014.

The Chair of ABTLC to welcome the following people to the meeting:

- Ms Lynda Cooper, temporary replacement for University Librarian (for Ms Paton)
- Dr Claire Parker, temporary replacement for elected academic staff representative (for Prof Stupans)
- Ms Deborah Williams, AB undergraduate student representative by videoconference

***2.1 Temporary Replacement of Elected Members**

Clause 2.9 of the Academic Board Constitution states that a substitute who attends a meeting on behalf of the absentee shall have observer rights for the meeting attended.

Clause 2.7 of the Academic Board Constitution states that 'where an elected member resigns from the University, is granted leave of absence by the University (e.g. special studies program), is unable to attend meetings due to conflicting duties, or ceases to be an elected representative for any other reason, the casual vacancy will be filled for the remaining term by election or nomination from the appropriate constituency. The new representative shall have full voting rights.

The Academic Board Teaching and Learning Committee is asked to:
RATIFY the temporary replacement of:

- elected academic staff representative Professor Ieva Stupans with Dr Claire Parker;
- University Librarian Ms Barbara Paton with Ms Lynda Cooper.

***3 APOLOGIES**

Ms Barbara Paton, Ms Gabrielle Rolan, Mr Andrew St John-Brown, Professor Ieva Stupans, Dr Glenn Wilson, Academic Director (Vacant)

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***4 CONFLICT OF INTEREST**

The Academic Board Teaching and Learning Committee members are asked to: DISCLOSE any material interest consistent with Schedule 2A Clause 5 of the *University of New England Act 1993* (NSW) and the Standing Orders of the Academic Board.

***5 ORDER OF BUSINESS (INCLUDING ADOPTION OF UNSTARRED ITEMS)**

Members are asked to advise if there are any unstarred items on the agenda they wish to have starred for discussion.

The Academic Board Teaching and Learning Committee is asked to: ADOPT all unstarred items.

The Academic Board Teaching and Learning Committee is asked to: ACCEPT the Order of Business.

6 MINUTES

P. 8-18

The Academic Board Teaching and Learning Committee is asked to: CONFIRM the minutes of the meeting held on 7 August 2014.

7 BUSINESS ARISING FROM THE PREVIOUS MINUTES

7.1 Acting Deputy Chair, Academic Board

Dr Robyn Bartel was nominated as Acting Deputy Chair of Academic Board by Professor Cynthia Stuhlmiller, and the nomination was seconded by Professor Trevor Brown, at the Academic Board meeting held on 18 August 2014.

Dr Bartel will fill this role until Assoc Professor Josie Fisher returns from SSP leave at the end of this year.

7.2 Academic Assessment Appeals Policy and Procedures

Following discussion at Academic Board on 18 August 2014, on the condition that the Academic Assessment Appeals Policy and Procedures undergo a rapid review by the Acting PVCA and PVCR and a resources check by the Vice-Chancellor's Unit, Academic Board approved the Academic Assessment Appeals Policy, and recommends it to Council for noting, and approved the Academic Assessment Appeals Procedures.

7.3 Revision of the Academic Quality Management Policy

Refer Item 8.1.

7.4 Assessment Policy Review Working Party Report

Refer Item 8.3.

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***7.5 Prescribing Self-Authored Textbooks**

The PVCA has advised that Prescribing Self-Authored Textbooks is to be considered in conjunction with unit reviews, AQMP and the review of the Learning Resources Policy.

Dr Bartel will speak to this item.

7.6 Student Coursework Academic Misconduct and Plagiarism Rule/ Student Behavioural Misconduct Rule/ Residential Code of Conduct (SCAMPR/SBMR/RCoC) Working Party

Refer Item 8.4.

7.7 University Medals and Prizes

Refer Item 8.5.

7.8 Peer Assisted Library Support (PALS) Service

The University Librarian to report whether it is possible for students to participated in the PALS service on a volunteer basis and claim credit for a New England Award.

***7.9 Unit Monitoring Analysis Report – Annual Report 2013 P. 19–78**

Attached is a report prepared by the Acting PVCA on the Unit Monitoring Analysis Report – Annual Report 2013.

Professor Alison Sheridan to speak to this item.

The Academic Board Teaching and Learning Committee is asked to:
ENDORSE the Unit Monitoring Analysis Report – Annual Report 2013 and recommend it to Academic Board for approval and Council for noting.

7.10 Asia Century Business Plan P. 79–81

Further to discussion at June and August meetings, attached is a briefing paper provided to the DVC, PVCA and PVCER for consideration and action.

The Academic Board Teaching and Learning Committee is asked to:
NOTE the Asia Century Business Plan briefing paper.

8 POLICY REVIEWS P. 82–88

A review schedule of academic policies for which the Acting PVCA is responsible and ABTLC has governance oversight, is attached for information. This list has been drawn from the Academic Board Standing Committee Policy Review Schedule.

The Academic Board Teaching and Learning Committee is asked to:
NOTE the schedule of policies for ABTLC review.

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8.1 Revision of the Academic Quality Management Policy

The Academic Quality Management Policy is currently with Schools for feedback. A report on course and unit monitoring and review, benchmarking, and Course Advisory Committees will be provided by the Acting PVCA at the October meeting.

***8.2 Admission Records Policy/Admission Rule/Advanced Standing Policy and Procedures** **P. 89-99**

The Acting PVCA to provide a verbal report regarding the review of:

- Admission Rule – Undergraduate Rules
- Advanced Standing Policy and Procedures

The Admission Records Policy and Records Management Policy are attached, for information. It is proposed that the Admissions Records Policy be rescinded as it has been superseded by the Records Management Policy.

The Academic Board Teaching and Learning Committee is asked to:
ENDORSE the rescission of the Admission Records Policy, and recommend the rescission to Academic Board for approval, and Council for noting.

8.3 Assessment Policy and Procedures **P. 100-281**

Draft marked-up and clean copies of the Assessment Policy and Procedures are attached.

The Academic Board Teaching and Learning Committee is asked to:
ENDORSE the Assessment Policy and recommend it to Academic Board for approval and Council for noting, and
ENDORSE the Assessment Procedures and recommend them to Academic Board for approval.

**8.4 Student Coursework Academic Misconduct and Plagiarism Rule/
Student Behavioural Misconduct Rule/ Residential Code of Conduct
(SCAMPR/SBMR/RCoC) Working Party**

An initial revision of the SCAMPR/SBMR/RCoC is being undertaken by Ms Penny Purvis.

***8.5 University Medals and Prizes** **P. 282-290**

An amended University Medal Policy is attached.

The Academic Board Teaching and Learning Committee is asked to:
ENDORSE the amended University Medal Policy and recommend it to Academic Board for approval.

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8.6 Work Integrated Learning Policy

Feedback received on the Work Integrated Learning Policy was endorsed by ABTLC at its August meeting and recommended to the PVCA for consideration and incorporation as appropriate into the Work Integrated Learning Policy.

The draft revised policy will be provided to ABTLC for endorsement at the November meeting.

9 ABTLC SUB-COMMITTEES AND WORKING PARTIES

9.1 Mobility and Exchange Committee

The first meeting of the Mobility and Exchange Committee has not yet convened but is planned for the week commencing 22 September 2014. During this meeting the Terms of Reference will be determined.

9.2 FYE Group P. 291–292

A report prepared by Ms Rhonda Leece, Chair FYE Group, is attached for information.

The Academic Board Teaching and Learning Committee is asked to:
NOTE the FYE Group Report.

***10 STRATEGIC INITIATIVES**

The Chair to invite members to raise any ideas or strategic initiatives for consideration and information.

11 TEACHING AND LEARNING COMMITTEE WORK PLAN P. 293–299

The Academic Board Teaching and Learning Committee is asked to:
NOTE the Teaching and Learning Committee work plan.

12 OTHER BUSINESS

***12.1 UNE Operational Teaching and Learning Plan 2012–2016 P. 300–314**

An annual update report on progress of the UNE Operational Teaching and Learning Plan 2012-2016, prepared by the Acting PVCA, is attached.

The Academic Board Teaching and Learning Committee is asked to:
ENDORSE the annual update on progress of the UNE Operational Teaching and Learning Plan 2012–2016, and recommend it to Academic Board for approval and Council for noting.

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12.2 Capstone Learning Activity

APC has approved the following definition of capstone learning activity:

A capstone learning activity is an opportunity for coursework students to demonstrate that they have achieved the learning outcomes for their course or unit in a student-centred and student-directed manner under academic supervision. Successful completion of a capstone unit demonstrates student achievement in the command, analysis, synthesis and application of knowledge and skills at the relevant level in the Australian Qualifications Framework.

It is not defined in the AQF or by TEQSA, although this definition has the general support of AQF Council.

This definition is provided for information, and is suggested for inclusion in the Glossary of Key Terms.

12.3 National Peer Review Network – Peer Review/Benchmarking of Assessment P. 315–330

An update of an OLT National Peer Review Network Project, being led by UTAS is attached for information.

The Academic Board Teaching and Learning Committee is asked to:
NOTE the OLT National Peer Review Network Project update report.

12.4 Student Grievance Unit P. 331–334

A briefing note on the role and function of the Student Grievance Unit is attached.

The Academic Board Teaching and Learning Committee is asked to:
NOTE the briefing note on the role and function of the Student Grievance Unit.

13 DATE OF NEXT MEETING

The next meeting will be held at 2.00 pm, Thursday 9 October 2014, in Room 224, Education Building E7.

ITEM 6.0

MINUTES OF MEETING HELD ON 7 AUGUST 2014

Recommendation

The Academic Board Teaching and Learning Committee is asked to:
CONFIRM the minutes of the meeting held on 7 August 2014.

**MINUTES OF THE ACADEMIC BOARD TEACHING AND LEARNING COMMITTEE MEETING HELD ON
7 AUGUST 2014 AT 2.00PM, COUNCIL ROOM,
UNIVERSITY OF NEW ENGLAND**

PRESENT

Professor Nick Reid, Chair
Ms Debra Bennell, Director Oorala
Professor Jennifer Clark, Acting Executive Director LIH
Mr Mitchell Harvey, AB elected undergraduate student representative
Ms Sikiki Lloyd, AB elected postgraduate student representative, by teleconference
Mr Dominic McNeil (*temporary replacement for Dr Glenn Wilson, Residential system academic representative*)
Dr Mitchell Parkes (*temporary replacement for Assoc Prof Adrian Walsh, AB elected representative*)
Ms Barbara Paton, University Librarian
Dr Bruce Stevenson (*temporary replacement for Prof Ieva Stupans, academic staff representative*)

IN ATTENDANCE

Dr Michelle Bannister-Tyrrell (*substitute for Ms Kathy Jenkins, academic staff representative*)
Mr Mark Cooper, Director of Studies, English Language Centre
Professor Mary Macken-Horarik, observer
Mr Andrew St John-Brown, Academic Secretary – early departure 3.45 pm.
Ms Mirela Suciu, Senior Special Needs Adviser (*nominee for Mr Greg Balcombe, Director, Student Administration and Services*)
Mrs Rachel Thorsen, Secretary to Academic Board

1 ACKNOWLEDGEMENT OF TRADITIONAL INHABITANTS

The committee acknowledges the traditional inhabitants of this land we call New England and shows respect to Elders past and present.

2 WELCOME AND OPENING REMARKS

The Chair welcomed to the meeting:

- Dr Michelle Bannister-Tyrrell, substitute for Ms Kathy Jenkins
- Professor Jennifer Clark, Acting Executive Director LIH
- Professor Mary Macken-Horarik as an observer
- Mr Dominic McNeil, temporary replacement Residential Colleges representative (for Dr Wilson)
- Dr Bruce Stevenson, temporary replacement elected academic staff representative (for Prof Stupans)
- Mr Mitchell Harvey, newly elected AB undergraduate student representative

The Chair noted the passing of former Academic Board Chair, Professor Eilis Magner.

The Chair noted the departure of Mrs Eve Woodberry, Academic Registrar, who retired from the University on 24 July 2014.

2.1 Temporary Replacement of Elected Members

Clause 2.9 of the Academic Board Constitution states that a substitute who attends a meeting on behalf of the absentee shall have observer rights for the meeting attended.

Clause 2.7 of the Academic Board Constitution states that 'where an elected member resigns from the University, is granted leave of absence by the University (e.g. special studies program), is unable to attend meetings due to conflicting duties, or ceases to be an elected representative for any other reason, the casual vacancy will be filled for the remaining term by election or nomination from the appropriate constituency. The new representative shall have full voting rights.'

The Academic Board Teaching and Learning Committee:

RATIFIED the temporary replacement of:

- elected academic board representative Assoc Professor Adrian Walsh with Dr Mitchell Parkes;
- elected academic staff representative Professor Ieva Stupans with Dr Bruce Stevenson;
- academic representative from the Residential system Dr Glenn Wilson with Mr Dominic McNeil.

CARRIED.

*3 APOLOGIES

Ms Kathy Jenkins, Ms Gabrielle Rolan, Professor Alison Sheridan, Professor Cynthia Stuhlmiller, Professor Ieva Stupans, Dr Glenn Wilson

Deputy Chair Academic Board (SSP leave). Academic Director (Vacant)

ACTION: The Secretary to clarify with Professor Ieva Stupans her availability to attend forthcoming meetings.

*4 CONFLICT OF INTEREST

The Academic Board Teaching and Learning Committee was asked to: DISCLOSE any material interest consistent with Schedule 2A Clause 5 of the *University of New England Act 1993* (NSW) and as required under Section 19.1(f) of the Standing Orders of Academic Board

None disclosed.

*5 ORDER OF BUSINESS (INCLUDING ADOPTION OF UNSTARRED ITEMS)

Members requested that the following unstarred items on the agenda be starred for discussion: 7.5, 7.10, 8.5, 9.2, 11.0, and 12.2.

The Chair circulated a document in relation to Item 7.4, which had been omitted from the business paper in error (refer attached). The committee agreed to maintain this item in the order of business as the document tabled was brief.

The Chair advised that an invitation had been extended to Mr Peter May from Strategy and Planning, and Mr Tim Goswell from Corporate Intelligence, to attend the meeting at 3.00 pm to provide an interactive presentation of an academic course performance monitoring tool. This presentation was dealt with under Other Business Item 12.4.

Members advised the following matters to be reported under Item 10 Strategic Initiatives:

- 10.1 Peer review of teaching
- 10.2 Value adding to PhD
- 10.3 School positioning of Education Developers in LIH
- 10.4 New Peer-Assisted Library Support (PALS) service in the library
- 10.5 ELC course inclusion in online unit evaluations online

The Academic Board Teaching and Learning Committee:
ADOPTED all unstarred items. CARRIED.

The Academic Board Teaching and Learning Committee:
ACCEPTED the Order of Business.

*6 MINUTES

The Chair reported there were minor editorial amendments to provide to the Secretary.

The Academic Board Teaching and Learning Committee:
CONFIRMED the minutes of the meeting held on 19 June 2014. CARRIED.

7 BUSINESS ARISING FROM THE PREVIOUS MINUTES

7.1 Acting Deputy Chair, Academic Board

The committee noted that in the absence of Assoc Professor Josie Fisher, who is on SSP leave, Professor Nick Reid, Chair of Academic Board, will chair this committee until a replacement Acting Deputy Chair of Academic Board can be appointed. The replacement Acting Deputy Chair will chair ABTLC.

7.2 Academic Assessment Appeals Policy and Procedures

Refer Item 8.1.

7.3 Assessment Policy Review Working Party Report

Refer Item 8.3.

*7.4 Prescribing Self-Authored Textbooks

As noted at Item 5, a policy from the University of South Australia 'Use of teaching and learning resources developed by University staff' was tabled. The following points were noted.

- The policy provides flexibility, which was attractive to committee members.
- The first clause in the policy deals with the potential for conflict of interest.
- A sole resource (textbook) for a unit must be made available in the library. The procedure should require that when a Unit Coordinator is the author of a sole textbook, there should be a cross-check that it is appropriate. Approval of a self-authored textbook could be monitored by APC with HoS sign-off. Self-authored texts are not generally the sole resource for a unit. However, boutique courses may only require one text.

ACTION: The Academic Secretary was requested to draft a procedure for consideration by the School T&L Committees and for implementation in Schools.

- The Language Centre uses texts that are generated in-house, but these are not being published for sale, so at this stage would not get caught up in this issue.

The Academic Board Teaching and Learning Committee:
NOTED the University of South Australia policy 'Use of teaching and learning resources

developed by University staff'. CARRIED.

*7.5 **Glossary of Key Terms**

The University Librarian advised that she had further suggestions for changes to the Glossary. The Chair agreed that the current version plus these amendments shall be provided to Legal and Governance.

ACTION: The changes suggested by the University Librarian are to be provided to the Secretary for forwarding to Legal and Governance.

The Academic Board Teaching and Learning Committee:
REFERRED the Glossary of Key Terms to the Office of Legal and Governance for adoption by the University. CARRIED.

7.6 **Student Coursework Academic Misconduct and Plagiarism Rule/ Student Behavioural Misconduct Rule/ Residential College Code of Conduct (SCAMPR/SBMR/RCCoC) Working Party**

Refer Item 8.4.

7.7 **University Medals and Prizes – Procedures Review**

Refer Item 8.5.

7.8 **Work Integrated Learning Policy**

Refer Item 8.6.

*7.9 **Procedure in the Event that an International Student Presents with a Disability**

Further to discussion around strategic initiatives at the last meeting, Ms Suci reported on University processes in the event that an international student presents with a disability, following commencement of on-campus study.

All students are covered under the Disability Discrimination Act, therefore UNE needs to provide any adjustments required as a result of a disability. The office is only in receipt of funding for domestic students.

Under the ESOS Act, universities can set fees to allow for any type of support that a student may need, not only for disability. If an international student presents with a disability, UNE International and Student Support need to liaise to discuss the likely costs to be incurred.

There is a system in place for referring cases to UNE International.

If a staff member discovers that a student has a disability, they can report the case to the Student Special Needs Officer and receive advice, but this is not mandatory. Costs incurred as a result of an international student's disability are covered by the International Office.

ACTION: This information is to be provided to School T&L Committees by the PVCA, to allow broader understanding of this matter across the University.

*7.10 UNE and the Asia Century Business Plan

The Chair will refer the committee's recommendations to the relevant senior managers for action, as appropriate.

ACTION: The Chair requested that the Academic Secretary draft a report arising from the last meeting with the necessary excerpts from the business plan, for sending to the DVC, PVCER, PVCA, Director Marketing, Director UNE International and HoS Arts, to inform them of the committee's conclusions in this matter.

8 POLICY REVIEWS

A review schedule of academic policies for which the PVCA is responsible and ABTLC has governance oversight, is attached for information. This list has been drawn from the Academic Board Standing Committee Policy Review Schedule.

The Academic Board Teaching and Learning Committee:
NOTED the schedule of policies for ABTLC review. CARRIED.

*8.1 Academic Assessment Appeals Policy and Procedures

The Chair provided background regarding the review of the draft revised Academic Assessment Appeals Policy and Procedures.

Issues identified are summarised below.

- Conflict of Interest Clause 1.3 is already dealt with in the Code of Conduct and was suggested to be removed from the policy. It is not in the current Student Appeals Policy. The draft Assessment Policy requires academic staff to observe the University's conflict of interest provisions in managing assessment.
- A third tier of appeal was proposed to be deleted, taking out the whole of Section 8 in the procedures, which was a new amendment in the drafting process added twelve months ago.
- Appeals for practical experience were proposed to specify the PVC (Academic) rather than the Academic Director.
- Should the chain of appeal include the Course Coordinator rather than Head of School in appeals of assessment outcomes in prac placements? Such a change would need to go out for consultation to the University community. The Chair was keen not to hold up approval of these documents any further. The Chair requested that the procedures be approved at this meeting with subsequent circulation of the document for consultation on this issue. Currently the policy and procedures allow for one review of a result with two tiers of appeal. It is difficult to obtain an informed view of an appeal when there is considerable distance from the discipline. In the first case, it might be better for the appeal to be heard by the Course Coordinator, followed by the HoS.

ACTION: The Academic Secretary is requested to compile pros and cons of the appeal chain for consideration by the PVCA, and possible discussion with the School T&L committees.

Notwithstanding the above action, the committee was requested to approve these procedures.

The Academic Board Teaching and Learning Committee:
ENDORSED the Academic Assessment Appeals Policy and recommend it to Academic Board for approval and notification to Council;
APPROVED the Academic Assessment Appeals Procedures and recommend them to Academic Board for endorsement, and
NOTED the Draft Academic Assessment Appeals Policy and Procedures briefing paper.
CARRIED.

ACTION: A flying minute is to be prepared for ABSC to obtain approval of the Academic Assessment Appeals Policy and of the Academic Assessment Appeals Procedures, so the HDR assessment appeals process is brought into policy.

8.2 Revision of the Academic Quality Management Policy

The Academic Board Teaching and Learning Committee:
NOTED the progress report on the revision of the Academic Quality Management Policy. CARRIED.

8.3 Assessment Policy and Procedures

As part of the SAF assessment project, consultants Professors Yoni Ryan (ACU) and Darien Rossiter (Online Higher Ed) forwarded detailed feedback on the draft Assessment Procedures to the PVCA a fortnight ago. The suggested changes mainly relate to the UNE assessment framework being prepared and peer review and benchmarking as per the Higher Education threshold standards. The recommendations add to the procedures without changing the spirit of the document overly, and are a welcome source of external input. One suggested amendment – reducing the maximum percentage of an individual assessment task in a regular unit from 70% to 60% (which is more in line with sector limits) – requires further consideration. Hence, the further amendments to the draft policy and procedures recommended by A/Prof Josie Fisher, Professor Alison Sheridan and Dr Mitch Parkes at the last meeting will be returned to the working party with the consultants' suggestions for final consideration, and the final draft policy and procedures will be brought to the 11 September meeting of the committee for discussion and endorsement.

8.4 Student Coursework Academic Misconduct and Plagiarism Rule/ Student Behavioural Misconduct Rule/ Residential College Code of Conduct (SCAMPR/SBMR/RCCoC) Working Party

The replacement of a chair for the working party has been discussed with the PVC Academic.

*8.5 University Medals and Prizes – Procedures Review

The Chair provided background regarding University-wide prizes and medals.

The Academic Secretary discussed recognition of the high achievement of students. Eligibility for University Medals Procedures Clause 1(b) precludes any discussion regarding whether a student has a good past degree or not, which does not match the criterion of a GPA of 6.5.

If there is a GPA requirement, whether a student has a good undergraduate record will not be considered. Including a GPA in the requirements makes it easier to identify eligibility. The policy and procedures don't match on this issue. Also, the policy mentions average performance, which is subjective.

Typically where a student achieves over 90 they are awarded a medal.

In Clause 1 (d). of the Procedures, the nomination form would be prepared by the PVCA office. It was suggested that the nomination form should require separate specification of the coursework and thesis results to understand better a nominee's eligibility to receive a medal. There should also be an opportunity for additional information to be considered e.g. publication of papers by a student.

Procedures involving the Academic Board Secretariat require discussion because the process is appropriately managed by the office of PVCA and the more individuals and offices involved, the greater the risk for error.

ACTION: Professor J Clark to liaise with the PVCA and working party regarding the intricacies of awarding medals and prizes, changes to be made to procedures and to prizes, and the imbalance towards off-campus students and towards particular schools.

The Chair preferred not to process these documents through governance without greater clarity around the issues raised in discussion.

The motions to endorse the policy and approve the procedures were not put.

***8.6 Work Integrated Learning Policy**

The Chair spoke to the feedback received on the draft policy. As the feedback was straightforward, the committee agreed that the advice should be referred, without comment, to the PVCA to make the final amendments before undergoing governance.

The Academic Board Teaching and Learning Committee:
ENDORSED the feedback regarding the Work Integrated Learning Policy and
RECOMMENDED it to the Pro Vice-Chancellor (Academic) for consideration and
incorporation as appropriate into the Work Integrated Learning Policy. CARRIED.

9 ABTLC SUBCOMMITTEES AND WORKING PARTIES

9.1 Mobility And Exchange Committee

A report will be provided for the September meeting.

***9.2 FYE Group**

ACTION: Professor Jennifer Clark spoke to this item and requested that a document that arose from the FYE forum when David Wilson was in charge of enhancements and brought to this committee in 2013, be provided to Ms Janelle Wilkes.

***10 STRATEGIC INITIATIVES**

10.1 Peer Review of Teaching

Professor Jennifer Clark reported that a peer review of teaching system is being considered for introduction into the University.

10.2 Value-adding to PhD

Professor Jennifer Clark reported that value-adding to PhD, and the provision of T&L, instruction, support, information and opportunities, is under preliminary discussion with Research Services. There is a proposal for a unit to provide supported, monitored

and mentored T&L experiences along with learning activities. One unit would be completed over the period of candidature to use as advanced standing. This could be included on a student's CV as an indication of learning, similar to an activity statement that could be added to the PhD.

This concept was raised with the VC some time ago.

Is there provision for HDR students to teach into units? Some students have many opportunities, and others have no opportunities, for various reasons. This proposal could include a teaching requirement. There is currently no structure to offer support for students thinking of an academic career.

ACTION: The Chair to arrange an invitation for Professor Clark to address the ABHDR Committee.

10.3 School Positioning of Education Developers in LIH

Dr Bruce Stevenson argued that there should be an Education Developer (Ed Dev) for each School with their time split 50:50 between the School and LIH. At present there is inequity as some Schools have an Ed Dev and others do not.

ACTION: This suggestion is to be recommended to PVCA and EDLIH for consideration and reporting back to ABTLC. Secretary to add this item to the work plan for October to assess progress.

The committee discussed that an academic developer has discipline skills and also technology skills. Where disciplines have differing needs, academic developers require a skill-base relevant to the School they are working with. Discipline knowledge is important, in conjunction with the technical knowledge.

10.4 New Peer-Assisted Library Support (PALS) Service in the Library

Ms Barbara Paton reported on the Peer-Assisted Library Support (PALS) system, which operates Monday to Friday, mornings and afternoons, with hours to be increased during exam periods. PALS provides library help to students, working with staff at the front desk and referring students to the librarian as required. This year PALS has been funded from PEP. Students are being paid (student casual 2 rate) and this will be included in the budget for next year.

It was queried whether it would be possible to have students do PALS on a volunteer basis and claim credit for a New England Award?

ACTION: Ms Paton took the question on notice.

The library will be assessing statistics and feedback from the students and student workers regarding this initiative via an online survey. The preliminary perception is that the PALS is very popular and increasing in demand as it becomes better known.

10.5 ELC Course Inclusion in the Unit Evaluations Online

Mr Mark Cooper offered the information that English Language Centre teachers will soon come under the same Enterprise Agreement as Academic staff, and noted it would therefore be good for them to be in the running to be recognised for their teaching in the same vein as academics by having the content and teaching of its units evaluated as for academic units and lecturers.

The English Language Centre is investigating the process needed to have its students enrolled in Callista in an appropriate way for unit evaluations to take place. Software

can be set up for international students to undertake online surveys in their first language and this is also being discussed.

***11 TEACHING AND LEARNING COMMITTEE WORK PLAN**

The Chair noted there are several items to come to the September meeting, with more items to be updated on this document.

The Academic Board Teaching and Learning Committee:
NOTED the Teaching and Learning Committee work plan. CARRIED.

12 OTHER BUSINESS

12.1 Unit Monitoring Analysis Report – Annual Report 2013

This item is deferred until the next meeting due to the absence of the PVCA.

***12.2 Last Date to Withdraw Without Academic Penalty**

A minor amendment to the Last Date to Withdraw without Academic Penalty was provided for noting, which rectified confusion around reference to teaching weeks vs calendar weeks. This amendment was approved by the Academic Board Standing Committee on 17 July 2014. The Chair described the issues that arose following approval at Academic Board.

The Academic Board Teaching and Learning Committee:
NOTED the amended Last Date to Withdraw without Academic Penalty.
CARRIED.

12.3 New Prize Approval: Stanton Greek Prize and Baker Latin Prize

The Academic Board Teaching and Learning Committee:
ENDORSED the proposed new Stanton Greek Prize and Baker Latin Prize and recommended them to Academic Board for approval. CARRIED.

12.4 Course Monitoring and Performance Dashboard Online Tool

Mr Peter May from Strategy and Planning and Mr Tim Goswell from Corporate Intelligence attended the meeting at 3.15 pm to demonstrate an online dashboard which has been developed using student data for pass rates, results, retention/attrition, completions/graduations, and graduate outcomes in terms of employment and feedback on satisfaction on courses that students completed.

The tool allows for data to be filtered over the past 6 years with respect to many variables, including for example:

- attendance (internal/external)
- commencing enrolment demographics
- demographics by course, School or across the whole University
- load forecasting
- basis of admission, providing information regarding quality of students admitted according to their ATAR result
- student progress rates, GPA and attrition rates, measured at the course level for those who enrolled in the first year and didn't come back the next year
- grade distribution, cross-sectioned by courses, unit, funding, age bands, etc.
- course completions

- course feedback derived from course surveys, CEQ and graduate feedback (overall satisfaction, generic skills, good teaching)
- employment and further studies feedback

Informal benchmarking can be undertaken by switching filters on and off, providing a performance perspective with regard to offers taken up (offer to enrolment conversion).

Anyone with a staff user id will be able to access this tool from September. Reports are easy to manipulate and update. Student data is updated from Callista nightly. At this stage, reports only identify students as international or domestic but could be set up to identify country of origin.

Data in this tool used to be made available for use in Excel. Unit monitoring data and School performance data will also be prepared for access in a tool like this in due course.

A UNE Course Performance Dashboard 2009–2013 was tabled at the meeting using Bachelor of Business as an example (refer attachment), which shows how all the data can be brought into a single page, with 4–5 years of history provided. This could be the basis for a Course Coordinator to review their course annually.

The committee discussed that a scenario or decision tree would be helpful to provide to new users for guidance on how to use this tool.

Residential Service data needs to be maintained for reporting and inclusion in this tool. Data from Oorala on Indigenous student graduation and progression will be required to report to government next year and this will assist in providing this data, which is currently not available.

13 DATE OF NEXT MEETING

The next meeting will be held at 2.00 pm, Thursday 11 September 2014, in the Council Room, Booloominbah.

Meeting closed at 3.45 pm.

ITEM 7.9

UNIT MONITORING ANALYSIS REPORT – ANNUAL REPORT 2013

Recommendation

The Academic Board Teaching and Learning Committee is asked to:
 ENDORSE the Unit Monitoring Analysis Report – Annual Report 2013 and recommend it to Academic Board for approval and Council for noting.

Background

The Unit Monitoring Analysis Report – Annual Report 2013 prepared by the Strategy and Planning Directorate is attached.

Report

As reported in UNE’s Mission Based Compact with the Commonwealth, we set targets relating to student satisfaction as captured in unit monitoring.

Performance indicator	Baseline 2012	Target 2013	Achieved 2013
Maintain a high overall unit satisfaction rating: Annual unit monitoring	3.99	Overall satisfaction rating (maintain at 3.98, aim >4.0)	4.00

This internal monitoring of our units demonstrates steady improvement in student satisfaction over the past five years. The 2013 report also points to an increase in the number of units being recognized for commendations (assessed on high overall satisfaction and low attrition) and a decrease in those requiring action plans (low overall satisfaction and high attrition). While student satisfaction with units is only one component of what makes up the students’ overall experience or how to assess quality teaching, achieving favorable outcomes for this is consistent with UNE’s vision to be ‘known for the quality and accessibility of our on-campus and online education’ and our achievement of the 5 stars for Overall Student Satisfaction through the Good Universities Guide (www.une.edu.au/study/why-study-at-une/awards-and-ratings)

All units which met the commendations were recognized through the awarding of certificates to the relevant unit coordinators. Heads of Schools reported the Schools’ action plans to the PVCA for those units identified as having low overall satisfaction and high attrition in 2013.

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1 EXECUTIVE SUMMARY

This report describes the **Unit Monitoring** management process, provides information about how to read unit monitoring reports and, most importantly, interprets the annual unit monitoring results for 2013 at the University and School level. It also represents the completion of the fifth cycle of reporting since a new approach to the academic quality management of units was introduced in 2009.

The **Unit Monitoring** management process was introduced to the University of New England as part of a package of academic quality management measures in late 2008. School level **Unit Monitoring** data are now delivered to unit coordinators and Heads of Schools through the University's data warehouse in a concise set of consolidated reports on a triannual basis. This has facilitated the collation of data and provided the opportunity for academic staff and executive leadership alike to reflect on the same authoritative set of data, in order to come to evidence-based decisions about units that require improvement and those that merit a commendation. The **Unit Monitoring** process is now an integrated part of the normal business process of the University with a regular cycle of reporting, evaluation and improvement.

The table below summarises the overall 2013 performance in comparison to 2012 and provides an indicator of the trend since 2009. The detailed performance report is presented as Appendix 1.

METRIC	PERFORMANCE 2013 v 2012			TREND 2009-2013	
Unit EFTSL	11076		2.5%		27.7%
Unit Enrolments	87,532		2.5%		26.6%
Unit Attrition	12.08%		8.5%		34.8%
Unit Pass Rate	87.62%				3.8%
Unit GPA	4.64		0.1%		6.4%
Unit Grade Distribution HD	12.55%		4.0%		33.9%
Unit Grade Distribution D	26.40%				10.8%
Unit Grade Distribution C	27.12%		3.4%		4.4%
Unit Grade Distribution P	21.56%		1.8%		8.5%
Unit Grade Distribution N	4.52%		6.5%		12.7%
Unit Grade Distribution NI	7.87%		2.3%		18.9%
Clear Learning Outcomes	4.20		0.6%		3.2%
Learning Outcomes Achieved	4.08		0.5%		3.0%
Intellectual Stimulation	4.20		0.8%		2.4%
Helpful Resources Provided	4.10		0.5%		3.5%
Constructive Feedback Provided	4.00		1.1%		5.3%
Timely Feedback Provided	3.89		0.8%		4.6%
Appropriate Amount of Work	4.02		0.5%		2.0%
Overall Satisfaction	4.00		0.2%		2.0%
Response Rate	30.20%		15.1%		28.9%

In this report the outcomes of the 2013 annual cycle of **Unit Monitoring** are presented at both UNE and School levels. Many units have earned commendations for good performance (assessed on high overall satisfaction and low attrition) and some units have been identified as requiring an action plan (assessed by low overall satisfaction and high attrition). A further category of units are also discussed – those for which one or more of the measures (e.g. overall satisfaction, attrition, or enrolments) were significantly below average values and may warrant further investigation, as deemed necessary by the School.

In 2013, a total of 224 commendations were earned across the University to individual modes of units, with internal and external modes of a particular unit being considered as two separate unit modes. This compares with a total of 195 commendations that were awarded in 2012 (and 233 commendations awarded in 2011). Only 11 unit modes in 2013 required the preparation of action plans for improvement which is less than the 13 action plans that were required in 2012. All the action plans have been completed by the Schools.

The 2012 Unit Monitoring Annual Report showed a fall in commendations, which to a significant extent, has recovered over the last 12 months. Also in last year's report, concern was noted over an increase in the observed unit attrition rate. While this report indicates a general fall in attrition, it has not yet returned to the 2011 levels.

Total unit EFTSL has increased by 2.5% in 2013 over 2012, as has the mean unit GPA, which increased by 0.12%, while the unit pass rate has remained constant. At the University level, extremely positive results have continued to be reported across all student unit evaluation items. For instance, the student rating for Overall Satisfaction at the University level has been maintained in 2013 at 4.00 (2012=3.99, 2011=3.98) on the 5 point Likert scale.

In summary, while growth in student load has moderated somewhat from the 2011-12 levels, these results show that the previous gains in student outcome measures evident through the **Unit Monitoring** management process have not only been consolidated, but continue to create further positive impacts.

1 INTRODUCTION

1.1 Unit Monitoring in Context

Unit Monitoring is a key component of the Academic Quality Management Policy which came into effect in 2007 to “...define and establish the University’s approach to management of the quality of its academic activities, to ensure systematic monitoring and improvement of its teaching and learning policies, procedures and activities. This policy applies to all academic activities of the University of New England and any associated teaching partnerships.” Unit Monitoring therefore sits within a broader context of quality assurance across the institution which extends to the monitoring and review of courses and formal School reviews.

The Academic Quality Management system is based on a culture of continuous improvement and the four-stage Quality Cycle of Plan, Act, Evaluate, Improve.

PLAN: denotes formal planning at all levels including university level strategic planning and planning by organisational units. At the team and individual level it reflects the planning undertaken by project and over time, including yearly or daily planning.

ACT: includes all the intentional activities that are undertaken to meet objectives, implement plans and produce outcomes.

EVALUATE: incorporates two aspects: monitoring and review. Monitoring is a short and medium term activity mainly for management, formative and developmental purposes. It may use formal or informal methods and make use of existing data, or generate new data. Action and monitoring usually develop together, informing each other, hand-in-hand. Review is a longer term and more formal process that has both formative and summative purposes.

IMPROVE: identifies the process by which the results of evaluation both monitoring and review are fed back in order to generate improvement. This may cause modification to an existing plan or development of a new plan, and thus the cycle commences once more.

Unit Monitoring is the collection, reporting and evaluation of data about units taught at the University of New England using agreed performance indicators. **Unit Monitoring** provides the opportunity to address the identified deficiencies of a unit through the development and implementation of improvement action plans, and to recognise units with high levels of student satisfaction and retention.

Regular reflection on unit data facilitates one of the key aims of monitoring, which is the identification of priorities for enhancement of the University’s academic activities. Through the **Unit Monitoring** process, a range of measures (or metrics) have been assembled to assist unit coordinators, Heads of School and the senior executive to understand better the performance of the University’s units. These data provide decision-makers with information about the performance of each unit and provide a set of contextual information about each unit’s performance in a teaching period which is intended to assist with understanding and interpreting the reported measures.



2 THE UNIT MONITORING PROCESS

2.1 Frequency of reporting

Unit monitoring occurs each time a unit is offered. Some units at UNE are offered twice a year, while others are offered once a year or in alternate years. In 2013 the University also had a range of teaching periods, both on campus in Armidale and at partner sites. These are both semester and trimester based. There are currently three reporting periods per year, which roughly equate to Trimester 1, 2 and 3. **Table 1** (below) indicates the allocation of the 2013 teaching periods into the three distinct reporting periods. It should be noted that the range of teaching periods can vary from year to year with the introduction or cessation of partnership teaching arrangements.

Table 1: 2013 Reporting Periods indicating the allocation of teaching periods

Reporting Period 1	Reporting Period 2	Reporting Period 3
ISBT Semester 1	ISBT Semester 2	ISBT Summer
Joint Medical Program Semester 1	Joint Medical Program Semester 2	Trimester 3
Trimester 1	Trimester 2	Year Long Tri-2 / Tri-3
Year Long Tri-3 / Tri-1	Year Long Tri-1 / Tri-2	

2.2 The Metrics

2.2.1 Student Participation and Outcomes Metrics

In determining the metrics for unit monitoring, considerations included:

- the availability of data;
- the potential for the data to provide meaningful and useful feedback to unit coordinators and Heads of Schools;
- the potential for comparing data with like institutions.

An environmental scan of the performance indicators used at other Australian universities to support academic quality activities (such as annual unit and course monitoring and periodic course and unit review) assisted with the decision-making process. For the most part, the indicators are unremarkable in the sector and the data are, in most cases, required for government reporting. As outlined in **Table 2**, the metrics chosen to be applied to **Unit Monitoring** relate to student participation (enrolment / EFTSL number), student retention (attrition), student academic outcomes (GPA / Grade Distribution), and student experience (student evaluation of the unit). These measures are used by many other universities and the adoption of such measures by UNE will allow for benchmarking with other universities.

This set of metrics does not exclude other measures that could potentially be included in the **Unit Monitoring** process. However, a ground rule that no new data be created was established at the outset of the discussions on possible unit monitoring metrics. Furthermore, a focus was also placed on bringing together existing data into a single repository and making these data more accessible to the University community.

Table 2: The Unit Monitoring Metrics

METRIC	EXPLANATION
Unit Enrolment	Number of students enrolled in a unit at the end of the census date
Unit EFTSL	Equivalent Full Time Student Load – calculated as the sum of load for all students enrolled in a unit at the end of the census date
Unit Attrition	The percentage of students who have withdrawn from the unit between the end of the first day of the second week of teaching and the semester census date
Unit Pass Rate	Unit enrolments with a Pass result, or better, expressed as a percentage of the completed unit enrolments with a valid result outcome
Unit GPA	Grade Point Average for all enrolments in a unit expressed as a mean
Unit Grade Distribution	Number of results at each of the 6 grade points (Fail Incomplete, Fail, Pass, Credit, Distinction, High Distinction), expressed as a percentage of the total number of results for the unit
Unit Evaluations	Results on each of the 8 unit student evaluation items (expressed as a mean on a 5 point Likert scale): The learning outcomes of this unit were made clear to me The unit enabled me to achieve the learning outcomes The unit was intellectually stimulating I found the resources provided for the unit (eg online, print) to be helpful I received constructive feedback on my work The feedback I received was provided in time to help me improve The overall amount of work required of me for this unit was appropriate Overall, I was satisfied with the quality of this unit
Response Rate	Percentage of students who responded to the unit student evaluations survey compared to the total number of surveys administered for that unit

While most of the metrics at the unit level facilitate target setting for improvement purposes, some have been included ‘for information’. At the unit level the Pass Rate, Grade Distribution and GPA metrics are included to provide information on the performance of the cohort academically. No pedagogical judgment has been applied to these results which are provided for contextual information only.

2.2.2 Student Experience Metrics – The Student Unit Evaluation

Student Unit Evaluations are routinely administered toward the end of a teaching period to each student enrolled in those units at that time. This excludes units based on research, special or advanced topics, dissertations or theses, field studies, and work placements or practical experience.

The evaluation instrument was first introduced in Semester 1 2009 and comprises eight (8) items as follows:

1. The learning outcomes of this unit were made clear to me
2. The unit enabled me to achieve the learning outcomes
3. The unit was intellectually stimulating
4. I found the resources provided for the unit (eg online, print) to be helpful
5. I received constructive feedback on my work
6. The feedback I received was provided in time to help me improve
7. The overall amount of work required of me for this unit was appropriate
8. Overall, I was satisfied with the quality of this unit

Students are asked to score the item on a 5 point Likert scale and are also given the opportunity to provide comments relating to two open-ended questions about the best aspects of the unit and those aspects most in need of improvement. It is also important to note here that all responses are anonymous and are not able to be attributed to any particular student.

The Student Unit Evaluation instrument at UNE aligns with other similar surveys in the sector and it is designed to provide feedback on the range of experiences which are known to be important in

assessing student satisfaction. It is also important to recognise that unit evaluation is differentiated from teacher evaluation, which is but another element of the unit experience for students.

In terms of sample sizes and response rates, data are not reported for a unit where the number of responses is less than five; which is common practice in these types of surveys. The overall UNE response rate for 2013 was 30.2% (2012=36.1%). Response rates across all Schools ranged from 19.4% in the School of Rural Medicine to 34.7% in the School of Humanities. Data for units which failed to meet the reporting threshold are not reported.

2.2.3 Making improvements to units

The final stage of the **Unit Monitoring** process is the development and implementation of action plans, agreed between the Unit Coordinator, Head of School, and the Pro Vice-Chancellor (Academic). **Unit Monitoring** is an institutional requirement to allow evaluation (in comparison with performance across the whole organisation) of the effectiveness of the University's educational baseline 'product'. A 'whole of organisation' view is required for this purpose. Given that the issues impacting on units may have causes which are outside the individual lecturer's control, and may instead have their origins in, for example, technological / support service / other University-level systems, it is necessary for this information to be brought to the notice of those who have the authority to address these matters and bring about positive change. Equally, high performing units also deserve to be recognised. The great bulk of **Unit Monitoring** results that lie 'in between' these performance highs and lows are, nonetheless, important and should be scrutinised by teaching staff, unit coordinators, Heads of School and Executive, for possible improvement opportunities, and also to look for evidence of good practice and/or performance trends.

3 2013 UNIT MONITORING RESULTS

The individual reports for each reporting period by School are available for download from <http://planning.une.edu.au/> and following the unit monitoring link. These reports provide the detail about each of the units taught in each school and are comprised of three separate reports, namely the School summary, unit data and the heat maps. Section 3.1 below provides a guide to reading the datasets. The main focus of this report is the detailed 2013 annual report which is provided as an appendix.

The **Unit Monitoring** data are collated from a range of sources, housed in the University's data warehouse. Reports are then developed to show metric results for each unit, including results for internal and external modes of delivery. The unit monitoring report (described in 3.1 below) describes the detail of the report that is prepared in each separate reporting period. By contrast, the annual report provides a more strategic view of the unit monitoring results that have been aggregated to University and School levels. Data on rankings and targets is not informative at this scale and are therefore not included.

Unit Monitoring reports are distributed in soft copy across the University through a website which houses all electronic reports (currently available as printable full-colour PDF reports). The collation of these data into a single repository has been a major achievement for the University and the time-series data is updated as it becomes available throughout the year to allow for the analysis of trends over time.

3.1 Reading a Unit Monitoring Report

The **Unit Monitoring** Report for each unit is comprised of two pages, the first being the scorecard and the second being the graphical representation of results. The scorecard provides a snapshot of data for the whole unit ('combined') and also disaggregated by mode (internal and external). An example of the combined scorecard is provided (**Figure 1**). These show the actual result on each metric, changes since the prior reporting period, the trend (i.e. whether the result was higher or lower than the prior reporting period), the upper and lower third threshold results for each measure, and position with respect to all other units in the School and University. The position of the unit may be viewed in terms of any variable, which means that there is no 'overall ranking'. Nevertheless, some variables may be considered as being more important than others.

The column names provided on the scorecard are defined as follows:

- Trend = better or worse result compared to previous year
- % Change v 2012 = percentage change from previous year result
- *Respondents* = number of respondents to the unit evaluation items (less than 5 not reported)
- Actual = the result for this unit in the semester (shaded orange when invalid response rate)
- Decile Band = Band 1 top 10% Band 10 bottom 10% (not relevant for Grade Distribution)
- Bottom10% = cut-off value for the bottom 10% of values
- Top 10% = cut-off value for the top 10% of values for each measure
- Discipline Rank = position within discipline cohort
- Overall Rank = position of unit (combined internal and external) against all units

Each measure on each unit scorecard is awarded a ranking, showing where the measure ranked in University-wide and Discipline-wide comparisons. Ranking of results for each measure enables a University-level view of the behaviour of types of units (e.g. by discipline / School or by internal / external mode of study). It is important to note that there is no single overall rank designated for a unit - ranking shows where each unit sits in relation to others, measure by measure.

Some concern has been expressed about the potential of this approach for identifying individual lecturers. It should therefore be noted that, for the purposes of unit monitoring, modes of units, not individuals, are the entity being measured and evaluated by the University with the express purpose of assuring the quality of its unit offerings.

The second page of the report provides a graphical representation of the same data as presented in the scorecard, broken down by combined, internal and external, but in the form of a time-series to indicate trends, see Figure 2.

Figure 1: An example of a combined scorecard in the Unit Monitoring Report at the unit level

School, Discipline
Unit Code - Unit Title

2012, Period 1

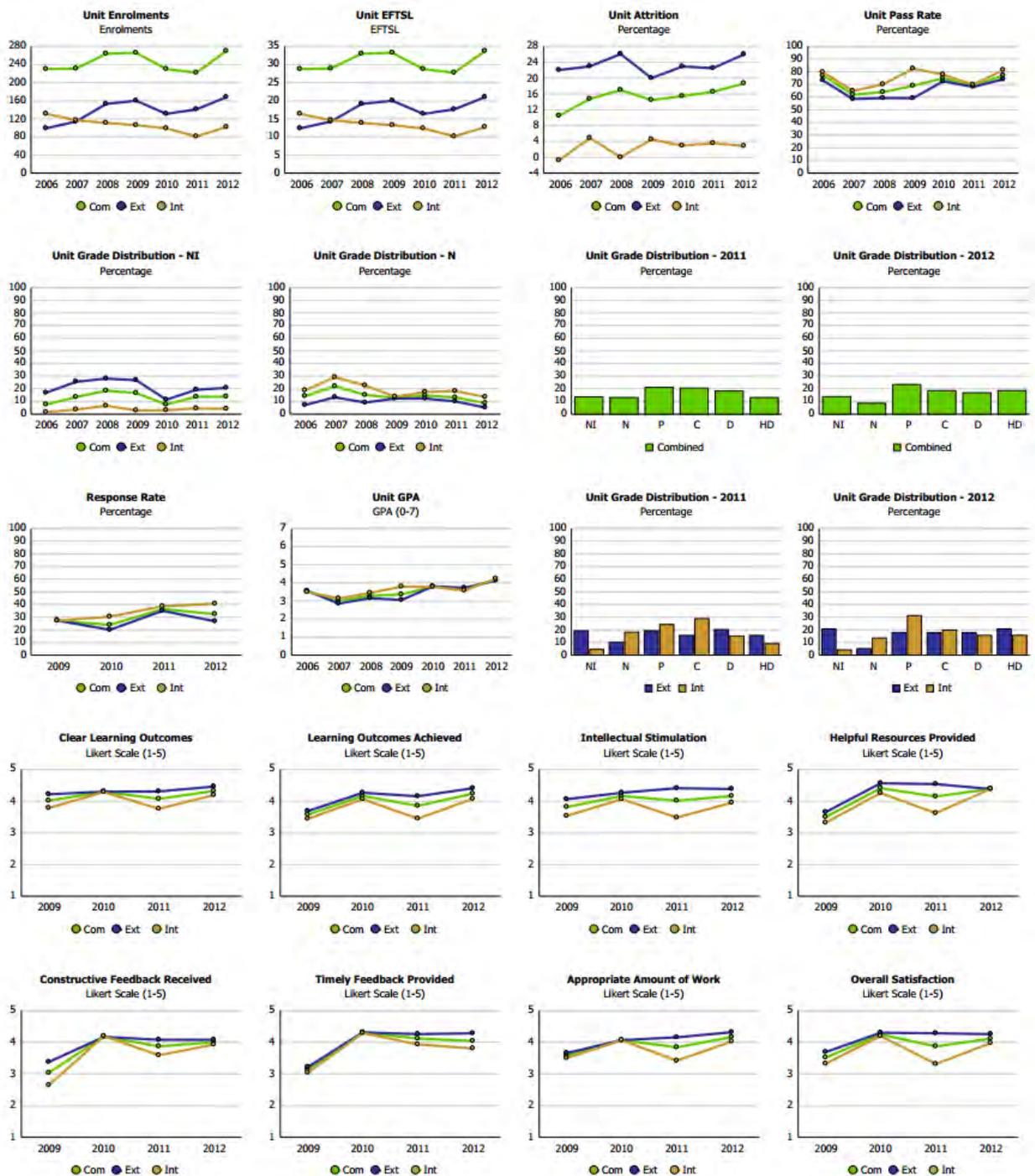
Combined (External and Internal)									
Trend	% Change v 2011	Measure Name	Respondents	Actual	Decile Band	Bottom 10%	Top 10%	Discipline Rank	Overall Rank
▲	21.6%	Unit Enrolments		270	1	2	123	1 of 28	21 of 756
▲	21.6%	Unit EFTSL		33.750	1	0.25	15.63	1 of 29	21 of 795
▲	12.9%	Unit Attrition		18.67%	8	32.48%	5.88%	27 of 29	633 of 808
▲	12.1%	Unit Pass Rate		77.16%	9	66.67%	100.00%	23 of 30	699 of 780
▲	13.7%	Unit GPA		4.16	9	3.77	6.00	17 of 30	616 of 755
▲	41.6%	Unit Grade Distribution - HD		18.61%		0.00%	40.00%	2 of 30	248 of 744
▼	-7.7%	Unit Grade Distribution - D		16.88%		0.00%	50.00%	17 of 30	540 of 744
▼	-9.5%	Unit Grade Distribution - C		18.61%		0.00%	46.15%	28 of 30	502 of 744
▲	10.6%	Unit Grade Distribution - P		23.38%		0.00%	36.67%	15 of 30	233 of 744
▼	-34.1%	Unit Grade Distribution - N		8.66%		9.76%	0.00%	20 of 30	651 of 744
▲	1.0%	Unit Grade Distribution - NI		13.85%		16.07%	0.00%	26 of 30	629 of 744
▲	6.2%	Clear Learning Outcomes	80	4.33	4	3.67	4.58	8 of 25	175 of 469
▲	10.0%	Learning Outcomes Achieved	80	4.24	4	3.50	4.55	9 of 25	172 of 469
▲	3.7%	Intellectual Stimulation	80	4.16	6	3.60	4.67	13 of 25	278 of 469
▲	5.8%	Helpful Resources Provided	80	4.39	3	3.45	4.60	5 of 25	113 of 469
▲	3.4%	Constructive Feedback Received	80	4.00	6	3.32	4.57	16 of 25	272 of 469
▼	-1.9%	Timely Feedback Provided	80	4.04	5	3.08	4.55	16 of 24	229 of 468
▲	8.5%	Appropriate Amount of Work	79	4.16	5	3.40	4.50	11 of 25	189 of 469
▲	6.3%	Overall Satisfaction	80	4.11	5	3.27	4.60	12 of 25	233 of 469
▲	12.7%	Response Rate	80/247	32.39%	1	27.45%	66.67%	1 of 29	30 of 669



These are the 8 Unit Evaluation items

Response Rate = the number of responses received / number administered

Figure 2: An example of the graphical representation page at the unit level of reporting



It is important that the **Unit Monitoring** reporting, evaluation and improvement process is focused upon the mode of the unit rather than at an aggregated level. This emphasis is necessary to ensure a consistency and quality of experience for both internal and external student cohorts. Therefore the data are presented at the individual mode (internal and external), as examination of the combined results alone may mask differences between student outcomes or student experience. Also, it should be noted that some units are offered across multiple teaching periods within the one reporting period. This means that the outcomes for groups of students who study through a partnership in a unit that is also offered in a Trimester teaching period cannot be distinguished. Separate reports have been created to provide these data to the relevant Schools.

3.1 Reporting Period 1 2013

Of the 1,173 (2012=1,208) modes of units investigated in Reporting Period 1 2013, 119 (2012=111) met the requirements for a commendation across the University and 5 (2012=4) action plans were required to be prepared for improvement purposes. For 2012, commendations are awarded for all modes of units which achieved an overall satisfaction score of 4.0 or greater (with smaller class sizes requiring high scores), an attrition rate of 10% or less (internal mode) or 12% or less (external mode) and had at least 5 responses to the Student Unit Evaluation survey. Modes of units **requiring** action plans for improvement are identified as those with an overall satisfaction score of 3.0 or less and an attrition rate of 18% or more (internal mode) or 20% or more (external mode). Modes of units that triggered on low enrolments, low overall satisfaction (3.0 or less) or high attrition were also flagged (**recommended**) for further investigation by the School.

3.2 Reporting Period 2 2013

Of the 1,192 (2012=1,286) modes of units investigated in Reporting Period 2 2013, 94 (2012=79) met the requirements for a commendation across the University and 2 (2012=8) action plans were required to be prepared for improvement purposes. A total of 34 modes of units (2012=48) were recommended for an action plan in this reporting period.

3.3 Reporting Period 3 2013

Of the 256 (2012=191) modes of units investigated in Reporting Period 3 2013, 11 (2012=6) met the requirements for a commendation across the university and 4 (2012=1) action plans were required to be prepared for improvement purposes. A total of 2 modes of units (2012=2) were recommended for an action plan in this reporting period.

A summary of the outcomes for all reporting periods in 2013 is provided in **Table 3** overleaf.

Table 3: Overall results for Reporting Periods 1, 2 and 3 2013 (numbers in parentheses indicate the result for the equivalent reporting period in 2012)

	Commendations			Action Plans Required			Total number of units (by mode) investigated		
	RP1	RP2	RP3	RP1	RP2	RP3	RP1	RP2	RP3
Arts	11 (9)	17 (6)	2 (0)	0 (1)			129 (136)	137 (143)	21 (20)
Behavioural, Cognitive and Social Sciences	28 (20)	20 (12)	2 (1)				101 (99)	101 (114)	30 (18)
Environmental and Rural Sciences	14 (13)	14 (9)		1 (0)			152 (143)	141 (158)	20 (10)
Humanities	11 (11)	5 (9)	1 (0)	1 (1)		0 (1)	110 (116)	117 (143)	43 (28)
Science and Technology	12 (10)	5 (5)	0 (1)	1 (0)	2 (4)		178 (170)	171 (172)	28 (27)
Business	16 (17)	14 (15)	1 (2)	0 (1)		1 (0)	135 (154)	138 (159)	46 (51)
Education	17 (16)	9 (8)	2 (0)	1 (0)		2 (0)	194 (196)	205 (197)	33 (14)
Health	3 (6)	2 (5)		1 (1)	0 (2)	1 (0)	99 (108)	115 (116)	12 (6)
Law	4 (8)	6 (6)	1 (0)		0 (1)		46 (58)	43 (59)	13 (12)
Rural Medicine		0 (1)	1 (0)				13 (12)	11 (13)	5 (0)
Learning Innovation Hub and Oorala Unit	3 (1)	2 (3)	1 (2)		0 (1)		16 (16)	13 (12)	5 (5)
UNE TOTAL	119 (111)	94 (79)	11 (6)	5 (4)	2 (8)	4 (1)	1,173 (1,208)	1,192 (1,286)	256 (191)

4 2013 ANNUAL RESULTS

The consolidated 2013 annual report at the University and School level is included in this report as **Appendix 1**. The following section summarises the data contained in the report and provides metric by metric comparisons. **Table 4** provides summary 2013 data on outcomes for the non-student unit evaluation measures at University and School levels and provides a measure of the percentage change from 2012. Please note that the comparisons are for information purposes only and are not intended as judgments about the performance of one academic unit against another.

Table 4: Outcomes for all measures for 2013 across the University, disaggregated by School

Academic Unit	2013 Unit Enrolments	% change v 2012	2013 Unit EFTSL Count	% change v 2012	2013 Unit Attrition %	% change v 2012	2013 Unit Pass Rate %	% change v 2012	2013 Unit GPA	% change v 2012
UNE Total	87,532	2.5%	11,075.8	2.5%	12.08%	-8.5%	87.62%	0.0%	4.64	0.1%
Arts	6,545	-4.0%	836.0	-3.8%	11.82%	-6.6%	86.59%	-0.3%	4.80	-0.6%
BCSS	11,163	7.8%	1,452.3	7.6%	11.54%	-15.9%	88.48%	-1.2%	4.83	-0.9%
ERS	5,678	13.5%	719.3	11.2%	6.84%	-16.6%	91.34%	1.3%	4.63	1.9%
Humanities	7,107	-1.8%	899.1	-2.3%	15.38%	-14.0%	84.10%	0.4%	4.60	0.0%
S&T	9,525	9.1%	1,205.5	8.6%	12.99%	-10.4%	79.53%	0.3%	4.31	1.0%
Education	20,963	7.8%	2,387.3	8.6%	12.94%	-1.6%	92.75%	-0.2%	5.03	-0.2%
Health	5,661	8.5%	733.5	8.7%	10.42%	-6.7%	89.82%	0.0%	4.76	-2.4%
Law	8,634	-4.0%	1081.0	-3.9%	13.99%	-8.6%	85.33%	-1.7%	4.12	-2.4%
Rural Med	1,249	3.7%	376.9	7.8%	0.71%	-21.1%	97.90%	1.1%	4.35	3.3%
UNE Business	9,626	-13.6%	1212.4	-14.0%	11.09%	0.1%	86.80%	1.6%	4.58	2.8%
Oorala	216	21.4%	27.0	21.4%	9.54%	-57.8%	47.76%	-15.0%	2.47	-16.4%
LIH	1,165	10.9%	145.6	10.9%	11.54%	-16.3%	74.21%	-7.7%	3.19	-9.0%

4.1 Unit Enrolments and EFTSL

Unit Enrolments is defined as the number of students enrolled in a unit at census date, or in other words, it is the number of instances of enrolments in units during 2013. For example if a student enrolled in 8 units during 2013 this will count 8 toward the total. Unit Enrolment is not equivalent to the total number of students enrolled at UNE in 2013 whereas the EFTSL (Equivalent Full-Time Student Load) figures provide the total load for 2013, but only for those units reported upon. EFTSL is a standard measure of study load which is calculated as the sum of load for all students enrolled in a unit at the end of the census date. A full-time student undertaking a complete stage of a course for a year generates 1.0 EFTSL.

While **Unit Monitoring** attempts to monitor all units every time they are taught, there are sets of units that are excluded from the **Unit Monitoring** Process, such as research units. It is important to keep this in mind when interpreting the UNE-wide results, particularly in relation to enrolments and load, as these results do not represent the total enrolments and load for 2013, but the enrolment and load of all the units that were monitored in 2013. The total enrolment at UNE in 2013 was **22,389** (2012=21,469) students or **11,465.2** EFTSL (2012=11,164.4), while the total unit enrolments investigated in the unit monitoring process was **87,532** (2012=85,382) which is equivalent to **11,075.8** EFTSL (2012=10,806.0).

Figure 3 below shows the 2013 EFTSL for all units reported at the University level disaggregated by mode. Figure 4 illustrates the quantum and proportion of total EFTSL in 2013 that is associated with unit monitoring in each academic unit (School and other academic units). In terms of the EFTSL enrolled in the modes of units investigated, approximately 72% of the EFTSL is enrolled in the external mode at University level. In 2013, the ratio varies between 88% internal EFTSL in the School of Rural Medicine to 89% external EFTSL in the Learning Innovation Hub.

Figure 3: 2013 Unit Monitoring EFTSL: UNE by Attendance Mode

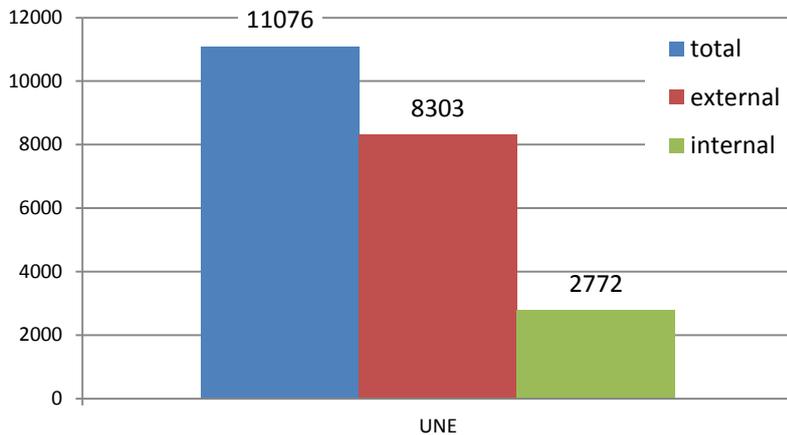
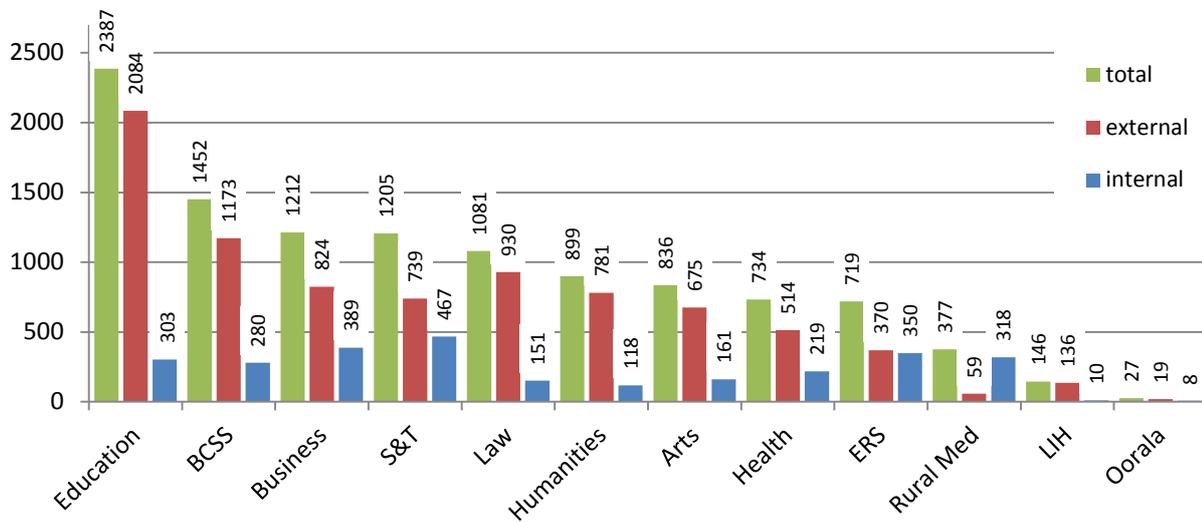


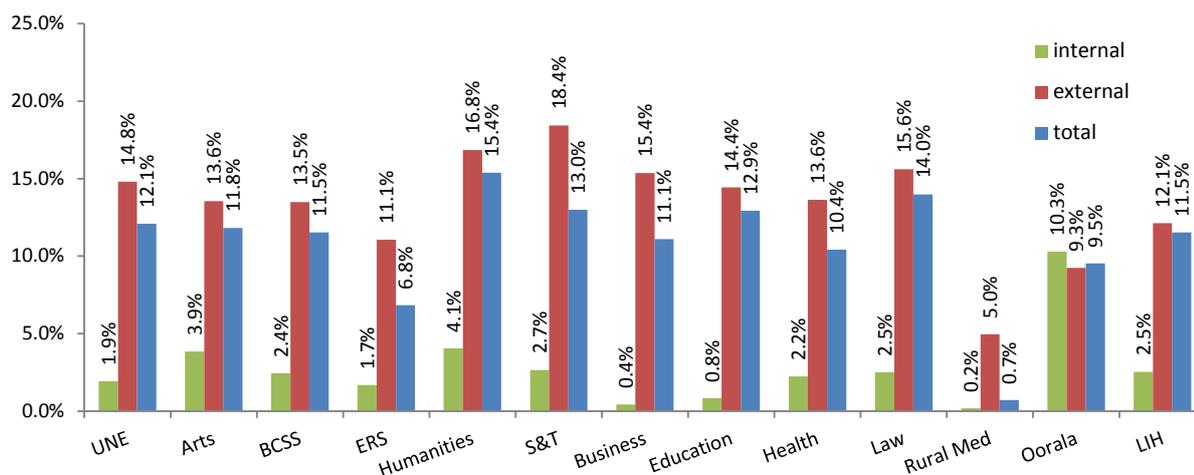
Figure 4: 2013 Unit Monitoring EFTSL: UNE Academic Unit by Attendance Mode



4.2 Attrition

Attrition is defined as the percentage of students who have withdrawn from the unit between the end of the first day of the second week of teaching and the semester census date. The University recognises the importance of retaining students and aims to minimise the rate of unit attrition. Figure 5 shows the percent Unit Attrition at University and School level disaggregated by mode. This figure indicates that the external rate of attrition is typically higher than the internal rate of attrition.

Figure 5: 2013 Average Unit Attrition Rate (%): UNE Academic Unit by Attendance Mode

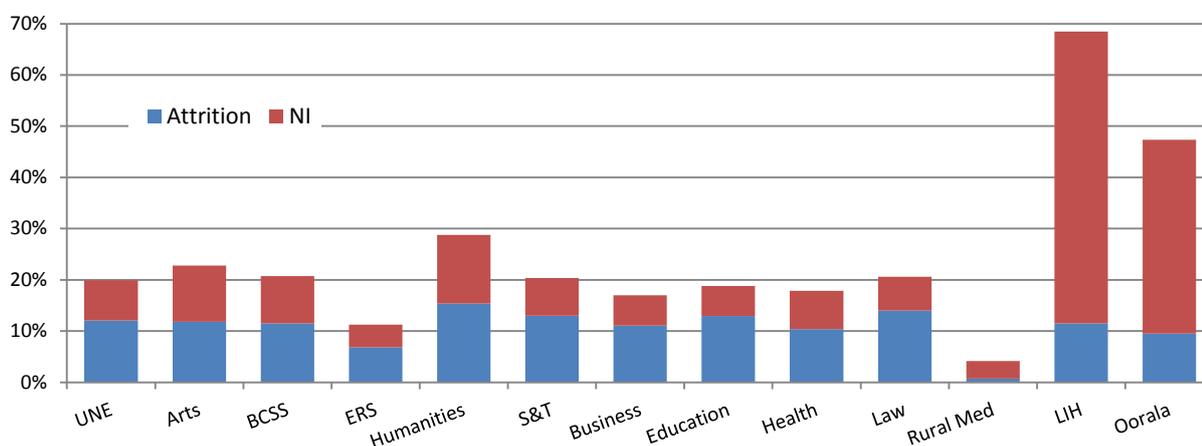


Unit attrition is one of the measures used to determine whether a mode of unit is eligible for a commendation or is flagged for an improvement action plan. A threshold of 10% attrition (internal mode) or 12% (external mode) has been determined as a relatively low (and therefore desirable) attrition rate. Approximately 89% of all internal unit modes recorded an attrition rate of less than or equal to 10% in 2013. By comparison, slightly more than half (50%) of all external unit modes achieved an attrition rate of less than or equal to 12% in 2013. An attrition rate of above 20% (external mode) or above 18% (internal mode) is considered relatively high, with approximately 19% of all unit modes having attrition rates above these marks in 2013.

The overall unit attrition rate in 2013 was 12.1% (2012=13.2%) representing a decrease of 8.5%. Decreases were observed across most academic units, except for the School of Business, which was constant. While this is a significant reduction in attrition for the University, it is still noticeably higher than the rate recorded in 2011 (10.0%).

Unit attrition is measured as the difference in enrolment numbers at census date relative to the number of enrolments in the unit at the start of the second week of teaching. The proportion of students with a grade of “Fail Incomplete” (coded as NI) provides further context as it is a measure of the proportion of students still enrolled at census date, but who do not finish the course. When the rate of attrition and Fail Incomplete proportions are added, the overall level of student unit attrition at the University level is 20.0% (2012=21.2%), see Figure 6.

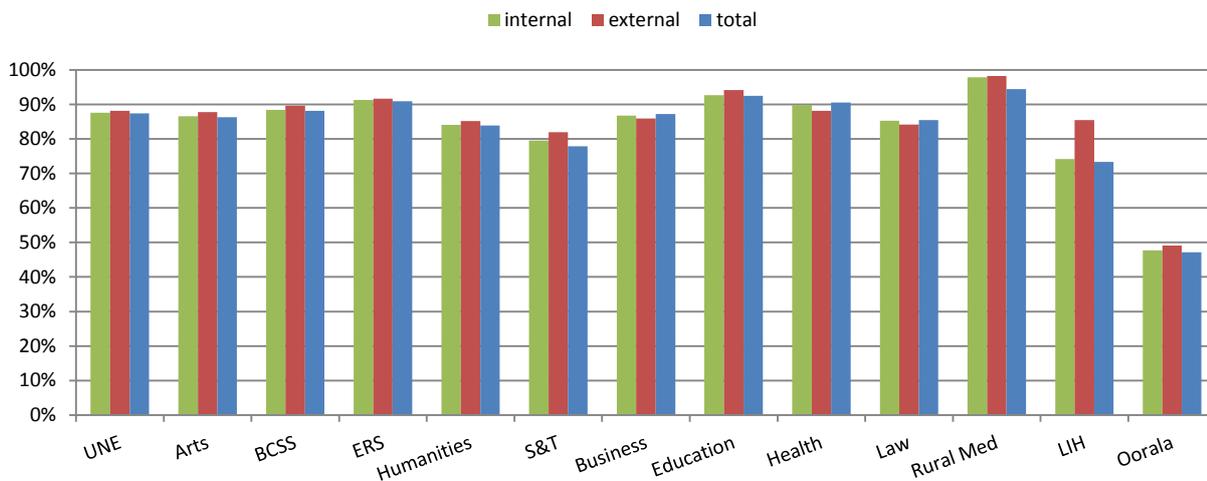
Figure 6: 2013 Attrition Rate plus NI rate: by Academic Unit



4.3 Pass Rate

The Unit Pass Rate is the number of unit enrolments with a Pass result (or better), expressed as a percentage of the total number of completed unit enrolments which have a valid result outcome. Figure 7 graphically depicts the Unit Pass Rate (%) at the University and School levels, disaggregated by mode. The Unit Pass Rate in 2013 (87.6%) is the same as that reported in 2012. The Unit Pass Rate for external students in 2013 (87.4%) is also marginally lower than the Unit Pass Rate for internal students (88.2%) at the University level. Across academic units, the Unit Pass Rate in 2013 ranges from 97.9% in Rural Medicine to 47.8% in the Oorala Aboriginal Unit.

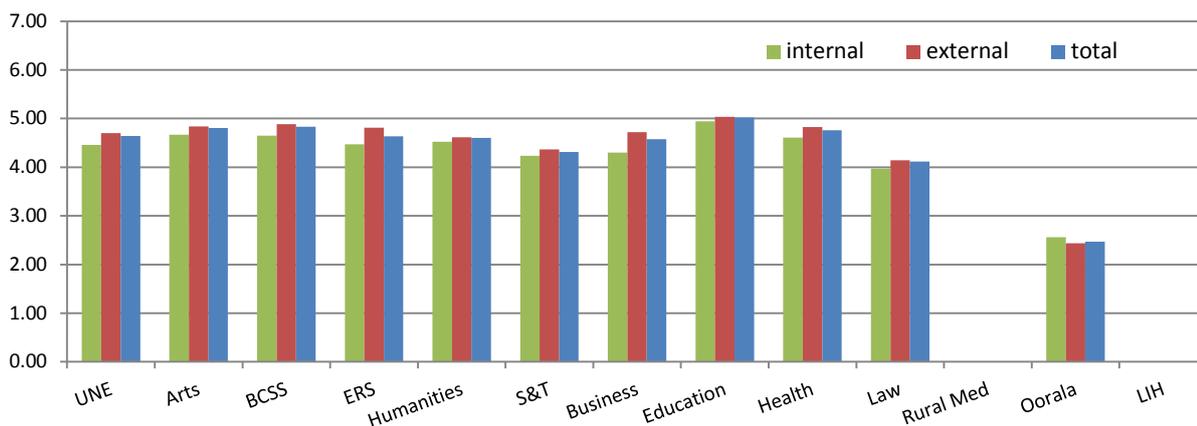
Figure 7: 2013 Unit Pass Rate (%): UNE Academic Unit by Attendance Type



4.4 GPA / Grade Distribution

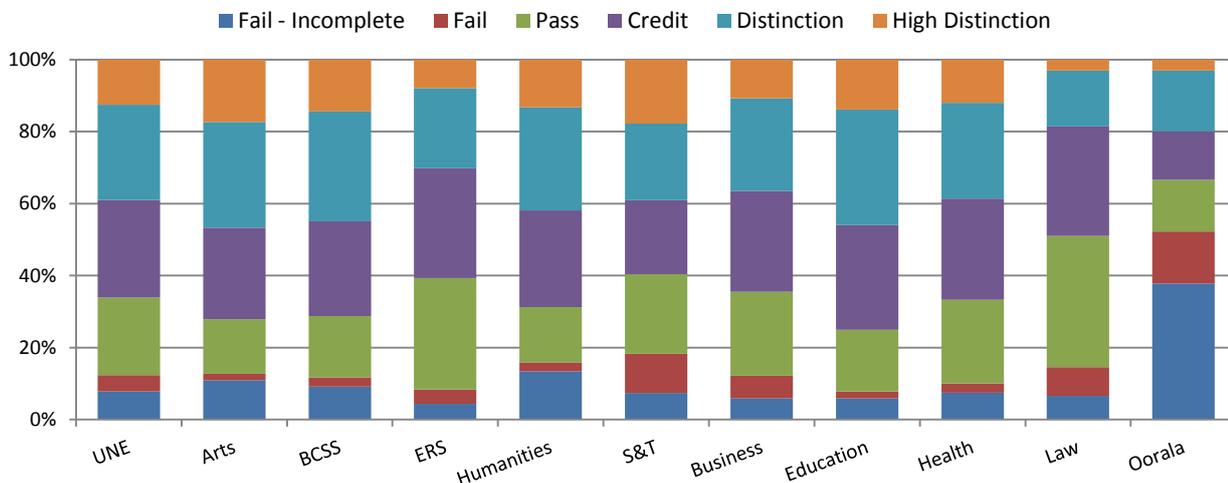
The Grade Point Average is a numerical score that summarises the student's academic performance in a course over the duration of the student's enrolment in the course, expressed here as a mean. A Grade Point of 4 equates to a Pass, while a Grade Point of 5 equates to a Credit. The mean GPA across the University in 2013 was 4.64 (2012=4.64, 2011=4.57, 2010=4.45), with external students achieving higher GPA results (on average) than internal students. External modes of units reported a mean GPA of 4.70 in 2013 (2012=4.73, 2011=4.65, 2010=4.51) compared with internal mode of units which reported a mean of 4.46 in 2013 (2012=4.39, 2011=4.38, 2010=4.32). As shown in Figure 8, this pattern is repeated in 2012 across all academic units. Data for the School of Rural Medicine and the Learning Innovations Hub are not shown because most of the units offered in these academic units use the satisfactory / unsatisfactory grading scheme.

Figure 8: 2013 Unit GPA: UNE Academic Unit by Attendance Type



The Unit Grade distribution is derived by a count of the number of results at each of the six grade points expressed as a percentage of the total number of results for the unit. The six grades are: Fail Incomplete (NI), Fail (N), Pass (P), Credit (C), Distinction (D) and High Distinction (HD). Figure 9, which shows the Unit Grade distribution for 2012, allows comparisons to be made of the grade distributions of the University mean and School means. The grade distribution at the University level in 2013 is as follows: NI=7.87%, N=4.52%, P=21.56%, C=27.12%, D=26.40% and HD=12.55% (2012: NI=8.05%, N=4.24%, P=21.18%, C=28.07%, D=26.40% and HD=12.06%).

Figure 9: 2013 Grade Distribution: UNE Academic Unit



4.5 Unit Evaluations

As described in section 2.2.2, Student Unit Evaluations are routinely administered toward the end of each teaching period to each student enrolled in those units at census date. This excludes units based on research, special or advanced topics, dissertations or theses, field studies, and work placements or practical experience.

The current evaluation instrument was first introduced in semester 1 2009 and comprises 8 items as follows. Students are asked to respond on a 5 point Likert scale from 1 = strongly disagree to 5 strongly agree.

1. The learning outcomes of this unit were made clear to me
2. The unit enabled me to achieve the learning outcomes
3. The unit was intellectually stimulating
4. I found the resources provided for the unit (eg online, print) to be helpful
5. I received constructive feedback on my work
6. The feedback I received was provided in time to help me improve
7. The overall amount of work required of me for this unit was appropriate
8. Overall, I was satisfied with the quality of this unit

The mean results at the University and School levels are discussed in the following and summarised in **Table 5** overleaf with **Figures 10 to 17** illustrating the mean rating for each of the individual evaluation questions disaggregated by mode to allow comparison between cohorts.¹

Overall, the student evaluation results remain high in 2013 and confirm the consistently positive ratings that the University continues to achieve through other survey instruments, such as the Australian Graduates Survey, for example. With reference to **Table 5**, the evaluation outcomes clearly indicate a high level of student satisfaction at UNE with consistently high ratings being reported across each of the measures. The mean result for each student evaluation item has equalled or increased at University level and is close to or above 4.0 out of 5.0. The overall level of student satisfaction in 2013 (4.00) matches the level of overall satisfaction that was reported in 2012. While growth in total unit EFTSL has moderated somewhat from the 2011-12 levels, these results show that the previous gains evident through the **Unit Monitoring** management process have not only been consolidated, but continue to create further positive impacts.

Notwithstanding these results, the 'provision of timely feedback on assessment' is the evaluation item that returns the lowest satisfaction across all schools. While the results for this item are still pleasing, it discloses an area of possible weakness that deserves further analysis and attention.

The unit evaluation outcomes of the internal and external cohorts when reported at the level of the academic unit continue to show little variation. This indicates that the experience of students (when measured using this instrument) whether undertaking study in the internal or external mode are equivalent. Generally, external students gave higher ratings than internal students on most questions, a trend that was also noted in the 2012 report with the exception of the Timely Feedback evaluation item. This divergence is not evident in the 2013 results. Overall, the differences in student satisfaction that are reported between academic units continue to be significantly greater than the differences in satisfaction for the reported student cohorts.

Overall Satisfaction is one of the measures considered when determining whether a unit is eligible for a commendation or should produce an improvement action plan. A threshold result of 3.0 or less on the Overall Satisfaction scale is considered a relatively low result and a score of 4.0 or greater (depending on class size) is considered relatively high. The Overall Satisfaction results for 2013 are presented in **Figure 17**.

¹ It is important to note here that the School of Rural Medicine through the Joint Medical Program (JMP) also administers a unit evaluation instrument to all students studying through the JMP that is different to that administered by UNE. The Monitoring and Evaluation Committee (M&E) of the Joint Medical Program (JMP) has the responsibility for monitoring student satisfaction with their learning experiences in the units within the Bachelor of Medicine in the JMP. One activity includes administering a series of measures each semester to gather qualitative and quantitative data regarding students' perceptions of their learning experiences. The intention of this work is to focus on improvement in learning and teaching across all JMP sites. Firstly, data about how well students settle in to and learn from the Problem Based Learning approach of the JMP is collected to help staff to support student learning more effectively. Secondly, data can prompt a positive dialogue about teaching and learning and how to improve it. All JMP units enrol full-time on-campus students and use a 'satisfactory', 'not satisfactory' grading system. The data in this 2013 Unit Monitoring Annual Report therefore only relates to the UNE enrolled students.

Lastly, the response rate for the unit monitoring evaluation process impacts upon the ability to draw accurate conclusions from the various measures. For 2013, the Response Rate is 30.2% at the University level, having fallen 15.1% from the previous year's rate. (2012=36.1%, 2011=36.5%)

Table 5: 2013 Mean Unit Evaluation ratings: UNE Academic Units (2012 values are in shown in parentheses)

Academic Unit	Clear Learning Outcomes	Learning Outcomes Achieved	Intellectual Stimulation	Helpful Resources Provided	Constructive Feedback Received	Timely Feedback Provided	Appropriate Amount of Work	Overall Satisfaction	Response Rate (%)
UNE	4.20(4.17)	4.08(4.06)	4.20(4.16)	4.10(4.08)	4.00(3.96)	3.89(3.86)	4.02(4.00)	4.00(3.99)	30.2(36.1)
Arts	4.26(4.17)	4.13(4.04)	4.30(4.16)	4.18(4.09)	4.17(4.04)	4.06(3.84)	4.13(4.03)	4.09(4.00)	30.4(38.2)
BCSS	4.38(4.32)	4.28(4.20)	4.43(4.32)	4.32(4.24)	4.20(4.08)	4.13(4.02)	4.15(4.10)	4.28(4.17)	29.8(36.5)
ERS	4.14(4.06)	4.05(3.97)	4.20(4.13)	4.09(4.00)	3.87(3.71)	3.71(3.52)	3.96(3.87)	4.00(3.91)	34.6(39.1)
Humanities	4.31(4.31)	4.20(4.19)	4.44(4.44)	4.28(4.27)	4.18(4.21)	4.02(4.09)	4.20(4.17)	4.19(4.20)	34.7(40.6)
S&T	4.10(4.05)	3.93(3.88)	4.07(4.04)	3.93(3.88)	3.71(3.62)	3.63(3.56)	3.83(3.80)	3.83(3.80)	28.5(34.5)
Business	4.27(4.21)	4.14(4.11)	4.18(4.13)	4.12(4.11)	4.06(4.05)	4.04(4.02)	4.09(4.05)	4.05(4.05)	31.7(37.7)
Education	4.15(4.15)	4.06(4.05)	4.13(4.12)	4.07(4.06)	4.03(4.00)	3.91(3.91)	3.99(3.98)	3.93(3.94)	31.0(36.1)
Health	4.00(4.01)	3.88(3.90)	3.97(3.93)	3.84(3.89)	3.80(3.83)	3.57(3.66)	3.93(3.94)	3.72(3.77)	29.6(35.4)
Law	4.11(4.15)	3.91(4.00)	4.07(4.17)	3.98(4.04)	3.83(3.83)	3.78(3.76)	3.79(3.91)	3.78(3.92)	25.1(31.0)
Rural Med	3.50(3.45)	3.55(3.55)	4.04(3.95)	3.24(3.25)	3.13(2.87)	3.06(2.89)	3.79(3.77)	3.51(3.53)	19.4(18.3)
Oorala	4.21(4.39)	4.27(4.46)	4.00(4.46)	4.24(4.39)	4.06(4.21)	4.30(3.93)	4.21(4.68)	4.21(4.43)	19.9(19.2)
LIH	4.47(4.38)	4.41(4.32)	4.23(4.22)	4.37(4.35)	4.30(4.30)	4.20(4.18)	4.35(4.30)	4.36(4.22)	25.6(33.6)

NB: Figures in green indicate an improvement from 2012 while figures in red indicate a decline from 2012.

Figure 10: 2013 Mean "Clear Learning Outcomes" Ratings by Academic Unit and Attendance Mode

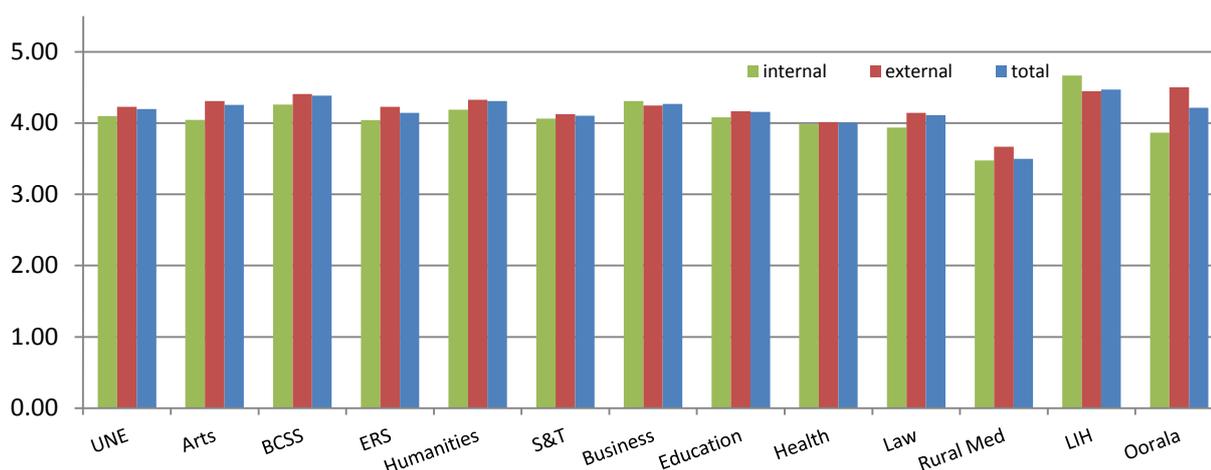


Figure 11: 2013 Mean "Learning Outcomes Achieved" Ratings by Academic Unit and Attendance Type

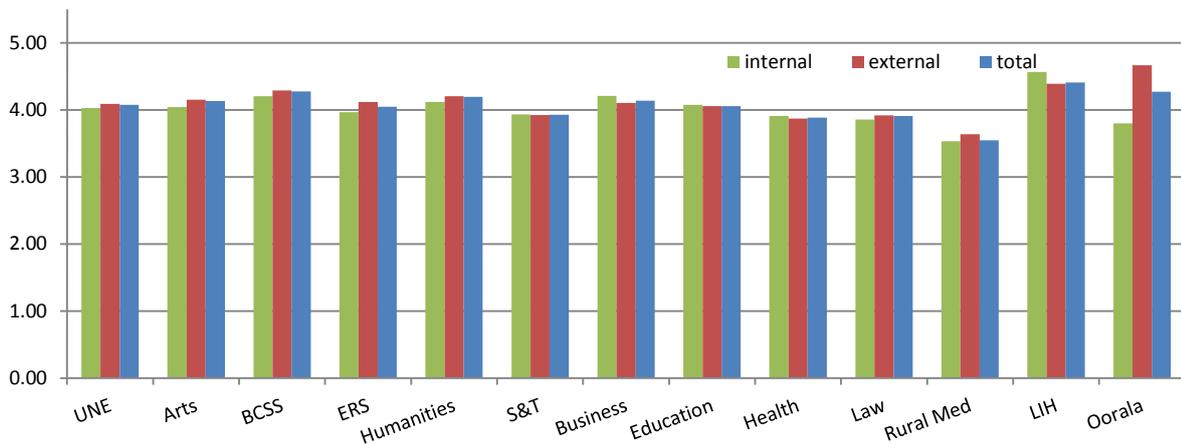


Figure 12: 2013 Mean "Intellectual Stimulation" Ratings by Academic Unit and Attendance Type

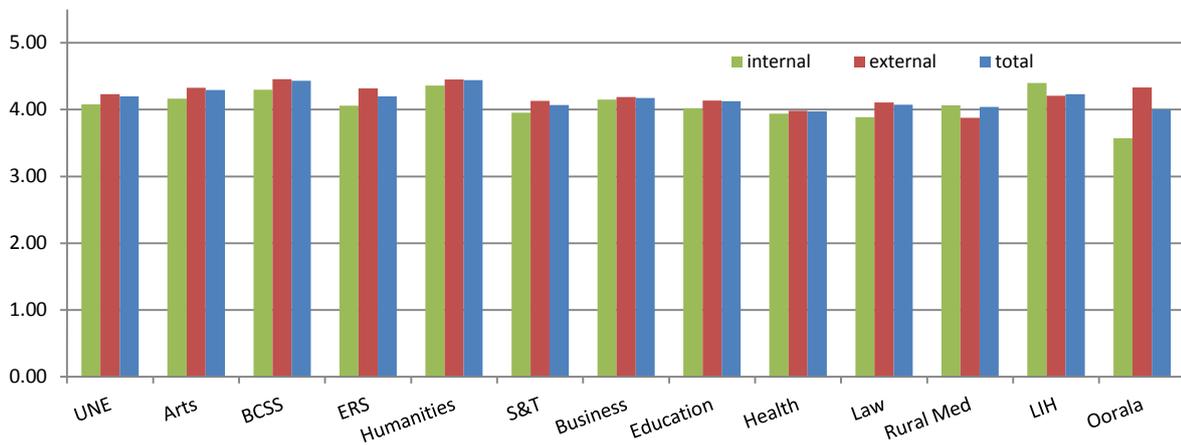


Figure 13: 2013 Mean "Helpful Resources Provided" Ratings by Academic Unit and Attendance Type

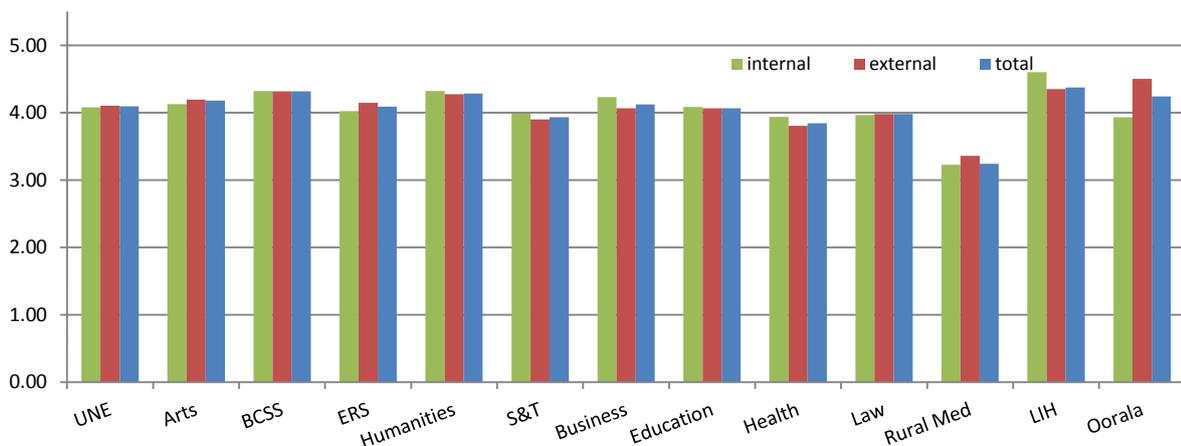


Figure 14: 2013 Mean "Constructive Feedback Received" Ratings by Academic Unit and Attendance Type

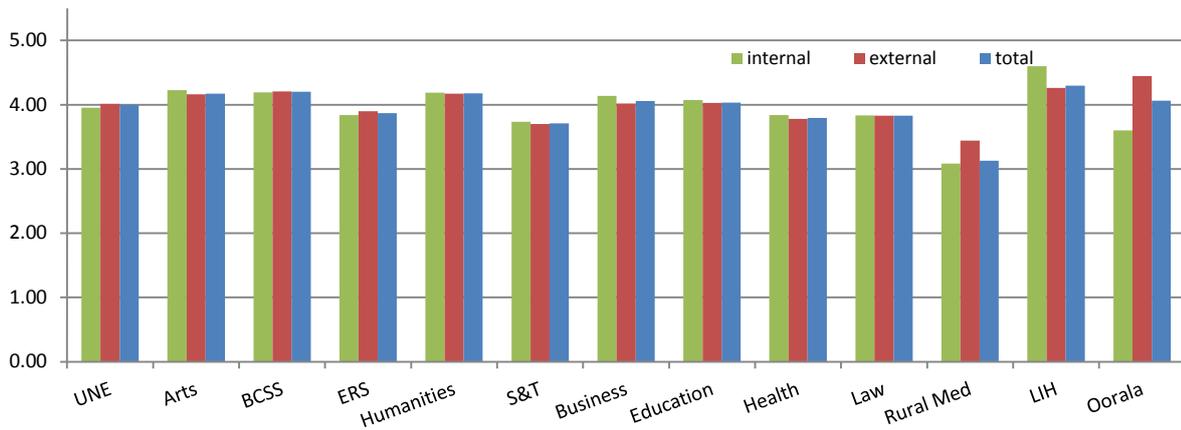


Figure 15: 2013 Mean "Timely Feedback Provided" Ratings by Academic Unit and Attendance Type

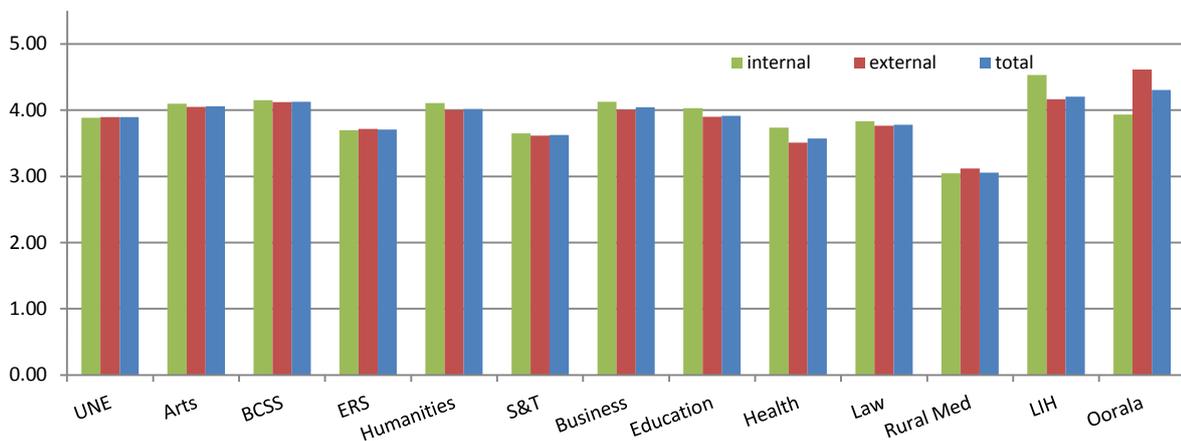


Figure 16: 2013 Mean "Appropriate Amount of Work" Ratings by Academic Unit and Attendance Type

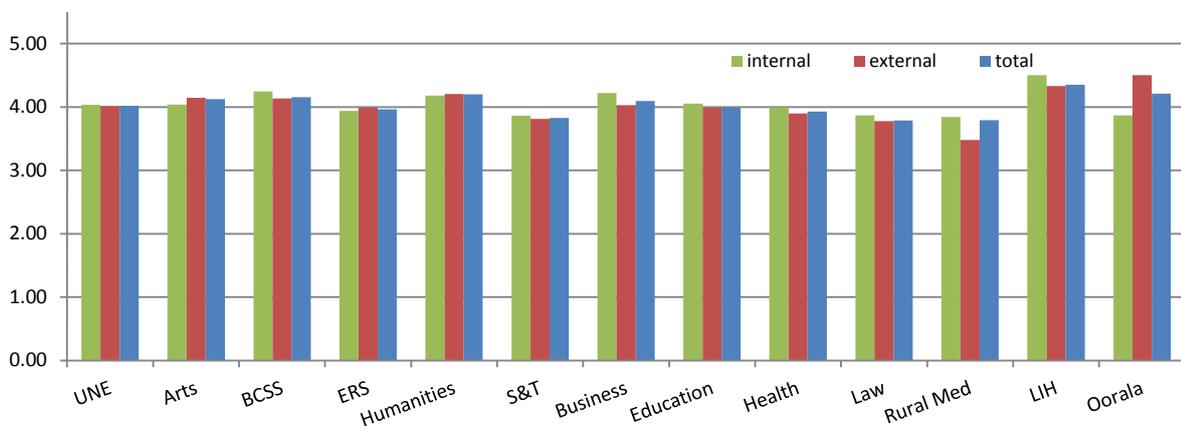
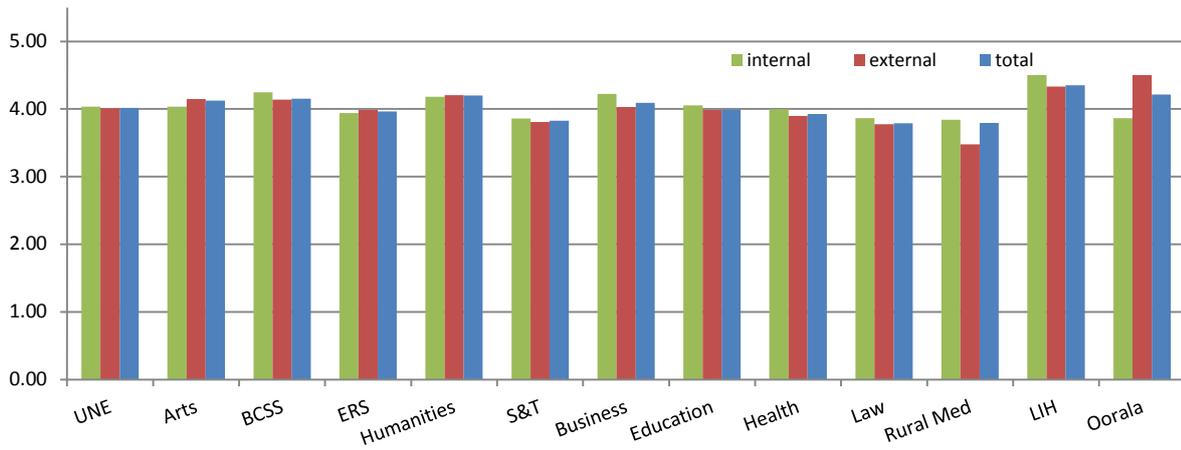


Figure 17: 2013 Mean Overall Satisfaction ratings by Academic Unit and Attendance Type



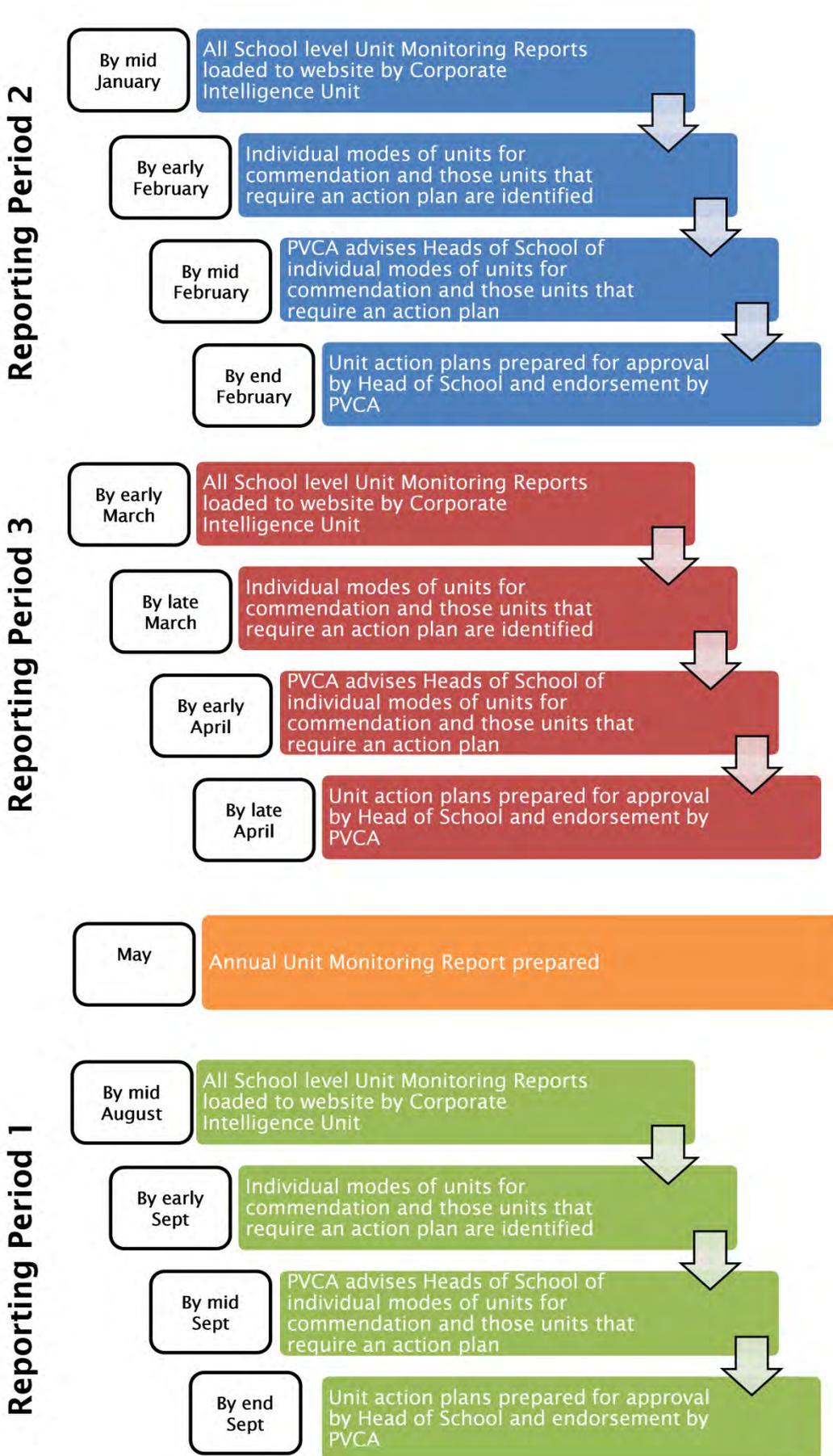
5 CONCLUSION

This report describing the 2013 annual **Unit Monitoring** outcomes has shown that the results of unit monitoring, including student unit evaluations, overall are consistently good, with the UNE average being close to or above 4.0 (on the 5 point Likert scale) across each survey item. These results provide solid evidence of the positive learning environment experienced by the vast majority of UNE students, regardless of whether they are studying in the internal or external mode.

The **Unit Monitoring** reporting process has matured and the lag between all data becoming available for processing of reports and the actual reports being finalised has been standardised to about 1 month. **Figure 18** depicts the reporting process on an annual cycle. This standardised cycle will enable outcomes to be reported and distributed to Academic Units in a timely fashion so that improvements can be made to identified units before the next time they are taught.

Unit Monitoring is continuing to deliver a single authoritative data set about important aspects of units that are taught at UNE. The results provide compelling evidence that the **Unit Monitoring** management process is continuing to have a positive effect on student outcomes.

Figure 18: Unit Monitoring Standardised Reporting Timeline



6 APPENDIX 1: 2013 UNIT MONITORING ANNUAL REPORT

Unit Monitoring - Annual Report

2013 Results

Monitoring of units is a key component of the University's Academic Quality Management system, introduced into policy in 2007 and revised in 2008 (<http://www.une.edu.au/policies/academic-policies>).

Regular reflection on unit data facilitates one of the key aims of monitoring, which is the identification of priorities for enhancement of the University's academic programs. A range of measures have been brought together to assist unit coordinators, Heads of Schools, PVC(A) and the Senior Executive to better understand the performance of the University's units. These data provide decision-makers with information about the performance of the unit, as well as some contextual information intended to assist with understanding and interpreting the unit performance measures. The unit monitoring measures are as follows:

Unit Enrolments	Number of students enrolled in a unit at the end of census date
Unit EFTSL	Equivalent Full-Time Student Load. This is calculated as the Sum of Load for all students enrolled in a unit at the end of the census date
Unit Attrition	The percentage of students who have withdrawn from the unit between the end of the first day of the second week of teaching and the semester census date
Unit Pass Rate	Unit enrolments with a Pass result, expressed as a percentage of the completed unit enrolments with a valid result outcome
Unit GPA	Grade Point Average for all enrolments in a unit expressed as a mean
Unit Grade Distribution	Number of results at each of the 6 grade points (Fail Incomplete, Fail, Pass, Credit, Distinction, High Distinction), expressed as a percentage of the total number of results for the unit
Unit Student Evaluations	Results on each of the 8 unit student evaluations items (expressed as a mean on a 5 point Likert scale): - The learning outcomes of this unit were made clear to me - The unit enabled me to achieve the learning outcomes - The unit was intellectually stimulating - I found the resources provided for the unit (eg online, print) to be helpful - I received constructive feedback on my work - The feedback I received was provided in time to help me improve - The overall amount of work required of me for this unit was appropriate - Overall, I was satisfied with the quality of this unit
Response Rate	Percentage of students who responded to the unit student evaluations survey compared to the total number of surveys administered for that unit

More complete definitions of the measures can be found at the end of this document - 'Definitions', or by accessing the UNE Unit Monitoring web page at <http://sps.une.edu.au/sites/biteam/ci-centre/UnitMonitoring/Pages/LandingPage.aspx>

This is an annual report summarised at the University, Faculty and School levels for all units taught in Reporting Periods 1, 2 and 3 in 2013. It therefore encompasses all units taught in the following teaching periods:

Report Period 1	Report Period 2	Report Period 3
ISBT Semester 1	ISBT Semester 2	ISBT Summer
Joint Medical Prog Semester 1	Joint Medical Prog Semester 2	Trimester 3
Trimester 1	Trimester 2	Year Long Tri-2 / Tri-3
Year Long Tri-1 / Tri-2		Year Long Tri-2 / Tri-3 Honours
Year Long Tri-1 / Tri-2 Honours		
Year Long Tri-3 / Tri-1		
Year Long Tri-3 / Tri-1 Honours		

Please note that the values presented in this annual report differ slightly (about 0.1%) from the value that would be obtained by adding the data points contained in the individual reports for Reporting Period 1 2013, Reporting Period 2 2013 and Reporting Period 3 2013.

All graphs presented in this report contain data from 2008 onwards (where available) presented in the following categories: Combined (Green), External (Blue) and Internal (Orange). Unit Student Evaluation data exists only for 2009 as data collection began at this time.

Measures and Time-Series History

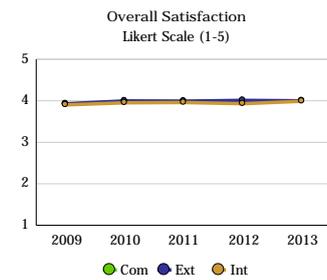
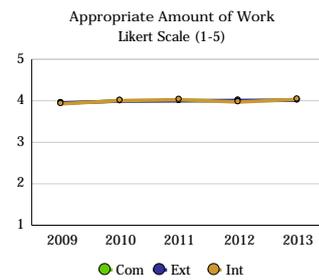
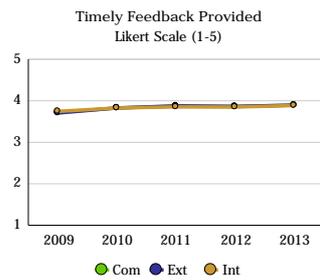
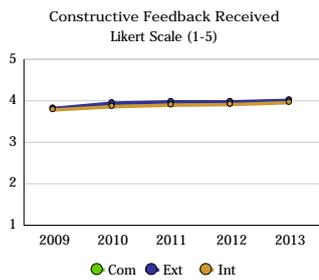
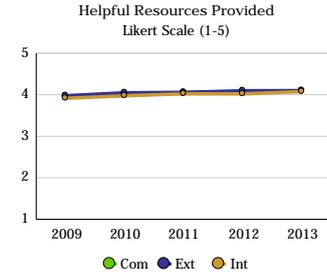
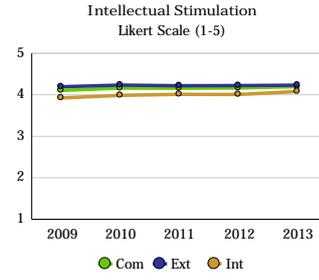
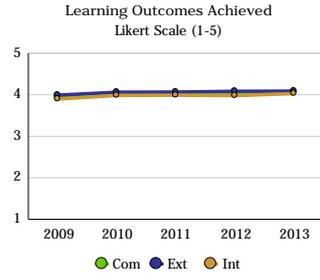
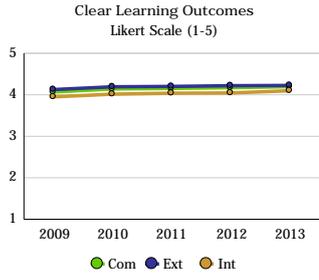
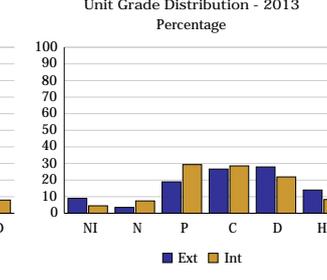
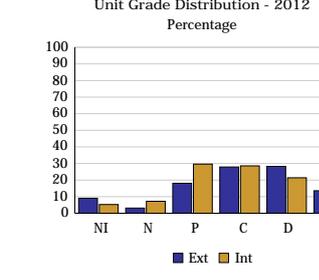
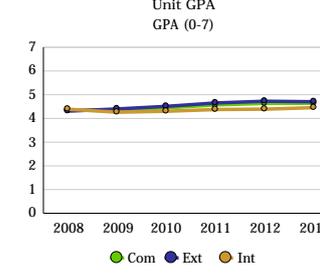
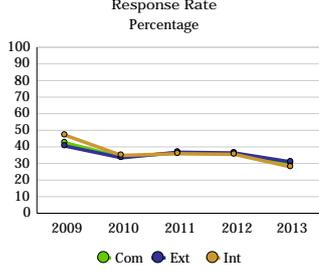
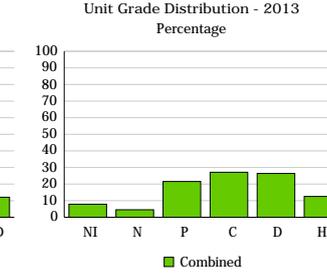
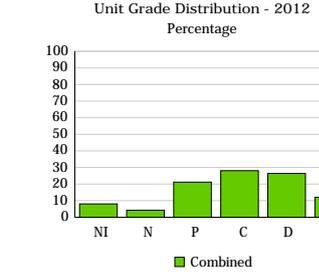
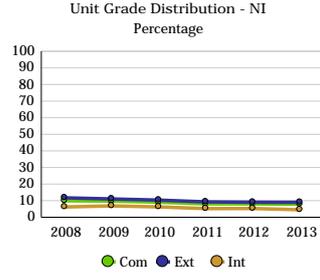
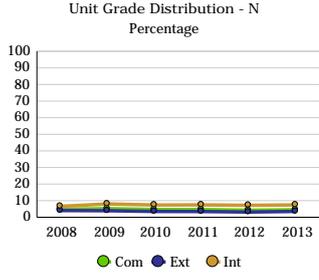
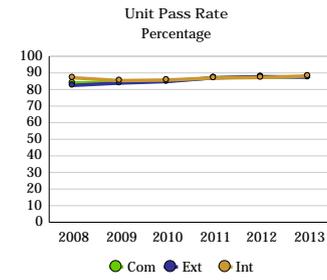
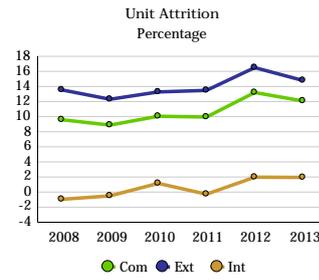
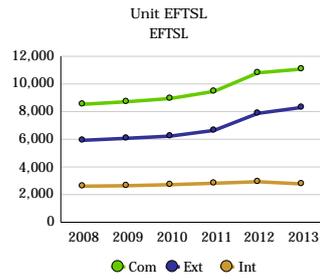
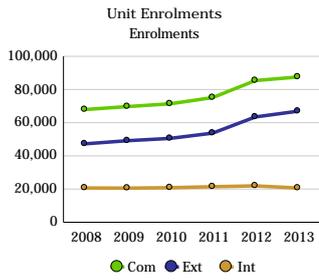
Combined (External and Internal)				
Trend	% Change v 2012	Measure Name	Respondents	Actual
▲	2.5%	Unit Enrolments		87,532
▲	2.5%	Unit EFTSL		11,075.745
▼	-8.5%	Unit Attrition		12.08%
▲	0.0%	Unit Pass Rate		87.62%
▲	0.1%	Unit GPA		4.64
▲	4.0%	Unit Grade Distribution - HD		12.55%
▼	0.0%	Unit Grade Distribution - D		26.40%
▼	-3.4%	Unit Grade Distribution - C		27.12%
▲	1.8%	Unit Grade Distribution - P		21.56%
▲	6.5%	Unit Grade Distribution - N		4.52%
▼	-2.3%	Unit Grade Distribution - NI		7.87%
▲	0.6%	Clear Learning Outcomes	23,676	4.20
▲	0.5%	Learning Outcomes Achieved	23,644	4.08
▲	0.8%	Intellectual Stimulation	23,616	4.20
▲	0.5%	Helpful Resources Provided	23,655	4.10
▲	1.1%	Constructive Feedback Received	23,640	4.00
▲	0.8%	Timely Feedback Provided	23,627	3.89
▲	0.5%	Appropriate Amount of Work	23,657	4.02
▲	0.2%	Overall Satisfaction	23,558	4.00
▼	-15.1%	Response Rate	23,591 / 78,121	30.20%

External			
Trend	Measure Name	Respondents	Actual
▲	Unit Enrolments		66,912
▲	Unit EFTSL		8,303.385
▼	Unit Attrition		14.80%
▼	Unit Pass Rate		87.43%
▼	Unit GPA		4.70
▲	Unit Grade Distribution - HD		14.00%
▼	Unit Grade Distribution - D		27.92%
▼	Unit Grade Distribution - C		26.63%
▲	Unit Grade Distribution - P		18.92%
▲	Unit Grade Distribution - N		3.53%
▼	Unit Grade Distribution - NI		9.00%
▲	Clear Learning Outcomes	18,363	4.23
▲	Learning Outcomes Achieved	18,334	4.09
▲	Intellectual Stimulation	18,321	4.23
▲	Helpful Resources Provided	18,346	4.10
▲	Constructive Feedback Received	18,332	4.01
▲	Timely Feedback Provided	18,323	3.90
▲	Appropriate Amount of Work	18,348	4.01
▼	Overall Satisfaction	18,271	4.00
▼	Response Rate	18,283 / 59,088	30.94%

Internal			
Trend	Measure Name	Respondents	Actual
▼	Unit Enrolments		20,620
▼	Unit EFTSL		2,772.360
▼	Unit Attrition		1.94%
▲	Unit Pass Rate		88.15%
▲	Unit GPA		4.46
▲	Unit Grade Distribution - HD		8.27%
▲	Unit Grade Distribution - D		21.91%
▼	Unit Grade Distribution - C		28.54%
▼	Unit Grade Distribution - P		29.33%
▲	Unit Grade Distribution - N		7.43%
▼	Unit Grade Distribution - NI		4.51%
▲	Clear Learning Outcomes	5,313	4.10
▲	Learning Outcomes Achieved	5,310	4.03
▲	Intellectual Stimulation	5,295	4.08
▲	Helpful Resources Provided	5,309	4.08
▲	Constructive Feedback Received	5,308	3.96
▲	Timely Feedback Provided	5,304	3.89
▲	Appropriate Amount of Work	5,309	4.04
▲	Overall Satisfaction	5,287	3.99
▼	Response Rate	5,308 / 19,033	27.89%

Time-Series History Charts

2008 - 2013 - UNE



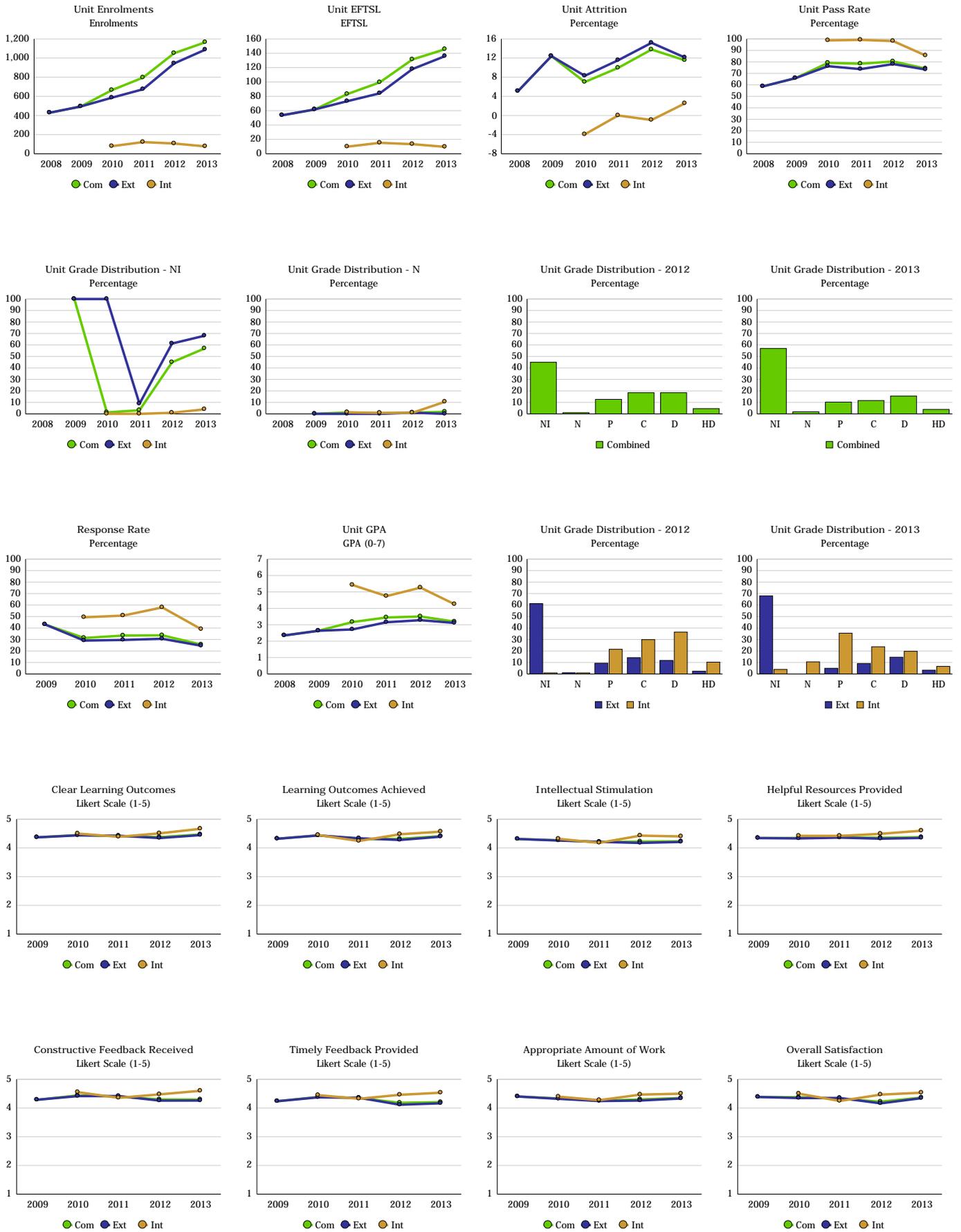
Combined (External and Internal)				
Trend	% Change v 2012	Measure Name	Respondents	Actual
▲	10.8%	Unit Enrolments		1,165
▲	10.8%	Unit EFTSL		145.625
▼	-16.3%	Unit Attrition		11.54%
▼	-7.7%	Unit Pass Rate		74.21%
▼	-9.0%	Unit GPA		3.19
▼	-14.8%	Unit Grade Distribution - HD		3.87%
▼	-16.0%	Unit Grade Distribution - D		15.49%
▼	-37.0%	Unit Grade Distribution - C		11.62%
▼	-18.8%	Unit Grade Distribution - P		10.25%
▲	80.4%	Unit Grade Distribution - N		1.82%
▲	26.7%	Unit Grade Distribution - NI		56.95%
▲	2.1%	Clear Learning Outcomes	283	4.47
▲	2.2%	Learning Outcomes Achieved	282	4.41
▲	0.2%	Intellectual Stimulation	283	4.23
▲	0.5%	Helpful Resources Provided	283	4.37
▼	-0.1%	Constructive Feedback Received	283	4.30
▲	0.6%	Timely Feedback Provided	283	4.20
▲	1.1%	Appropriate Amount of Work	283	4.35
▲	3.4%	Overall Satisfaction	283	4.36
▼	-13.2%	Response Rate	283 / 1,107	25.56%

External			
Trend	Measure Name	Respondents	Actual
▲	Unit Enrolments		1,088
▲	Unit EFTSL		136.000
▼	Unit Attrition		12.12%
▼	Unit Pass Rate		73.35%
▼	Unit GPA		3.11
▲	Unit Grade Distribution - HD		3.31%
▲	Unit Grade Distribution - D		14.60%
▼	Unit Grade Distribution - C		9.09%
▼	Unit Grade Distribution - P		4.96%
▼	Unit Grade Distribution - N		0.00%
▲	Unit Grade Distribution - NI		68.04%
▲	Clear Learning Outcomes	253	4.45
▲	Learning Outcomes Achieved	252	4.39
▲	Intellectual Stimulation	253	4.21
▲	Helpful Resources Provided	253	4.35
▲	Constructive Feedback Received	253	4.26
▲	Timely Feedback Provided	253	4.17
▲	Appropriate Amount of Work	253	4.33
▲	Overall Satisfaction	253	4.34
▼	Response Rate	253 / 1,030	24.56%

Internal			
Trend	Measure Name	Respondents	Actual
▼	Unit Enrolments		77
▼	Unit EFTSL		9.625
▲	Unit Attrition		2.53%
▼	Unit Pass Rate		85.53%
▼	Unit GPA		4.25
▼	Unit Grade Distribution - HD		6.58%
▼	Unit Grade Distribution - D		19.74%
▼	Unit Grade Distribution - C		23.68%
▲	Unit Grade Distribution - P		35.53%
▲	Unit Grade Distribution - N		10.53%
▲	Unit Grade Distribution - NI		3.95%
▲	Clear Learning Outcomes	30	4.67
▲	Learning Outcomes Achieved	30	4.57
▼	Intellectual Stimulation	30	4.40
▲	Helpful Resources Provided	30	4.60
▲	Constructive Feedback Received	30	4.60
▲	Timely Feedback Provided	30	4.53
▲	Appropriate Amount of Work	30	4.50
▲	Overall Satisfaction	30	4.53
▼	Response Rate	30 / 77	38.96%

Time-Series History Charts

2008 - 2013 - Learning Innovation Hub

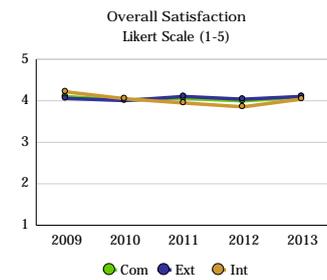
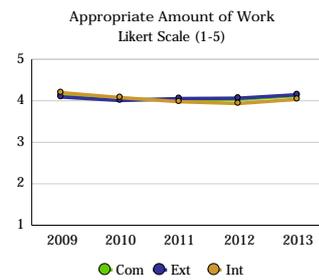
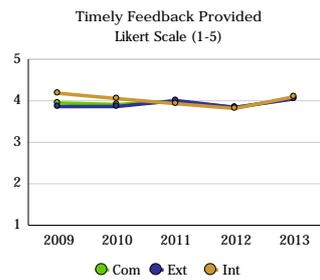
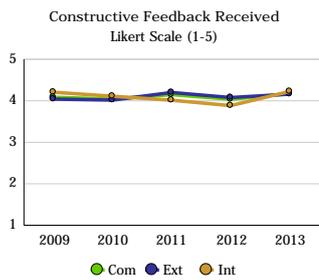
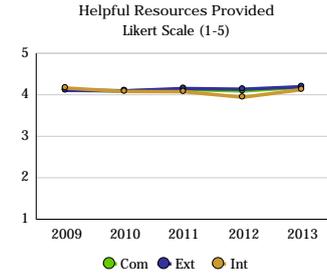
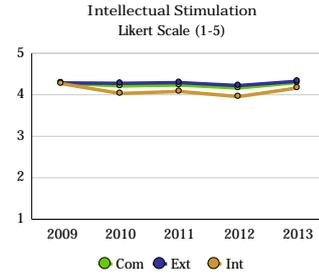
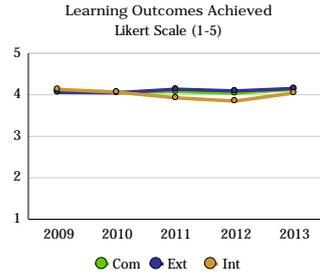
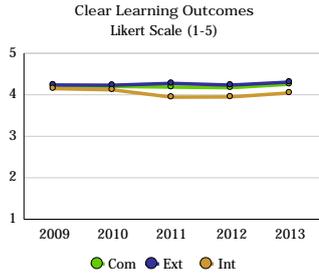
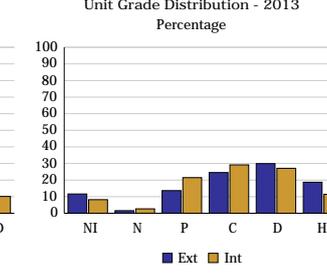
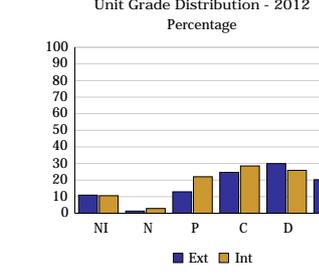
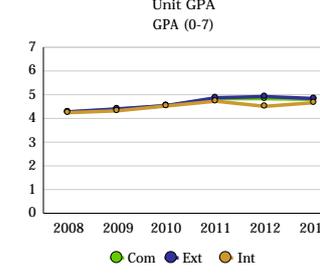
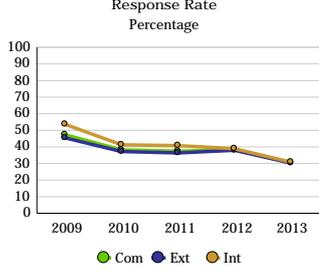
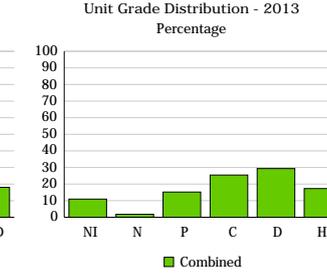
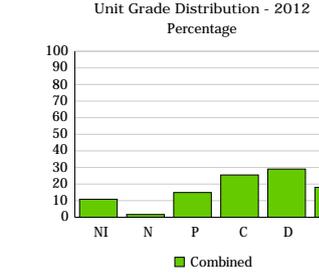
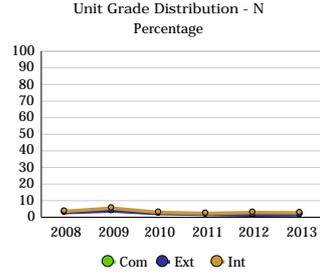
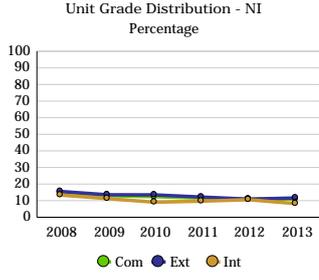
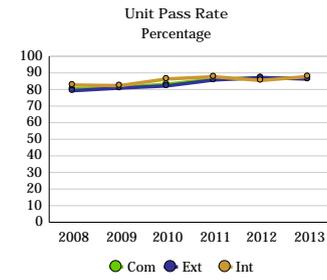
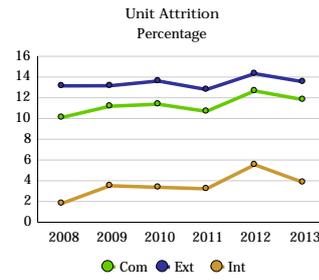
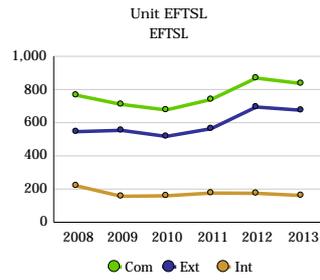
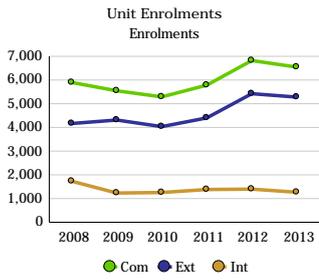


Combined (External and Internal)				
Trend	% Change v 2012	Measure Name	Respondents	Actual
▼	-4.0%	Unit Enrolments		6,545
▼	-3.8%	Unit EFTSL		836.000
▼	-6.6%	Unit Attrition		11.82%
▼	-0.3%	Unit Pass Rate		86.59%
▼	-0.6%	Unit GPA		4.80
▼	-4.1%	Unit Grade Distribution - HD		17.28%
▲	1.0%	Unit Grade Distribution - D		29.35%
▼	-0.2%	Unit Grade Distribution - C		25.44%
▲	1.9%	Unit Grade Distribution - P		15.19%
▲	6.7%	Unit Grade Distribution - N		1.78%
▲	0.9%	Unit Grade Distribution - NI		10.95%
▲	2.0%	Clear Learning Outcomes	1,805	4.26
▲	2.3%	Learning Outcomes Achieved	1,801	4.13
▲	3.2%	Intellectual Stimulation	1,803	4.30
▲	2.2%	Helpful Resources Provided	1,804	4.18
▲	3.4%	Constructive Feedback Received	1,803	4.17
▲	5.8%	Timely Feedback Provided	1,803	4.06
▲	2.2%	Appropriate Amount of Work	1,804	4.13
▲	2.4%	Overall Satisfaction	1,793	4.09
▼	-24.8%	Response Rate	1,803 / 5,935	30.38%

External			
Trend	Measure Name	Respondents	Actual
▼	Unit Enrolments		5,279
▼	Unit EFTSL		674.875
▼	Unit Attrition		13.55%
▼	Unit Pass Rate		86.28%
▼	Unit GPA		4.84
▼	Unit Grade Distribution - HD		18.73%
▼	Unit Grade Distribution - D		29.90%
▼	Unit Grade Distribution - C		24.53%
▲	Unit Grade Distribution - P		13.64%
▲	Unit Grade Distribution - N		1.56%
▲	Unit Grade Distribution - NI		11.64%
▲	Clear Learning Outcomes	1,453	4.31
▲	Learning Outcomes Achieved	1,450	4.15
▲	Intellectual Stimulation	1,452	4.33
▲	Helpful Resources Provided	1,452	4.19
▲	Constructive Feedback Received	1,452	4.16
▲	Timely Feedback Provided	1,451	4.05
▲	Appropriate Amount of Work	1,452	4.15
▲	Overall Satisfaction	1,442	4.11
▼	Response Rate	1,451 / 4,793	30.27%

Internal			
Trend	Measure Name	Respondents	Actual
▼	Unit Enrolments		1,266
▼	Unit EFTSL		161.125
▼	Unit Attrition		3.85%
▲	Unit Pass Rate		87.83%
▲	Unit GPA		4.67
▲	Unit Grade Distribution - HD		11.41%
▲	Unit Grade Distribution - D		27.09%
▲	Unit Grade Distribution - C		29.14%
▼	Unit Grade Distribution - P		21.48%
▼	Unit Grade Distribution - N		2.67%
▼	Unit Grade Distribution - NI		8.20%
▲	Clear Learning Outcomes	352	4.05
▲	Learning Outcomes Achieved	351	4.05
▲	Intellectual Stimulation	351	4.17
▲	Helpful Resources Provided	352	4.13
▲	Constructive Feedback Received	351	4.23
▲	Timely Feedback Provided	352	4.10
▲	Appropriate Amount of Work	352	4.04
▲	Overall Satisfaction	351	4.04
▼	Response Rate	352 / 1,142	30.82%

Time-Series History Charts
2008 - 2013 - School of Arts



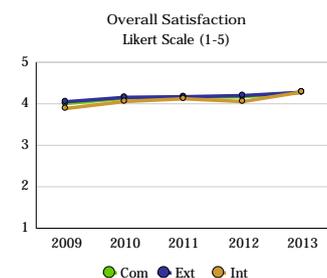
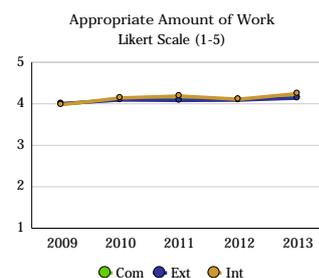
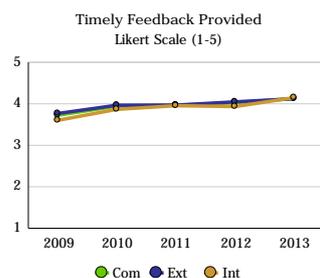
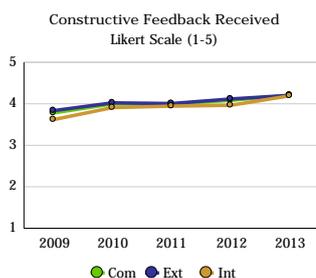
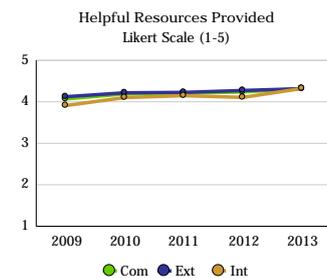
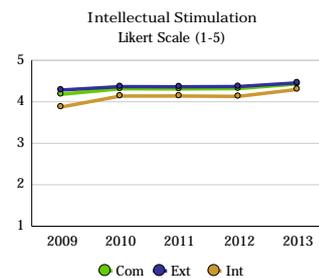
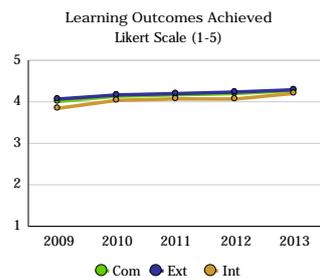
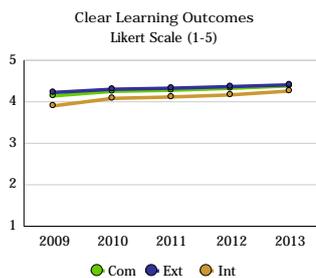
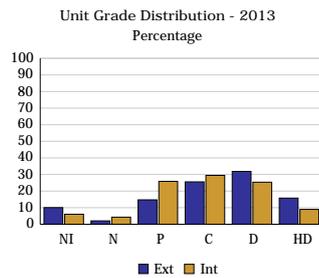
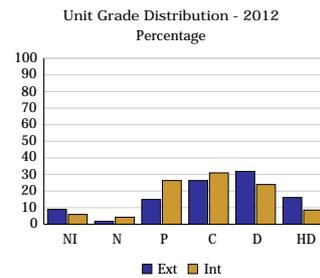
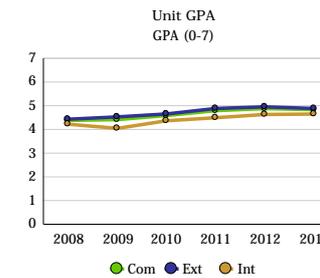
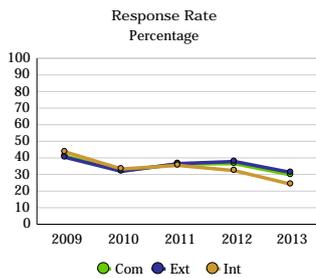
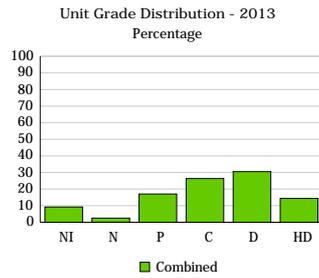
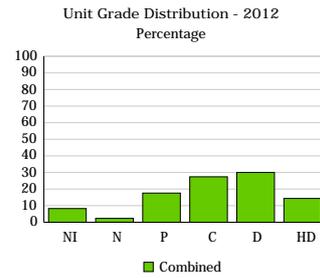
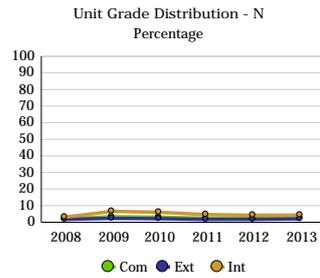
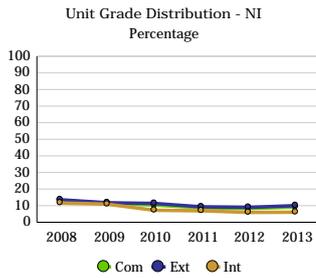
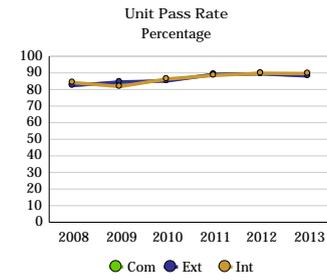
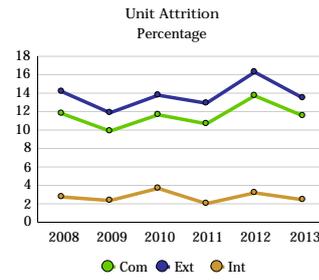
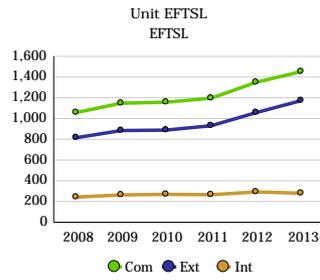
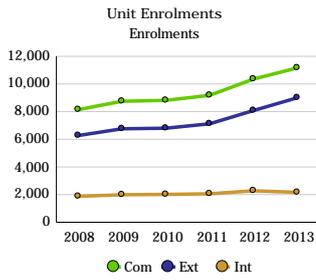
Combined (External and Internal)				
Trend	% Change v 2012	Measure Name	Respondents	Actual
▲	7.8%	Unit Enrolments		11,163
▲	7.6%	Unit EFTSL		1,452.250
▼	-15.9%	Unit Attrition		11.54%
▼	-1.2%	Unit Pass Rate		88.48%
▼	-0.9%	Unit GPA		4.83
▲	0.0%	Unit Grade Distribution - HD		14.37%
▲	1.6%	Unit Grade Distribution - D		30.51%
▼	-3.8%	Unit Grade Distribution - C		26.36%
▼	-3.2%	Unit Grade Distribution - P		17.04%
▲	7.1%	Unit Grade Distribution - N		2.52%
▲	11.3%	Unit Grade Distribution - NI		9.21%
▲	1.4%	Clear Learning Outcomes	2,960	4.38
▲	1.8%	Learning Outcomes Achieved	2,959	4.28
▲	2.6%	Intellectual Stimulation	2,955	4.43
▲	1.8%	Helpful Resources Provided	2,957	4.32
▲	2.9%	Constructive Feedback Received	2,957	4.20
▲	2.6%	Timely Feedback Provided	2,953	4.13
▲	1.4%	Appropriate Amount of Work	2,960	4.15
▲	2.6%	Overall Satisfaction	2,945	4.28
▼	-15.3%	Response Rate	2,965 / 9,964	29.76%

External			
Trend	Measure Name	Respondents	Actual
▲	Unit Enrolments		9,004
▲	Unit EFTSL		1,172.500
▼	Unit Attrition		13.48%
▼	Unit Pass Rate		88.18%
▼	Unit GPA		4.88
▼	Unit Grade Distribution - HD		15.78%
▲	Unit Grade Distribution - D		31.85%
▼	Unit Grade Distribution - C		25.55%
▼	Unit Grade Distribution - P		14.73%
▲	Unit Grade Distribution - N		2.06%
▲	Unit Grade Distribution - NI		10.03%
▲	Clear Learning Outcomes	2,471	4.41
▲	Learning Outcomes Achieved	2,469	4.29
▲	Intellectual Stimulation	2,467	4.46
▲	Helpful Resources Provided	2,467	4.32
▲	Constructive Feedback Received	2,467	4.21
▲	Timely Feedback Provided	2,464	4.12
▲	Appropriate Amount of Work	2,471	4.14
▲	Overall Satisfaction	2,458	4.28
▼	Response Rate	2,475 / 7,931	31.21%

Internal			
Trend	Measure Name	Respondents	Actual
▼	Unit Enrolments		2,159
▼	Unit EFTSL		279.750
▼	Unit Attrition		2.44%
▼	Unit Pass Rate		89.62%
▲	Unit GPA		4.65
▲	Unit Grade Distribution - HD		8.98%
▲	Unit Grade Distribution - D		25.37%
▼	Unit Grade Distribution - C		29.45%
▼	Unit Grade Distribution - P		25.87%
▲	Unit Grade Distribution - N		4.29%
▲	Unit Grade Distribution - NI		6.05%
▲	Clear Learning Outcomes	489	4.26
▲	Learning Outcomes Achieved	490	4.20
▲	Intellectual Stimulation	488	4.30
▲	Helpful Resources Provided	490	4.32
▲	Constructive Feedback Received	490	4.19
▲	Timely Feedback Provided	489	4.15
▲	Appropriate Amount of Work	489	4.25
▲	Overall Satisfaction	487	4.28
▼	Response Rate	490 / 2,033	24.10%

Time-Series History Charts

2008 - 2013 - School of Behavioural, Cognitive and Social Sciences



Combined (External and Internal)				
Trend	% Change v 2012	Measure Name	Respondents	Actual
▲	13.4%	Unit Enrolments		5,678
▲	11.2%	Unit EFTSL		719.250
▼	-16.6%	Unit Attrition		6.84%
▲	1.2%	Unit Pass Rate		91.34%
▲	1.9%	Unit GPA		4.63
▲	13.5%	Unit Grade Distribution - HD		7.87%
▲	6.4%	Unit Grade Distribution - D		22.29%
▼	-3.2%	Unit Grade Distribution - C		30.47%
▼	-0.5%	Unit Grade Distribution - P		30.97%
▼	-7.0%	Unit Grade Distribution - N		3.98%
▼	-15.6%	Unit Grade Distribution - NI		4.42%
▲	2.1%	Clear Learning Outcomes	1,812	4.14
▲	2.0%	Learning Outcomes Achieved	1,813	4.05
▲	1.8%	Intellectual Stimulation	1,806	4.20
▲	2.3%	Helpful Resources Provided	1,812	4.09
▲	4.3%	Constructive Feedback Received	1,811	3.87
▲	5.2%	Timely Feedback Provided	1,809	3.71
▲	2.4%	Appropriate Amount of Work	1,812	3.96
▲	2.1%	Overall Satisfaction	1,806	4.00
▼	-1.2%	Response Rate	1,813 / 5,245	34.57%

External			
Trend	Measure Name	Respondents	Actual
▲	Unit Enrolments		2,986
▲	Unit EFTSL		369.750
▼	Unit Attrition		11.05%
▲	Unit Pass Rate		90.99%
▲	Unit GPA		4.81
▼	Unit Grade Distribution - HD		10.87%
▲	Unit Grade Distribution - D		27.61%
▼	Unit Grade Distribution - C		30.77%
▲	Unit Grade Distribution - P		21.94%
▼	Unit Grade Distribution - N		2.64%
▼	Unit Grade Distribution - NI		6.16%
▲	Clear Learning Outcomes	975	4.23
▲	Learning Outcomes Achieved	976	4.12
▲	Intellectual Stimulation	974	4.32
▲	Helpful Resources Provided	976	4.14
▲	Constructive Feedback Received	976	3.90
▲	Timely Feedback Provided	976	3.72
▲	Appropriate Amount of Work	976	3.99
▲	Overall Satisfaction	976	4.05
▬	Response Rate	974 / 2,680	36.34%

Internal			
Trend	Measure Name	Respondents	Actual
▲	Unit Enrolments		2,692
▲	Unit EFTSL		349.500
▼	Unit Attrition		1.68%
▲	Unit Pass Rate		91.65%
▲	Unit GPA		4.47
▲	Unit Grade Distribution - HD		5.22%
▲	Unit Grade Distribution - D		17.58%
▼	Unit Grade Distribution - C		30.20%
▼	Unit Grade Distribution - P		38.95%
▼	Unit Grade Distribution - N		5.16%
▼	Unit Grade Distribution - NI		2.89%
▲	Clear Learning Outcomes	837	4.04
▲	Learning Outcomes Achieved	837	3.97
▲	Intellectual Stimulation	832	4.06
▲	Helpful Resources Provided	836	4.02
▲	Constructive Feedback Received	835	3.84
▲	Timely Feedback Provided	833	3.70
▲	Appropriate Amount of Work	836	3.94
▲	Overall Satisfaction	830	3.93
▼	Response Rate	839 / 2,565	32.71%

Time-Series History Charts

2008 - 2013 - School of Environmental and Rural Science



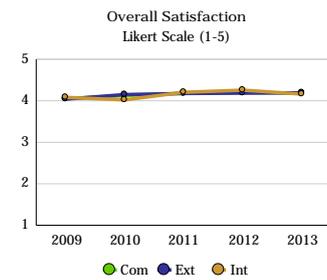
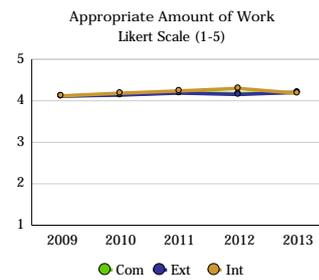
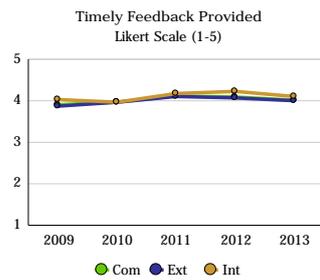
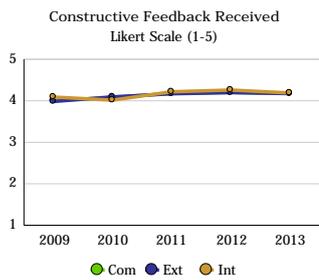
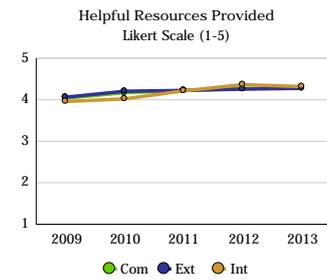
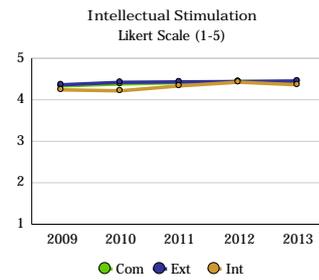
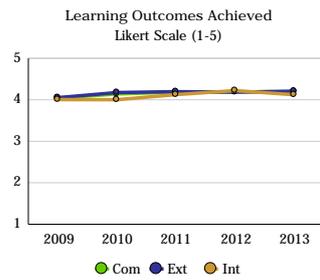
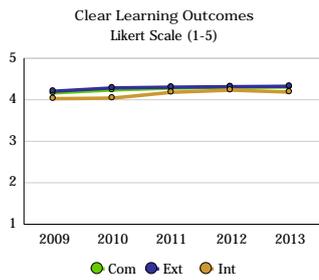
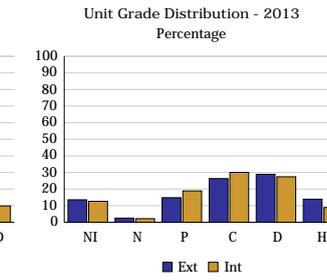
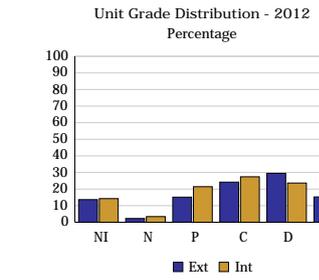
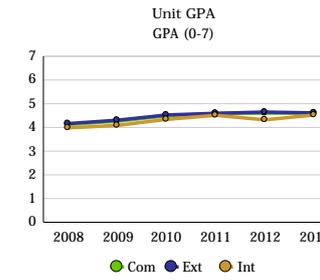
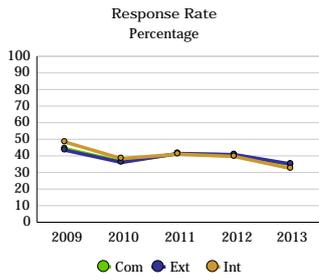
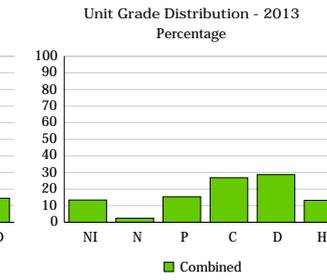
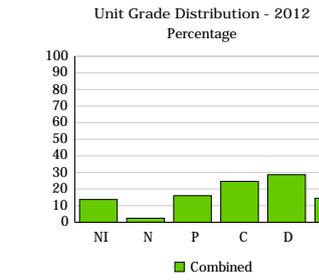
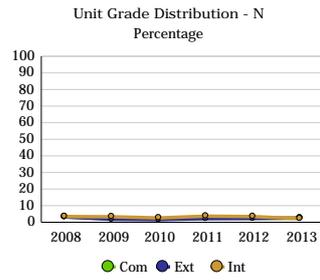
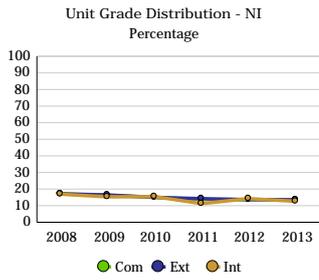
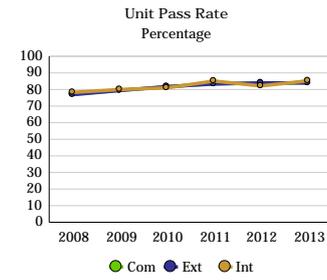
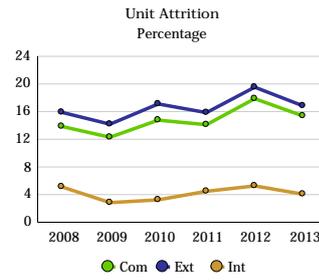
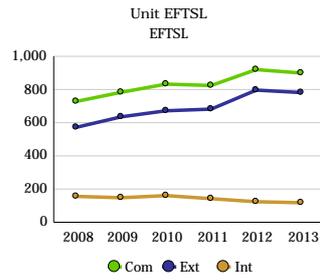
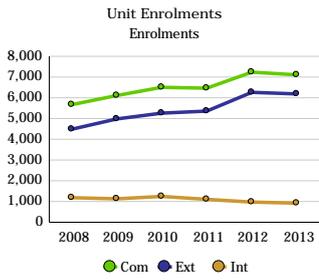
Combined (External and Internal)				
Trend	% Change v 2012	Measure Name	Respondents	Actual
▼	-1.8%	Unit Enrolments		7,107
▼	-2.3%	Unit EFTSL		899.125
▼	-14.0%	Unit Attrition		15.38%
▲	0.4%	Unit Pass Rate		84.10%
▼	0.0%	Unit GPA		4.60
▼	-8.8%	Unit Grade Distribution - HD		13.22%
▲	0.1%	Unit Grade Distribution - D		28.69%
▲	8.8%	Unit Grade Distribution - C		26.83%
▼	-4.1%	Unit Grade Distribution - P		15.37%
▲	1.4%	Unit Grade Distribution - N		2.47%
▼	-2.2%	Unit Grade Distribution - NI		13.42%
▲	0.1%	Clear Learning Outcomes	2,185	4.31
▲	0.2%	Learning Outcomes Achieved	2,178	4.20
▲	0.1%	Intellectual Stimulation	2,181	4.44
▲	0.2%	Helpful Resources Provided	2,181	4.28
▼	-0.7%	Constructive Feedback Received	2,182	4.18
▼	-1.9%	Timely Feedback Provided	2,175	4.02
▲	0.7%	Appropriate Amount of Work	2,182	4.20
▼	-0.2%	Overall Satisfaction	2,172	4.19
▼	-17.8%	Response Rate	2,138 / 6,157	34.72%

External			
Trend	Measure Name	Respondents	Actual
▼	Unit Enrolments		6,186
▼	Unit EFTSL		781.375
▼	Unit Attrition		16.84%
▼	Unit Pass Rate		83.91%
▼	Unit GPA		4.61
▼	Unit Grade Distribution - HD		13.92%
▼	Unit Grade Distribution - D		28.90%
▲	Unit Grade Distribution - C		26.30%
▼	Unit Grade Distribution - P		14.80%
▲	Unit Grade Distribution - N		2.52%
▼	Unit Grade Distribution - NI		13.55%
▲	Clear Learning Outcomes	1,906	4.33
▲	Learning Outcomes Achieved	1,899	4.21
▲	Intellectual Stimulation	1,901	4.45
▲	Helpful Resources Provided	1,902	4.28
▼	Constructive Feedback Received	1,902	4.17
▼	Timely Feedback Provided	1,898	4.00
▲	Appropriate Amount of Work	1,902	4.20
▲	Overall Satisfaction	1,894	4.19
▼	Response Rate	1,867 / 5,320	35.09%

Internal			
Trend	Measure Name	Respondents	Actual
▼	Unit Enrolments		921
▼	Unit EFTSL		117.750
▼	Unit Attrition		4.06%
▲	Unit Pass Rate		85.25%
▲	Unit GPA		4.52
▼	Unit Grade Distribution - HD		8.89%
▲	Unit Grade Distribution - D		27.40%
▲	Unit Grade Distribution - C		30.05%
▼	Unit Grade Distribution - P		18.87%
▼	Unit Grade Distribution - N		2.16%
▼	Unit Grade Distribution - NI		12.62%
▼	Clear Learning Outcomes	279	4.19
▼	Learning Outcomes Achieved	279	4.12
▼	Intellectual Stimulation	280	4.36
▼	Helpful Resources Provided	279	4.32
▼	Constructive Feedback Received	280	4.19
▼	Timely Feedback Provided	277	4.10
▼	Appropriate Amount of Work	280	4.18
▼	Overall Satisfaction	278	4.16
▼	Response Rate	271 / 837	32.38%

Time-Series History Charts

2008 - 2013 - School of Humanities



Combined (External and Internal)				
Trend	% Change v 2012	Measure Name	Respondents	Actual
▲	9.1%	Unit Enrolments		9,525
▲	8.6%	Unit EFTSL		1,205.495
▼	-10.4%	Unit Attrition		12.99%
▲	0.3%	Unit Pass Rate		79.53%
▲	0.9%	Unit GPA		4.31
▲	3.2%	Unit Grade Distribution - HD		17.71%
▲	5.8%	Unit Grade Distribution - D		21.32%
▼	-5.5%	Unit Grade Distribution - C		20.59%
▼	-1.8%	Unit Grade Distribution - P		22.11%
▲	22.0%	Unit Grade Distribution - N		10.91%
▼	-22.0%	Unit Grade Distribution - NI		7.36%
▲	1.2%	Clear Learning Outcomes	2,457	4.10
▲	1.2%	Learning Outcomes Achieved	2,455	3.93
▲	0.6%	Intellectual Stimulation	2,449	4.07
▲	1.4%	Helpful Resources Provided	2,454	3.93
▲	2.5%	Constructive Feedback Received	2,454	3.71
▲	2.0%	Timely Feedback Provided	2,451	3.63
▲	0.7%	Appropriate Amount of Work	2,454	3.83
▲	0.9%	Overall Satisfaction	2,443	3.83
▼	-12.3%	Response Rate	2,458 / 8,627	28.49%

External			
Trend	Measure Name	Respondents	Actual
▲	Unit Enrolments		5,852
▲	Unit EFTSL		738.760
▼	Unit Attrition		18.43%
▼	Unit Pass Rate		77.94%
▼	Unit GPA		4.36
▲	Unit Grade Distribution - HD		22.58%
▼	Unit Grade Distribution - D		21.51%
▼	Unit Grade Distribution - C		18.73%
▲	Unit Grade Distribution - P		17.99%
▲	Unit Grade Distribution - N		9.04%
▼	Unit Grade Distribution - NI		10.14%
▲	Clear Learning Outcomes	1,565	4.12
▲	Learning Outcomes Achieved	1,563	3.92
▲	Intellectual Stimulation	1,558	4.13
▲	Helpful Resources Provided	1,562	3.90
▲	Constructive Feedback Received	1,562	3.70
▲	Timely Feedback Provided	1,559	3.61
▲	Appropriate Amount of Work	1,563	3.81
▲	Overall Satisfaction	1,555	3.82
▼	Response Rate	1,564 / 5,204	30.05%

Internal			
Trend	Measure Name	Respondents	Actual
▲	Unit Enrolments		3,673
▲	Unit EFTSL		466.735
▼	Unit Attrition		2.66%
▲	Unit Pass Rate		81.93%
▲	Unit GPA		4.23
▲	Unit Grade Distribution - HD		10.55%
▲	Unit Grade Distribution - D		21.03%
▼	Unit Grade Distribution - C		23.32%
▼	Unit Grade Distribution - P		28.17%
▲	Unit Grade Distribution - N		13.65%
▼	Unit Grade Distribution - NI		3.27%
▲	Clear Learning Outcomes	892	4.06
▲	Learning Outcomes Achieved	892	3.93
▲	Intellectual Stimulation	891	3.96
▲	Helpful Resources Provided	892	3.99
▲	Constructive Feedback Received	892	3.74
▲	Timely Feedback Provided	892	3.65
▲	Appropriate Amount of Work	891	3.86
▲	Overall Satisfaction	888	3.85
▼	Response Rate	894 / 3,423	26.12%

Time-Series History Charts

2008 - 2013 - School of Science and Technology

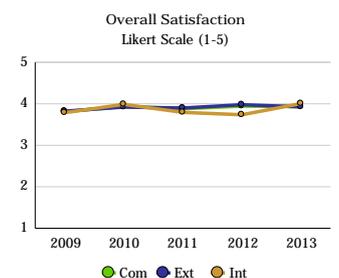
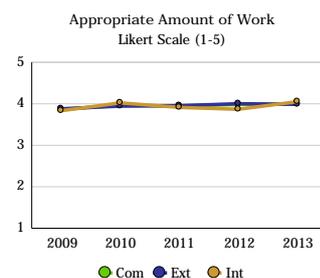
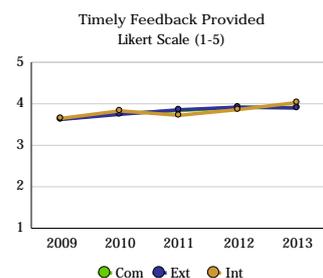
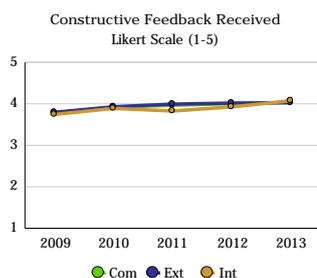
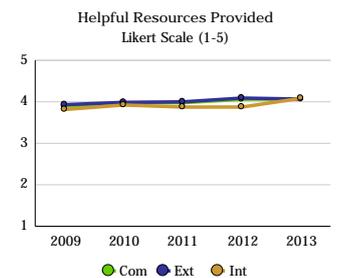
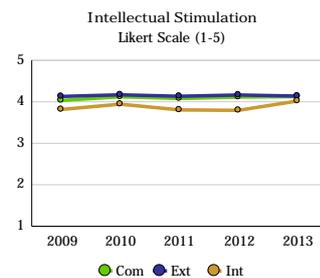
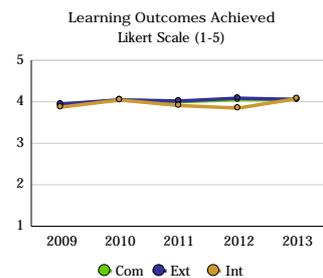
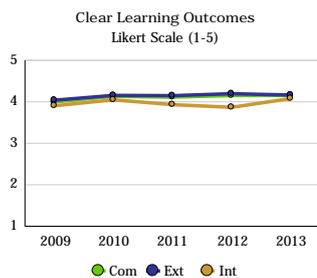
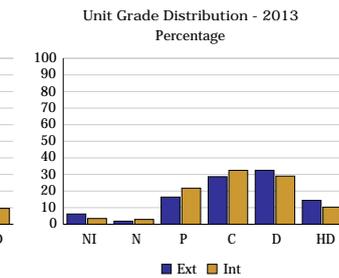
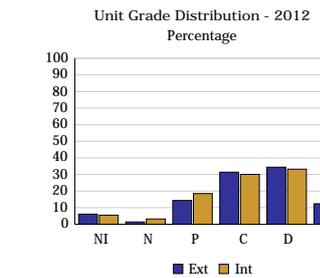
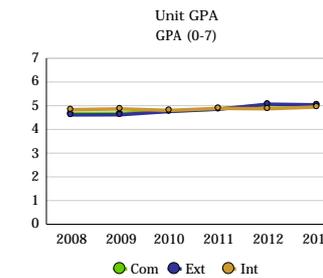
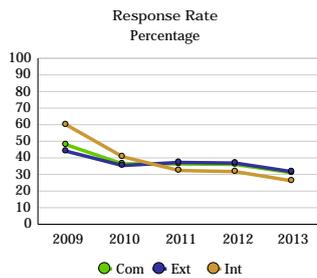
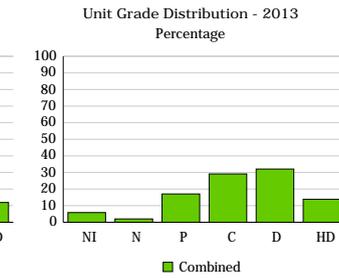
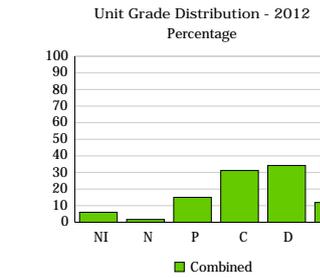
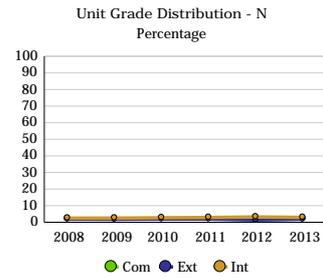
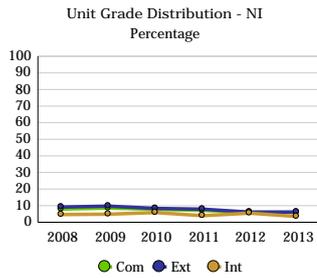
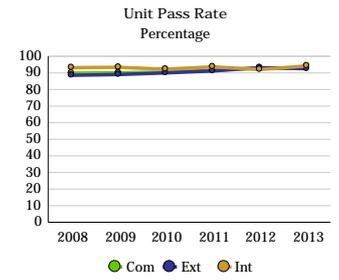
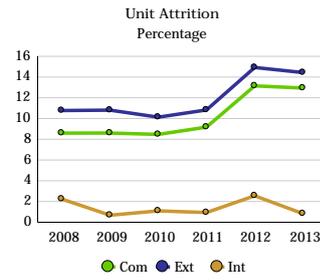
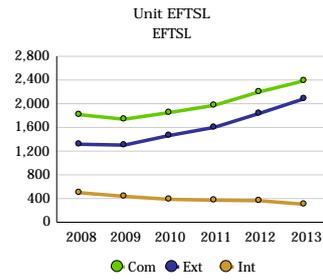
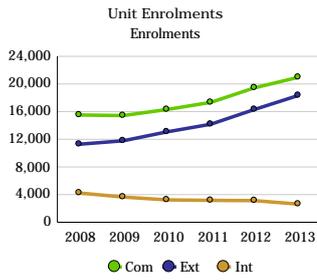


Combined (External and Internal)				
Trend	% Change v 2012	Measure Name	Respondents	Actual
▲	7.8%	Unit Enrolments		20,963
▲	8.5%	Unit EFTSL		2,387.250
▼	-1.6%	Unit Attrition		12.94%
▼	-0.2%	Unit Pass Rate		92.75%
▼	-0.2%	Unit GPA		5.03
▲	16.5%	Unit Grade Distribution - HD		13.88%
▼	-6.2%	Unit Grade Distribution - D		32.08%
▼	-6.6%	Unit Grade Distribution - C		29.12%
▲	13.8%	Unit Grade Distribution - P		17.06%
▲	18.8%	Unit Grade Distribution - N		2.01%
▼	-2.6%	Unit Grade Distribution - NI		5.85%
▲	0.1%	Clear Learning Outcomes	5,599	4.15
▲	0.1%	Learning Outcomes Achieved	5,595	4.06
▲	0.3%	Intellectual Stimulation	5,588	4.13
▲	0.2%	Helpful Resources Provided	5,595	4.07
▲	0.7%	Constructive Feedback Received	5,592	4.03
▲	0.0%	Timely Feedback Provided	5,590	3.91
▲	0.2%	Appropriate Amount of Work	5,595	3.99
▼	-0.3%	Overall Satisfaction	5,575	3.93
▼	-6.3%	Response Rate	5,547 / 17,894	31.00%

External			
Trend	Measure Name	Respondents	Actual
▲	Unit Enrolments		18,338
▲	Unit EFTSL		2,083.875
▼	Unit Attrition		14.43%
▼	Unit Pass Rate		92.53%
▼	Unit GPA		5.04
▲	Unit Grade Distribution - HD		14.39%
▼	Unit Grade Distribution - D		32.51%
▼	Unit Grade Distribution - C		28.64%
▲	Unit Grade Distribution - P		16.39%
▲	Unit Grade Distribution - N		1.88%
▲	Unit Grade Distribution - NI		6.19%
▼	Clear Learning Outcomes	5,023	4.16
▼	Learning Outcomes Achieved	5,019	4.06
▼	Intellectual Stimulation	5,014	4.14
▼	Helpful Resources Provided	5,020	4.07
▲	Constructive Feedback Received	5,017	4.03
▼	Timely Feedback Provided	5,014	3.90
▼	Appropriate Amount of Work	5,020	3.99
▼	Overall Satisfaction	5,000	3.93
▼	Response Rate	4,974 / 15,702	31.68%

Internal			
Trend	Measure Name	Respondents	Actual
▼	Unit Enrolments		2,625
▼	Unit EFTSL		303.375
▼	Unit Attrition		0.83%
▲	Unit Pass Rate		94.22%
▲	Unit GPA		4.95
▲	Unit Grade Distribution - HD		10.33%
▼	Unit Grade Distribution - D		29.02%
▲	Unit Grade Distribution - C		32.50%
▲	Unit Grade Distribution - P		21.76%
▼	Unit Grade Distribution - N		2.93%
▼	Unit Grade Distribution - NI		3.47%
▲	Clear Learning Outcomes	576	4.08
▲	Learning Outcomes Achieved	576	4.08
▲	Intellectual Stimulation	574	4.02
▲	Helpful Resources Provided	575	4.08
▲	Constructive Feedback Received	575	4.07
▲	Timely Feedback Provided	576	4.03
▲	Appropriate Amount of Work	575	4.05
▲	Overall Satisfaction	575	4.01
▼	Response Rate	573 / 2,192	26.14%

Time-Series History Charts
2008 - 2013 - School of Education

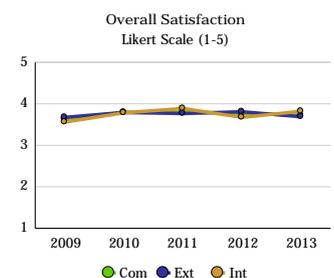
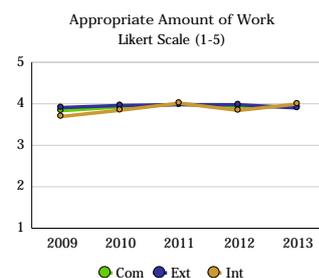
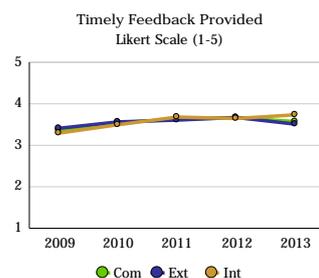
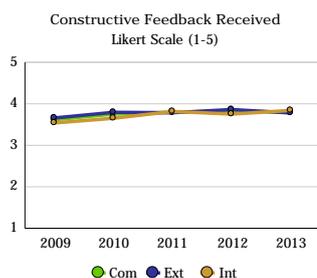
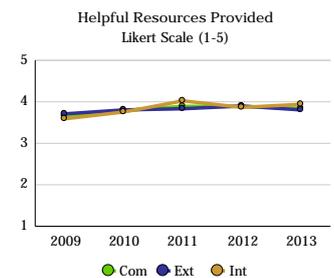
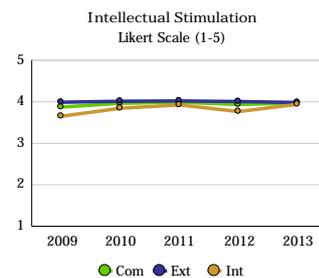
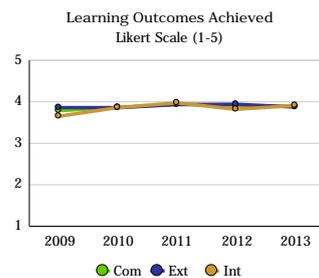
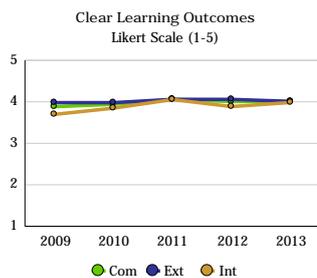
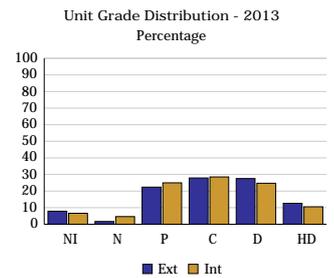
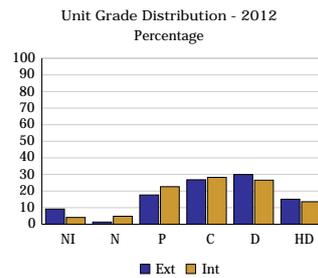
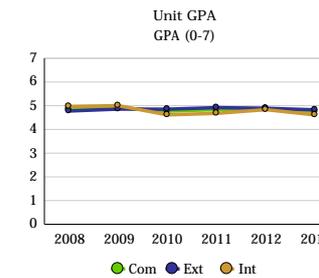
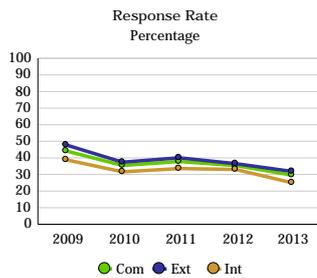
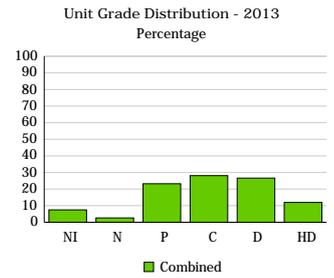
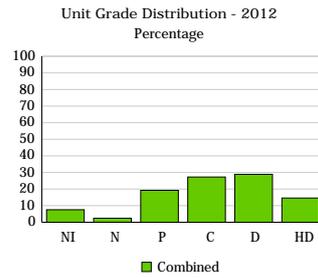
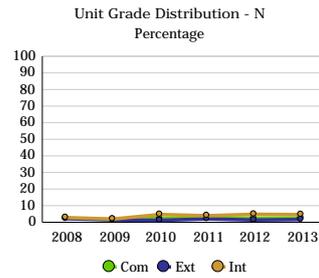
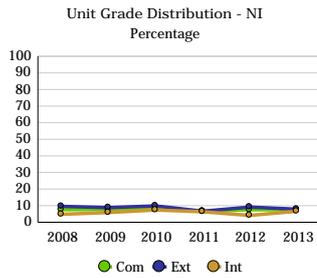
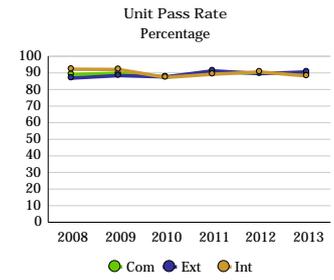
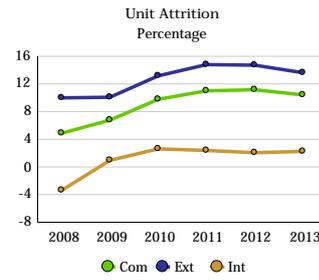
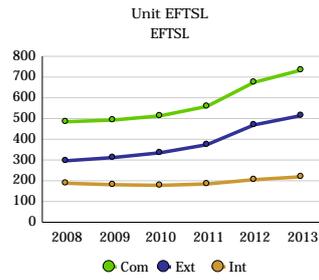
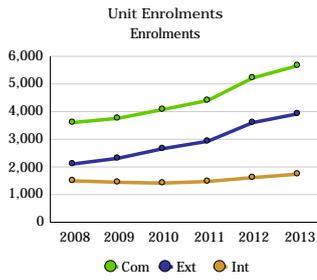


Combined (External and Internal)				
Trend	% Change v 2012	Measure Name	Respondents	Actual
▲	8.5%	Unit Enrolments		5,661
▲	8.7%	Unit EFTSL		733.500
▼	-6.7%	Unit Attrition		10.42%
▼	0.0%	Unit Pass Rate		89.82%
▼	-2.4%	Unit GPA		4.76
▼	-18.2%	Unit Grade Distribution - HD		11.95%
▼	-7.8%	Unit Grade Distribution - D		26.63%
▲	3.1%	Unit Grade Distribution - C		28.10%
▲	20.7%	Unit Grade Distribution - P		23.22%
▲	7.3%	Unit Grade Distribution - N		2.63%
▼	-1.1%	Unit Grade Distribution - NI		7.47%
▼	-0.1%	Clear Learning Outcomes	1,549	4.00
▼	-0.5%	Learning Outcomes Achieved	1,545	3.88
▲	1.0%	Intellectual Stimulation	1,542	3.97
▼	-1.2%	Helpful Resources Provided	1,545	3.84
▼	-0.8%	Constructive Feedback Received	1,544	3.80
▼	-2.5%	Timely Feedback Provided	1,548	3.57
▼	-0.3%	Appropriate Amount of Work	1,548	3.93
▼	-1.2%	Overall Satisfaction	1,543	3.72
▼	-9.8%	Response Rate	1,548 / 5,223	29.64%

External			
Trend	Measure Name	Respondents	Actual
▲	Unit Enrolments		3,921
▲	Unit EFTSL		514.250
▼	Unit Attrition		13.63%
▲	Unit Pass Rate		90.61%
▼	Unit GPA		4.83
▼	Unit Grade Distribution - HD		12.63%
▼	Unit Grade Distribution - D		27.53%
▲	Unit Grade Distribution - C		27.91%
▲	Unit Grade Distribution - P		22.38%
▲	Unit Grade Distribution - N		1.67%
▼	Unit Grade Distribution - NI		7.88%
▼	Clear Learning Outcomes	1,122	4.01
▼	Learning Outcomes Achieved	1,119	3.87
▼	Intellectual Stimulation	1,116	3.98
▼	Helpful Resources Provided	1,119	3.80
▼	Constructive Feedback Received	1,118	3.78
▼	Timely Feedback Provided	1,122	3.51
▼	Appropriate Amount of Work	1,121	3.90
▼	Overall Satisfaction	1,117	3.69
▼	Response Rate	1,123 / 3,525	31.86%

Internal			
Trend	Measure Name	Respondents	Actual
▲	Unit Enrolments		1,740
▲	Unit EFTSL		219.250
▲	Unit Attrition		2.24%
▼	Unit Pass Rate		88.15%
▼	Unit GPA		4.61
▼	Unit Grade Distribution - HD		10.53%
▼	Unit Grade Distribution - D		24.73%
▲	Unit Grade Distribution - C		28.52%
▲	Unit Grade Distribution - P		24.97%
▼	Unit Grade Distribution - N		4.63%
▲	Unit Grade Distribution - NI		6.62%
▲	Clear Learning Outcomes	427	3.98
▲	Learning Outcomes Achieved	426	3.91
▲	Intellectual Stimulation	426	3.94
▲	Helpful Resources Provided	426	3.94
▲	Constructive Feedback Received	426	3.84
▲	Timely Feedback Provided	426	3.73
▲	Appropriate Amount of Work	427	4.00
▲	Overall Satisfaction	426	3.82
▼	Response Rate	425 / 1,698	25.03%

Time-Series History Charts
2008 - 2013 - School of Health

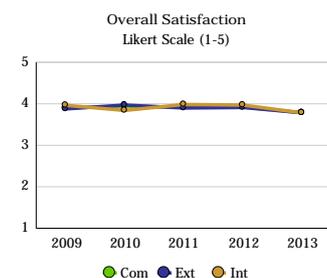
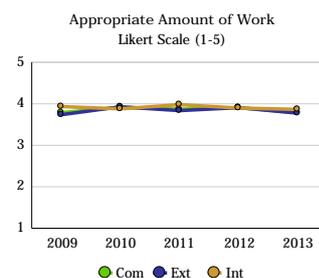
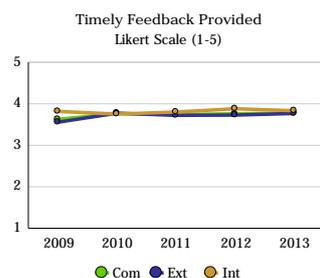
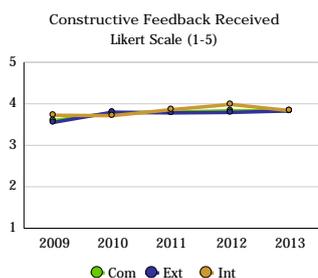
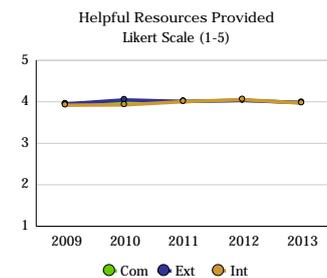
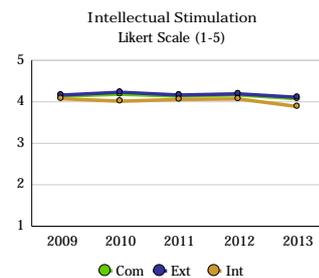
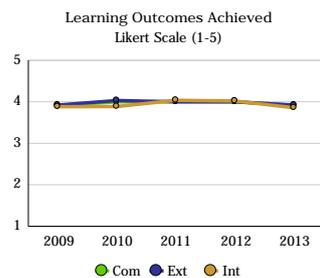
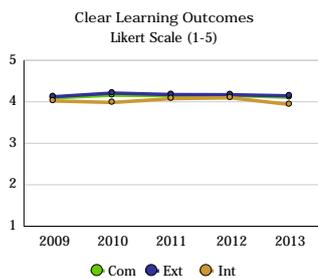
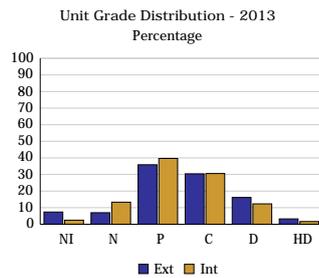
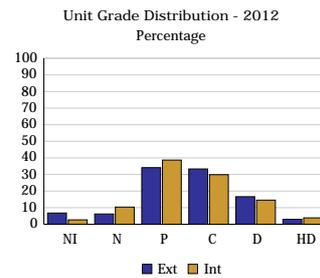
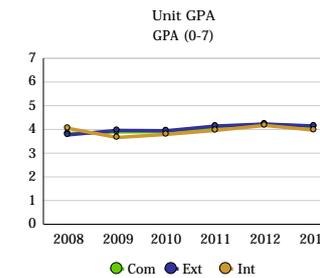
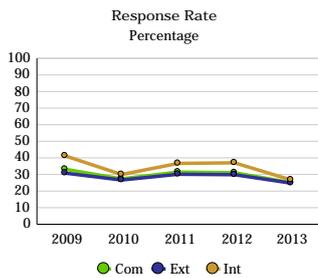
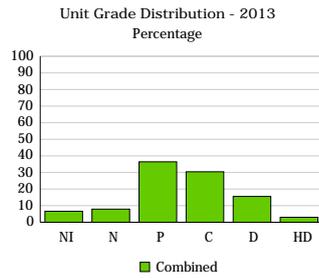
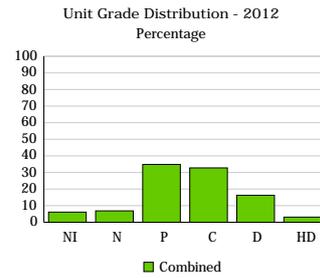
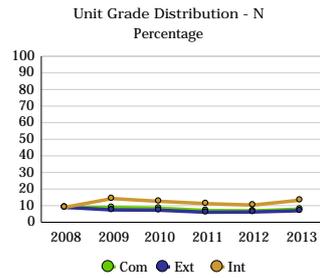
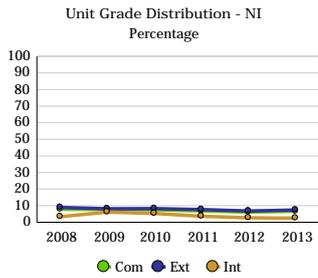
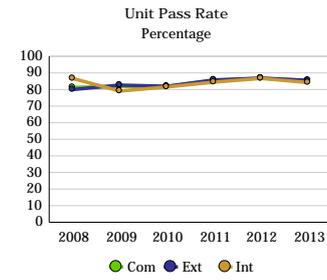
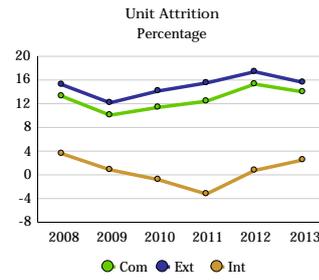
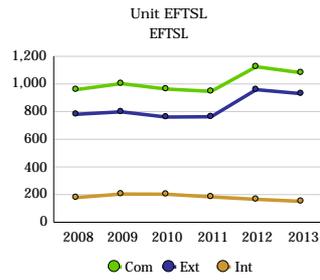
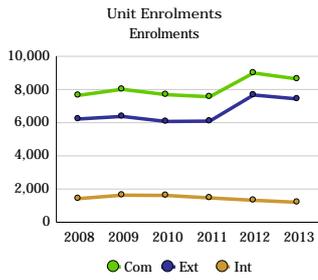


Combined (External and Internal)				
Trend	% Change v 2012	Measure Name	Respondents	Actual
▼	-4.0%	Unit Enrolments		8,634
▼	-3.9%	Unit EFTSL		1,081.000
▼	-8.6%	Unit Attrition		13.99%
▼	-1.7%	Unit Pass Rate		85.33%
▼	-2.4%	Unit GPA		4.12
▼	-3.5%	Unit Grade Distribution - HD		3.00%
▼	-4.3%	Unit Grade Distribution - D		15.58%
▼	-7.1%	Unit Grade Distribution - C		30.43%
▲	4.5%	Unit Grade Distribution - P		36.43%
▲	15.3%	Unit Grade Distribution - N		7.92%
▲	8.5%	Unit Grade Distribution - NI		6.64%
▼	-1.1%	Clear Learning Outcomes	1,961	4.11
▼	-2.3%	Learning Outcomes Achieved	1,957	3.91
▼	-2.3%	Intellectual Stimulation	1,955	4.07
▼	-1.4%	Helpful Resources Provided	1,960	3.98
▼	-0.1%	Constructive Feedback Received	1,954	3.83
▲	0.5%	Timely Feedback Provided	1,955	3.78
▼	-3.0%	Appropriate Amount of Work	1,956	3.79
▼	-3.5%	Overall Satisfaction	1,949	3.78
▼	-21.7%	Response Rate	1,963 / 7,828	25.08%

External			
Trend	Measure Name	Respondents	Actual
▼	Unit Enrolments		7,430
▼	Unit EFTSL		929.875
▼	Unit Attrition		15.60%
▼	Unit Pass Rate		85.53%
▼	Unit GPA		4.14
▲	Unit Grade Distribution - HD		3.24%
▼	Unit Grade Distribution - D		16.16%
▼	Unit Grade Distribution - C		30.40%
▲	Unit Grade Distribution - P		35.85%
▲	Unit Grade Distribution - N		6.96%
▲	Unit Grade Distribution - NI		7.38%
▼	Clear Learning Outcomes	1,654	4.14
▼	Learning Outcomes Achieved	1,650	3.92
▼	Intellectual Stimulation	1,650	4.11
▼	Helpful Resources Provided	1,653	3.98
▲	Constructive Feedback Received	1,649	3.83
▲	Timely Feedback Provided	1,648	3.77
▼	Appropriate Amount of Work	1,650	3.77
▼	Overall Satisfaction	1,644	3.78
▼	Response Rate	1,656 / 6,679	24.79%

Internal			
Trend	Measure Name	Respondents	Actual
▼	Unit Enrolments		1,204
▼	Unit EFTSL		151.125
▲	Unit Attrition		2.51%
▼	Unit Pass Rate		84.21%
▼	Unit GPA		3.97
▼	Unit Grade Distribution - HD		1.65%
▼	Unit Grade Distribution - D		12.30%
▲	Unit Grade Distribution - C		30.58%
▲	Unit Grade Distribution - P		39.67%
▲	Unit Grade Distribution - N		13.31%
▼	Unit Grade Distribution - NI		2.48%
▼	Clear Learning Outcomes	307	3.93
▼	Learning Outcomes Achieved	307	3.86
▼	Intellectual Stimulation	305	3.89
▼	Helpful Resources Provided	307	3.97
▼	Constructive Feedback Received	305	3.84
▼	Timely Feedback Provided	307	3.83
▼	Appropriate Amount of Work	306	3.87
▼	Overall Satisfaction	305	3.78
▼	Response Rate	307 / 1,149	26.72%

Time-Series History Charts
2008 - 2013 - School of Law



Combined (External and Internal)				
Trend	% Change v 2012	Measure Name	Respondents	Actual
▲	3.7%	Unit Enrolments		1,249
▲	7.8%	Unit EFTSL		376.875
▼	-21.1%	Unit Attrition		0.71%
▲	1.1%	Unit Pass Rate		97.90%
▲	3.3%	Unit GPA		4.35
▲	49.0%	Unit Grade Distribution - HD		9.31%
▼	-45.1%	Unit Grade Distribution - D		17.16%
▼	-26.8%	Unit Grade Distribution - C		27.45%
▲	84.4%	Unit Grade Distribution - P		42.65%
▼	-100.0%	Unit Grade Distribution - N		0.00%
▲	0.0%	Unit Grade Distribution - NI		3.43%
▲	1.3%	Clear Learning Outcomes	193	3.50
▼	-0.1%	Learning Outcomes Achieved	194	3.55
▲	2.3%	Intellectual Stimulation	194	4.04
▼	-0.1%	Helpful Resources Provided	194	3.24
▲	8.9%	Constructive Feedback Received	194	3.13
▲	5.7%	Timely Feedback Provided	193	3.06
▲	0.6%	Appropriate Amount of Work	194	3.79
▼	-0.6%	Overall Satisfaction	193	3.51
▲	18.1%	Response Rate	196 / 1,009	19.43%

External			
Trend	Measure Name	Respondents	Actual
▲	Unit Enrolments		134
▲	Unit EFTSL		59.000
▲	Unit Attrition		4.96%
▼	Unit Pass Rate		94.44%
▼	Unit GPA		4.67
▲	Unit Grade Distribution - HD		10.32%
▼	Unit Grade Distribution - D		17.46%
▼	Unit Grade Distribution - C		23.02%
▲	Unit Grade Distribution - P		43.65%
▼	Unit Grade Distribution - N		0.00%
▲	Unit Grade Distribution - NI		5.56%
▲	Clear Learning Outcomes	24	3.67
▲	Learning Outcomes Achieved	25	3.64
▲	Intellectual Stimulation	25	3.88
▲	Helpful Resources Provided	25	3.36
▲	Constructive Feedback Received	25	3.44
▲	Timely Feedback Provided	25	3.12
▲	Appropriate Amount of Work	25	3.48
▲	Overall Satisfaction	25	3.32
▲	Response Rate	25 / 124	20.16%

Internal			
Trend	Measure Name	Respondents	Actual
▲	Unit Enrolments		1,115
▲	Unit EFTSL		317.875
▼	Unit Attrition		0.18%
▲	Unit Pass Rate		98.29%
▲	Unit GPA		3.95
▲	Unit Grade Distribution - HD		7.69%
▼	Unit Grade Distribution - D		16.67%
▼	Unit Grade Distribution - C		34.62%
▲	Unit Grade Distribution - P		41.03%
▼	Unit Grade Distribution - N		0.00%
▬	Unit Grade Distribution - NI		0.00%
▲	Clear Learning Outcomes	169	3.47
▼	Learning Outcomes Achieved	169	3.53
▲	Intellectual Stimulation	169	4.07
▼	Helpful Resources Provided	169	3.22
▲	Constructive Feedback Received	169	3.08
▲	Timely Feedback Provided	168	3.05
▲	Appropriate Amount of Work	169	3.84
▼	Overall Satisfaction	168	3.54
▲	Response Rate	171 / 885	19.32%

Time-Series History Charts

2008 - 2013 - School of Rural Medicine



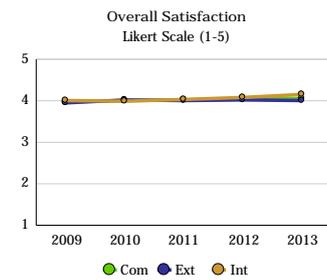
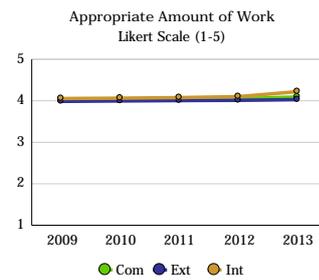
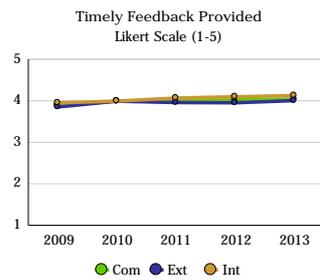
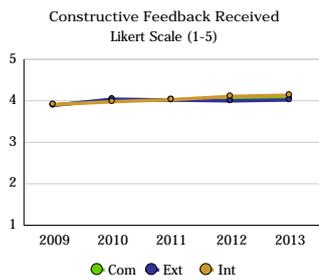
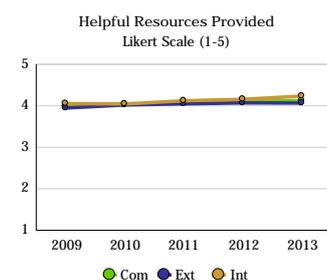
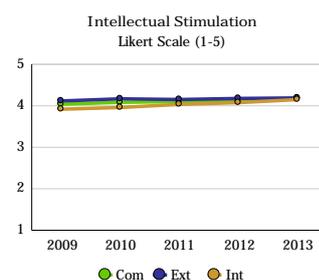
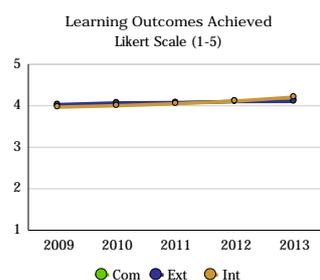
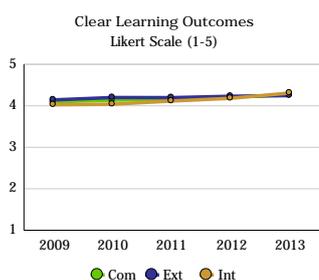
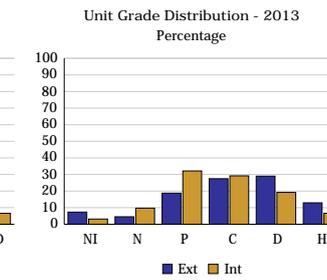
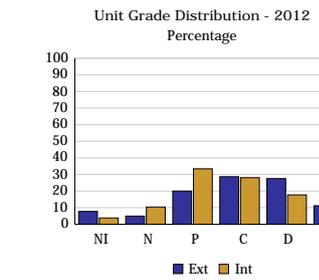
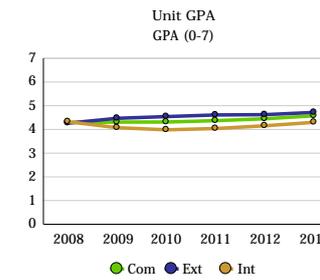
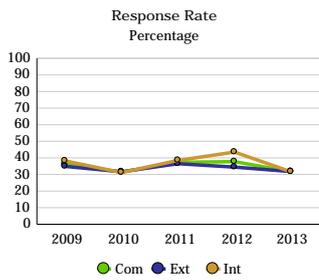
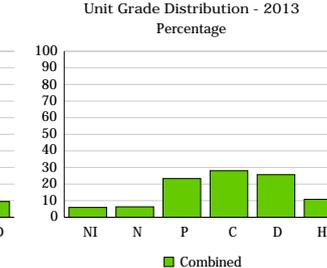
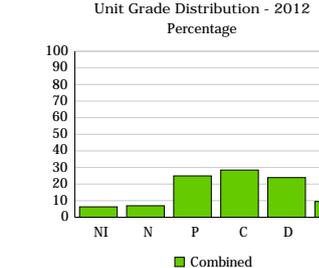
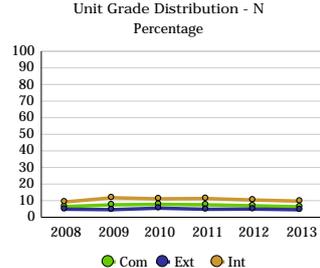
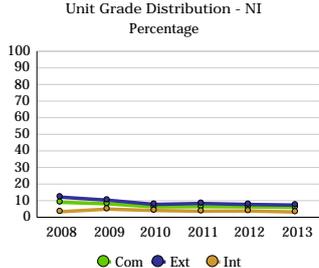
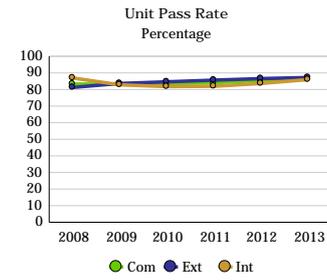
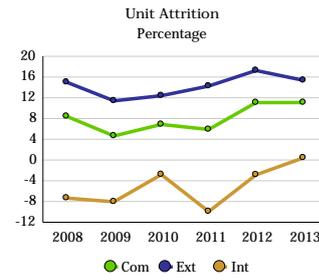
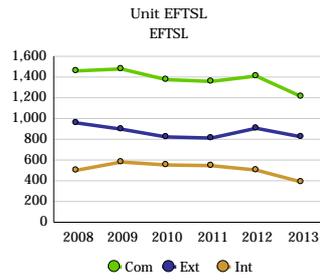
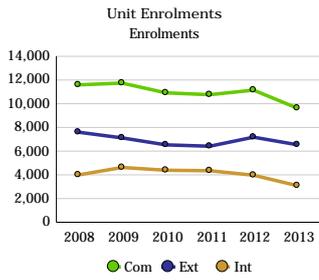
Combined (External and Internal)				
Trend	% Change v 2012	Measure Name	Respondents	Actual
▼	-13.6%	Unit Enrolments		9,626
▼	-14.0%	Unit EFTSL		1,212.375
▲	0.1%	Unit Attrition		11.09%
▲	1.5%	Unit Pass Rate		86.80%
▲	2.8%	Unit GPA		4.58
▲	13.7%	Unit Grade Distribution - HD		10.78%
▲	7.4%	Unit Grade Distribution - D		25.67%
▼	-1.4%	Unit Grade Distribution - C		28.03%
▼	-6.5%	Unit Grade Distribution - P		23.31%
▼	-9.4%	Unit Grade Distribution - N		6.29%
▼	-5.9%	Unit Grade Distribution - NI		5.92%
▲	1.4%	Clear Learning Outcomes	2,839	4.27
▲	0.8%	Learning Outcomes Achieved	2,832	4.14
▲	1.1%	Intellectual Stimulation	2,828	4.18
▲	0.3%	Helpful Resources Provided	2,837	4.12
▲	0.2%	Constructive Feedback Received	2,833	4.06
▲	0.6%	Timely Feedback Provided	2,834	4.04
▲	1.0%	Appropriate Amount of Work	2,836	4.09
▲	0.1%	Overall Satisfaction	2,823	4.05
▼	-28.8%	Response Rate	2,844 / 8,966	31.72%

External			
Trend	Measure Name	Respondents	Actual
▼	Unit Enrolments		6,539
▼	Unit EFTSL		823.750
▼	Unit Attrition		15.36%
▲	Unit Pass Rate		87.24%
▲	Unit GPA		4.72
▲	Unit Grade Distribution - HD		12.93%
▲	Unit Grade Distribution - D		29.00%
▼	Unit Grade Distribution - C		27.44%
▼	Unit Grade Distribution - P		18.76%
▼	Unit Grade Distribution - N		4.53%
▼	Unit Grade Distribution - NI		7.34%
▲	Clear Learning Outcomes	1,899	4.25
▲	Learning Outcomes Achieved	1,894	4.11
▲	Intellectual Stimulation	1,893	4.19
▼	Helpful Resources Provided	1,899	4.07
▲	Constructive Feedback Received	1,893	4.02
▲	Timely Feedback Provided	1,895	4.00
▲	Appropriate Amount of Work	1,897	4.03
▼	Overall Satisfaction	1,889	4.01
▼	Response Rate	1,903 / 5,992	31.76%

Internal			
Trend	Measure Name	Respondents	Actual
▼	Unit Enrolments		3,087
▼	Unit EFTSL		388.625
▲	Unit Attrition		0.42%
▲	Unit Pass Rate		85.95%
▲	Unit GPA		4.30
▲	Unit Grade Distribution - HD		6.63%
▲	Unit Grade Distribution - D		19.19%
▲	Unit Grade Distribution - C		29.18%
▼	Unit Grade Distribution - P		32.13%
▼	Unit Grade Distribution - N		9.72%
▼	Unit Grade Distribution - NI		3.16%
▲	Clear Learning Outcomes	940	4.31
▲	Learning Outcomes Achieved	938	4.21
▲	Intellectual Stimulation	935	4.15
▲	Helpful Resources Provided	938	4.23
▲	Constructive Feedback Received	940	4.14
▲	Timely Feedback Provided	939	4.13
▲	Appropriate Amount of Work	939	4.22
▲	Overall Satisfaction	934	4.15
▼	Response Rate	941 / 2,974	31.64%

Time-Series History Charts

2008 - 2013 - UNE Business School



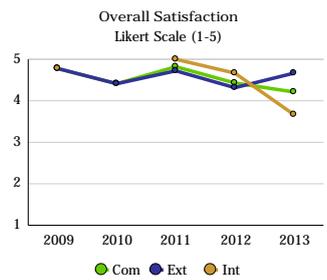
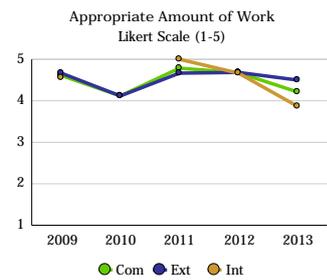
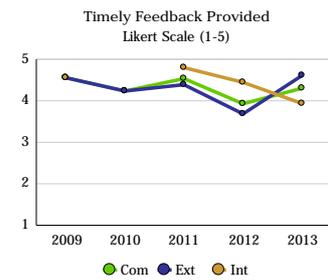
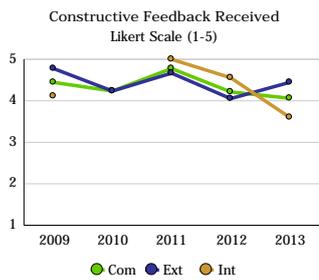
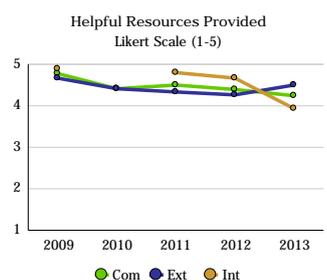
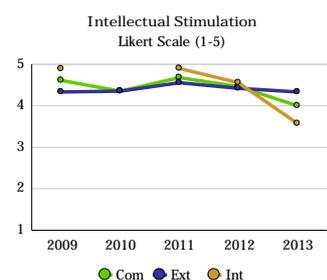
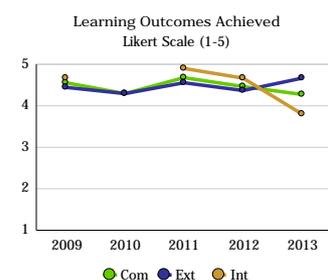
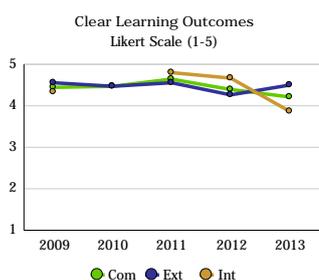
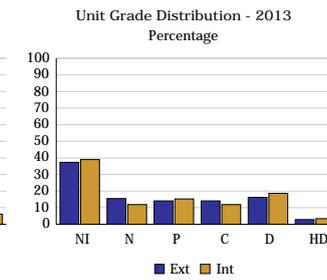
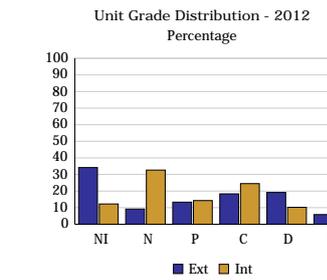
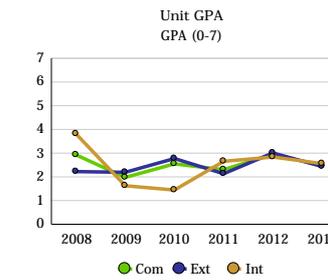
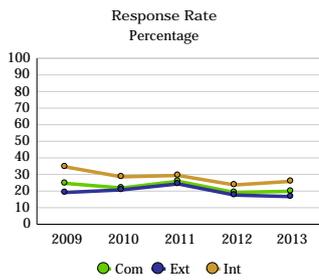
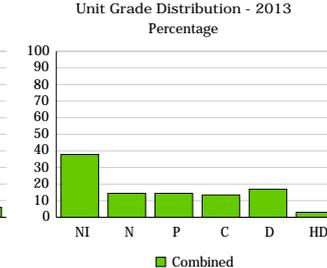
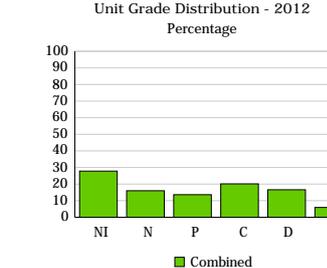
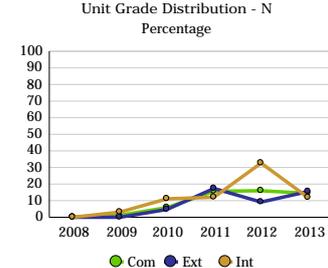
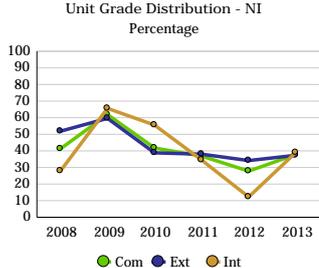
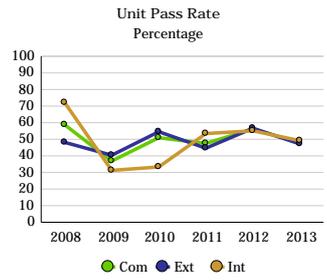
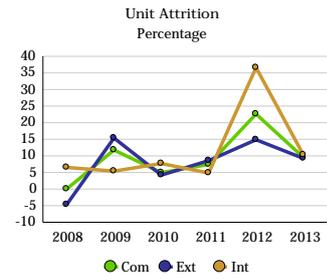
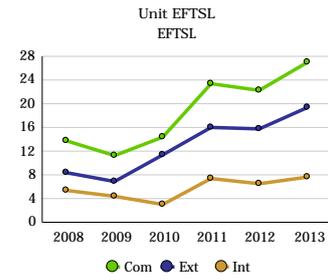
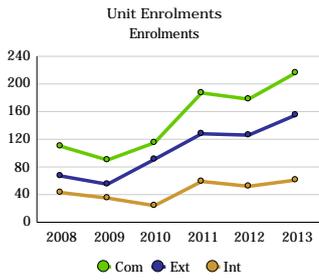
Combined (External and Internal)				
Trend	% Change v 2012	Measure Name	Respondents	Actual
▲	21.3%	Unit Enrolments		216
▲	21.3%	Unit EFTSL		27.000
▼	-57.8%	Unit Attrition		9.54%
▼	-15.0%	Unit Pass Rate		47.76%
▼	-16.4%	Unit GPA		2.47
▼	-49.6%	Unit Grade Distribution - HD		2.99%
▲	2.1%	Unit Grade Distribution - D		16.92%
▼	-33.2%	Unit Grade Distribution - C		13.43%
▲	6.0%	Unit Grade Distribution - P		14.43%
▼	-9.7%	Unit Grade Distribution - N		14.43%
▲	36.0%	Unit Grade Distribution - NI		37.81%
▼	-4.1%	Clear Learning Outcomes	33	4.21
▼	-4.3%	Learning Outcomes Achieved	33	4.27
▼	-10.4%	Intellectual Stimulation	32	4.00
▼	-3.4%	Helpful Resources Provided	33	4.24
▼	-3.6%	Constructive Feedback Received	33	4.06
▲	9.5%	Timely Feedback Provided	33	4.30
▼	-10.0%	Appropriate Amount of Work	33	4.21
▼	-4.9%	Overall Satisfaction	33	4.21
▲	17.9%	Response Rate	33 / 166	19.88%

External			
Trend	Measure Name	Respondents	Actual
▲	Unit Enrolments		155
▲	Unit EFTSL		19.375
▼	Unit Attrition		9.25%
▼	Unit Pass Rate		47.18%
▼	Unit GPA		2.44
▼	Unit Grade Distribution - HD		2.82%
▼	Unit Grade Distribution - D		16.20%
▼	Unit Grade Distribution - C		14.08%
▲	Unit Grade Distribution - P		14.08%
▲	Unit Grade Distribution - N		15.49%
▲	Unit Grade Distribution - NI		37.32%
▲	Clear Learning Outcomes	18	4.50
▲	Learning Outcomes Achieved	18	4.67
▼	Intellectual Stimulation	18	4.33
▲	Helpful Resources Provided	18	4.50
▲	Constructive Feedback Received	18	4.44
▲	Timely Feedback Provided	18	4.61
▼	Appropriate Amount of Work	18	4.50
▲	Overall Satisfaction	18	4.67
▼	Response Rate	18 / 108	16.67%

Internal			
Trend	Measure Name	Respondents	Actual
▲	Unit Enrolments		61
▲	Unit EFTSL		7.625
▼	Unit Attrition		10.29%
▼	Unit Pass Rate		49.15%
▼	Unit GPA		2.56
▼	Unit Grade Distribution - HD		3.39%
▲	Unit Grade Distribution - D		18.64%
▼	Unit Grade Distribution - C		11.86%
▲	Unit Grade Distribution - P		15.25%
▼	Unit Grade Distribution - N		11.86%
▲	Unit Grade Distribution - NI		38.98%
▼	Clear Learning Outcomes	15	3.87
▼	Learning Outcomes Achieved	15	3.80
▼	Intellectual Stimulation	14	3.57
▼	Helpful Resources Provided	15	3.93
▼	Constructive Feedback Received	15	3.60
▼	Timely Feedback Provided	15	3.93
▼	Appropriate Amount of Work	15	3.87
▼	Overall Satisfaction	15	3.67
▲	Response Rate	15 / 58	25.86%

Time-Series History Charts

2008 - 2013 - Ooralta Aboriginal Centre



Definitions

Definition of Measures

- 1.1 Unit Enrolments - Number of students enrolled at midnight on Census Date of the associated Teaching Period. The figures shown against each unit are the sum of all Unit Enrolments for all teaching periods within the reporting period. This may include enrolments which are not government-reportable, particularly zero credit point units. Students who discontinue a unit prior to the census date or enrol after the census date are not included. This differs from government-reportable enrolments where students who generate zero load are not included.
- 1.2 Unit EFTSL - Equivalent Full Time Student Load. The sum of load (EFTSL) for all students enrolled in a unit at midnight on Census Date. This may include load for unit enrolments which are not government reportable, particularly zero credit point units. For the purpose of Unit Monitoring, load is associated with Unit Ownership rather than Teaching Responsibility (which is used for budget and government reporting).
- 1.3 Unit Attrition - for unit monitoring, this is effectively pre-Census Date Attrition and is defined as the number of students still enrolled in a unit at midnight on census date as a percentage of those enrolled at midnight on the first day of the second week of teaching. The end of the first day of the second week of teaching is significant because this is a) the published final date for internal students to make changes, and b) this permits students to consider final changes to their enrolment over the weekend after the first week of teaching and make changes on the Monday.
- 1.4 Unit Pass Rate - Unit enrolments for which a Callista 'pass' grade was obtained, as a percentage of the completed unit enrolments with a valid result outcome. In this definition, 'completed unit enrolments' excludes units with a result of 'withdrawn' but includes 'withdrawal with failure'.
- 1.5 Unit GPA - Grade Point Average is calculated as defined in the Academic Progress Rules (2009) and Assessment - Implementation Semester 1 (2010). GPA is expressed as a mean for all enrolments in a unit.
- 1.6 Unit Grade Distribution - 6 Measures covering the following grades are presented: High Distinction (HD), Distinction (D), Credit (C), Pass (P), Fail (N), Fail Incomplete (NI). Each measure shows the number of unit results at each grade as a percentage of the total number of unit results at each grade. Further, more comprehensive grade distribution information can be obtained if required by contacting planning@une.edu.au or bi@une.edu.au
- 1.7 Unit Student Evaluations - The 8 quantitative questions from the Unit Student Evaluations Survey are analysed to produce these 8 measures. Responses are provided to all questions using a 5 point Likert scale where 1 = Strongly Disagree and 5 = Strongly Agree. These are averaged to provide the Actual value in the measure. The survey questions for 2009 were:
 - The learning outcomes of this unit were clear to me
 - The unit enabled me to achieve the learning outcomes
 - The unit was intellectually stimulating
 - I found the resources provided for the unit (eg online, print) to be helpful
 - I received constructive feedback on my work
 - The feedback I received was provided in time to help me improve
 - The overall amount of work required of me for this unit was appropriate
 - Overall, I was satisfied with the quality of this unit
- 1.8 Response Rate - Percentage of students who responded to the unit student evaluations survey compared to the total number of surveys administered for that unit.

Please note that where fewer than 5 responses have been received per mode of the unit the results have been removed and shaded buff and no data is recorded in the combined results.

Trend Indicators

- 2.1 The trend indicator provides a symbolic comparison with the performance of the same unit and mode in the previous year for the same reporting period. Downward trend indicates the Actual value has dropped, Upward trend indicates the Actual value has risen and a Steady trend indicator show that there has been no change. A percentage change is provided in the combined (Internal and External) view.
- 2.2 Where there is no prior year history, the trend indicator is not shown.
- 2.3 Where there is no data for a particular measure, no Actual value is displayed and consequently no Status symbol is displayed. The Low and High target values are still provided for reference.

Exclusions

- 3.1 Research units (where the Callista 'research unit indicator' is set to true) are not included as they are not part of Unit Monitoring.
- 3.2 Data associated with enrolments that are not part of a Government-Reportable Course are excluded from this report. This includes ELC students and Non-Award international exchange students.
- 3.3 Grade distribution data is not shown for units that use the Satisfied Requirements grading scheme as only the traditional grading scheme information is shown in this report. Note that this does not affect the Unit Pass Rate measure.

Further Information

- 4.1 If you have questions, suggestions or requests for further information of an academic or technical nature please direct them to unitmonitoring@une.edu.au.
- 4.2 Please note: the units taught within Teaching and Learning Centre are not given traditional grades, rather these units are evaluated on a Satisfactory/Unsatisfactory basis. As such all grade data has been removed. Note that this does not affect the Unit Pass Rate measure.
- 4.3 When comparing past reporting periods with the same periods in previous Unit Monitoring Reports differences may be observed in the values shown. This is a result of changes to the report. Comparison with prior releases of the Unit Monitoring reports should not be made.
- 4.4 Unit Pass Rate and the Unit Grade Distribution measures for N and NI doesn't necessarily add up to 100% as some 'Withdrawn' grades may be taken into account while calculating the Unit Pass Rate, however, all other grades will not be shown in the report or be calculated in Unit Grade Distribution measures apart from the 6 grades mentioned above.
- 4.5 Unit Evaluation data for all teaching periods within Report Period 1 in this report was obtained from Unit Evaluation Surveys and includes data from continuing students and students who withdrew prior to the Unit Census Date. An average across all units in all teaching periods within Report Period 1 of approximately 1.3% of discontinued students responded.

This is the result of a technical issue which has been resolved in Unit Evaluation Survey dissemination.

General Notes

Quality of Information

This report was produced automatically from production transactional data, summarised and stored in the UNE Enterprise Data Warehouse. Whilst the report has been verified for its accuracy in presenting source data, the source data itself has not been subjected to any BI quality review. Please report any quality issues to bi@une.edu.au.

Unmapped, Unmatched and Unspecified

These are classifications necessary to ensure completeness of reporting. Data that does not have a 'home' is represented in this way. The presence of these terms generally indicates the need for some configuration work within the relevant source system (eg Callista) or the data warehouse itself.

Currency of Information

All reports are based on information that is updated by a process that runs every night commencing at 1:00am and concluding at around 3:30am. Exceptions to this occur when major system upgrades preclude access to the source information.

ITEM 7.10

ASIA CENTURY BUSINESS PLAN

Recommendation

The Academic Board Teaching and Learning Committee is asked to:
NOTE the Asia Century Business Plan briefing paper.

Background

The Asia Century Business Plan was presented to Academic Board by Professor Howard Brasted and Dr Astrid Gesche at its April 2014 meeting.

On 19 June 2014, ABTLC considered Options 2, 5 and 6 of the business paper with respect to how to add value to the proposed options or how they might be operationalised, and who they should be directed to for further consideration.

As a result of this discussion, and follow up by the Chair of Academic Board, ABTLC was advised at the meeting held on 7 August 2014 that a report would be prepared by the Academic Secretary for sending to the Deputy Vice-Chancellor, Pro Vice-Chancellor (External Relations), Pro Vice-Chancellor (Academic) Director Marketing, Director UNE International and Head of School, Arts, to inform them of the committee's conclusions in this matter. This attached report is provided to ABTLC for information.

ACADEMIC BOARD TEACHING AND LEARNING COMMITTEE

REPORT TO THE ACADEMIC BOARD: UNE AND THE ASIA CENTURY BUSINESS PLAN

Background

1. The Asia Century Business Plan was presented by Professor Howard Brasted to the board meeting held on 28 April 2014. The board resolved to ask the Teaching and Learning Committee to consider Options 2, 5 and 6 of the business plan and how the committee could add value to the proposed options or how those options might be operationalised, and to whom they should be directed for further consideration. The committee discussed the business plan at its meeting held on 19 June 2014.

Committee's report

2. The committee discussed options 2, 5 and 6 and made the following observations.

OPTION 2 ADOPTING UWA'S MODEL OF CROSS-DISCIPLINARY ELECTIVES

If the aim is to increase enrolments in Asian languages and improve knowledge of Asia, UNE could follow the UWA model of adding an elective unit from a small range of strategic cross-disciplinary offerings, to all Bachelor degrees.

Risk/Impact Statement

- Involves some structural if uniform change to Bachelor degrees
- May generate disagreement over units to be classified as 'globally' and 'culturally' significant

Benefits

- Equips UNE to respond quickly to changes of government educational priority
- Concurs with UNE's mission and vision statement to be recognised as responding to changes in market demand and industry needs

Observations: In generalist degrees these electives could be included but may not be coherent for other degrees. Some universities deal with internationalisation with targets for all students to have some level of Asian mobility experience through a single unit, rather than incorporating content in many or all units.

The acquisition of Asian language is just one possible initiative to address Asia literacy although it was noted that many students may not wish to do this. The mobility experience is more important than the language. Asian literacy is broader than language. A study tour or internship could inspire students to learn more, and with greater demand for shorter study tour times, this is more achievable.

OPTION 5 EMPHASISING UNE STRONG POSITION IN DELIVERING ASIAN CONTENT AND LANGUAGES THROUGH SUSTAINED, FOCUSED AND TARGETED MARKETING AND ADVERTISING

There might be potential flow-on value of drawing the attention of both students and the business community (i.e. via relevant members of Chambers of Commerce) to UNE's capacity and proficiency in delivering Asian content in all applicable degrees.

Risk/Impact Statement

- May minimise the importance of other majors and electives within the same degrees
- May lead to lowering of enrolments in non-Asia – focussed majors and electives
- May necessitate discussions addressing existing disciplinary barriers
- Organisational risk with regards to talent/morale of other staff members
- May necessitate transfer of marketing/advertising monies away from other priorities

Benefits

- Makes UNE's capabilities and experiences in that area more prominent
- Emphasises UNE's mission and vision statements with regards to excellence, innovation, flexibility and responsiveness
- Can be implemented without delay

- As the spike in enrolments between 2011 – 2013 associated with the ALAP funding shows, targeted advertising and funding matters (Table 5)
- Is not necessarily dependent on forthcoming first budget of the Coalition's government, although obtaining additional funding here would be of benefit
- Allows students to select their preferred focus from a range of degree options
- Lifts UNE's reputation amongst stakeholders
- Encourages interdisciplinary collaboration
- May encourage a wider discussion on further internationalising the curricula of UNE's existing degrees
- Organisational risk to other majors and degrees manageable
- Low financial risk

Observation: The committee did not support Option 5 but some marketing should encourage students to promote mobility offers and capitalise on study tours.

OPTION 6 CROSS-INSTITUTIONAL TEACHING WITH ASIA

Making innovative and practical use of UNE's partnerships with Asian-based universities, such as Ho Chi Minh in Vietnam, Fudan and others in China, and Bhutan National University. While limiting the cost of Western education through online delivery would make a UNE partnership very attractive, UNE's students in turn could feasibly access specific language and other programs as part of the exchange arrangement.

Risk/impact Statement

- Quality assurance issues
- Lessening of demand for language acquisition through UNE

Benefits

- Online delivery a much cheaper system of connecting with Asia
- Teaching exchanges
- Avoidance of expensive infrastructure
- Concurs with UNE mission and vision statements about achieving 'greater international connectivity in terms of course delivery.... and human capital'

Observations: The committee believes that Option 6 is the most important and useful, with cross-institutional teaching providing a useful approach. Making use of our partnerships has merit, and could be explored.

The new Columbo Plan has funding available for UNE students. Lecturers should contact Mr John McKinnon, Mobility Officer, for information on this funding. There is no funding for academics to do an exchange (e.g. a trimester swap).

3. Committee's concluding comments to the board

- Option 2:** For courses where it is appropriate to include an Asian language or unit with an Asia focus, the authors of the paper need to make contact with the Course Coordinators. The committee did not endorse this option for roll-out across the entire University. Consideration should be given to a mobility experience for students, and strategic placement of units and courses, where appropriate.
- Option 5:** The proposal that marketing funds be diverted from current areas is not supported.
- Option 6:** The committee noted that some of the identified options are already available in some areas, and these should be explored.

Nick C.H. Reid
Professor
Chair, ABLTC

14 August 2014

ITEM 8.0

POLICY REVIEWS

Recommendation

The Academic Board Teaching and Learning Committee is asked to:

NOTE the schedule of policies for ABTLC review.

Background

A schedule of policies which ABTLC is responsible for reviewing is attached, for information. This list has been drawn from the Standing Committee of Academic Board Policy Review Schedule.

Most recent text additions/changes are noted in red.

Academic Board Standing Committee Policy Revision Schedule

Title	Document Type	TRIM Reference	Date approved	Review Date	Reviewed by	Notes
Admission Records	Policy	SED04/678	12-Aug-07	12-Aug-10	ABTLC	Review to commence 2014, Prof Ieva Stupans, Chair of working party. To be managed through Office of PVCA
Admission Rule – Undergraduate	Rules	D04/8431	13-Aug-07	13-Aug-08	ABTLC	Review to commence Jan 2014, Prof Ieva Stupans, Chair of working party. Admissions Policy requires scheduling with UAC Y10 Guide. To be managed through Office of PVCA
Advanced Standing	Policy	SED08/1710	11-Dec-08	11-Dec-11	ABTLC	Prof Ieva Stupans, Chair of working party. To be managed through Office of PVCA
Advanced Standing Procedures	Procedures	SED08/1711	11-Dec-08	11-Dec-11	ABTLC	Prof Ieva Stupans, Chair of working party. To be managed through Office of PVCA
Assessment	Policy	SED08/1707	7-Dec-12	7-Dec-17	ABTLC	Consultation completed. To be recommended for ABTLC endorsement at Sept meeting.

Assessment by University Examination	Policy	SED08/1708	11-Dec-08	11-Dec-10	ABTLC	Under review Chair Ac Bd; new policy out for consultation
Assessment Procedures	Procedures	SED08/1712	12-Dec-08	12-Dec-10	ABTLC	Consultation completed. To be recommended for ABTLC approval at Sept meeting.
Assessment Procedures and Early Intervention Strategy	Procedures	SED08/1707	17-Sep-12	17-Sep-17	ABTLC	Under review; new Assessment Procedures out for consultation
Assignment Extension Procedures	Procedures	SED08/1707	17-Sep-12	17-Sep-17	ABTLC	Incorporated into new draft Assessment Policy and Procedures. Consultation completed. For ABTLC endorsement at Sept meeting and providing to AB
Changing the Unit Delivery Mode After the Start of Enrolment (Guidelines for Heads of School)	Guidelines	CSU13/2282	16-Sep-13	16-Sep-16	ABTLC	Not due for review
Conferring Awards Posthumously: Coursework	Policy	SED07/793	6-Dec-13	6-Dec-18	ABTLC	Not due for review
Conferring Awards Posthumously: Coursework	Procedures	D13/136793	11-Nov-13	11-Nov-18	ABTLC	Added to schedule 25/2/14.
Credit Point and Student Workload Policy	Policy	SED14/125	11-Dec-97	N/A	AB	Added to schedule 25/2/14. Approved by AB 23 June 2014.
Cyberethics@UNE – Guidelines for Students on Online Behaviour	Guidelines	ABC11/72	2-Mar-11	2-Mar-16	ABTLC	Not due for review
General Rules	Rules	ABC11/160	7-Dec-12	7-Dec-15	ABTLC	Not due for review

Academic Board Standing Committee Policy Revision Schedule

Glossary of Key Terms	Guidelines	SED06/246	12-Oct-09	Annual	ABTLC	Further feedback received from University Librarian. Glossary referred to Office of Legal and Governance for adoption by the University.
Graduate Attributes	Policy	SED04/676	5-Oct-07	5-Oct-10	ABTLC	A/Prof Josie Fisher, Chair of working party. Endorsed by ABTLC. Approved by AB 18 August 2014, and sent to VC Unit for resources check.
Guidelines for Casual Tutors and Casual Markers for the avoidance of Conflict of Interest	Guidelines & conflict of interest form	SED09/295 SED09/296	4-Feb-09	2 years from approval date	ABTLC	
Guidelines for Core and Prescribed 100-level units offered in Trimester 3	Guidelines	CSU13/2281	16-Sep-13	16-Sep-16	ABTLC	Not due for review
Guidelines for UNE Courses and Units to Facilitate Compliance with AQF.	Guidelines	SED13/30	16-Sep-13	16-Sep-16	ABTLC	Not due for review
Intensive Schools	Policy	SED07/938	5-Oct-07	1-Feb-12	ABTLC	New guidelines approved by ABTLC 27.2.14, approved by AB 28 April 2014. Not due for review.
Intensive Schools	Guidelines	SED07/940	5-Oct-07	1-Feb-12	ABTLC	Endorsed by AB 28 April 2014.

Language Requirements for Exchange Students	Policy & Procedures	SED05/263	18-Apr-05	18-Apr-07	UNE Exchange Ctee/ABTLC	Overdue for review. Added to schedule 25/2/14. Exchange Ctee no longer chaired by AD; should be chaired by staff member of International Office. Reports to ABTLC.
Learning Resources	Policy	ABC09/53	2-Nov-09	2-Nov-10	ABTLC	To be managed through Office of PVCA
Learning Resources Procedures	Procedures	ABC09/54	2-Nov-09	2-Nov-10	ABTLC	To be managed through Office of PVCA
Principles of Online Teaching at UNE	Policy	SED04/613	18-Jun-01	Not specified	ABTLC	To be managed through Office of PVCA
Residential College Code of Conduct	Code	D12/115069	1-Oct-13	1-Oct-14	Director, UNE Residential System	Added to schedule 25/2/14. To be dealt with in conjunction with review of SCAMPR and SBMR. To be managed through Office of PVCA
Special Assessment	Policy	SED08/1709	11-Dec-08	11-Dec-11	ABTLC	Under Review by ABTLC as part of Assessment Policy; Prof Nick Reid, Chair of working party. New policy out for consultation

Academic Board Standing Committee Policy Revision Schedule

Student Appeals	Policy	SED04/680	3-Jul-09	3-Jul-10	ABTLC	Incorporated into Academic Assessment Appeals Policy and Procedures endorsed by ABTLC August 2014, approved by AB 18 August 2014 and sent to VC Unit for resources check.
Student Complaints Handling and Resolution	Policy	ABC09/3	14-Sep-09	14-Sep-14	ABTLC	Not due for review
Student Coursework Plagiarism and Academic Misconduct	Rules	SED07/948	14-Feb-13	14-Feb-16	ABTLC	Amended Guidelines and Standard Correspondence endorsed by AB 10 February 2014 for notification to Council. ABTLC working party chaired by Prof Magner to review this rule. To be managed through Office of PVCA
Student Reservist Support Policy	Policy	SED08/329	7-Dec-12	7-Dec-17	ABTLC	Not due for review
University Medals and Prizes	Policy	SED09/791	3-Jul-09	3-Jul-12	ABTLC	Recommendation for endorsement by ABTLC at August meeting - motion was not put. Provided to September 2014 meeting
University Mobility and Exchange Policy	Policy	ABC11/122	11-Apr-11	11-Apr-16	ABTLC	Not due for review

Work Integrated Learning Policy (formerly known as WorkReady)	Policy	SED06/69	23-Apr-07	23-Apr-13	ABTLC	Feedback provided to ABTLC at Aug 2014 meeting for consideration/review. Feedback provided to PVCA for incorporating into revised policy, to be brought back to ABTLC October meeting.
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**ITEM 8.2
ADMISSION RECORDS POLICY**

Recommendation

The Academic Board Teaching and Learning Committee is asked to:
ENDORSE the deletion of the Admission Records Policy, and recommend the deletion to Academic Board for approval, and Council for noting.

Background

The Admission Records Policy, Records Management Policy and Admission Rule - Undergraduate are attached, for information.

The PVCA recommends that the Admission Records Policy be deleted as the requirements under the Policy are addressed in the UNE Records Management Policy, the current Admission Rule - Undergraduate and will be also incorporated into the new Admission Policy -Undergraduate.

The information that is to be captured under the Policy is automatically collated in the Callista Student Information System during the admission process undertaken by the applicant seeking admission and Student Administration Services.

ADMISSION RECORDS POLICY

Document type:	Policy and Procedures
Administering Entity:	Central Records Office
Records management system number:	SED04/678
Date Academic Board endorsement:	31 July 2007 (AB Standing Committee)
Date approved:	13 August 2007
Approved by:	Council
Indicative time for review:	3 years from approval
Responsibility for review:	Academic Board Teaching and Learning Committee
Related policies or other documents:	Admissions Rules, University of New England Privacy Statement

The Admissions Rules as amended by the Academic Board at its meeting on October 11, 2004 now contain a provision which requires an electronic record to be kept of the admission decision in respect of each student.

The provision referred to reads:

2.10 Electronic records are retained in a systematic fashion of the basis for admission in respect of each student.

This policy is intended to clarify the intended uses of and required contents for such a record.

Principles:

1. **Privacy Principles:** The collection of information and the keeping of records under this Policy must comply with the *University of New England Privacy Statement* and the *Privacy and Personal Information Protection Act 1998 (NSW)*.
2. **Purposes for collection of information:** In keeping with the principles laid down in these documents the information to be collected under this policy is collected for a lawful purpose that is directly related to and reasonably necessary for the purposes of a function or activity of the university, specifically to determine whether a particular applicant should be admitted to study at the University of New England, to respond as required to the demands of the Commonwealth and to allow the University to consider and from time to time adjust its admission standards in the light of the performance of cohorts of students with a particular qualification.
3. **Information required:** The information required under this policy is as follows:
 - information about the previous Academic Pathway followed by the applicant, including prior course, prior institution and the date upon which the course was completed;
 - information about the basis for admission, including the relevant reference number from the Admissions and Credit Register, the admission type, and the admission score;
 - information about the basis upon which the English Language requirement for admission was fulfilled to be recorded by the clause number of the English language policy, and where relevant by the overall IELTS score;
 - information about the agent making the admission decision if that agent is external to the university;
 - information about any scholarship held by the applicant or about the applicant's source of funding.

Records Management Policy

Document data:

Document type:	Policy
Administering Entity:	Records Management Office
TRIM Reference:	D03/ 1600
Date Vice-Chancellor approval:	23 January 2008
Indicative time for review:	July 2010
Responsibility for review:	Records Manager
Related policies or other documents:	

1. Rationale and Scope

The University of New England (UNE) is committed to meeting its responsibilities under the *State Records Act 1998* (NSW) and to implementing best practice in its records management practices and systems. All practices and procedures concerning records management within UNE are to be in accordance with this policy. University Records are defined in Section 4.2 of this Policy.

UNE has developed this policy to ensure that:

Statutory obligations are met for the creation, collection and maintenance of records under the University's control for operational, evidential and historical purposes by establishing a framework and accountabilities for records management.

University requirements are met for access to all information needed to perform its business operations.

Responsibilities are defined for creation of procedures and standards relating to the management of University Records.

This policy is supported through the continued implementation of the TRIM records management system throughout the University.

The policy applies to all organisational units within the University and to all University Records, including email, generated or received by staff in the course of University business. All University Records are the property of the University, not the member of staff who created or received them. As such, they are subject to the requirements of the *State Records Act 1998* (NSW).

This policy also applies to organisations that are either fully or partially owned entities of the University including controlled entities.

2. Policy

2.1 Records will be managed in compliance with State legislation

The University will manage records in its control in accordance with the *State Records Act 1998* (NSW) and any policies, standards, codes of best practice and other requirements issued by the State Records Authority of New South Wales (State Records NSW) under the Act.

All University Records, regardless of format, are subject to the *State Records Act 1998* (NSW), the *Freedom of Information Act 1989* (NSW) and the *Privacy and Personal Information Protection Act 1998* (NSW).

Other legislation relevant to the recordkeeping functions of UNE include:

Electronic Transaction Act 2000 (NSW)

Evidence Act 1995 (NSW)

Limitations Act 1969 (NSW)

Public Finance and Audit Act 1983 (NSW)
University of New England Act 1993 (NSW)

2.2 Management procedures

Detailed management and standard operating procedures are outlined on the RMO website, consistent with the *State Records Act 1998 (NSW)* and this Policy.

2.3 Assistance provided by the Records Management Office in meeting record keeping obligations

The University has a devolved model of records management whereby organisational units have responsibility for the management of their records with the assistance of the Records Management Office (RMO). RMO staff will assist organisational units through the provision of advice, access to infrastructure and training in records management procedures.

2.4 Destruction of records

The destruction of University Records will be managed centrally through the RMO.

2.5 State Archives

The University will keep those records identified as permanent State Archives within the University Archives at the Heritage Centre by entering into a Distributed Management Agreement with State Records NSW. Archives are records that have been identified as having continuing value in records retention and disposal authorities issued by State Records NSW and are kept permanently as part of the University Archives Collection.

3. Key Accountabilities

3.1 Vice-Chancellor

Under Section 10 of the *State Records Act 1998 (NSW)* the Vice-Chancellor, as the “Chief Executive” of the University, has a duty to ensure that “the [University] complies with the requirements of [the] Act and the regulations and that the requirements of [the] Act and the regulations with respect to [University Records] that the [University] is responsible for are complied with”.

3.2 Chief Operating Officer

The Chief Operating Officer, who is responsible to the Vice-Chancellor, is the senior executive responsible for the records management program and functions as the University’s “Nominated Senior Officer” for the purposes of compliance with the State Records NSW Standard on Records Management Programs.

3.3 Records Manager

The Records Manager reports to the Chief Operating Officer. Formal responsibilities have been delegated to the Records Manager and include:

- establishing and maintaining a consistent and effective records management regime across the University;
- monitoring and ensuring compliance with s.12(3) of the *State Records Act 1998 (NSW)* including any relevant standards, codes of practice and other requirements as may be issued by State Records NSW under the Act;
- the development of a standardised records management system for implementation across the University;
- developing University policies, standards and guidelines for records management; and
- providing advice or relevant authorisations consistent with these delegations and this policy and not inconsistent with the *State Records Act 1998 (NSW)*.

3.4 Organisational Units

Organisational units within the University will nominate a position (or positions) that will have responsibility for 'day-to-day' records management within that unit. This position is to address the record keeping responsibilities of the unit as an entity, and includes the responsibilities in the following list. (Note: individual responsibilities are described in section 3.5)

Each organisational unit is responsible for:

- compliance with relevant University standards, guidelines and policies on records management;
- ensuring that full and accurate records are made and kept of all activities carried out by the organisational unit;
- the safe custody and preservation of the State records of which it has control;
- managing the records of the unit;
- maintenance of physical files and the creation of electronic files;
- determining appropriate access restrictions in consultation with RMO;
- identifying vital records; and
- maintaining security for records stored in office areas (particularly sensitive records).

3.5 All Staff

Each member of staff within the University is responsible for University Records creation and management and must:

- take responsibility for creating records of all incoming and outgoing correspondence that transacts the business of the University, or ensure that the records are created by a responsible officer;
- make and keep full and accurate records of all University activities for which he or she is responsible;
- create records that document all substantive or formal decisions taken by him or her in the service of the University;
- create records that summarise important conversations, whether face-to-face, by telephone or other electronic means;
- capture all University Records into TRIM;
- handle paper records with care and return them safely to RMO when no longer required as active records;
- protect records from accidental damage or loss;
- protect sensitive records in their custody from unauthorised access; and
- not destroy records without authorisation from the Records Manager.

All staff who create records in the course of their employment must be familiar with the Records Management Procedures to ensure that they understand what is required of them to comply with UNE Records Management Program¹. A statement to this effect will be included in the position description of staff under 'duties'. Where training is required it is the responsibility of staff and their supervisors to participate in training offered by RMO via the UNE Organisational Development Unit.

3.6 Committees, Working Parties and Project Teams

Secretaries and/or chairs of all committees, working parties and project teams must:

- be responsible for the management of committee records;
- comply with relevant University standards, guidelines and policies on records management in regards to records of the committee, working party or project team;
- create and keep full and accurate records of all committee, working party or project team meetings; and
- register all meeting papers on TRIM (including all agendas, agenda papers, minutes, reports and records of decisions).

4. Standard Procedures

¹ The RM Program is required under Section 13 of the *State Records Act 1998* (NSW) – Standards issued by State Records – Standard No 8 Issued April 2004, Standard on Managing a RM Program.

Details for achieving University compliance with this policy are outlined on the RMO website. Records Management Procedures for particular processes will be made by the Records Manager in consultation with operational units and published under the authority of this Policy with the approval of the Manager, Records Management Unit or the Chief Operating Officer.

4.1 Ownership of records

Part One, Section Three of the *State Records Act 1998* (NSW), defines a **State Record** as *any record made and kept, or received and kept, by any person in the course of the exercise of official functions in a public office, or for any purpose of a public office, or for the use of a public office.* A **Record** is defined as *any document or other source of information compiled, recorded or stored in written form or on film, or by electronic process, or in any other manner or by any other means.*

All records obtained through the course of University operations are State Records and are controlled by the University of New England as University Records.

4.2 University Records

University Records are any records (regardless of format) made and kept, or received and kept, by any person in the course of the exercise of official functions in the University, or for any purpose of the University, or for the use of the University [Part 1, *State Records Act 1998* (NSW)].

This includes records in any format such as paper, electronic (email, spreadsheets, word processing documents, images etc), audio or video cassettes, film, photographs, publications and microfilm/fiche.

University Records can include, but are not limited to, the following:

- records of formal decisions taken by staff that are documented in memoranda, letters, fax or email messages, etc;
- incoming communications from external persons and bodies;
- outwards communications to external persons and bodies;
- meeting papers of formally established University boards and committees (including agendas, agenda papers, minutes, reports and decision pages);
- meeting papers of ad hoc committees and working parties (including agendas, agenda papers, minutes, reports and decision pages);
- financial transactions held electronically or in hard copy format;
- personnel transactions (i.e. letters of appointment, reports on performance and other dealings between staff and the University);
- course and unit outlines issued to students and the public;
- approved course and unit proposals and course accreditation documentation;
- research grant applications and records of application outcomes.

All University Records, whether electronic or paper, must be registered in TRIM at the point of creation or receipt and attached to / enclosed within, an official UNE file container.

4.3 Vital Records

Vital records are those records that are essential for the ongoing business of the University, and without which the University could not continue to function effectively. The identification and protection of such records is a primary object of records management, risk management and disaster management planning. Each organisational unit is responsible for identifying and managing vital records in consultation with RMO.

4.4 Contracts & Legal Documents

All original contracts or legal documents must, as soon as practicable after signing, be sent to the Records Management Office where:

the document is scanned;
the image is to be placed in TRIM; and
the original document to be placed on the relevant TRIM File container and stored in RMO.

4.5 Document Management Rules

The University uses the TRIM records management system for the management of all records and documents (including electronic documents).

All staff are to use TRIM to record all substantive official business. Staff are not to maintain individual or separate files or recordkeeping systems or unmanaged electronic repositories for University Records except as otherwise authorised by the Corporate Records Manager and registered with RMO.

All formal documents generated within the University, including outwards correspondence, should bear either a file number or document number (as allocated by TRIM on creation of a file/document) on the bottom right hand corner of the first or cover page.

The location of every file must be accurate and up to date in TRIM at all times. Staff are responsible for recording location changes when passing a physical file to another staff member, either by recording it in TRIM or by notifying the appropriate Records Officer.

Approval signature

Vice-Chancellor: Professor Alan Pettigrew

Date: 23rd January 2008

ASSOCIATED DOCUMENTS:

Records Management Standard Operating Procedures

ADMISSION RULE-UNDERGRADUATE

Document Type:	University Rule
Administering Entity:	Student Administration & Services
TRIM Ref:	D04/8431
Date Endorsed by Academic Board:	31 July 2007 (AB Standing Committee)
Date Approved:	13 August 2007
Approved by:	UNE Council
Indicative time for Review:	1 year after date of Council approval.
Responsibility for Review:	AB Teaching and Learning Committee
Related Policies or other documents:	Policy on Advanced Standing, Policy on English Language Requirements for Admission

ADMISSION

All candidates for a qualification must have been formally admitted to the University before commencing to study for that qualification. The granting of advanced standing towards a University qualification for work completed elsewhere is subject to the University Policy on Advanced Standing.

UNDERGRADUATE ADMISSION

1. **Basis for Selection**
Selection criteria for and conditions of admission are determined from time to time by the Academic Board.
2. **Eligibility for Selection**
To be eligible to be considered for selection, applicants must meet the University's English language requirements for admission irrespective of the study location or study mode and have satisfied one of the following requirements.
 - 2.1. **New South Wales Higher School Certificate Examination**
Taken approved courses, including an English course, of which at least 10 units must be in courses chosen from subjects listed in Group A and in Group B as specified by the New South Wales Board of Secondary School Studies for the year in which the calculation is made. At least eight units must be in courses chosen from subjects listed in Group A.
In general, the basis for selection for admission for persons who have taken the New South Wales Higher School Certificate Examination in 1992 or thereafter, will be a Tertiary Entrance Rank (TER). In 1998 the TER changed to a Universities Admission Index (UAI), which will take into account both school assessments and examination marks, in their 10 best units in courses from subjects listed in Group A and in Group B except that, no more than two units of courses in Group B may be counted in determining the UAI. Other Approved Studies will not be counted towards the UAI. From 1994 a student may accumulate units over a period of five years towards a UAI.

While an English course must be presented, it will be counted in determining the UAI only if it is within the candidate's best 10 units.

2.2. Qualifications Gained Prior to 1991

As provided in the regulations pertaining at the time the qualification was gained.

2.3. Admission on the Basis of School/College Recommendation Admission Scheme (undergraduates only)

- (a) Attended a school or college that participates in this scheme; and
- (b) either
 - i. prepared for the New South Wales Higher School Certificate Examination in conformity with Rule 2.1. (above) or other approved qualification; or if in Australia but outside New South Wales, be studying at Year 12 level in conformity with the full admission requirements of a university in the state or territory in which they are studying; or
 - ii be studying Year 12 level and if not conforming to Rule 2.1 provide details of courses studied together with a supporting case in the prescribed form provided by the school principal; and
- (c) made application through their schools in the final year of secondary study;
- (d) apply through the relevant Tertiary Admissions Centre (UAC or QTAC);
- (e) will be undertaking on-campus study.

2.4. Final School-leaving Qualifications Gained in Australia but Outside New South Wales

(Other than those covered by Rule 2.3. (above).)

Taken secondary education courses for which a mark or rank may be provided by the relevant state secondary education authority to the New South Wales Universities Admissions Centre for the purposes of calculating an equivalent UAI.

2.5. Alternative Entry

- 2.5.1. The age requirement for Alternative Entry has been deleted. Applicants may be admitted without formal educational qualifications provided they can satisfy the relevant PVC and Dean or nominee that they have reasonable prospects for success at University; by
- 2.5.2. satisfying the requirements of a Special Tertiary Admission Test (STAT).
- 2.5.3. providing evidence under mature age student special entry provisions by providing a supporting case in the prescribed form demonstrating reasonable prospects for success at University; this case will provide evidence of literacy and other competencies relevant to university study including work and other life experiences.

2.6. Admission of Educationally Disadvantaged People

- 2.6.1. In the absence of the usually required entry qualification, demonstrate that they have been educationally disadvantaged; and
- 2.6.2. satisfy the relevant PVC and Dean or nominee, who may prescribe the passing of some examinations or other forms of assessment, that they have reasonable prospects of success at the University.

2.7. Other Qualifications

- 2.7.1. Have successfully completed at a tertiary institution, a course of study or part thereof, which is either acceptable for direct entry into a UNE course or which has undergone a formal credit assessment and has been recognised in accordance with the Policy on Advanced Standing, for advanced standing into a UNE course.

- 2.7.2. Satisfy the relevant PVC and Dean or nominee that they have reasonable prospects of success at the University.
- 2.7.3. Have successfully completed the Internal Selection Program offered by the Oorala Aboriginal Centre of the University.
- 2.7.4. Have successfully completed the TRACKS preparation course for Indigenous students.
- 2.7.5. Have successfully completed the UNE Pathways enabling course.

2.8 International Student Admissions

- 2.8.1. For direct entry into undergraduate courses international applicants must have completed an educational qualification considered to be at least equivalent to completion of Year 12 in Australia (equivalent to the requirements under 2 and 2.1);
- 2.8.2. Qualification equivalency is judged by the Academic Board Teaching and Learning Committee in consultation with the International Committee.
- 2.8.3. International students under the age of 18 are ineligible for admission to UNE unless they are being cared for in Australia by a parent or suitable nominated relative.

2.9 Admission through Inter-Institution Agreements

- 2.9.1. The University has a number of formal arrangements with external institutions (public and private, Australian and international) that allow admission to specific courses of study, sometimes with advanced standing. These arrangements incorporate admission and credit assessments that have been approved by Council and admission is granted according to the terms of the assessment. (Refer to the Policy on Advanced Standing.)
- 2.9.2. These assessments will be subjected to regular review through the Academic Board and the admission rules and/or selection criteria may be changed subject to not disadvantaging prospective students of the University of New England who have commenced studies at the external institution.
- 2.9.3. Where a formal arrangement is terminated or has lapsed, the provisions of clauses 2.8.1. and 2.8.2. are also automatically terminated or lapsed and admission with or without advanced standing will then be considered under other provisions of this policy.

2.10 Postgraduate Admission

The rules for postgraduate admission are detailed in the respective postgraduate rules.

2.11 Records

Electronic records are retained in a systematic fashion of the basis for admission in respect of each student.

ITEM 8.3

REVISION OF THE ASSESSMENT POLICY AND PROCEDURES

Recommendation

The Academic Board Teaching and Learning Committee is asked to:

ENDORSE the Assessment Policy and recommend it to Academic Board for approval and Council for noting, and

ENDORSE the Assessment Procedures and recommend them to Academic Board for approval.

Background

The ABTLC's Assessment Review Working Party commenced work in late 2012 after a request from the Vice-Chancellor that a full review be undertaken of the Assessment Policy and related policies (e.g. examinations) and procedures. The working party worked throughout 2013 and sought feedback from the University community in the latter half of 2013. The working party considered the feedback in January-February 2104. The working party made minor changes to the draft policy and extensive changes to the draft procedures in the light of this feedback, and accepted most of the points put to it. Areas where the working party disagreed with the feedback mainly concerned new requirements under the Higher Education Standards Framework, introduced in December 2011 (with which the University was supposedly compliant from that time), augmented by the proposed new standards framework (published in April 2014). The working party also introduced one or two new requirements on pedagogical grounds, but substantially agreed with the feedback of academic staff and resolved to generally maintain the status quo or devolved even more flexibility in assessment to Schools and Unit Coordinators.

Feedback was received from the May and August 2014 meetings of ABTLC and further issues arose between then and now and were largely dealt with by the working party in the past month.

Report

Attached are the revised drafts of the Assessment Policy and Assessment Procedures for consideration and discussion by ABTLC, plus detailed responses from the working party (Feedback - Assessment Policy and Feedback - Assessment Procedures) to the second round of feedback received since May 2014. This feedback includes that of several members of ABTLC and staff of LIH and the Office of the Pro Vice-Chancellor (Academic), as well as the feedback of two external experts (Professors Yoni Ryan from Australian Catholic University and Darien Rossiter from Online Higher Education), who were contracted by LIH and reviewed the draft procedures.

As previously, the working party either accepted the feedback and amended the relevant sections of the draft policy and procedures (the current track-change versions) or rejected the feedback and provided its rationale wherever this occurred. In the two feedback documents, the rows in red indicate the working party's response to UNE staff feedback since May, and the rows in green indicate the working party's response to the two external professors (whose feedback was received in July). The rows in black record staff commentary and the working party's response to feedback from the first round of University-wide consultation in late 2013.

The principal issues covered in this second round of feedback areas were:

1. Acceptance that the provisions of the new policy and procedures should not take effect until T1 2016, to allow staff time to incorporate the new assessment requirements into their units for 2016. The exception is that the new provisions for Boards of Examiners meetings will take effect from the date of approval.
2. Finalising and clarifying the revised definitions of quizzes and tests.
3. Acceptance of the recommendation of the two external experts that the maximum value of an assessment task be revised down from 70% to 60% of the total assessment in regular units.
4. Alignment of the provisions for assessment monitoring, review and improvement with the changes foreshadowed under the revised Academic Quality Management Policy by the PVCA.
5. Incorporation of a simple moderation pro forma (Appendix 1) for Unit Coordinators to report their moderation procedures against the draft policy and procedural requirements, for tabling at Board of Examiners meetings.
6. Incorporation of a simple Board of Examiners pro forma (Appendix 2) for chairs of such meetings to report issues against the draft policy and procedural requirements for Board of Examiners meetings to the Office of the PVCA, for subsequent reporting on an annual basis to ABTLC and Academic Board.
7. A complete revision of the Early Alert and Academic Probation strategies for all UNE students, and an update of the Early Intervention Strategy for all international coursework students (Section 6 of the draft procedures), in conjunction with SA&S and the Office of the Pro Vice-Chancellor (External Relations). This included providing an email (Appendix 3) for Unit Coordinators to issue to all students who fail to submit the first assessment task in a unit or who fail it. Provided staff use Gradebook in Moodle, this email will be issued automatically, with this automated facility becoming available in time for T1 2016.

The working party commends the attached documents to ABTLC for consideration.

Professor Nick C. H. Reid
Chair, ABLTC Assessment Policy Review Working Party
8 September 2014

... on behalf of the working party: Mrs Helen Arthurson, Prof Eddie Blass, Prof Jennifer Clark, A/Prof Linley Cornish, Ms Suzanne Crew, Alex Davis, Dr Gudrun Dieberg, A/Prof Josie Fisher, Dr Peter McClenaghan, Dr Louise Noble, Josh Osborne, Andrew St. John-Brown, Prof Ieva Stupans, Ms Leanne White, A/Prof Stephen Winn

Overview

Assessment is the process of collecting evidence and making judgements about student achievement of the learning outcomes for a unit or course. It should support student engagement in learning and the creation of supportive learning communities. Assessment results communicate the nature and depth of student learning, and the skills and graduate attributes of students to stakeholders.

This policy provides the framework for rigorous assessment processes that are essential for the maintenance of academic quality and integrity in the University's operations, and reflects the University's values of providing a formative, respectful, inclusive, flexible and innovative environment for the delivery of high quality teaching and learning for its students, wherever they may be.

The policy's objectives are to ensure that assessment is fair, equitable, reasonable, transparent and valid, and is designed to enable students to demonstrate progress towards and achievement of the expected unit and course learning outcomes, discipline standards and graduate attributes.

This policy addresses the regulatory requirements established under the *Tertiary Education Quality and Standards Agency Act 2011* through the 2011 (and April 2014 proposed) Higher Education Standards Framework, and those established under the *Educational Services for Overseas Students Act 2000* through the revised National Code of Practice for Registration Authorities and Providers of Education and Training to Overseas Students (National Code 2007).

The Assessment Policy must be read in conjunction with the Assessment Procedures.

Scope

This policy [and associated procedures will apply](#) from the commencement of Trimester 1, 2016⁵, [apart from the Board of Examiner provisions \(Section 4.11 of the associated procedures\), which will apply from the date of approval.](#)

This policy applies to:

- (a) all staff and students at UNE and all institutions, domestic and international, with which UNE has a partnership arrangement under which UNE accepts responsibility for equity and quality of assessment, and
- (b) all programs of study undertaken by coursework offered by the University.

All UNE staff involved in unit planning, design, teaching, marking or grading of assessment tasks must comply with this Assessment Policy and related documents.

The only exception is for UNE students enrolled in the Joint Medical Program (JMP) with the University of Newcastle and for staff when teaching into the JMP, to whom the JMP Assessment Policy applies.

Policy

1 Principles of Assessment

To support student learning, assessment at UNE is based on the following four key principles.

- 1.1** Content principle: assessment tasks must be appropriate to the disciplinary and professional context and drawn from and based on the unit materials and learning outcomes.

1.1.2 Learning principle: assessment tasks should advance learning and reflect effective instructional practice.

1.1.3 Equity principle: assessment tasks should support every student's opportunity to learn, understand and apply the unit material, regardless of the student's place or mode of study.

1.1.4 Integrity principle: all stakeholders in the assessment process will demonstrate and facilitate honesty, responsibility, respect, fairness and ethical behaviour.

These four principles are supported by the following requirements.

1.1.5 Assessment must be criterion-referenced and criteria must include English language proficiency as appropriate. Assessment must not be norm-referenced (i.e. marked on a bell curve).

1.1.6 Assessment tasks must enable students to demonstrate the achievement of expected learning outcomes and discipline standards.

1.1.7 Assessment methods and the criteria by which assessed work will be judged must be made explicit at the start of the teaching period and must match the information in the Course and Unit Catalogue (CAUC). Changes to assessment that do not match the information in the CAUC or provided at the beginning of the teaching period can only be made with approval of the respective Head of School [in exceptional circumstances](#).

1.1.8 Assessment methods must be consistent with the types of learning outcomes being assessed, and must be capable of validly and reliably confirming that specified learning outcomes are achieved.

1.1.9 Marking of assessment tasks must be undertaken by appropriately qualified academic staff and will be fair, equitable, reasonable, transparent and valid.

1.1.10 The allocation of grades and/or marks to students' work will reflect the level of student attainment of the learning outcomes associated with an assessment task. This will be determined by the consistent application of the professional judgement of academic staff involved in the marking and/or grading of that work.

1.1.11 Assessment in a unit must be a coherent part of the curriculum, occurring throughout the learning process, with one assessment task (formative or summative) scheduled early in the teaching period. The exception is when a single assessment task occurs at the conclusion of the unit (e.g. a research dissertation unit, a special project unit, a reading unit, or a practical unit such as a teaching practicum or work experience unit).

1.1.12 Assessment in a unit ~~should~~ [will normally](#) involve more than one type of assessment task. The exceptions include the types of units listed in Section 1.11, which may have only one assessment task.

1.1.13 Expectations of students in assessment should be clearly defined in the learning outcomes and assessment criteria associated with each assessment task.

1.1.14 Assessment must be moderated, validated and benchmarked to ensure reliability and appropriateness to the unit, level of difficulty, discipline standards and graduate attributes.

1.1.15 Feedback to students must be clear, constructive, timely and relevant, helping them to progress with their learning.

1.1.16 Marks and individual feedback are confidential and are to be disclosed only to the student concerned [except where the marks and feedback pertain to group or peer-assessed tasks](#).

1.1.17 Academic staff will review student achievement in assessment tasks to help evaluate the effectiveness of their teaching, and where required will revise and improve their teaching and/or assessment.

1.1.18 A student who is prevented through illness or other unavoidable and unforeseen circumstances from satisfying the normal assessment requirements for a unit or from doing so to a standard that is otherwise realistically attainable, may apply for special assessment (see Assessment Procedures).

~~1.18~~1.19 At the discretion of the Unit Coordinator and where appropriate, a student may be offered a supplementary assessment (see Assessment Procedures).

~~1.19~~1.20 An 'Aegrotat' or the special award of a degree may be made in circumstances where a candidate is terminally ill, near death and unable to complete the course requirements, but who would otherwise have clearly completed all requirements or, alternatively, has met the requirements of an exit pathway award.

2 Responsibilities

2.1 Students are responsible for:

- (a) complying with published assessment requirements, undertaking assessment tasks conscientiously, submitting assessment tasks by the due date, and engaging with feedback provided on tasks to improve future performance;
- (b) actively engaging in activities to develop assessment literacy, including taking the initiative where appropriate (e.g. asking for clarification or advice);
- (c) being aware of and abiding by the provisions of the Student Coursework Plagiarism and Academic Misconduct Rules and satisfactorily completing the Academic Integrity Module ~~where required~~;
- (d) behaving respectfully in all assessment environments, including on campus and on-line;
- (e) retaining copies of all submitted assessment tasks at least until the end of the teaching period.

2.2 The University's Student Disability Support Office is responsible for providing support for students who require special assessment deriving from any long-term or short-term disability or health condition.

2.3 Academic staff are responsible for:

- (a) understanding and complying with this policy and related procedures;
- (b) advising students in relation to expectations relevant to specific tasks;
- (c) assessing student work fairly, consistently and in a timely manner;
- (d) providing timely and constructive feedback to enable students to further improve their learning and performance wherever possible.

2.4 Unit Coordinators are responsible for ensuring that:

- (a) assessment design, implementation and review are undertaken in compliance with this policy and related documents;
- (b) wherever possible, assessment tasks should create authentic challenges for students, based on discipline and professional norms;
- (c) assessment requirements for a unit are discussed and understood by all members of staff involved in the teaching and assessment, including sessional and casual teachers;
- (d) students have the opportunity to prepare for final examinations, and where past examination papers (or parts thereof) are not available, other opportunities are provided;
- (e) guidance, mentoring and close supervision of inexperienced markers is provided;
- (f) appropriate moderation processes are undertaken and recorded on TRIM for all relevant assessment tasks;
- (g) timely and constructive individual feedback on non-examination assessment tasks, other than structured-response tasks (e.g. multiple choice, cloze and quizzes), including individual marks and grades, is provided to students in accordance with confidentiality and privacy requirements;
- (h) all relevant requirements of the Board of Examiners are met;
- (i) all discretionary decisions and judgements are undertaken in accordance with principles of fairness, consistency and transparency;

- (j) 'at risk' students are identified through an assessment task early in the teaching period, for timely implementation of early intervention strategies (see Section 6.1 in the Assessment Procedures).

2.5 Course Coordinators are responsible for:

- (a) fostering a whole-of-course approach to assessment that enables demonstration of student achievement of graduate attributes and course learning outcomes, including an appropriate level of English proficiency;
- (b) maintaining oversight of academic and discipline standards in the course;
- (c) monitoring overall assessment loads for students;
- (d) promoting and coordinating opportunities for internal and external benchmarking of assessment as appropriate.

2.6 The Board of Examiners is responsible for:

- (a) monitoring the conduct and quality of assessment practices within the School and compliance with Academic Board policies and School procedures;
- (b) identifying units in which the assessment outcomes are unsatisfactory and providing advice to the Unit Coordinator, Head of School or Directorate, and relevant Course Coordinator on actions to improve outcomes;
- (c) reviewing proposed final marks, grades and grade distributions in each unit at the conclusion of the teaching period, and confirming final marks and grades;
- (d) ~~where Honours programs are at the School level~~, aggregating marks and recommending the award of grades and Honours classifications for all Honours programs administered by the School;
- (e) recommending the award of prizes and University medals.

2.7 Heads of School are responsible for ensuring that:

- (a) all academic staff, including casual marking staff, observe and comply with this policy and related documents;
- (b) all unit assessment is conducted fairly, competently, effectively and in accord with learning outcomes;
- (c) quality assurance mechanisms are in place to ensure that assessment is fair, equitable, reasonable, transparent, valid, reliable and rigorous, and that any quality assurance issues in relation to student assessment within their School are identified and action is taken
- (d) in conjunction with the School Teaching and Learning Committee, monitoring of compliance with this policy is routinely undertaken, reviewed and reported on, as required;
- (e) all responsibilities relating to third-party collaborations are fulfilled, including appropriate assessment, moderation, maintenance of standards and professional development requirements;
- (f) all staff involved in the marking and/or grading of assessment tasks are appropriately qualified, sufficiently resourced and supported to fulfil their roles and responsibilities under this policy.

2.7.1 If a Head of School considers that an academic staff member (including a Unit Coordinator or Course Coordinator) who reports to the Head of School has not observed or complied with this policy -and any procedures under this policy, then the Head of School has authority to rectify the matter by arranging for the staff member's duties to be properly carried out by another suitably qualified person.

2.8 The Chair of the Teaching and Learning Committee in each School is responsible for:

- (a) being familiar with the policies of the Academic Board, including this policy;
- (b) facilitating good assessment practice within the School;
- (c) supporting Unit Coordinators in implementing this policy as necessary in their School.

2.9 As a part of the 3-year unit review cycle, an academic colleague in the same or a cognate discipline will be responsible for assisting the Unit Coordinator in:

- (a) checking that assessment design and implementation in the reviewed unit conform with this policy and related documents;

- (b) evaluating ~~and advising the Unit Coordinator about~~ the appropriateness of the moderation and benchmarking processes undertaken for all relevant assessment tasks and advising the Unit Coordinator accordingly.

2.10 The Learning Innovations Hub is responsible for:

- (a) providing advice and assistance to academic staff relating to assessment tasks and practices;
- (b) providing advice and assistance to Course Coordinators and Heads of School regarding their responsibilities in the implementation of this policy;
- (c) supporting Course Coordinators to oversee the embedding and ongoing maintenance of graduate attributes in courses;
- (d) providing timely professional development for staff to support and develop best practice in assessment across the University;

~~(d)~~(e) maintaining up-to-date resources that can be readily accessed by all staff and that support the design, communication, implementation, marking, benchmarking, evaluation and review of assessment;

(f) facilitating and promoting opportunities for professional development in assessment procedures for all staff, including new or inexperienced assessors and markers.

2.11 The Pro Vice-Chancellor (Academic) or nominee is responsible at the end of each teaching period for convening a moderation meeting of School representatives for ratifying the award of Honours marks and grades in the generalist degrees that span more than one School (e.g. BSc, BA).

3 Appeals

A student who has a complaint regarding adherence to any of the requirements in this policy in relation to a given unit should refer to the Academic Assessment Appeals Policy and the procedures of the School responsible for the unit.

4 Disposal of Assessment Material

4.1 Student examination scripts should be retained securely by the School:

- (a) for a minimum of 20 working days from the date of notification of examination results to students, where no appeal has been lodged by a student against the examination outcome, or
- (b) until the end of the appeal period, including the period in which an appeal might be made to the courts or the NSW Ombudsman, or
- (c) for a longer period of time for pedagogical reasons.

4.2 When no longer required, examination scripts should be destroyed according to privacy guidelines.

4.3 Where practicable, non-examination assessments should be returned to the student.

5 Policy Administration

5.1 Authorities

Amendment or revision of this policy and related procedures and guidelines must be approved by Academic Board.

5.2 Quality Assurance

5.2.1 The Academic Board will require that the effectiveness of this policy is measured through:

- (a) benchmarking the University's standards with those adopted elsewhere;
- (b) self and peer review of assessment in units;
- (c) information available from course and School reviews and course and unit monitoring;
- (d) feedback from students on assessment (directly and via unit and teaching evaluations and related feedback tools).

- 5.2.2 A perceived breach of this policy by a student should be reported to the relevant Head of School and will be dealt with under the Student Behavioural Misconduct Rules or the Student Coursework Plagiarism and Academic Misconduct Rules.
- 5.2.3 A perceived breach of this policy by a staff member should be reported to the relevant Head of School and will be dealt with consistent with the relevant UNE Academic Staff – Union Collective Agreement.

Definitions

Aegrotat is an ungraded degree (e.g. BSc with Honours (Aegrotat)) awarded to a student who was unable to complete all the requirements of the award due to illness but who clearly would have completed all the requirements, were it not for the illness.

Assessment is the deliberate process of making judgements about how well a student has achieved the desired learning outcomes of a unit of study. This process provides feedback to both students and teaching staff about student learning needs and the appropriateness and effectiveness of teaching support.

Assessment criteria are the statements that express in explicit terms how student performance against the desired learning outcomes and graduate attributes is demonstrated.

Assessment literacy means a student's ability to read, understand, comply with and learn from course and unit assessment requirements, criteria and standards, to produce work of a designated standard.

Assessment tasks are compulsory or optional activities or exercises, which have an explicit intent to assess and guide student progress or learning achievement in a unit of study. Assessment tasks can be designed for diagnostic, formative, summative, evaluative or informative purposes.

Cloze. [A cloze test is an assessment task consisting of a text with certain words removed \(cloze text\), where the student must replace the missing words. Cloze tests require the ability to understand context and vocabulary in order to identify the correct words or type of words that belong in the deleted passages of a text. This exercise is common in the assessment of native and second language learning and instruction.](#)

Criterion-referenced assessment is the specific approach to assessment adopted by UNE. This approach involves the assessment of the extent to which a student has achieved the learning outcomes of a unit, measured against previously specified assessment criteria, as published in the unit outline or course handbook.

Grade means the final letter conversion of the aggregate mark attained by a student undertaking a unit. The letter conversions translate the numerical aggregate mark into a statement of level of achievement. The interpretation of a grade shall be clearly taken to represent a summary of the student's academic achievement in a unit. Letter conversions that indicate special outcomes from a unit of study, such as Failed Incomplete, various types of withdrawal and unavailability of results are not considered as grades in the context of this policy.

Head of School, in this policy, refers to Head of School or nominee.

Moderation is the process of ensuring that assessment criteria are consistently applied by different markers and that grades are allocated consistently with reference to how well the stipulated criteria are met. Moderation involves teaching staff and markers discussing and reaching agreement about how the criteria are demonstrated at different standards for each assessment task (e.g., through the establishment of a marking scheme). Samples of students' assessed work are then checked to verify that assessment criteria have been consistently applied.

Norm-referenced assessment is assessment that expresses scores in rank order, based on a distribution of scores. It is comparative, indicating one student's performance against another's, and usually represented on a bell-shaped curve. Norm-referenced assessment is unacceptable at UNE.

Related Documents

Tertiary Education Quality and Standards Agency Act 2011
Education Standards for Overseas Students Act 2000
Higher Education Standards Framework

National Code of Practice for Registration Authorities and Providers of Education and Training to Overseas Students (National Code 2007)
 Academic Quality Management Policy
 Academic Assessment Appeals Policy
 Advanced Standing Policy and Procedures
 Assessment Procedures and Guidelines
 Course Coordinator Policy
 Graduate Attributes Policy, Procedures and Guidelines
 Intensive Schools Policy
 Learning Resources Policy and Procedures
 Special Assessment Policy
 Student Appeals Policy
 Student Behavioural Misconduct Rules
 Student Coursework Academic Misconduct and Plagiarism Rules
 Unit and Course Monitoring Procedures
 University Medals and Prizes
 University Mobility and Exchange Policy
 WorkReady Policy

Change History

Version No.	Date of Implementation	Summary of Change	Circulation

Administration

Document Type: Academic Policy
Administered by: Pro Vice-Chancellor (Academic)
TRIM reference: DO /
Date approved:
Due for review: Five years from the date of approval
Responsible party for review: Academic Board Teaching and Learning Committee
Approved by: Academic Board

Signature:

Name:

Date:

Initial	In	Out
HA	?	18-08-13
IS	18-08-13	29-08-13
HA	4-09-13	4-09-13
NR	24-09-13	8-5-14
NR	8-5-14	8-9-14

DRAFT

Overview

Assessment is the process of collecting evidence and making judgements about student achievement of the learning outcomes for a unit or course. It should support student engagement in learning and the creation of supportive learning communities. Assessment results communicate the nature and depth of student learning, and the skills and graduate attributes of students to stakeholders.

This policy provides the framework for rigorous assessment processes that are essential for the maintenance of academic quality and integrity in the University's operations, and reflects the University's values of providing a formative, respectful, inclusive, flexible and innovative environment for the delivery of high quality teaching and learning for its students, wherever they may be.

The policy's objectives are to ensure that assessment is fair, equitable, reasonable, transparent and valid, and is designed to enable students to demonstrate progress towards and achievement of the expected unit and course learning outcomes, discipline standards and graduate attributes.

This policy addresses the regulatory requirements established under the *Tertiary Education Quality and Standards Agency Act 2011* through the 2011 (and April 2014 proposed) Higher Education Standards Framework, and those established under the *Educational Services for Overseas Students Act 2000* through the revised National Code of Practice for Registration Authorities and Providers of Education and Training to Overseas Students (National Code 2007).

The Assessment Policy must be read in conjunction with the Assessment Procedures.

Scope

This policy and associated procedures will apply from the commencement of Trimester 1, 2016, apart from the Board of Examiner provisions (Section 4.11 of the associated procedures), which will apply from the date of approval.

This policy applies to:

- (a) all staff and students at UNE and all institutions, domestic and international, with which UNE has a partnership arrangement under which UNE accepts responsibility for equity and quality of assessment, and
- (b) all programs of study undertaken by coursework offered by the University.

All UNE staff involved in unit planning, design, teaching, marking or grading of assessment tasks must comply with this Assessment Policy and related documents.

The only exception is for UNE students enrolled in the Joint Medical Program (JMP) with the University of Newcastle and for staff when teaching into the JMP, to whom the JMP Assessment Policy applies.

Policy

1 Principles of Assessment

To support student learning, assessment at UNE is based on the following four key principles.

- 1.1 Content principle: assessment tasks must be appropriate to the disciplinary and professional context and drawn from and based on the unit materials and learning outcomes.

- 1.2 Learning principle: assessment tasks should advance learning and reflect effective instructional practice.
- 1.3 Equity principle: assessment tasks should support every student's opportunity to learn, understand and apply the unit material, regardless of the student's place or mode of study.
- 1.4 Integrity principle: all stakeholders in the assessment process will demonstrate and facilitate honesty, responsibility, respect, fairness and ethical behaviour.

These four principles are supported by the following requirements.

- 1.5 Assessment must be criterion-referenced and criteria must include English language proficiency as appropriate. Assessment must not be norm-referenced (i.e. marked on a bell curve).
- 1.6 Assessment tasks must enable students to demonstrate the achievement of expected learning outcomes and discipline standards.
- 1.7 Assessment methods and the criteria by which assessed work will be judged must be made explicit at the start of the teaching period and must match the information in the Course and Unit Catalogue (CAUC). Changes to assessment that do not match the information in the CAUC or provided at the beginning of the teaching period can only be made with approval of the respective Head of School in exceptional circumstances.
- 1.8 Assessment methods must be consistent with the types of learning outcomes being assessed, and must be capable of validly and reliably confirming that specified learning outcomes are achieved.
- 1.9 Marking of assessment tasks must be undertaken by appropriately qualified academic staff and will be fair, equitable, reasonable, transparent and valid.
- 1.10 The allocation of grades and/or marks to students' work will reflect the level of student attainment of the learning outcomes associated with an assessment task. This will be determined by the consistent application of the professional judgement of academic staff involved in the marking and/or grading of that work.
- 1.11 Assessment in a unit must be a coherent part of the curriculum, occurring throughout the learning process, with one assessment task (formative or summative) scheduled early in the teaching period. The exception is when a single assessment task occurs at the conclusion of the unit (e.g. a research dissertation unit, a special project unit, a reading unit, or a practical unit such as a teaching practicum or work experience unit).
- 1.12 Assessment in a unit will normally involve more than one type of assessment task. The exceptions include the types of units listed in Section 1.11, which may have only one assessment task.
- 1.13 Expectations of students in assessment should be clearly defined in the learning outcomes and assessment criteria associated with each assessment task.
- 1.14 Assessment must be moderated, validated and benchmarked to ensure reliability and appropriateness to the unit, level of difficulty, discipline standards and graduate attributes.
- 1.15 Feedback to students must be clear, constructive, timely and relevant, helping them to progress with their learning.
- 1.16 Marks and individual feedback are confidential and are to be disclosed only to the student concerned except where the marks and feedback pertain to group or peer-assessed tasks.
- 1.17 Academic staff will review student achievement in assessment tasks to help evaluate the effectiveness of their teaching, and where required will revise and improve their teaching and/or assessment.
- 1.18 A student who is prevented through illness or other unavoidable and unforeseen circumstances from satisfying the normal assessment requirements for a unit or from doing so to a standard that is otherwise realistically attainable, may apply for special assessment (see Assessment Procedures).
- 1.19 At the discretion of the Unit Coordinator and where appropriate, a student may be offered a supplementary assessment (see Assessment Procedures).
- 1.20 An 'Aegrotat' or the special award of a degree may be made in circumstances where a candidate is terminally ill, near death and unable to complete the course requirements, but who would otherwise have clearly completed all requirements or, alternatively, has met the requirements of an exit pathway award.

2 Responsibilities

2.1 Students are responsible for:

- (a) complying with published assessment requirements, undertaking assessment tasks conscientiously, submitting assessment tasks by the due date, and engaging with feedback provided on tasks to improve future performance;
- (b) actively engaging in activities to develop assessment literacy, including taking the initiative where appropriate (e.g. asking for clarification or advice);
- (c) being aware of and abiding by the provisions of the Student Coursework Plagiarism and Academic Misconduct Rules and satisfactorily completing the Academic Integrity Module;
- (d) behaving respectfully in all assessment environments, including on campus and on-line;
- (e) retaining copies of all submitted assessment tasks at least until the end of the teaching period.

2.2 The University's Student Disability Support Office is responsible for providing support for students who require special assessment deriving from any long-term or short-term disability or health condition.

2.3 Academic staff are responsible for:

- (a) understanding and complying with this policy and related procedures;
- (b) advising students in relation to expectations relevant to specific tasks;
- (c) assessing student work fairly, consistently and in a timely manner;
- (d) providing timely and constructive feedback to enable students to further improve their learning and performance wherever possible.

2.4 Unit Coordinators are responsible for ensuring that:

- (a) assessment design, implementation and review are undertaken in compliance with this policy and related documents;
- (b) wherever possible, assessment tasks should create authentic challenges for students, based on discipline and professional norms;
- (c) assessment requirements for a unit are discussed and understood by all members of staff involved in the teaching and assessment, including sessional and casual teachers;
- (d) students have the opportunity to prepare for final examinations, and where past examination papers (or parts thereof) are not available, other opportunities are provided;
- (e) guidance, mentoring and close supervision of inexperienced markers is provided;
- (f) appropriate moderation processes are undertaken and recorded on TRIM for all relevant assessment tasks;
- (g) timely and constructive individual feedback on non-examination assessment tasks, other than structured-response tasks (e.g. multiple choice, cloze and quizzes), including individual marks and grades, is provided to students in accordance with confidentiality and privacy requirements;
- (h) all relevant requirements of the Board of Examiners are met;
- (i) all discretionary decisions and judgements are undertaken in accordance with principles of fairness, consistency and transparency;
- (j) 'at risk' students are identified through an assessment task early in the teaching period, for timely implementation of early intervention strategies (see Section 6.1 in the Assessment Procedures).

2.5 Course Coordinators are responsible for:

- (a) fostering a whole-of-course approach to assessment that enables demonstration of student achievement of graduate attributes and course learning outcomes, including an appropriate level of English proficiency;
- (b) maintaining oversight of academic and discipline standards in the course;
- (c) monitoring overall assessment loads for students;
- (d) promoting and coordinating opportunities for internal and external benchmarking of assessment as appropriate.

- 2.6 The Board of Examiners is responsible for:
- (a) monitoring the conduct and quality of assessment practices within the School and compliance with Academic Board policies and School procedures;
 - (b) identifying units in which the assessment outcomes are unsatisfactory and providing advice to the Unit Coordinator, Head of School or Directorate, and relevant Course Coordinator on actions to improve outcomes;
 - (c) reviewing proposed final marks, grades and grade distributions in each unit at the conclusion of the teaching period, and confirming final marks and grades;
 - (d) aggregating marks and recommending the award of grades and Honours classifications for all Honours programs administered by the School;
 - (e) recommending the award of prizes and University medals.
- 2.7 Heads of School are responsible for ensuring that:
- (a) all academic staff, including casual marking staff, observe and comply with this policy and related documents;
 - (b) all unit assessment is conducted fairly, competently, effectively and in accord with learning outcomes;
 - (c) quality assurance mechanisms are in place to ensure that assessment is fair, equitable, reasonable, transparent, valid, reliable and rigorous, and that any quality assurance issues in relation to student assessment within their School are identified and action is taken
 - (d) in conjunction with the School Teaching and Learning Committee, monitoring of compliance with this policy is routinely undertaken, reviewed and reported on, as required;
 - (e) all responsibilities relating to third-party collaborations are fulfilled, including appropriate assessment, moderation, maintenance of standards and professional development requirements;
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- 2.7.1 If a Head of School considers that an academic staff member (including a Unit Coordinator or Course Coordinator) who reports to the Head of School has not observed or complied with this policy and any procedures under this policy, then the Head of School has authority to rectify the matter by arranging for the staff member's duties to be properly carried out by another suitably qualified person.
- 2.8 The Chair of the Teaching and Learning Committee in each School is responsible for:
- (a) being familiar with the policies of the Academic Board, including this policy;
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 - (c) supporting Unit Coordinators in implementing this policy as necessary in their School.
- 2.9 As a part of the 3-year unit review cycle, an academic colleague in the same or a cognate discipline will be responsible for assisting the Unit Coordinator in:
- (a) checking that assessment design and implementation in the reviewed unit conform with this policy and related documents;
 - (b) evaluating the appropriateness of the moderation and benchmarking processes undertaken for all relevant assessment tasks and advising the Unit Coordinator accordingly.
- 2.10 The Learning Innovations Hub is responsible for:
- (a) providing advice and assistance to academic staff relating to assessment tasks and practices;
 - (b) providing advice and assistance to Course Coordinators and Heads of School regarding their responsibilities in the implementation of this policy;
 - (c) supporting Course Coordinators to oversee the embedding and ongoing maintenance of graduate attributes in courses;
 - (d) providing timely professional development for staff to support and develop best practice in assessment across the University;

- (e) maintaining up-to-date resources that can be readily accessed by all staff and that support the design, communication, implementation, marking, benchmarking, evaluation and review of assessment;
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3 Appeals

A student who has a complaint regarding adherence to any of the requirements in this policy in relation to a given unit should refer to the Academic Assessment Appeals Policy and the procedures of the School responsible for the unit.

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- 4.1 Student examination scripts should be retained securely by the School:
 - (a) for a minimum of 20 working days from the date of notification of examination results to students, where no appeal has been lodged by a student against the examination outcome, or
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5 Policy Administration

5.1 Authorities

Amendment or revision of this policy and related procedures and guidelines must be approved by Academic Board.

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5.2.1 The Academic Board will require that the effectiveness of this policy is measured through:

- (a) benchmarking the University's standards with those adopted elsewhere;
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Assessment tasks are compulsory or optional activities or exercises, which have an explicit intent to assess and guide student progress or learning achievement in a unit of study. Assessment tasks can be designed for diagnostic, formative, summative, evaluative or informative purposes.

Cloze. A cloze test is an assessment task consisting of a text with certain words removed (cloze text), where the student must replace the missing words. Cloze tests require the ability to understand context and vocabulary in order to identify the correct words or type of words that belong in the deleted passages of a text. This exercise is common in the assessment of native and second language learning and instruction.

Criterion-referenced assessment is the specific approach to assessment adopted by UNE. This approach involves the assessment of the extent to which a student has achieved the learning outcomes of a unit, measured against previously specified assessment criteria, as published in the unit outline or course handbook.

Grade means the final letter conversion of the aggregate mark attained by a student undertaking a unit. The letter conversions translate the numerical aggregate mark into a statement of level of achievement. The interpretation of a grade shall be clearly taken to represent a summary of the student's academic achievement in a unit. Letter conversions that indicate special outcomes from a unit of study, such as Failed Incomplete, various types of withdrawal and unavailability of results are not considered as grades in the context of this policy.

Head of School, in this policy, refers to Head of School or nominee.

Moderation is the process of ensuring that assessment criteria are consistently applied by different markers and that grades are allocated consistently with reference to how well the stipulated criteria are met. Moderation involves teaching staff and markers discussing and reaching agreement about how the criteria are demonstrated at different standards for each assessment task (e.g., through the establishment of a marking scheme). Samples of students' assessed work are then checked to verify that assessment criteria have been consistently applied.

Norm-referenced assessment is assessment that expresses scores in rank order, based on a distribution of scores. It is comparative, indicating one student's performance against another's, and usually represented on a bell-shaped curve. Norm-referenced assessment is unacceptable at UNE.

Related Documents

Tertiary Education Quality and Standards Agency Act 2011

Education Standards for Overseas Students Act 2000

Higher Education Standards Framework

National Code of Practice for Registration Authorities and Providers of Education and Training to Overseas Students (National Code 2007)

Academic Quality Management Policy

Academic Assessment Appeals Policy

Advanced Standing Policy and Procedures

Assessment Procedures and Guidelines

Course Coordinator Policy

Graduate Attributes Policy, Procedures and Guidelines

Intensive Schools Policy

Learning Resources Policy and Procedures

Special Assessment Policy

Student Appeals Policy

Student Behavioural Misconduct Rules

Student Coursework Academic Misconduct and Plagiarism Rules

Unit and Course Monitoring Procedures

University Medals and Prizes

Change History

Version No.	Date of Implementation	Summary of Change	Circulation

Administration

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Approved by: Academic Board

Signature:

Name:

Date:

Initial	In	Out
HA	?	18-08-13
IS	18-08-13	29-08-13
HA	4-09-13	4-09-13
NR	24-09-13	8-5-14
NR	8-5-14	8-9-14

Feedback - Assessment Policy

SECTION	FEEDBACK SOURCE	FEEDBACK	DECISION OF WORKING PARTY ON 13/11/13 AND ON 16/12/2013 DECISION OF WORKING PARTY ON 19/8/2014
General approach	Cynthia Stuhlmiller	<p><i>Comment: suggest use of blind marking in the first instance for all assessment ...</i> http://moodle.une.edu.au/mod/book/view.php?id=77431&chapterid=62527</p> <p><i>Moodle for blind marking. However it points out that you cannot do blind marking when handing in because of the cover sheet. Most places I have been use the student number not the name on cover sheet so handed in work can be blind marked. I am aware of the prejudice when given papers to mark where I am informed, "Oh, this will be a good paper or so and so will have a bad paper...based on history or not being liked by the instructor."</i></p>	Probably best practice. Big cultural shift with potential resource implications? Would need to be widely discussed across University. Too late to consider in this review cycle, but should be on agenda for next review and, if widely agreed, sooner than five years?
Overview	Bea Bleile (BB)	<p><i>Comment: The first couple of paragraphs should be left out, see 1.2. In particular, it is impossible to deliver \high quality teaching and learning" for our students { we can teach and provide an environment to foster learning, but students must actively participate in order to learn.</i></p> <p><i>1.2. Ideology. While UNE's policies and procedures must comply with government regulation, and while UNE cannot extract itself from the current general environment of hostility to established academic values and practices, there are sound reasons for resisting the pressures to uniformise and measure everything, regardless of whether uniformisation and measurement are possible and/or meaningful. The draft documents do not provide rationale for succumbing to such pressures.</i></p>	The working party noted the concerns expressed but agreed that the rationale for this policy is provided in this section, the Overview. It further agreed that this policy aims to enhance academic values and practices.
Scope	A/Prof Josie Fisher (JF)	Commencement of Trimester 2, 2014, instead of Trimester 1, 2014.	The working party agreed that the proposed commencement date is unrealistic, and will discuss the likely commencement date once the extent of further amendments has been identified.
	School of Humanities (Shum)	This policy applies from the commencement of Trimester 1, 2014. <i>Comment: This is unrealistic. Assessment patterns for 2014 units have already been decided, and it is too late to change these if required by any provisions of a new assessment policy.</i>	
	BCSS	<i>Comment: Given the number of changes that appear to be associated with assessment policies and procedures, this time frame does not seem to be appropriate. The deadline for input is only 2 months prior, and that 2 months is over a period in the year in which many people take leave, which will make it hard to resolve any objections to what has been proposed.</i>	

	Lisa Lobry de Bruyn	T1 too soon	
	BB	T1 too soon	
1.3	Examinations Office	Equity principle: assessment tasks should support every student's opportunity to learn, understand and apply the unit material, regardless of the student's place, mode of study or disability .	<p>Greg Balcombe, Eve and Brendon were asked whether our pre-assessment processes are sufficient to cope with this inclusion in the Assessment Policy.</p> <p>Greg Balcombe's response: <i>The university has a legal responsibility to put in place reasonable accommodations for those students who register with us that they have a disability. We would have many students who have a disability but do not register because they have no need of specific accommodations. I actually think the current wording of - assessment tasks should support every student's opportunity to learn - is inclusive and I don't think we need to include the statement about disability. There are students who are not disabled that request special accommodations during exams eg Muslim women. We certainly accommodate their needs where possible but I don't think this means we also need to add a line about religious belief.</i> <i>I'm fine with it the way the wording currently is. In terms of the legal exposure to the university of not being able to meet specific needs, that risk already exists and we have students who do challenge us legally and we just manage the situation as it happens.</i></p> <p>WP agreed to accept Greg Balcombe's advice, and keep the policy as it is, that is: "1.3 Equity principle: assessment tasks should support every student's opportunity to learn, understand and apply the unit material, regardless of the student's place or mode of study."</p>
1.7	LIH	1.7 Changes to assessment that do not match the information in the CAUC can only be made with approval of the respective Head of School. - Do we really want this in policy? Ideally assessment should align with CAUC. I'm struggling to think of circumstances when this might be necessary.	The approval requirement by the HoS covers emergency situations. Otherwise, it is to deter practices that have occurred in one or two areas around the University in the past.

1.7	Penny Purvis	1.7 Assessment methods and the criteria by which assessed work will be judged must be made explicit at the start of the teaching period and must match the information in the Course and Unit Catalogue (CAUC). Changes to assessment that do not match the information in the CAUC or provided at the beginning of the teaching period can only be made with approval of the respective Head of School ... <i>Clause 1.7 seems to allow changes to the assessment after it is published on CAUC ('or provided at the beginning of the teaching period') AND it also gives power to the HoS to approve changes AFTER the start of the teaching period (which is not a very good idea unless there are very strict rules around what can be approved) - QA issues arise when ad hoc changes are made. I am also concerned that this amendment contravenes the General Rules and Government Legislation. General Rule 33.1 states 'The requirements for a unit's successful completion are detailed in the Course and Unit Catalogue as published by the University in accordance with Commonwealth legislation.'</i>	No change Penny's point is well taken. If we are going to maintain this clause, suggest ... <i>Changes to assessment that do not match the information in the CAUC and that do not match the information provided at the beginning of the teaching period can only be made with the approval of the respective Head of School in exceptional circumstances.</i>
1.10	Michelle Goyen UNE BS	Comment: <i>The draft policy indicates that negative marking is not acceptable. Could the policy include a definition of negative marking? While I understand negative marking means a student will not lose marks from other sections of the assignment if, for example, one section is incorrect or not completed, I am having trouble with a grey area. For example, in calculation type questions where marks are awarded for including the correct data or identifying the correct process, would the definition of negative marking include the situation where a mark was deducted for a calculation error? A specific scenario is a question marked out of 5. The 5 marks are distributed throughout the components of the answer but there is no mark allocated for having the right answer at the end (ie the student has gained 5/5 for including all components correctly). If the student has all of the components correct but has an incorrect final answer, would it be appropriate to deduct half a mark for a calculation error when accuracy is important?</i>	After the WP considered the issue of negative marking and the definition provided at the request of the Chair of Academic Board by A/Prof Trevor Brown and Ms Helen Arthurson, the WP agreed to remove the reference to negative marking from 1.10 completely, in recognition that the practice is useful in some disciplines. That is, the WP agreed to delete the last sentence of 1.10.
1.11	LIH	1.11 The issue of one assessment task scheduled early in the teaching period here suggests summative while in the procedures it can clearly be formative. Either would meet the need of early interventions so I am wondering if we could add (formative or summative) after 'assessment task' in this?	As this is policy, the statement should remain as a broad statement of principle. Procedures go into more details. No change
1.11	School of Law	Have problem with "early" assessment task. How early is early, and if this is required too early in teaching	After considerable discussion of the pros and cons

		period, it may make the requirement under 2.4b) impossible to achieve. (See attached document from Law). Law suggests: 1.11 ‘with one assessment task ideally being scheduled early in the teaching period’.	of defining “early” the committee agreed that it should be left open as was determined originally, so that early can be interpreted by individual unit coordinators for their own pedagogy and/or discipline.
1.11	BCSS	“with one assessment task scheduled early in the teaching period” Comment: <i>A suggestion, yes, but an overly prescriptive requirement. If it was to be the latter, it would need to specify what early is.</i>	No change.
1.12	LIH	1.12 Assessment in a unit should involve more than one type of assessment task – am a little worried that this is going to revert people to exams when they perhaps have two essay assignments at present and we are trying to move away from exams as a whole. There are quite a few units that would currently fall foul of this according to the audit process we are doing. While I admit this is an ideal, I am wondering if we could insert the word ‘normally’ so it reads ‘should normally involve’ to give a little wiggle room on this.	The WP agreed that some flexibility is required and that “should” is to be replaced by “will normally”, so that the expectation is that this is what will normally happen, but a unit coordinator may wish to put forward a case for not doing this. The WP also agreed that there would then be more exceptions than just those listed in 1.13, and that the second sentence in 1.12 should be amended to reflect this.
1.12	SHum	Assessment in a unit should involve more than one type of assessment task . Comment: <i>If this means that an unit cannot have two or three written essays as the assessment pattern, then this is strongly opposed by the School of Humanities. A standard assessment pattern in the School is a number of essays, and this option must continue to be available. It is standard, and perfectly acceptable, academic practice. This proposal undermines academic autonomy and the responsibilities of a unit coordinator to determine what type of assessment is appropriate in a unit.</i>	Agreed 1.12: “1.12 Assessment in a unit will normally involve more than one type of assessment task. The exceptions include the types of units listed in Section 1.13, which may have only one assessment task.”
1.12	BCSS	Comment: <i>How definite is the should? Is it a must? If so, then it appears that the singular use of multiple choice questions, or essays, is not allowed. If this is the case, a clear rationale for this ruling is required, as it will impact on a number of existing units.</i>	
1.12	JF	Change “are allowed to” to “may”.	
1.12	Arts	Comment: <i>The clause requires that units needs more than one type of assessment task (unless falling into the types described in 1.11). While this would clearly be a generally advisable practice, it does not allow for some isolated instances in specific units where, for example, two major written essays might be the ideal form of assessment in the view of the coordinator. We believe that 1.12 puts a misplaced emphasis on an individual unit in isolation from its context in a major or course. It focuses attention too rigidly at the micro level. In contrast, units in a major contribute, in combination with one another, to the development of</i>	

		<p>learning and attainment of disciplinary learning outcomes and course outcomes, again in line with discipline standards and AQF Level descriptors. Within a given unit in a major/course, it has been, and will continue to be, a perfectly appropriate option to use a single type of assessment, depending on the agreed purposes of the unit within the scaffolded learning framework of the major/course, and the appropriate distribution of assessment strategies for learning within units as they emphasise work on particular components of knowledge, skills and application of knowledge and skills in the planned progression of learning through a major.</p> <p>We would like to see the relevant sentence in this clause rephrased as follows:</p> <p>1.12 Assessment in a unit should normally involve more than one type of assessment task.</p>	
1.12	PVCA	<i>The WP agreed that 'should' be replaced with 'will normally' – but this isn't showing up in the policy.</i>	Accepted
1.12	Penny Purvis	<i>Clause 1.12 will allow only one assessment for dissertation, special topic and reading units and yet these are units where students really do need some feedback before submitting their final assessment.</i>	The working party thought that staff are well aware of the importance of arranging formative assessment along the way in these non-regular units, and that writing a requirement into policy would only complicate matters.
1.13	BCSS	<p>“assessment criteria associated with each assessment task”</p> <p>Comment: <i>Reference to assessment criteria is unclear. The definition provided ... explicit statements on how performance of desired learning outcomes might be demonstrated ... is not exactly the same as that provided at the end of Procedures. Is an Assessment Criterion something like assessment task X corresponds with learning outcome Y? Or is it more like in this essay you are required to answer the following question with specific focus on A, B, and C, plus there needs to be reference to X, Y & Z? But if one gets too prescriptive you end up writing the assignment for the student with a reduction in the assessment as a valid measure of the student's knowledge and skill. Determining this line strikes me as rather important.</i></p>	<p>The WP noted that these points are in the current policy at 5.4, 5.5, 5.6 and are required under Provider Course Accreditation Standard 1.6.</p> <p>The WP agreed that the definition of “assessment criteria” in the policy should be amended to be the same as that in the procedures, and asked that it be pointed out that well written assessment criteria would not provide the answer.</p> <p>The WP also noted that the Learning Innovations Hub is preparing a series of on-line guides for assessment processes that will include advice on writing assessment criteria.</p>
1.14	LIH	1.14 Assessment must be moderated, validated and benchmarked.... – this doesn't have to happen annually according to the procedures. If there is only one marker, then a 3 year benchmark is pretty much all that is required so we either need to tighten the procedures or reword this as it is very ambiguous at present.	<p>Policy is statement of principle, with the detail in the Procedures.</p> <p>Covered</p> <p>This is picked up in 4.9.2 of the Procedures, which should have the clause, “every time the unit is run” inserted after the word “implemented”.</p>
1.14	SHum	Assessment must be moderated, validated and benchmarked	The WP agreed to include the following definitions

		Comment: <i>It is unclear exactly what this entails. While 'moderated' is defined later in the document, 'validated' and 'benchmarked' are not. Support for this proposal is conditional on the precise meaning and implications of these terms.</i>	of 'benchmark' and 'validate' in definitions. <i>Benchmark means to evaluate processes, practices and outcomes by comparison with sector and discipline norms. Benchmarking can be internal or external.</i> <i>Validate means to demonstrate or support the truth or value of something.</i> http://www.oxforddictionaries.com/definition/english/validate
1.14	BCSS	"Assessment must be moderated, validated and benchmarked" Comment: <i>It is not clear how each unit coordinator would evaluate each assessment component in the way that is being asked for here, short of an extensive empirical study, which would need to be repeated each time the assessment changed, as is required after each use of an exam. If it is to be done properly, there are significant workload ramifications. If it is not to be done properly, it shouldn't be part of this policy.</i>	The requirement for moderation is in the current policy at 5.4d., and validation and benchmarking is required under PCAS 5.3, 5.4 and 5.5
1.14	BB	Comment: <i>Section 1.14 states "Assessment must be moderated, validated and bench-marked . . ." What sort of benchmarking procedures are envisaged? There is nothing to indicate why this might be reasonable and practicable.</i>	"Benchmarking may be internal or external" has been included in the definition.
1.17	JF	Insert "where required" at end of sentence.	The WP agreed that it would be better to include "where required" between "and" and "revise", so that the new 1.17 is: "1.17 Academic staff will review student achievement in assessment tasks to help evaluate the effectiveness of their teaching, and where required will revise and improve their teaching and/or assessment accordingly."
1.18	BCSS	Comment: <i>A Special Assessment using the same assessment task is straightforward. But of concern would be a situation where the student claims that they cannot do a specific assessment task (due to a disability) and want an alternative task. This would not be acceptable due to workload implications on the unit coordinator, and equity implications in respect to other students. Two students could successfully complete the same unit but have been assessed by different means.</i>	The WP noted that it is in the current policy at section 26 and agreed that this will remain as is.
1.19	BCSS	Comment: <i>What is the purpose of a supplementary assessment? Again, workload implications on the unit coordinator, and potential equity implications in respect to other students. In</i>	The WP agreed that this section indicates that the decision to do so or not is at the Unit Coordinator's discretion, which enables the UC to make the

		<i>allowing this unit coordinators would be forced to defend a negative decision after a request is denied.</i>	decision and requires that the UC be consistent if they do decide to do this or not. It is a slight variation on current policy at B1.2b. Agreed: No change.
1.20	JF	Comment: <i>Does this belong here? It has to do with courses not units</i>	This policy deals with course issues as well as unit issues.
1.20	ASJB	Comment: <i>Insert “and” between “terminally ill” and “near death”, replacing the comma. This is simply to ensure that it is clear that all three criteria have to be met. I could make a decent case that the comma implied an 'or', in which case we would be involved in horrible assessments about how close death was to the terminal illness - this leaves it to the doctor's advice. Given the exquisite sensitivities I would suggest we are cautious on this one and use belt and braces even if it is inelegant in grammar.</i>	The WP noted the definition of “terminal illness” at http://en.wikipedia.org/wiki/Terminal_illness <i>Often, a patient is considered terminally ill when their estimated life expectancy is six months or less, under the assumption that the disease will run its normal course. The six-month standard is arbitrary,^[1] and best available estimates of longevity may be incorrect.</i> The WP agreed that the general understanding of 'terminally ill' means that it is likely to happen fairly soon; adding “and” emphasizes the sorry state that the person is likely to be in; two “and”s is grammatically inelegant. Agreed: No change. However, the WP also noted the need to make the Assessment Procedures section on this match the new procedures for Posthumous Conferral of a Coursework Award.
Insert a new point, 1.21	NR (4-12-13)	Comment: <i>Need to introduce the Challenge Assessment process that will be included in the Assessment Procedures, in this policy.</i> Suggest: 1.21 An applicant for enrolment at the University of New England will be provided the opportunity to demonstrate that they have met the learning outcomes and discipline standards of a unit through the challenge assessment process, as provided in (new) Section 1.15 of the Assessment Procedures.	The WP noted that a challenge assessment section belongs in the Admissions and or/advanced Standing policy/ies, rather than here. Agreed: no new section on Challenge Assessment
2.1 c)	WP	Comment: <i>The reference to the Academic Integrity Module doesn't apply across the University.</i>	The WP agreed to insert the phrase :where required” after “Academic Integrity Module”.
2.1 c)	Penny Purvis	Clause 2.1 (c) students may need to complete the Academic Integrity Module where required – what does where required mean? Can unit coordinators include this unit as part of the units assessment?	Unit Coordinators can include the AIM as a gateway task (S/US) in their unit assessment. There is a move to require completion of the AIM as a compulsory part of the UNE student experience, prior to submission of the first formal assessment task in a student's candidature. Delete 'where

			required' from Section 2.1(c).
2.1d)	JF	Comment: <i>Does this belong? It doesn't seem to relate to assessment, and if it is meant to it needs to be clarified.</i>	The WP agreed that the focus is meant to be on student behaviour during assessment tasks and should be modified to: "d) behaving respectfully in all assessment environments, including on campus and on-line:"
2.2	Examinations Office	The University's Student Disability Support Office is responsible for providing support for students who require special assessment deriving from any long-term or short-term disability or health condition. Comment: <i>The Disability Support Office also provides support to students suffering from injury, short-term illness and other health conditions.</i>	Accepted
2.3d)	JF	Comment: <i>Would this point be better under a) as it occurs before the other activities?</i>	The WP agreed that this should be moved to b), as a) is "understanding and complying with this policy and related procedures".
2.4b)		2.4 Unit Coordinators are responsible for ensuring that: b) wherever possible, assessment tasks should create authentic challenges for students, based on discipline and professional norms;	Accepted
2.4d)	Examinations Office	Students will have opportunity to prepare for final examinations and where past examination papers (or parts thereof) are not available, other opportunities will be provided; Comment: <i>Unclear what type of opportunities this phrase refers to. Does it include self-assessed tests?</i>	Policy - statement of principle. Should not be prescriptive and list all opportunities. No change
2.4d)		students will have opportunity to prepare for final examinations. and Ww where past examination papers (or parts thereof) are not available, other opportunities will be provided;	Change to: "students have the opportunity to prepare for final examinations, and where past examination papers (or parts thereof) are not available, other opportunities are provided".
2.4f)	To meet TEQSA re-registration requirements	Insert after "undertaken", "and are recorded on TRIM,"	Agreed
2.4g)	JF	Comment: <i>This is a big ask for a multiple choice quiz, for example.</i>	WP agreed to inserting "Section 4.8 of the Assessment Procedures and)" after "in accordance with".
2.4g)	Jenni Ayres	It says '...cloze and quizzes' - presume that 'cloze' should be something else?	A definition of 'cloze' was added to the Definitions section of both the policy and procedures for staff unfamiliar with the term
2.4h)	JF	Delete "relevant".	WP agreed to delete 2 nd "relevant".
2.4i)	JF	Comment: <i>Not sure what is meant by this.</i>	WP agreed to remove this subsection.

2.4k)	SHum	'at risk' students are identified through an assessment task early in the teaching period, Comment: <i>What does 'early in the teaching period' mean? This needs to be clarified. In many units in the School of Humanities the first assignment may not be due until the middle of the teaching period. We wish to continue this established assessment pattern and the policy should allow us to do so.</i>	The WP noted that this is in the current policy at D2.25, D2.26 & D2.27. Again, "early" has been left open deliberately for some flexibility of interpretation. The WP agreed to include "Section 6.1" before "Assessment Procedures", so that the reference for details in the procedures is explicit.
2.4k)	BCSS	Comment: <i>What is an 'at risk' student and corresponding intervention strategies? The student will be informed of their poor performance by the mark they receive on that first assessment task. Why does the unit coordinator then need to spend their time chasing up individual students and putting into place an early intervention strategy? This hand-holding does not seem appropriate at a university level.</i>	
2.5	Shum	Course Coordinators are responsible for: Comment: <i>These duties for a course coordinator are problematic - would sit better with Head of School or Unit Coordinators. All relate to academic standards and assessment which surely are the responsibility of HOS and unit coordinators.</i>	These requirements are consistent with the responsibilities of Course Coordinators and good academic practice and to ensure that there is coherence within a course.
2.5	BCSS	Comment: <i>Why should course coordinators be responsible for students having an appropriate level of English proficiency, apart from setting entry requirements that specify the required level of English proficiency? Points b), c) & d) can be read as the course coordinator promoting general discussion re assessment in units, as in the context of yearly course advisory committees. It is assumed that their role should not be to intervene on the professional responsibility of the individual unit coordinator ... monitoring assessment loads ... This form of micro-monitoring would be inappropriately interventionist, and too onerous.</i>	TEQSA focus on English proficiency, as required under the Threshold Standards.
2.6	NR & HA	Should the School TLCs include in their responsibilities, acting as a Board of Examiners?	The WP said "no".
2.6b)	Penny Purvis	<i>Clause 2.6 (b) ... 2.6 The Board of Examiners is responsible for: ... (b) identifying units in which the assessment outcomes are unsatisfactory and providing advice to the Unit Coordinator and relevant Course Coordinator on actions to improve outcomes; Given that units are owned by schools, shouldn't the relevant Head of School also receive the advice from the BoEx so that they can ensure that action is taken? Clause 2.7 (c) doesn't really address this as it talks about quality assurance.</i>	Accepted. Changed to: <i>(b) identifying units in which the assessment outcomes are unsatisfactory and providing advice to the Unit Coordinator, Head of School or Directorate, and relevant Course Coordinator on actions to improve outcomes;</i>
2.6(d)	Penny Purvis	<i>2.6 The Board of Examiners is responsible for: ... (d) where Honours programs are at the School level, aggregating marks and recommending the award of grades and Honours classifications; ...</i>	Agreed. Suggest ... <i>(d) aggregating marks and recommending the award of grades and Honours classifications for all Honours programs</i>

		<i>All honours programs should be at School level and therefore the BoEx should always recommend the grade and Hons classification- this should not be left at Discipline level. If you want to have a moderation process for Honours in the generalist degrees then perhaps the individual BoE would recommend to the PVCA (or an academic committee drawn from the relevant schools).</i>	<i>administered by the School;</i> <i>Also added Section 2.11: The Pro Vice-chancellor (Academic) or nominee is responsible at the end of each teaching period for convening a moderation meeting of School representatives for ratifying the award of Honours marks and grades in the generalist degrees that span more than one School (e.g. BSc, BA).</i>
2.7.1	Brendan Peet	<i>Need to allow HoS to appoint another academic who is a disciplinary expert to undertake assessment in a unit where the Unit Coordinator refuses.</i>	<i>Insert: 2.7.1 If a Head of School considers that an academic staff member (including a Unit Coordinator or Course Coordinator) who reports to the Head of School has not observed or complied with this policy and any procedures under this policy, then the Head of School has authority to rectify the matter by arranging for the staff member's duties to be properly carried out by another suitably qualified person.</i>
2.8c)	WP	Comment: <i>This should be a responsibility of the HoS.</i>	WP agreed. 2.8c) to be moved from Chair of TLC responsibility to that of HoS as 2.7g).
2.9	BCSS	Comment: <i>There has been peer review of exam papers, but to extend this to all assessment tasks would be a significant increase in workload and could reflect a level of professional intrusion that is not warranted. Apart from a few cases that could be identified by other means, is there actually a problem that warrants the response envisaged in 2.9?</i>	The WP noted that the current policy at 5.7 refers to unit assessment being "reviewed as part of regular unit reviews as mandated in the Academic Quality Management Policy", which discussed Unit monitoring and course reviews, but not unit assessment review.
2.9	Geoff Hinch GH)	Comment: <i>Unit peer reviewer – new idea and has resource implications. Suggest that certainly not needed in team taught units where a number of academics oversee unit anyway.</i>	The current AQMP at 2.3.5 states: <i>Course Review involves evaluating the academic program of an award – the course structure, alignment of learning objectives to learning outcomes and assessment, in the context of the University's graduate attributes, currency of the curriculum, changes to the discipline, quality of teaching and learning including assessment, student perceptions and feedback, and feedback from the relevant professional, accrediting and employer groups.</i>
2.9	BB	Comment: <i>Section 2.9 states "A nominated unit peer reviewer is responsible for assisting the unit coordinator . . ." { who will be nominating this peer reviewer? Peer review is current practice where and when appropriate. Peer review only works in a collegial environment. Mandating it as a regular formal procedure is counterproductive.</i>	After considerable discussion, the WP agreed that the wording of this section should be revised to: "2.9 As a part of the 3-year unit review cycle, an

			academic colleague in the same or a cognate discipline will be responsible for assisting the Unit Coordinator in:.....”
2.10	LIH	Comment: <i>Happy with the LIH responsibilities in 2.10.</i>	
2.10	BB	Comment: <i>Section 2.10 furthers uniformisation of assessment and managerial control of academics. But meaningful assessment is discipline-specific and cannot be standardised without lowering quality.</i>	
2.10g)	JF	Comment: <i>Should there be something about what LIH does for students?</i>	The ED, LIH advised that LIH only services students through Academic Skills Office and English Language Centre, and they are currently undertaking a review of their provision.
3	WP	Comment: <i>“should be referred to” should be replaced by “should refer to”, as this is aimed at students complaining about the application of this policy.</i>	The WP agreed to the change.
3	Penny Purvis	Clause 3 – Appeals. Two points - Does the Assessment Appeals Policy cover all aspects of this Policy? Schools should not have individual procedures outside of the university policy and procedures!	1. The AAAP should be broad enough to cover assessment appeals based on broad criteria, not just fairness and adherence to the marking criteria, e.g. academic rigour or relevance of an assessment task. 2. Schools may well have their own policies where this policy and procedures allow them to (e.g. benchmarking assessment as per Law), which could then become the basis for an appeal
4.1 c)	GH	Comment: <i>not clear what pedagogical reasons would be to keep exam papers</i>	The WP advised that one pedagogical reason is to give students access to previous examination papers so that they can better prepare for the examination.
5.2	BCSS	“Quality Assurance” Comment: <i>Quality assurance can take various forms. A concern is that it can impose greater workload on academics, at the cost to time available for research and teaching. It can also be overly controlling, tending to treat the academic as an untrustworthy cog in a machine that constantly needs to be monitored. Both of these will have negative impacts on the overall quality of activity at this university.</i>	The WP agreed that there are workload implications, but this is a part of demonstrating compliance with University policy.
5.2	BB	Comment: <i>The Academic Board is responsible for ensuring quality and effectiveness of all academic policies. This Section belongs with quality assurance policies, and these are still under discussion.</i>	QA is an integral part of implementation of the Assessment Policy.
Related documents	Examinations Office	<i>Disability Standards for Education 2005</i>	Will be included under Related Documents.

Attachment A

Arts General comments

Response from SoA to Draft Assessment Policy (and related documents)

The School notes the considerable work that has been undertaken in the review of these policies, and appreciate the opportunity to respond.

Assessment Policy

As the Assessment policy needs to provide clear guidance on underlying principles, practices and responsibilities, we welcome the proposed refinements that have occurred here. We strongly endorse these he four key principles that form the foundation of the Assessment Policy provide.

Overall, we support the requirements 1.5 – 1.20, but do note that some staff were concerned with clause 1.12.

Overview

These procedures are for the guidance of the staff and students of the University of New England for implementing and complying with the Assessment Policy, and must be read in conjunction with that policy and related guidelines. The procedures address the regulatory requirements established under the *Tertiary Education Quality and Standards Agency Act 2011* (Cwlth) through the 2011 (and April 2014 proposed) Higher Education Standards Framework, and those established under the *Educational Services for Overseas Students Act 2000* (Cwlth) through the revised National Code of Practice for Registration Authorities and Providers of Education and Training to Overseas Students (National Code 2007).

These procedures recognise three types of units in coursework degree offerings:

- (a) 'regular units';
- (b) units with a work placement;
- (c) research dissertation, special reading topic or project-based units.

Scope

These procedures will apply from the commencement of Trimester 1, 2016~~4~~, apart from the Board of Examiners provisions (Section 4.11), which will apply from the date of approval.

These procedures apply to:

- (a) all staff and students at UNE and all institutions, domestic and international, with which UNE has a partnership arrangement under which UNE accepts responsibility for equity and quality of assessment;
- (b) all programs of study undertaken by coursework offered by the University.

All UNE staff involved in unit planning, designing, teaching, and/or marking and grading of coursework assessment tasks and ratification of coursework unit results must comply with the UNE Assessment Policy and Procedures, and related documents.

The only exception is for UNE students enrolled in the Joint Medical Program (JMP) with the University of Newcastle, and to whom the JMP Assessment Policy and Procedures apply.

Procedures

1 Design of Assessment, Academic Standards and Benchmarking

- 1.1 It is the responsibility of the Unit Coordinator to ensure that assessment tasks allow students to demonstrate the unit's learning outcomes and including graduate attributes.
- 1.2 Criteria-based Assessment
 - 1.2.1 Assessment criteria are explicit statements of the various elements of an assessment task that are considered when marking and for the moderation of marking.
 - 1.2.2 Assessment criteria for each assessment task must be described in sufficient detail to enable students to meet the requirements of the task and demonstrate the associated learning outcomes.
 - 1.2.3 Student achievement in assessment tasks must be determined by a student's standard of performance, which must be benchmarked wherever possible against discipline, professional and/or industry standards.
 - 1.2.4 Every unit assessment task (except for structured-response questions such as multiple choice, true/false and similar quiz-style questions) must be criterion-referenced. Assessment criteria are essential elements in preparing a unit for offering in a teaching

period. Assessment criteria for an examination should be prepared at the time of setting the examination paper.

1.3 Timing of Assessments

- 1.3.1 Each unit will normally include an assessment task early in the teaching period, either a purely formative task or a relatively low-weighted summative task.
- 1.3.2 Unit Coordinators should endeavour to distribute the assessment workload over the teaching period.
- 1.3.3 ~~Wherever possible, dates~~ should be chosen to allow feedback to be received by students before the next assessment task is due and before the final examination. This is particularly important for first-year units.
- 1.3.4 Where possible, assessment tasks in units in highly structured degrees should be scheduled to avoid students having several assignments due in the same week.
- 1.3.5 It is the responsibility of Course and Unit Coordinators to make all reasonable efforts to ensure that students are not disadvantaged, or that there is minimal impact on assessment tasks and their marking, as a consequence of University-related activities such as a practicum, which may result in prolonged absences for students.

1.4 Number and Types of Assessment Tasks

- 1.4.1 Unless the unit is a research dissertation unit, a special project unit, a reading unit or a practical unit such as a teaching practicum or work experience unit, assessment will be based on more than one assessment task at different points in time and generally more than one assessment method. This avoids undue emphasis on a single task and student learning style, therefore ~~reducing~~ ~~avoiding~~ the risk of assessment inadequately reflecting a student's accomplishments in the unit.
- 1.4.2 In regular units:
 - (a) no one ~~component assessment task~~ should account for more than ~~67~~0% of the final aggregate mark, and
 - (b) constructed-response questions should comprise a minimum of 30% of the final aggregate mark.
- 1.4.3 Non-examination tasks
 - (a) Assessment tasks designed for completion under non-examination conditions (e.g. periodic assignments throughout a teaching period, major papers, research reports, problem sets, laboratory or practicum reports, and various types of construction, composition and performance) provide maximum flexibility for student assessment.
 - (b) When designing and developing assessment tasks, the Unit Coordinator should bear in mind that the following information needs to be communicated to all students in the unit information and assessment overview:
 - i. the learning outcomes, ~~and including~~ graduate attributes, to be achieved by successful completion of ~~the each~~ assessment task;
 - ii. the aim of each assessment task;
 - iii. the structure, length and complexity of the expected student response, and
 - iv. the form of feedback to be provided.
 - (c) For cases where students are unable to access key resources to complete an assessment task, the Unit Coordinator may make alternative arrangements of equal rigour for the student, ~~where feasible~~.
- 1.4.4 Quizzes such as self-tests, progress-check tasks and online quizzes allow for early and/or frequent feedback on progress towards achieving the learning outcomes.
- 1.4.5 Quizzes are not mandatory components of a unit. Failure to take such a task will mean that the mark is forfeited but such an omission will not incur an NI result (see Section 5.2).
- 1.4.6 The cumulative percentage of separate quizzes in a unit will be worth no more than 30% of the total assessment in a unit.
- 1.4.7 A test constitutes up to 30% of the final assessment in a unit and may be either mandatory or optional. There may be more than one test in a unit.
- 1.4.8 A test may be held at any time in a teaching period prior to the commencement of the examination period, including during an intensive school for external students. Tests may

be invigilated (organised by the School) or 'take-home', and either 'open-book' or 'closed-book' in the case of invigilated tests.

1.4.6 1.4.9 A test can consist of any combination and weighting of structured-response and constructed-response questions, provided that the cumulative sum of structured-response questions in the unit does not exceed 70%.

1.4.7 1.4.10 Student self and peer assessment

For pedagogical reasons, student self and/or peer assessments may be a valuable source of input into the unit assessment process. Self and peer assessments must always be conducted in conjunction with judgements made by the Unit Coordinator, with the exception noted in Section 1.4.7(b)(i).

- (a) Student self-assessment must not constitute the major assessment method used in a unit.
- (b) Peer assessment can take two forms in unit assessment:
 - i. First, peers can review and allocate marks to each other's work without an academic marker evaluating the reviews or marks. This form of peer review is restricted to 10% of the aggregate mark in a unit. It must be accompanied by procedures and written guidelines for promoting fairness, consistency, confidentiality and respect by students making judgements on other students' work.
 - ii. Alternatively, a student can submit a draft assessment task, which is reviewed by one or more peers who provide feedback. The student then revises their work in light of the peer review(s) and resubmits the final work to the marker, with a reflection on their learning from the process. The student's reflection can recount their learning from the feedback given by their peers, as well as their learning from undertaking the review process themselves and providing feedback to others. The student's reflection work is assessed by the marker, as well as the assignment submission. This form of peer review can account for up to ~~67~~70% of the final unit mark.

1.4.8 1.4.11 Collaborative/group/team work

- (a) Where group projects are assessed, assessment tasks should have an element of assessing individual contribution (e.g. through peer and self-review or reflective writing).
- (b) Where group or team work is to be an assessment task, the marking scheme must make it possible for students to be marked separately, unless the ability to work in a team is an identified learning outcome ~~or assessed graduate attribute~~ for the task.

1.4.9 1.4.12 Assessment by examination

- (a) Examinations can be supervised, take home or online.
- (b) Assessment tasks to be undertaken under formal examination conditions, whether University or School-administered, must be explicitly supervised, timed and controlled, and must be designed to be completed within the time allotted (see Section 3.2).
- (c) Examination questions must relate to the learning outcomes of the unit.
- (d) Take-home examinations are papers that students complete away from the University or examination venues. Student answers to take-home examinations must be submitted through the University's originality detection software, except for identified exclusions such as botanical herbarium collections, mathematics calculations or other ~~non-literary~~ text-based work. The responsibility for administering such examinations lies with the Unit Coordinator.
- (e) Online examinations are examinations made available to students online for a limited period of a week or less. The responsibility for administering such examinations lies with the Unit Coordinator. Student answers to online examinations must be submitted through the University's originality detection software.

1.5 Equivalence of Assessment between Various Modes of Offering

- 1.5.1 Equivalent assessment tasks have identical learning outcomes although these may be demonstrated in different ways.
- 1.5.2 When a unit is offered in differing modes or locations, there may be valid reasons for varying the assessment tasks, but they must enable equivalent student learning outcomes regardless of place or mode of study.

1.6 Amount of Assessment

1.6.1 The [Credit Point and Student Workload Policy](#) specifies a six-credit-point unit to require, as a guide, a total of 150 hours of student participation ~~by the average student~~ in unit learning activities (including study time, class contact hours and preparation and completion of assessment tasks). With the exception of practicum requirements, ~~an average~~ student cannot be expected to exceed 150 hours of student engagement with unit learning materials, activities and assessment tasks.

~~1.6.1~~1.6.2 It is recognised that different disciplines and teaching philosophies may lead to variation in the appropriate amount of assessment between specific units of study. However, every unit must have at least one assessment task that is not an invigilated examination.

~~1.6.2~~1.6.3 Unless a discipline has an Amount of Assessment Policy approved by the Academic Board's Academic Program Committee and posted on the appropriate website for student and staff access, the maximum word limit for a six-credit-point coursework unit, in which the predominant type of assessment task is a written essay, paragraphs, report or similar, is 5000 words or equivalent.

~~1.6.3~~1.6.4 A two-hour examination is deemed to be equivalent to 2000 words.

~~1.6.4~~1.6.5 An online quiz worth 5% of the overall unit mark is deemed to be equivalent to 250 words.

~~1.6.5~~1.6.6 These limits do not apply to assessment tasks such as those in character-based languages, musical notation tasks or mathematical problems involving formulas and calculations.

1.7 Weighting of Assessment Tasks

1.7.1 The weighting of assessment tasks must be clearly outlined in the unit information and assessment overview provided to students in the first week of teaching. The weightings of individual assessment tasks in a unit should be guided by the relative importance of each to student learning and achievement of the unit learning outcomes.

1.7.2 A single examination must be weighted at least 30% and no more than ~~67~~70% in the aggregate mark for any student.

1.7.3 Structured-response assessment tasks (e.g. multiple-choice and true/false questions) including those in an examination must not exceed 70% of the overall assessment in a unit.

1.8 Gateway Assessment

1.8.1 A Unit Coordinator may require students to pass or satisfy requirements in one or more assessment tasks ('gateway' assessments) in order to pass a unit. If this is the case, the Unit Coordinator must ensure that this requirement is published in the Course and Unit Catalogue as well as in the unit information and assessment overview provided to students in the first week of teaching.

1.9 Class Attendance and Participation

1.9.1 No marks are to be allocated for attendance (either on campus or online).

1.9.2 When a student is studying a unit in on-campus mode, a minimum class attendance may be required in order to pass a unit, but attendance as such cannot form part of the graded assessment. Reasons for requiring mandatory attendance must go beyond the purported educational benefit to the individual and may involve:

- (a) statutory issues such as mandatory health and safety training;
- (b) a professional accreditation requirement where there is a clear written guideline from the accrediting body that a minimum number of hours should be spent on an activity, or
- (c) the situation where failure to attend detracts from the learning of other students in team or group activities, for example.

1.9.3 Where attendance is mandatory, this must be clearly explained in the unit information and assessment overview provided to students in the first week of teaching to deal with situations in which students cannot attend because of circumstances outside their control. Online and/or class participation, in contrast to attendance, may be assessed but shall not be worth more than 15% of the overall mark in a unit. When online and/or class participation is assessed, the criteria by which participation is to be judged must be made explicit.

1.10 Assessing Students with Special Needs

- 1.10.1 For students with special needs declared to the Disability Support Office, Unit Coordinators may be requested to provide alternative assessment methods.
- 1.10.2 The University is obliged under government legislation to assist in the provision of alternative assessment methods that allow these students to be assessed against the unit outcomes.
- 1.10.3 Alternative assessment methods must be arranged with the advice and support of the Disability Support Office to ensure their accordance with the Disability Standards for Education 2005, under the *Disability Discrimination Act 1992* (Cwlth).
- 1.10.4 The alternative assessment tasks must be negotiated directly between the student and the Unit Coordinator with due consideration for equity and assessment validity.
- 1.10.5 The agreed arrangements must be signed by both parties, with a copy lodged in the student's record.

1.11 Assessment in Split-Level and Other Non-Standard Units

- 1.11.1 Split-level units offered at two or more levels must have differing unit learning outcomes and differing cognitive and assessment requirements at each level even if the unit topics and materials are the same. Assessment tasks for students studying at a higher level will require higher cognitive abilities, and achievement of more complex and challenging learning outcomes in accord with the specifications of the Australian Qualifications Framework.
- 1.11.2 For specialised, individually tailored units such as special topics, generally undertaken by students at a more advanced level, the required assessment tasks shall be negotiated individually with each student and set out in written form. Assessment tasks in such units may not take the form of a formal examination administered by the University because of the administrative costs involved. However, if the special topic unit comprises completion of an undergraduate level unit, the assessment tasks for that undergraduate level unit may apply, including any formal examination administered by the University. The Head of School is responsible for notifying the Examinations and Results Unit about any such students.

1.12 Workplace and Clinical Assessment

- 1.12.1 When learning is being assessed in a workplace or the clinical setting (such as teacher placements), Unit Coordinators ~~are have overall~~ responsibility for assessment, moderation and reporting of grades. However, when an assessment component of a unit involves a workplace or clinical assessment, elements of the assessment, moderation and reporting process can be delegated by the Unit Coordinator provided that Section 1.12.2 is not contravened.
- 1.12.2 Unless the workplace or clinical assessment is overseen by an academic staff member of the University, the workplace or clinical assessment component of the unit should be an ungraded result of 'satisfactory' (satisfies requirements)/'unsatisfactory' (does not satisfy requirements).
- 1.12.3 The Unit Coordinator is responsible for ensuring ~~that access to~~ the details of the assessment process for workplace and clinical placements. These are to be clearly stated and available to students in the first week of teaching in the unit information and assessment overview. This information should also include additional requirements such as:
 - (a) legislative, regulatory, professional, ethical and behavioural requirements for the placement, and
 - (b) procedures relating to concerns about placement.
- 1.12.4 Although workplace supervisors of clinical or work placement may have an active role in the assessment process, their assessment of a student's performance has the status of advice to the ~~Unit Coordinator~~ School in which the placement is situated.
- 1.12.5 Workplace supervisors who are required to provide advice on a student's performance should be provided with clear and explicit criteria and standards in relation to satisfactory performance, and have had appropriate professional development regarding standards and procedures.

1.13 Honours Assessment

- 1.13.1 One-year Honours degrees will be 39 weeks long commencing at the beginning of T1, T2 or T3, and not be tied to trimester dates. Disciplines must identify in which intake periods their students can commence.
- 1.13.2 All Honours theses or equivalent should be weighted at a minimum of 25% of the final aggregate mark for the Honours degree.
- 1.13.3 The ratio of assessment components should equal the ratio of marks in the final aggregate mark for the award. For example, if the coursework volume of learning is 75% of a one-year Honours degree and the thesis unit 25%, the final aggregate mark will be the sum of the coursework percentage mark multiplied by 0.75 plus the thesis percentage mark multiplied by 0.25.
- 1.13.4 In the calculation of the Honours mark in embedded Honours programs, at least 75% of the units used to calculate the final aggregate Honours mark must be at level 8 in the Australian Qualifications Framework.

1.14 Challenge Assessment

- 1.14.1 At the Unit Coordinator's discretion, an applicant can be awarded advanced standing in a course or credit for a unit when enrolling or when enrolled in a UNE degree, by undertaking and passing one or more challenge assessment tasks that are set and assessed by the relevant Unit Coordinator.
- 1.14.2 The challenge assessment tasks will determine whether an applicant has satisfied requirements consistent with the achievement of the unit learning outcomes.
- 1.14.3 An applicant attempting a challenge assessment must have their identity authenticated.
- 1.14.4 The time, location and mode in which the challenge assessment tasks are undertaken are entirely at the discretion of the University.

1.15 Responsibilities in the Design and Development of Assessment Tasks

- 1.15.1 Unit Coordinators are responsible for 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) should be 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 unit learning outcomes, that is, that assessment tasks are fair, equitable and transparent, and will enable students to make progress in attaining the learning outcomes, including and the relevant graduate attributes specified for the unit;
 - (d) award marks for participation based on progress in attaining the unit learning outcomes, and including graduate attributes, rather than simply for participation;
 - (e) include more than one assessment task unless the unit is a reading unit, special topic or research project unit, or a practicum or work-experience unit without designated assessment tasks;
 - (f) are weighted appropriately for the size, level of difficulty, complexity and time required for the average student to complete the task satisfactorily.
- 1.15.2 Unit Coordinators are responsible for developing assessment criteria for each assessment task. Specific criteria may include reference to external requirements (e.g. national discipline standards, accreditation standards, etc.).
- 1.15.3 As part of course monitoring and to ensure that courses are coherent and that unit assessment and learning outcomes are appropriately scaffolded for students to demonstrate course learning outcomes, including and graduate attributes, Course Coordinators are responsible for overseeing:
 - (a) the unit assessment in the course to ensure that assessment is informed by a whole-of-course or whole-of-major approach, including relevant reference points;
 - (b) the mapping of unit learning outcomes and their contribution to meeting the course learning outcomes, including and graduate attributes.
- 1.15.4 Where there are Discipline Convenors, oversight of the assessment tasks in a major and the mapping of unit learning outcomes to course learning outcomes, including and graduate attributes, is the responsibility of the Discipline Convenor.

1.16 Benchmarking and Review of Assessment Tasks

To assure the quality, consistency and appropriateness of assessment, assessment tasks should be benchmarked periodically by the Unit Coordinator, and reviewed periodically by an academic colleague within the School or course.

1.16.1 Benchmarking may include any or all of the following:

- (a) comparison of the [weighting](#), nature and degree of difficulty of assessment tasks in equivalent units in the same or cognate disciplines at UNE and at other universities;
- (b) comparison of assessment criteria and performance standards relative to equivalent assessment tasks;
- (c) comparison of overall assessment load in equivalent units within and without the University;
- (d) blind-marking by an assessor of a sample of assessment tasks, followed by a discussion of the differences and variations in grading that may exist.

1.16.2 For further procedures relating to the monitoring and review of assessment, see Section 8.

2 Information Provided to Students about Unit Assessment

2.1 Scope of Assessment

2.1.1 A clear statement of the unit learning outcomes, ~~including and~~ graduate attributes, must be included in the Course and Unit Catalogue (CAUC) and a link to this information provided to students in the first week of teaching.

2.1.2 The alignment between the unit assessment and the unit learning outcomes, [including and](#) graduate attributes, must be included in the CAUC and a link to this information provided to students in the first week of teaching.

2.2 Regardless of the nature of assessment tasks, students must be provided with guidelines that define what is expected of them in responding to each assessment task (i.e. the scope of the response to the task). These guidelines must be in the form of specific criteria to be addressed. The guidelines may also indicate the standards to be achieved, [generally in the form of an assessment rubric for each assessment task](#).

2.3 The nature and details of all aspects of assessment in a unit, including details of formative and summative assessment tasks, must be clearly described in the unit information and assessment overview.

2.3.1 The following details must be provided either in the assessment overview or for each assessment task, as appropriate, to enable students to plan their approach to assessment:

- (a) the type of assessment task;
- (b) the topic of the task – the precise wording of the topic has to be notified to students six weeks before the assignment due date or at the start of the teaching period, whichever is the shorter time;
- (c) the due date and time for submission;
- (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 purpose of the task including, where relevant, outcomes determined by external professional organisations, and the parts of the unit curriculum being assessed;
- (f) where appropriate, the structure of the expected student response in the case of constructed-response questions;
- (g) details of the referencing style to be used;
- (h) the length or magnitude of the assessment task as appropriate to the discipline (e.g. word length in the case of all written assignments, or number of characters in character-based languages);
- (i) the criteria against which a constructed response will be marked in assessment tasks other than in supervised examinations and supervised tests;
- (j) advice about the granting of extensions and the consequences of late submission, with and without extensions;
- (k) where multiple markers of an assessment task are involved, that moderation processes are implemented to ensure marking competence, fairness and consistency;

- (l) whether the assessment task is likely to be marked by someone other than the staff members identified as teaching the unit;
 - (m) how and when marked assessment tasks will be returned to students;
 - (n) whether resubmission is allowed (see Section 3.4);
 - (o) reference to academic integrity, including the University's policy on academic misconduct and plagiarism, and the requirement to submit assessment tasks through Turnitin software or equivalent;
 - (p) any special requirements.
- 2.3.2 Assessment requirements in a unit may not be altered once they have been published in the Course and Unit Catalogue and in the unit information and assessment overview provided to students in the first week of teaching, except [in exceptional circumstances](#) with the approval of the Head of School. All students must be notified of any changes to an assessment task (e.g. a change in topic or due date) in writing by the Unit Coordinator [by email and at the unit website](#).
- 2.3.3 Unit requirements are also subject to General Rule 33, 'Unit Requirements and Unit Guides'.
- 2.4 In a research dissertation unit, a special project unit, a reading unit or a unit with only one assessment task, students must be clearly informed in the unit information and assessment overview about the ways in which students will be given feedback on their progress throughout the unit.
- 2.5 Where a specific minimum mark has to be achieved in an assessment task in order to pass a unit and/or where this mark may be other than 50%, the percentage value and rationale for this mark must be explained in the unit information and assessment overview.
- 2.6 Provisional Nature of Marks for Assessment Prior to Board of Examiners Meeting
- Students must be informed in the unit information and assessment overview that the marks that they receive for each assessment task in a unit are provisional, until a final grade is ratified by the relevant Board of Examiners meeting at the conclusion of the teaching period.
- 2.7 Information about Examinations
- 2.7.1 Students must be informed of the format of the examination and of the link between the examination and the unit learning outcomes in the unit information and assessment overview.
- 2.7.2 Guidelines to assist students answer each constructed-response (generated-response) question in an examination must be made available to students before the start of the examination period.
- 2.8 Honours assessment
- Honours thesis requirements (i.e. length and formatting) must be standardised within disciplines and clearly described in the unit information and assessment overview at the commencement of the unit.

3 Managing Assessment Processes

- 3.1 Submission of Assessment Tasks
- 3.1.1 The University uses electronic and other methods to detect plagiarism and other academic misconduct. Obligations of academic staff to examine assessment items for plagiarism are set out in the [Student Coursework Academic Misconduct and Plagiarism Rules](#).
- 3.1.2 Assessment items, including take-home examinations and online examinations, must be submitted electronically through the University's originality measurement software (currently Turnitin) except where:
- (a) the Head of School advises the Pro Vice-Chancellor (Academic) and they agree in the case of a particular unit or particular assessment item that electronic submission is not practical (e.g. assignments in languages other than English, Botany collections, mathematics calculations, etc.), or
 - (b) an individual student applies through Student Central to the Head of School for an exemption on equity grounds. In consideration of equity, due consideration will be given to the student's special needs status, the requirements of the University's [Communication Policy](#) and [General Rule 6.1](#).
- 3.1.3 The Learning Information Hub and Information Technology Directorate are responsible for ensuring that:

- (a) the processes for electronic submission and evaluation of student work by originality measurement software are 'user friendly' so students can easily submit their work;
 - (b) the infrastructure supporting electronic submission is adequately resourced [so that academic staff can meet turnaround deadlines](#);
 - (c) students can access the [Helpdesk-IT Service Desk](#) when they encounter problems [during opening hours \(which are advertised on the web\)](#) relating to the submission of assessment tasks.
- 3.1.4 Students will submit each assessment task by the due date specified by the Unit Coordinator. For assessment tasks other than take-home and online examinations, the due date shall be no later than the day before the beginning of the examination period of the respective teaching period. For take-home and online examinations, the due date shall be no later than the final day of the examination period in the respective teaching period.
- 3.1.5 Electronically submitted assessment tasks must be submitted by 23:59 pm on the due date. When submitted electronically the assignment's receipt date/time is recorded automatically using the New South Wales time zone (= UTC/GMT + 10 hours Australian Eastern Standard Time or UTC/GMT + 11 hours Australian Eastern Daylight Time, depending on the date). Students must take account of time zone differences to avoid having their submission rejected or to avoid penalties in the case that their submission is accepted.
- 3.1.6 It is expected that assignment dates will be adhered to unless students receive an extension. For some assessment tasks, no extensions may be granted (e.g. online quizzes). If a student submits an assignment after the due date without an extension, the assignment may not be accepted, in which case it will score zero. If a late assignment is accepted, the student should expect marks to be deducted. Penalties may also apply when an extension is granted prior to or by the due date, in which case the Unit Coordinator will make the student aware of any penalties when granting the extension and the reasons for applying penalties.
- 3.1.7 If an assessment task is submitted late without an extension and is accepted for marking, it will be penalised according to the late assignment policy of the relevant School.
- 3.1.8 A School can only have one late assignment policy, which must be published by the School and included in each unit information and assessment overview made available to students at the beginning of the teaching period. The Head of School is responsible for ensuring equity and consistency in the application of the School late assignment policy.
- 3.1.9 Extensions
To apply for an extension a student must submit a written request for an extension of the assessment task by the due date to the Unit Coordinator or nominee. Where possible, requests for an extension should be submitted in good time to allow a decision by the due date. Only in exceptional circumstances will a late application be accepted. Supporting documentation can be supplied after the application for an extension.
- 3.1.10 The Unit Coordinator or nominee must advise a student who has applied for an extension of assessment submission date by email within five (5) working days of receipt of the application.
- 3.1.11 Decisions on assignment extensions are made by the Unit Coordinator or nominee in accordance with these procedures, the associated guidelines, and the advice provided to students in the unit information and assessment overview based on the respective School's late assignment policy.
- 3.1.12 An extension will not be granted beyond the last day of the examination period. If more time is required after this date, students must apply for a Special Extension of Time (see Section 3.3.4).
- 3.2 Examinations
- 3.2.1 Supervised examinations organised by the Examinations and Results Office (Student Administration and Services):
- (a) may not be held at night;
 - (b) may not be scheduled on weekends or a NSW public holiday;
 - (c) will be confined to the official examination periods at the end of each trimester as listed in the published Principal Dates.
- 3.2.2 Sections 3.2.1(a)–(c) may be varied by the Pro Vice-Chancellor (Academic). Where permission is granted for an out-of-session examination, the student must be given one week's² notice.

- 3.2.3 Examination room bookings will be given priority over other bookings.
- 3.2.4 The normal length of University examinations is two hours and fifteen minutes. A School may increase the length to three hours and fifteen minutes.
- 3.2.5 Students may use the entire duration of the examination to make notes and to answer examination questions.
- 3.2.6 All iterations of examination papers must be structured so that questions are significantly different between teaching periods. For multiple-choice questions, this may include different stems, options, or order of questions and options.
- 3.2.7 Students are to hand in all examination papers prior to leaving the examination venue.
- 3.2.8 Students who do not hand in their examination answers prior to leaving the examination venue will:
- forfeit all marks deriving from [answers-questions](#) that leave the examination venue, or
 - fail the examination.
- 3.2.9 Use of translation dictionaries in examinations
- The use of translation dictionaries in examinations is prohibited unless the Unit Coordinator indicates otherwise in the examination instructions on the examination paper.
 - When students are permitted to use translation dictionaries in examinations, the students sitting the examinations must offer their translation dictionaries to the invigilator for inspection prior to the start of the examination. The invigilator will decide whether to conduct dictionary checks before or during the examination.
 - Electronic translation dictionaries are not permitted.
- 3.2.10 Conduct in examinations and use of electronic devices
- All students are required to obey any reasonable instruction from an examination invigilator. Failure to follow reasonable instructions by an examination supervisor may constitute misconduct.
 - No electronic devices are permitted in examinations, except for calculators when advised by the Unit Coordinator consistent with Section 3.2.11(c).
 - Not all UNE exams allow the use of a calculator, but where they are permitted, the Unit Coordinator should advise students prior to the exam and the exam question paper will have this clearly stated on the front page. Where calculators are permitted, there are restrictions on the models allowed. Calculators that are not on the list of permitted models may be confiscated. Confiscation of a non-permitted calculator will not be grounds for special consideration or a special exam. The permitted models list that UNE will use is the NSW Board of Studies 'Approved Scientific Calculators for the Higher School Certificate Examinations' found at: http://www.boardofstudies.nsw.edu.au/hsc_exams/calculators.html#scientific-hsc, as updated from time to time.
 - The use of e-readers and e-books in examinations is not permitted, unless explicitly approved for students registered with UNE's Disability Support Office.
- 3.2.11 Abandonment of examinations
- In the event of an examination having to be abandoned (e.g. due to a fire drill), students may be required to sit the examination again at a date and time that may be outside the formal examination period. The examination paper may, depending on the circumstances, be a different paper.
 - If a student is unable to attend a rescheduled examination for one that had been abandoned, he/she will be offered a [special examination](#) (Section 3.3.6).
- 3.2.12 Failure to attend an examination due to extreme weather
- A special examination may be granted to students who cannot attend an examination due to extreme weather [or other recognised disasters](#).

3.3 Special Assessment

A student may seek special assessment as established in the Assessment Policy.

- 3.3.1 There may be circumstances, outside the provisions for extensions of time (Section 3.1.6) or supplementary assessment (Section 3.4), where special arrangements must be made for assessment tasks for particular students.
- 3.3.2 Alternative assessment may, for example, be necessary if students registered with the Disability Support Office have special needs that impact on their ability to undertake the assessment task.
- 3.3.3 Special individual arrangements may need to be made for additional assessment tasks to be set for students for whom the carrying out of a specific assessment task, as originally set out, is not possible (such as unanticipated resource access problems).
- These special arrangements must be directly negotiated between the student and the Unit Coordinator with due consideration given to issues of equity and assessment validity.
 - The agreed arrangements must be signed by both parties, with a copy lodged in the student's record.
 - Additional and alternative assessment arrangements will only be considered for students with genuine documented hardship claims.
- 3.3.4 The Head of School has the discretion to grant special assessment to a student for:
- a special examination;
 - special consideration;
 - a special extension of time, or
 - a result of withdrawal without failure.
- 3.3.5 The circumstances under which an application for a special assessment may be required include the following.
- Failure to sit an examination. A student who has not attended the University examination for a unit because of illness or other unavoidable circumstances may apply for a special examination.
 - Adverse performance in an examination. A student who sat the examination but believes that his/her performance in the examination was adversely affected by illness or other unavoidable and unforeseen circumstances before or during the examination, may apply for a special examination or special consideration. In general, the Head of School will require evidence of more severe disruption leading up to or during the original examination in order to grant a special examination rather than special consideration.
 - Failure to complete an assessment task. A student who has been prevented by illness or other unavoidable and unforeseen circumstances from completing any compulsory assessment task other than a formal examination may apply for a special extension of time by the first day of the examination period.
- 3.3.6 A special examination paper is a paper sat by a student who has been granted a special examination by the relevant School.
- 3.3.7 A special examination must be comparable in assessment strategy and length to the original paper.
- 3.3.8 Where an application for special consideration is granted, the examiner and Unit Coordinator will be made aware of the circumstances and these will be taken into consideration when the results for the student are determined. Any special consideration allowed will not exceed 3% of total assessment in the unit.
- 3.3.9 The maximum periods for a special extension of time are as follows:
- for all units (other than compulsory practical experience/practicum/praxis units), the latest date for submission is the last day of the teaching period immediately following the teaching period in which the student was enrolled in the unit;
 - where the special extension of time is for completion of compulsory practical experience/practicum/praxis, the latest date for submission is the last day of the third teaching period after the original enrolment (i.e. twelve months after the end of the original teaching period).
- 3.3.10 The student making an application for special assessment must lodge an [application](#) in the prescribed form (<http://www.une.edu.au/exams/>) with Student Central.

- 3.3.11 Unless a late application is approved in terms of Section 3.3.12, applications must be received by Student Central no later than five (5) working days after the:
- student's final examination in the same examination period, in the case of applications for a special examination or special consideration under Sections 3.3.5a or 3.3.5b, or
 - start of the relevant examination period in the case of applications for special extension of time under Section 3.3.5c.
- 3.3.12 In exceptional circumstances a late application from a student may be considered if accompanied by evidence acceptable to the Head of School of an adequate explanation for the delay.
- 3.3.13 All applications must be accompanied by original medical certificates or other relevant independent evidence including:
- a supporting letter from a solicitor, a head of a University residence, the Director of the Ooral Centre, a counsellor, psychologist, employer, a minister of religion, etc., or
 - a statement from the NRMA, RACV, RACQ or equivalent motoring organisation if relevant to the reasons for applying, or
 - a Statutory Declaration, or
 - for Defence personnel or Emergency Service personnel or volunteers, a statement from a superior officer or Emergency Services supervisor when unexpected deployment because of a national/international emergency or disaster prevents attendance at the scheduled exam centre.
- 3.3.14 Where a student is unable to state her or his own case in writing, application may be made for them by a parent or guardian, an immediate family member, the head of a University residence, the Unit Coordinator, or by another appropriate person.
- 3.3.15 Applications for special assessment will be referred by Student Administration and Services to the relevant School.
- 3.3.16 Decisions on the awarding of special assessments are the responsibility of the Head of School. The Head of School may allow a form of special assessment other than that requested by a student.
- 3.3.17 Students will be informed of the outcome of their applications for special assessment through their grades notification or directly where special circumstances dictate.
- 3.3.18 Where a special examination (SPE) is awarded and administered centrally by the Examinations Unit in Student Administration and Services, it will be held during the next examination period relevant to that cohort as shown in the Principal Dates of the University.
- 3.3.19 Where a special examination (SPS) is administered by the Unit Coordinator and School, arrangements for the special examination will be negotiated directly between the School and the student.
- 3.3.20 A student who has applied for a special examination but has passed the examination will be awarded the mark achieved in the examination with the option of a special examination. If the student then sits the special examination, the student will be awarded the higher of the two marks.
- 3.3.21 A student who has satisfactorily completed assessment tasks worth at least two-thirds of the marks for a unit and who is eligible for a special examination may, at the discretion of the Head of School, be granted a passing grade for the unit without undertaking the special examination.
- 3.3.22 Misreading of the examination timetable or sitting consecutive examinations is not sufficient reason for the award of a special examination or other special assessment.
- 3.3.23 Special examinations on special examinations will not be granted but a withdrawal without failure may at the discretion of the Head of School be awarded subject to an application meeting the normal requirements for a special examination.
- 3.3.24 Where a special extension of time is granted, the Unit Coordinator may at her/his discretion require the student to complete the required work, substitute alternative requirements, or [where the validity of the original task has been compromised](#), both.
- 3.3.25 Failure to complete a special examination or special extension of time will result in the award of a Fail-Incomplete result (NI).

3.4 Supplementary Assessment

- 3.4.1 A Unit Coordinator has the discretion to offer supplementary assessment in a unit. If the Unit Coordinator so decides, they must advise students of the provision of supplementary assessment in the unit information and assessment overview in the first week of teaching.
- 3.4.2 If supplementary assessment is provided, the Unit Coordinator must offer a supplementary assessment to all students who have undertaken all of the required assessment tasks in a unit, and who have:
- (a) failed to achieve a passing grade by 5% or less of the aggregated weighted marks for the unit, and/or
 - (b) failed to achieve a pass by 5% or less, or required minimum mark by 5% or less, in one mandatory pass component (i.e. a gateway assessment task) in the unit.
- 3.4.3 Supplementary assessment may involve an examination, resubmission of an assignment or other form of assessment.
- 3.4.4 Any supplementary assessment offered to a student must be based on the learning outcomes and content of the unit at the time of the student's enrolment in it.
- 3.4.5 Students who are allowed to undertake supplementary assessments will be given written notice of the nature of the work required at least two (2) weeks before the due date for the work.
- 3.4.6 A resubmitted assessment task cannot be remarked upon appeal if the resubmitted assessment task is also failed.
- 3.4.7 If a student passes a supplementary assessment and therefore the unit overall, the maximum aggregate mark for the unit will be 50%.
- 3.4.8 A student who passes a unit by successfully completing a supplementary assessment must consult the Course Coordinator to determine the implications, if any, for the student's eventual professional accreditation or personal capacitation upon graduation.
- 3.5 Emergency or Defence Force Personnel
- 3.5.1 When advised of an unexpected deployment, the University will attempt to extend deadlines for submission of assignments for emergency or defence force personnel deployed as a result of national or international emergencies, disasters or field exercises.
- 3.5.2 Where extensions are possible, the maximum period of extension for completion of remaining work will be 12 months.
- 3.6 Elite Athletes
- When advised that an elite athlete, nominated by SportUNE and as defined by the Elite Athlete Friendly University Program of which UNE is a member, is involved in high-level competition or compulsory training, the University will attempt to extend deadlines for submission of assignments and other assessment tasks, consistent with special extensions of time (see Section 3.3.9).
- 3.7 Previewing Student Work prior to Submission of an Assessment Task
- Students will be advised that asking Unit Coordinators or other teaching staff in a unit for preliminary reviews of an assessment task prior to formal submission is inappropriate and unfair to other students without that opportunity, unless the Unit Coordinator has clearly established such a practice in the unit information and assessment overview for all students enrolled in the unit.
- 3.8 Aegrotat
- 3.8.1 Upon notification of a terminally ill student's imminent death, the Director of Student Administration and Services (SAS) will request a progression check be undertaken in order to determine the student's eligibility to receive either the degree in which they were or are enrolled or an approved exit pathway award.
- 3.8.2 Following a review of the student's progression report supplied by the Director of SAS, the Pro Vice-Chancellor (Academic) will inform the Director of SAS whether the student would clearly have completed ~~The Pro Vice-Chancellor (Academic) will inform the Director, SAS, that they are of the view that the student would clearly have completed~~ all requirements of the award were it not for the student's illness or that the student has met all requirements for an exit pathway award as identified in the rules of the course in which the student is enrolled.
- 3.8.3 A recommendation for conferral of an aegrotat, or special conferral of the degree, will be made to the Chair of Academic Board who will assess whether the eligibility criteria have been met.

- 3.8.4 If and when the recommendation that the award be granted is approved by the Academic Board Standing Committee, the wishes of the student will dictate whether:
- (a) the degree is awarded *in absentia*;
 - (b) the degree is awarded at a graduation ceremony that the student [or a family member](#) is able to attend, or
 - (c) a representative of the University presents the testamur to the student on a private occasion that is mutually convenient.

3.9 Responsibilities for Examination Processes

3.9.1 The Unit Coordinator is responsible for:

- (a) requesting a formal examination from the Examinations and Results Unit, Student Administration and Services, and providing required details to the Examinations and Results Unit according to advised timelines;
- (b) submitting examination papers according to advised timelines;
- (c) ensuring copies of examination papers are proofread by a colleague in a timely manner;
- (d) weighting the examination between 30% and ~~67~~70% (inclusive) of the aggregate mark for the unit;
- (e) being contactable at all times during the conduct of a supervised examination, or within advertised periods during a take-home or online examination.

3.9.2 The Head of School is responsible for:

- (a) ensuring that the examination papers comply with University policy and procedures, including using the current proformas and complying with quality assurance processes;
- (b) holding a ~~Board ofn examiners-Examiners~~ meeting to discuss and approve unit results (marks and grades);
- (c) retaining examination scripts consistent with Section 4.1 of the Assessment Policy;
- (d) processing applications for special exams, special consideration and special extensions of time according to policy, these procedures and advised timelines;
~~a—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.~~

3.10 Staff-Student Relationships

~~In the exercise of academic assessment, staff are reminded of the requirements of the University's conflict of interest policy and procedures. Staff must not be responsible for the assessment of students with whom they have, or have had, a family, personal or other significant relationship.~~

4 Marking, Marking Standards and Moderation

- 4.1 If marking is delayed because of malfunctions in University processes (e.g. the learning management system or e-submission malfunctions), students shall be informed of the delay in writing by email or letter.
- 4.2 Unit Coordinators may enlist, with the agreement of the Head of School, competent and appropriately qualified staff for marking assessment tasks as may be required to cope with the marking load for a unit.
- 4.3 In relation to the marking of assessment tasks, appropriately qualified academic staff means employees who already have a degree in a relevant discipline at least one Australian Qualification Framework level higher than is awarded for the course of study being taught, or who have equivalent relevant academic or professional experience and expertise.
- 4.3.1 Some parts of a course or unit of study may be taught by ~~teachers-staff~~ who do not meet [Clause-Section](#) 4.3 in its entirety ~~where necessary~~ to meet a particular educational need or as part of career development in teaching (such as practitioners or higher degree students, who do not hold a qualification higher than awarded for the course of study), provided their teaching is supervised by staff who meet [Clause-Section](#) 4.3.
- 4.4 Staff who are to mark assessment tasks must:
- (a) have an appropriate level of discipline knowledge and marking ability;
 - (b) share a common understanding of assessment practices in the unit;
 - (c) understand and comply with the University's policy and procedures relating to assessment.

4.5 Honours Assessment

- 4.5.1 An Honours thesis must be examined by at least two examiners. Examiners may be external to the University.
- 4.5.2 No supervisor can examine the thesis of their student.
- 4.5.3 Each School must have a clear process for the selection of examiners and a moderation process to accommodate disparity in marking. These processes will be described in the Honours Handbook provided to students in the first week of enrolment in the Honours research thesis unit(s).
- 4.5.4 Where at least one examiner external to the University is not routinely used to examine Honours theses, Schools should have a periodic external benchmarking process in place for thesis examination.

4.6 Responsibilities with Respect to Marking

4.6.1 ~~Staff in the exercise of academic assessment, staff are reminded of the requirements of the University's Conflict of Interest Policy and procedures must not be responsible for the assessment of any student with whom they have, or have had, a family, personal or other significant relationship.~~

4.6.2 Unit Coordinators are responsible for:

- (a) implementing moderation processes for assessment tasks (see Section 4.9) and maintaining records of moderation processes;
- (b) ensuring marking is completed by the required dates to meet the turnaround time set by these procedures (Section 4.6.2) or School (whichever is the shorter) and stated in the unit information and assessment overview;
- (c) calculating the final mark for students in the unit, noting that marks may be rounded up (e.g. 74.5–74.9 becomes 75) only once;
- (d) maintaining records of student results for all assessment tasks, preferably in a centralised database such as the learning management system;
- (e) ensuring students' marks are confidential by communicating them only to the individual student;
- (f) when a student appeal has resulted in a remark, adjusting a mark if remarking reveals a discrepancy;
- (g) managing the marking of special topic and research project reports and dissertations requiring two markers. If there is a large discrepancy (greater than ten per cent) between the two marks awarded, and consultation between the markers does not reduce the difference to ten per cent or less, a third marker should be used and the median mark of the three marks will be the mark awarded.

4.6.3 Heads of School are responsible for:

- (a) overseeing procedures to ensure that quality control measures are in place for marking of assessment tasks, theses and examinations;
- (b) verifying, where the assessment has been carried out by staff of third party providers, that assessment has been moderated by the School. Verification is documented by signing the unit result sheets;
- (c) having procedures in place for marks and grades to be recorded within the School.

4.7 Return of Assessment

- 4.7.1 This section does not apply to a unit wholly assessed by thesis or dissertation.
- 4.7.2 Returnable assessment items (other than scripts from supervised examinations) should be marked and returned in time for ~~to~~ students to reflect on the feedback and improve their performance in subsequent submissions, and within 30 consecutive days after the final date for submission or extension date.
- 4.7.3 Marked assessment tasks should be returned to students confidentially and individual feedback and a student's mark and grade should be managed confidentially.

4.8 Feedback on Assessment

- 4.8.1 Feedback is an assessor's evaluation of student work in relation to how well the student has met the assessment criteria and therefore the unit learning outcomes ~~and graduate attributes~~ associated with the task, and can be detailed through a rubric where appropriate.
- 4.8.2 Students may seek a review of their performance in invigilated examinations and view their own written script by contacting the Unit Coordinator within 20 working days of the final results for the unit being made available to the student.
- 4.8.3 Feedback should be constructive, justify the mark and relate to the assessment criteria. It should suggest ways in which students can improve their learning and work, and allow them to monitor and evaluate their progress against the unit's learning outcomes, including and graduate attributes. Feedback can be provided by a lecturer, tutor, casual marker, external assessor or a student peer.
- 4.8.4 Feedback should be timely and developmental if students are to maximise engagement with unit requirements. Such feedback can fall into two broad categories:
- early in a unit, prior to formal assessment, to ensure an awareness of unit requirements and expectations;
 - after each assessment task (excluding invigilated examinations) so that students have sufficient opportunity to use feedback for improving subsequent performance.
- 4.8.5 For structured-response tasks, it is permissible for generic feedback for the whole class to be the sole source of feedback.
- 4.9 Moderation of assessment marking standards
- 4.9.1 Moderation is required where there is an element of subjectivity in the evaluation of an assessment task and more than one marker is involved in marking different students' work.
- 4.9.2 Moderation processes will be implemented to ensure that the integrity of criteria and standards developed by Unit Coordinators will be preserved across different markers.
- 4.9.3 Moderation seeks to assure all University stakeholders that:
- good practice in assessment is evident across the institution and its courses;
 - student performance is being properly, fairly and consistently judged for all students undertaking the same assessment task;
 - standards expected of students are appropriate, reliable and consistent with good practice at the University, nationally and internationally.
- 4.9.4 The Unit Coordinator is responsible for managing moderation of assessment in consultation with academic colleagues within the School or unit. Moderation involves:
- implementing a moderation process where more than one marker is involved in marking an assessment task;
 - lodging records in TRIM of the moderation processes used in a unit, at the conclusion of each teaching period (Appendix 1);
 - confirming that the recommended final marks and grades are correct, fair and consistent before submission to the Board of Examiners.
- 4.9.5 For the purposes of moderation:
- the assessment criteria (and rubric, if used) must be distributed to all markers prior to moderation of marking of the assessment task;
 - assessment criteria (and rubric, if used) are the elements by which the quality of student work is judged;
 - standards (such as those outlined in a rubric) describe the levels of achievement attained;
 - moderation processes are those processes that ensure that the standard of a student's work can be judged consistently against each criterion, regardless of who marks the task;
 - the sample of papers selected for moderation should be a minimum of three (3) and cover the spread inof grades, prior to markers discussing and agreeing on standards against the assessment criteria.
- 4.9.6 Particular care should be taken with moderation of assessment in units that are delivered at multiple campuses, or offshore, or via educational collaborations.

4.10 Remarking

4.10.1 Where a student is dissatisfied with the result achieved in an assessment task, the student must approach the Unit Coordinator in the first instance to discuss and/or request an informal review by the Unit Coordinator of that assessment. The student must present their case for an informal review in writing. It is the normal expectation that such an informal review will resolve most appeals against assessment within a particular unit.

~~4.10.1~~4.10.2 A student may formally request, under the Academic Assessment Appeals Policy and Procedures; that an assessment task be remarked in its original form where the student presents a case arguing that the original marking was unfair or inconsistent with marking guidelines. Alternatively, a student may seek resubmission of the assessment task, as provided in Section 3.4 of these procedures.

~~4.10.2~~4.10.3 A formal request for remarking must be directly addressed to the Unit Coordinator~~Student Grievance Unit~~ by the student within ten working days of receipt of the original marked assessment task.

~~4.10.3~~4.10.4 It is the Unit Coordinator's responsibility to arrange for the remarking to be done by a qualified staff member who did not originally mark the assessment task.

~~4.10.4~~4.10.5 Only a single remark will be permitted, and the result of the remark will be recorded as the final mark for that assessment task, irrespective of the original mark.

~~4.10.5~~4.10.6 If the student remains dissatisfied with the outcome, then the normal University procedures for handling assessment appeals will be followed.

4.11 Board of Examiners

4.11.1 The Unit Coordinator will give each student a numerical mark for each assessment task and for their final result (aggregate mark) in a unit, unless the unit is assessed in terms of achieving a satisfactory (S) or an unsatisfactory (US) grade.

4.11.2 All marks for assessment tasks and aggregate marks and grades in a unit are provisional until reviewed and confirmed by the relevant Board of Examiners meeting, held at the conclusion of the teaching period.

4.11.3 The Board of Examiners meeting is comprised of appropriate Course and Unit Coordinators and is convened and chaired by the Head of School or nominee.

4.11.4 The Board of Examiners must review and approve the marks and grades submitted by Unit Coordinators for all units offered in the teaching period and validate all final results (including any special examination application decisions and the number of supplementary assessments provided to individual students).

4.11.5 The Chair of the Board of Examiners can be authorised by the meeting to validate late results or special examination applications.

4.11.6 Ultimate responsibility for the production and verification of individual student grades in each unit rests with the Chair of the Board of Examiners meeting.

4.11.7 The Chair of the Board of Examiners meeting must submit a brief summary report to the next meeting of the Academic Board Teaching and Learning Committee~~Office of the Pro Vice-Chancellor (Academic) -for consideration,~~ noting or action, as required (Appendix 2).

4.11.8 Based on the Board of Examiners reports, the Pro Vice-Chancellor (Academic) will submit an annual report to the Academic Board Teaching and Learning Committee (and after due consideration and debate, to the Academic Board) on:

(a) the conduct and quality of assessment practices across the University;

(b) any issues with the awarding of marks, grades, Honours results and recommendations for University medals, and

~~(a)~~(c) any actions taken to improve assessment outcomes.

4.12 Heads of School are responsible for ensuring that end of teaching period results approved by the Board of Examiners are entered into the student database by the required dates.

4.13 Student Administration and Services is responsible for:

(a) coordinating the results process;

(b) the integrity and provision of official academic transcripts stating marks and grades to students and external organisations, as required.

4.14 Re-enrolment in a Unit

The practice of 'carrying forward' a student's marks in assessment tasks that the student passed in a previous enrolment in a unit and applying them to the current enrolment, assuming equivalent assessment tasks between different offerings of the unit, is at the Course and Unit Coordinators' discretion and must be approved by both. If a Unit Coordinator allows this, advice to this effect must be included in the unit information and assessment overview.

5 Record Keeping and Reporting

5.1 After confirmation of results for a teaching period, any change to a confirmed result can only be made through the University's change-of-result process and requires the recommendation of the Unit Coordinator and the approval of the Head of School.

5.2 University Grading System

The University uses the following unit grading system:

(a) HD - High Distinction - 7 on the Grade Point Average (GPA)¹ scale

Excellent performance indicating complete, comprehensive and unambiguous understanding, demonstration and application of the subject matter and a very high level of the required skills; achieves all basic and higher-order intended unit learning outcomes, ~~including and~~ graduate attributes, linked to the assessment tasks; minimal or no errors of fact, omission and/or application present; demonstrated very high level of interpretive and/or analytical ability and intellectual initiative; very high level of competence. (Numerical conversion: scores and/or aggregate marks of 85% or above.)

(b) D - Distinction - 6 on the GPA scale

Very good performance indicating reasonably complete, comprehensive and clear understanding, demonstration and application of the subject matter and a high level of required skills; achieves all basic and most higher-order unit learning outcomes, ~~including and~~ graduate attributes, linked to the assessment tasks; some minor flaws; demonstrated high level of interpretive and/or analytical ability and intellectual initiative; high level of competence. (Numerical conversion: scores and/or aggregate marks between 75% and 84%.)

(c) C - Credit - 5 on the GPA scale

Good performance indicating reasonable and well-rounded understanding, demonstration and application of the subject matter and a reasonable level of most required skills; achieves all basic but only a few higher-order intended unit learning outcomes, ~~including and~~ graduate attributes, linked to the tasks; a few more serious flaws or quite a few minor ones; demonstrated reasonable level of interpretive and/or analytical ability and intellectual initiative; reasonable level of competence. (Numerical conversion: scores and/or aggregate marks between 65% and 74%.)

(d) P - Pass - 4 on the GPA scale

Satisfactory performance indicating adequate but incomplete or less well-rounded understanding, demonstration and application of the subject matter and an adequate level of an acceptable number of required skills; achieves many basic but very few or none of the higher-order intended unit learning outcomes, ~~including and~~ graduate attributes, linked to the assessment tasks; several serious flaws or many minor ones; demonstrated adequate level of interpretive and/or analytical ability and intellectual initiative; adequate level of competence. (Numerical conversion: scores and/or aggregate marks between 50% and 64%.)

(e) N - Fail - 0 on the GPA scale

Unsatisfactory performance indicating inadequate and insufficient understanding, demonstration and application of the subject matter and required skills; achieves few or none of the basic and higher-order intended unit learning outcomes, ~~including and~~ graduate attributes, linked to the assessment tasks; numerous substantive errors of fact, omission and/or application present; insufficiently demonstrated level of interpretive and/or analytical ability and intellectual initiative; fails to address the specific criteria; inadequate level of competence. (Numerical conversion: scores and/or aggregate marks of less than 50%.)

(f) NC Compulsory Fail - 0 on the GPA scale

This grade is used when an assessment task, such as a final examination, that must be passed in order to pass the unit (as detailed in the unit information and assessment overview) has not been passed (resulting in a fail in the unit), but where the overall mark is 50% or higher.

(g) NI - Fail - 0 on the GPA scale

¹ See Section 5.3 Grade Point Scale

One or more mandatory assessment tasks or requirements for the completion of the unit (as detailed in the unit information and assessment overview) were not submitted or fulfilled.

- (h) S – Satisfactory – S is 4 on the GPA scale
 US – Unsatisfactory – US is 0 on the GPA scale

In some units, the grading system is organised on a satisfactory/unsatisfactory (pass/fail) basis. When this grading system is used the appropriate interpretive descriptors to apply will be those for the grade of at least Pass or Fail.

- (i) W – Withdrawn – no value on the GPA scale

The student withdrew from the unit without academic penalty.

5.2.1 Honours grades

H1 – First Class Honours – equivalent to HD
 H2A – Second class Honours Division 1 – equivalent to D
 H2B – Second Class Honours Division 2 – equivalent to C
 H3 – Third Class Honours – equivalent to P

5.2.2 Administrative grades

The University uses a variety of grades to indicate administrative actions that are separate from academic assessment:

Grade	Meaning
AOS	Approved overseas study
I*	Result unavailable
RNS	Requirements not satisfied
RU	Result temporarily unavailable
RY	Result next teaching period or next year – generally thesis or dissertation units
SET	Special extension of time granted
SPE	Special examination granted – arranged by Student Administration and Services
SPS	Special examination granted – arranged by School
SR	Satisfied requirements
UP	Ungraded pass
WA*	Withdrawn by administration
WBF*	Withdrawn by Faculty
WFN*	Withdrawn by Faculty and deemed to have failed
WN	Withdrew after the date prescribed in the Principal Dates and deemed to have failed
WUN	Withdrawn by University and deemed to have failed
YR*	Result next teaching period

* For historical use only.

- 5.2.3 Details of these grades are available on the University's official academic transcripts and from the Examinations and Results Unit of Student Administration and Services.

5.3 Grade Point Scale

- 5.3.1 University grades have a corresponding grade point according to the following table:

Grade	Grade Point	Percentage (%)
HD	7	85+
D	6	75–84
C	5	65–74
P	4	50–64
S	4	No mark recorded
N	0	0–49
NC	0	50+
NI	0	
US	0	
W	No numerical score	

WN	0 <u>No numerical score</u>	
WFN	0	
WUN	0	
SR	No numerical score	
RNS	No numerical score	

5.3.2 A Period Grade Point Average is:

- (a) a numerical score that summarises a student's academic performance in a course over a specified period of time, usually defined as one or more teaching periods, and used to chart the student's progression;
- (b) static once calculated for the defined period of time;
- (c) the sum of the points deriving from the grade point scale achieved in each unit undertaken, multiplied by the credit point value of the corresponding unit and divided by the total credit points attempted during the defined period of time;
- (d) used in monitoring student course progression and is a trigger for the Early Intervention Strategy.

5.3.3 A Grade Point Average (GPA) is:

- (a) a numerical score that summarises a student's academic performance in a course over the duration of their enrolment in the course and used to chart the student's progression;
- (b) generated by the Student Information System and may be viewed by a student through the student portal and may also be recorded on the student's Academic Record;
- (c) refreshed after each teaching period based on the student's results in that teaching period;
- (d) the sum of the points derived from the grade-point scale achieved in each unit, multiplied by the credit point value of the corresponding unit and divided by the total credit points attempted. Only units taken after the introduction of the seven-point grade point scale are included in the calculation. Units with the result of Satisfied Requirements (SR) are not included. A course GPA is not calculated for students whose studies span the introduction of GPA;
- (e) used in monitoring student course progression and is a trigger for the Early Intervention Strategy.

5.3.4 Student Administration and Services is responsible for:

- (a) calculating the grade point averages;
- (b) generating reports on students 'at risk';
- (c) generating reports on international students 'at risk' for UNE International.

5.3.5 Markers must use the same grades and mark ranges in Section 5.2 to mark individual assessment tasks in units.

6 Course Progression and the University's Early ~~Intervention~~ Alert, Academic Probation and Early Intervention Strategies

The University is committed to building the capacity of students to self-manage their progression and performance. The University has minimum course progression requirements supported by an Early Alert Strategy and Academic Probation Strategy, which monitor the engagement, progression and performance of all coursework students, as well as an Early Intervention Strategy for coursework international students. ~~has an Early Intervention Strategy and Minimum Course Progression requirements. The University monitors the progression and performance of all students (but especially international students) in accordance with the strategy and progression requirements detailed below.~~

6.1 Early ~~Intervention~~ Alert Strategy

The performance engagement of students within the University each teaching period will be monitored to assist them towards successful completion of their chosen course. Students identified whose performance is such that they are deemed to be as being at risk will be identified and assisted through the University's Early Alert Intervention Strategy.

- 6.1.1 Where a student is identified potentially at risk of disengagement, they will be referred to appropriate advice and support, which may include:
- (a) considering their commitment to their studies, in terms of their time allocation to study and/or the number of units in which they are enrolled – the number of hours that a student is expected to engage in the study of a regular or reading (special topic) unit is approximately 150 hours (see the Uniform Credit Point and Student Workload Policy); some students may need to spend more time than this to pass a unit;
 - (b) enrolling in academic skills programs;
 - (c) attending tutorial or study groups;
 - (d) seeking individual case management;
 - (e) attending study clubs;
 - (f) seeking support (such as counselling) with personal issues that are influencing progress;
 - (g) seeking mentoring;
 - (h) enrolling in a suitable alternative subject within a course or a suitable alternative course at the next available opportunity;
 - (i) access to the relevant UNE support area, or
 - ~~(a) a combination of the above not attending required classes or completing online requirements;~~
 - ~~(b) likely to fail a practicum, field or clinical placement, where that failure constitutes failure in the unit, or~~
 - ~~(c) not performing adequately in assessment tasks.~~
- 6.1.2 Where a student is identified as potentially at risk by a Unit Coordinator, the Unit Coordinator will counsel the student that they are at risk of not making satisfactory progress and, as appropriate to the unit, refer them to one of the actions listed in Section 6.1.1 to:
- ~~(a) consider their commitment to their studies, in terms of their time allocation to study and/or the number of units in which they are enrolled – the number of hours that a student is expected to engage in the study of a regular or reading (special topic) unit is approximately 150 hours (see the on Uniform Credit Points); some students may need to spend more time than this to pass a unit;~~
 - ~~(b) enrol in academic skills programs;~~
 - ~~(c) attend tutorial or study groups;~~
 - ~~(d) seek individual case management;~~
 - ~~(e) attend study clubs;~~
 - ~~(f) seek assistance (such as counselling) with personal issues that are influencing progress;~~
 - ~~(g) seek mentoring;~~
 - ~~(h) enrol in a suitable alternative subject within a course or a suitable alternative course at the next available opportunity;~~
 - ~~(i) directed to the relevant UNE service area, or~~
 - ~~(j) a combination of the above.~~
- 6.1.3 To meet the University's Early Alert Strategy, the Unit Coordinator or nominee will email in order to assist Unit Coordinator's meet the requirements of the University's Early Intervention Strategy, an email should be sent to every student who fails to submit or fails the first assessment task in a unit, (with a copy to the Course Coordinator (Appendix 3). Provided staff use Gradebook in Moodle, this email facility will be automated by the commencement of Trimester 1, 2016, with an email being sent to respective students after the due date for the first assessment task, with copies to both the Unit Coordinator and Course Coordinator.
- 6.1.4 All correspondence related to a student deemed to be at risk under this Early Intervention Alert Strategy must be recorded on the student's file.
- 6.2 Minimum Course Progression and Academic Probation

Students enrolled in coursework degrees covered by the Assessment Policy and these procedures must make adequate progress in their course. ~~Adequate progress means maintaining a GPA greater than 3.~~

- 6.2.1 ~~A student may be deemed to demonstrate inadequate progress in their course whose if their Course GPA and most recent Period GPA is 3 or less is subject to the Minimum Course Progression requirements. A student whose Course GPA is 3 or less but whose most recent Period GPA is greater than 3 will not be subject to Minimum Course Progression requirements.~~
- 6.2.2 A student identified as not demonstrating adequate progress at the end of one study period will be referred to appropriate assistance and support as part of UNE's Early Alert Strategy, which may include one of the actions listed in Section 6.1.1.
- 6.2.3 A student identified as not demonstrating adequate progress at the end of a second study period will be subject to Academic Probation.
- 6.2.4 A student shall be deemed to not have demonstrated adequate progress if they have failed a core or prescribed unit in a course or major for a second time and will be subject to Academic Probation.
- 6.2.5 Once identified as subject to Academic Probation, a student will be informed of the conditions of their Academic Probation and that failure to meet these conditions at the end of the period of Academic Probation will lead to the student being excluded from their course.
- 6.2.6 Conditions of academic probation may include:
- (a) restricting the maximum number of units or credit points in which a student can enrol with the requirement that the student successfully complete a nominated percentage of their enrolment;
 - (b) specifying a unit or units in which a student can enrol with the requirement that the student successfully complete the nominated units.
- 6.2.7 Should a student not meet the conditions of their Academic Probation, the student will be excluded for a period of not normally less than one calendar year and not normally more than three academic years.
- ~~6.2.2 A full-time student is at serious risk of failure to make satisfactory course progress where the student has:~~
- ~~(a) failed 50% of the units in which they enrolled in any given study period, or~~
 - ~~(b) failed a unit in a course for a second time, or~~
 - ~~(c) failed to meet conditions specified by the School administering the course at the commencement of the year of enrolment.~~
- ~~6.2.3 Where a student is deemed to be at serious risk of not making satisfactory course progress, Student Administration and Services will advise the student in writing of his or her situation and counsel the student to undertake one or more of the actions listed in Section 6.1.2 of these procedures.~~
- ~~6.2.4~~6.2.8 ~~The written notification of exclusion will also advise the student of the Academic Assessment Appeals Policy and the timeframe for submission of an appeal under that policy.~~
- ~~6.2.5 A student who does not make adequate progress in a course must be:~~
- ~~(a) alerted by Student Administration and Services if their Course GPA and most recent Period GPA is 3 or less;~~
 - ~~(b) enrolled subject to conditions set by the Course Coordinator if their GPA is 3 or less;~~
 - ~~(c) excluded by the Course Coordinator from the course for a stated period if their Course GPA is 2 or less and their most recent Period GPA is 2 or less after two teaching periods in which they enrol.~~
- ~~6.2.6 If the University decides to set conditions or exclude or terminate enrolment, Student Administration and Services will inform the student of the conditions and of the reason for taking that action.~~
- ~~6.2.7 Before setting conditions or excluding or terminating an enrolment, the University will give the student an opportunity to show cause why such action should not be taken. If the student does not respond to the opportunity within the time granted, the University may take such action as it deems appropriate.~~

- ~~6.2.8~~ If a student asked to show cause why they should not be excluded or have their enrolment terminated provides a satisfactory explanation, they may be permitted to continue their enrolment, which may be subject to conditions.
- ~~6.2.9~~ A student, who has not taken an opportunity to show cause or has served at least two teaching periods under exclusion, may seek leave to appeal for reinstatement to the Course Coordinator, whose decision shall be final. A student who has shown cause and has had conditions set, or been excluded, may not appeal for the conditions or exclusion to be lifted until two teaching periods have passed.
- ~~6.2.10~~ 6.2.9 If a student has been excluded twice, their enrolment will be terminated.
- ~~6.2.11~~ 6.2.10 If a student is enrolled in more than one course, and if any one (or more) of the current Course and most recent Period GPAs is below the minimum GPA requirements, the University may at its discretion take any of the actions of warning, setting conditions, exclusion or termination in respect of any or all of the student's courses.
- ~~6.2.12~~ 6.2.11 Student Administration and Services is responsible for:
- (a) Identifying students at risk of disengaging from their studies;
 - ~~(a)~~(b) warning students in writing by email or letter if they are not making adequate progress; referring students to appropriate advice and support;
 - ~~(b)~~(c) advising students in writing by email or letter that they are subject to academic probation and will be enrolled subject to conditions set by the Course Coordinator;
 - ~~(c)~~(d) asking students in writing by email or letter to show cause why they should not be excluded or have their enrolment terminated if they have not met the minimum conditions of their academic probation ~~progression requirements~~;
 - (e) advising students in writing by email or letter if they have been excluded from their course and, if so, for what period of time.

6.3 Early Intervention Strategy

The Early Intervention Strategy is for international coursework students at risk of not completing their course of studies within the expected duration of study and runs parallel to Early Alert and Academic Probation, although Early Intervention normally takes precedence to meet statutory requirements for international student administration. Academic staff can request a class list (produced from the student database, Callista) for their unit, which will identify all on-campus international students.

6.3.1 Determining satisfactory progress - 'Amber' risk assessment

An international student is classified as at Amber Risk of not making satisfactory course progress where it is noted by the supervising academic of a unit that the student is:

- (a) not attending lectures, tutorials or practicums, or
- (b) not performing adequately in assessment tasks, or
- (c) not submitting assessment tasks.

6.3.2 Determining satisfactory progress - 'Red' risk assessment

An international student is classified as at Red Risk of not making satisfactory course progress where the student has:

- (a) failed 50% of the units in which they enrolled in during any given study period, or
- (b) failed a unit in a course for a second time, or
- (c) failed to meet conditions specified by the School administering the course at the commencement of the year of enrolment, or
- (d) their GPA is deemed to be 3 or less as defined in Section 5.3 of this policy.

6.3.3 Contacting and counselling identified students - Amber Risk assessment

(a) The supervising academic is to counsel an international student that they are at risk of not making satisfactory course progress where they note the student is not attending lectures or tutorials or is not performing adequately of submitting assessment tasks. The supervising academic is to counsel the student, as appropriate to the unit, to:

- i. enrol in academic skills programs;
- ii. attend tutorial or study groups;

- iii. receive individual case management;
 - iv. attend study clubs;
 - v. attend counselling;
 - vi. receive assistance with personal issues that are influencing progress;
 - vii. receive mentoring;
 - viii. be placed in a suitable alternative subject within a course or a suitable alternative course, or
 - ix. a combination of the above.
- (b) A file note of actions taken in respect to Section 6.3.3(a) is kept on the student file and the Manager, International Services and Compliance (ISC), UNE International Services, is notified.

6.3.4 Contacting and counselling identified students – Red Risk assessment

- (a) The Manager ISC produces a results report that will identify all international students who have failed a unit in that study period. The Manager ISC will distribute both School and course-based reports to the appropriate academic staff to contact and counsel 'Red' category At Risk students.
- (b) Where an international student is determined 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. In conjunction with the supervising academic of the individual unit, the Course Coordinator will counsel the student, as appropriate to the unit, as in Section 6.3.3(a)(i)-(ix), as well as recommending a reduction in course load.
- (c) A copy of the written advice to the student is kept on student file and the Manager ISC is notified.

6.3.5 Reporting of students via the Provider Registration and International Students Management System (PRISMS)

- (a) Where an international student has been asked to 'show cause' under General Rule 4.2 (Academic Progress), and either the student does not respond to the request to show cause or UNE decides to take action under show cause, Student Administration and Services (Enrolment and Progression) advises the Manager ISC of the intention to either exclude a student for a nominated period or terminate the student's candidature.
- (b) The Manager ISC will notify the student in writing of:
 - i. UNE's intention to report the student for not achieving satisfactory course progress, and
 - ii. their right to access UNE's complaints and appeals process.
- (c) If all rights of appeal are exhausted and UNE's decision to defer or cancel is upheld, the Manager ISC notifies the Secretary of the Commonwealth Department of Education via PRISMS as required under Section 19 of the ESOS Act where the student's enrolment is suspended or cancelled.
- (d) The student is notified in writing of the cancellation of their studies and they are issued a Section 20 notice by UNE International Services as per the ESOS Act.

~~7 Student Grievances and Appeals~~

~~A student who has a complaint regarding adherence to any of the requirements in these procedures or the associated policy in relation to a given unit, should be referred to the grievance resolution procedures contained in the Academic Assessment Appeals Policy and any relevant procedures of the School responsible for the unit.~~

~~8 Monitoring and Review~~

~~The University is committed to the planning, monitoring and continuous improvement of assessment procedures in all its units and courses. This section should be read in conjunction with the Academic Quality Management Policy.~~

~~7.1 Monitoring, review and benchmarking activities associated with assessment quality include:~~

- (a) monitoring (self-review) of all assessment tasks by the Unit Coordinator after each time that the unit is offered, including review of assessment issues arising from various sources of data and feedback (e.g. student evaluations and unit monitoring, external reference points);
 - (b) peer review and benchmarking of all assessment tasks in a unit by an academic colleague in the same or a cognate discipline every three (3) years ~~and by a colleague external to the University every six (6) years~~;
 - (c) review by the School Board of Examiners and the relevant Course Advisory Board;
 - (d) external benchmarking and peer-review of unit assessment as part of comprehensive external course reviews, at least every ~~seven~~ five (5) years.
- 7.2 The unit information and assessment overview should state that student feedback and evaluation has informed the current assessment of a unit.

Definitions

Aegrotat is an ungraded degree (e.g. BSc with Honours (Aegrotat)) awarded to a student who was unable to complete all the requirements of the award due to illness but who clearly would have completed all the requirements, were it not for the illness.

Aggregate mark means the final numerical mark computed for a student on the basis of combining the outcomes from two or more assessment tasks. Aggregate combining rules may be based on either a simple averaging principle (all tasks counting equally) or a weighted averaging principle (where tasks are differentially weighted – see Assessment Weighting). Some form of mark standardisation or scaling process may precede the aggregation process.

Assessment is the deliberate process of making judgments about how well a student has achieved the desired learning outcomes of a unit of study. This process provides feedback to both students and teaching staff about student learning needs and the appropriateness and effectiveness of teaching support.

Assessment criteria are the statements that express in explicit terms what is required of students to successfully complete each part of an assessment task. Taken together, they express how student performance is demonstrated in relation to the learning outcomes, including ~~and~~ graduate attributes, associated with the assessment task.

Assessment tasks are compulsory or optional activities or exercises, which have an explicit intent to assess student progress and learning achievement in a unit of study.

Assessment weighting means the percentage of emphasis placed on each assessment task in combining a student's marks to calculate their aggregate mark in a unit.

Cloze. A cloze test is an assessment task consisting of a text with certain words removed (cloze text), where the student must replace the missing words. Cloze tests require the ability to understand context and vocabulary in order to identify the correct words or type of words that belong in the deleted passages of a text. This exercise is common in the assessment of native and second language learning and instruction.

Constructed-response questions (or generated-response questions) are open-ended and require the student to construct their own answer by way of response. They may only require a short answer (a few words or sentences) or alternatively may specify an essay-length response. Constructed-response questions are useful in encouraging higher-level thinking skills and assessing a student's ability to apply their knowledge and understanding, develop arguments, analyse data, synthesise information, solve problems and draw conclusions.

Criterion-referenced assessment is the specific approach to assessment adopted by UNE. This approach involves assessing the extent to which a student has achieved the learning outcomes in a unit and course, measured against specified assessment criteria for each assessment task. The details of each assessment task in a unit are provided to students in the unit information and assessment overview in the first week of teaching.

Examinations (or exams)

A **University examination** is an examination worth 30–~~70~~ 60% of the assessment in a unit, and is:

- (a) administered by Student Administration and Services, or
- (b) an examination held online or at an examination venue and supervised by the School, or
- (c) an unsupervised online or take-home examination administered by the relevant School.

Take-home examinations are completed by students as an unsupervised form of assessment, and **unsupervised online examinations** are examinations made available to students online for a limited period of a week or less. Constructed (generated) responses to both are submitted through the University's originality detection software. The responsibility for administering such examinations lies with the Unit Coordinator.

Unsupervised exams are 'open book' while supervised (invigilated) exams may be either open book or 'closed book'. Exams are normally a mandatory part of the assessment in a unit. A unit may be assessed using multiple exams. Exams can consist of any combination and weighting of structured-response and constructed-response questions, provided that the cumulative sum of structured-response questions in the unit does not exceed 70%.

Formative assessment means the collection of information, usually through the informal assessment components of a unit, in order to improve teaching and learning. Formative assessment provides specific feedback to students and teaching staff about student progress, and helps teaching staff diagnose learning needs and design, negotiate and modify learning activities for groups and individuals, in order to enhance teaching and learning. [It may be ungraded or graded \(summative\), provided feedback is provided to assist students to improve their performance.](#)

Generated-response question: see Constructed-response question.

Grade means the final letter conversion of the aggregate mark attained by a student undertaking a unit. The letter conversions translate the numerical aggregate mark into a statement of level of achievement. The interpretation of a grade [shawi](#)ll be taken to represent a summary of the student's academic achievement in a unit. Letter conversions that indicate administrative outcomes of a unit of study, such as Failed Incomplete, various types of withdrawal and unavailability of results, are not considered to be grades in the context of the Assessment Policy and Procedures.

Head of School, in this [policy procedures](#), refers to Head of School or nominee.

Invigilator (or Examination Invigilator) means the person (and any subordinate) responsible for the supervision of a formal examination that has been organised either by the University's Examinations and Results Unit or a School.

Marking scheme means the list of assessment criteria (or marking rubric) that indicates the elements (and the level of achievement in the case of a rubric) by which student performance is judged to meet the learning outcomes, [including and](#) graduate attributes, associated with an assessment task, as well as the marks allocated to each element.

Moderation is the process of ensuring that assessment criteria in a marking scheme are consistently applied by different markers of the same assessment task, and that marks are allocated consistently with reference to how well the stipulated criteria are met. Moderation involves the teaching staff involved in marking an assessment task discussing and reaching agreement about how the criteria are demonstrated at different standards for each assessment task (e.g. through the establishment of a rubric). A sample of student work is marked by all the teaching staff involved to help verify that assessment criteria have been consistently applied by all markers.

Norm-referenced assessment is assessment that expresses scores in rank order, based on a distribution of scores. It is comparative, indicating one student's performance against another's, and usually represented on a bell-shaped curve. Norm-referenced assessment is unacceptable at UNE.

[QA quiz, Quizzes are the same as self-tests of progress-check tasks, and allow for early and/or frequent feedback on progress towards achieving the unit learning outcomes. Quizzes are normally of lesser value than a-tests and are is an optional form of assessment \(i.e. in a unit, non-mandatory assessment tasks\): failure to take a quiz will mean that the mark is forfeited but will not incur an NI result. There can be more than one quiz in a unit and the cumulative percentage of quizzes may be worth a maximum of 30% of the total assessment. The cumulative sum of separate quizzes must be worth no more than 30% of the total assessment in a unit.](#) A quiz can consist of any combination and weighting of structured-response and constructed-response questions, provided that the cumulative sum of structured-response questions in the unit does not exceed 70%.

Reliable assessment is independent of which marker is involved (inter-assessor reliability) and independent of where and when a particular assessor marks student work (intra-assessor reliability). Reliability is synonymous with consistency, fairness and (as far as can be achieved) lack of subjectivity.

Self-tests or progress-check tasks [are the same as quizzes, and \(e.g. online quizzes\)](#) allow for early and/or frequent feedback on progress towards achieving the learning outcomes. They are not mandatory components of a unit in that failure to take such a task will mean that the mark is forfeited but will not incur an NI result. A single summative self-test or progress check task shall normally constitute only a small percentage (say 5%) of the final assessment. There can be more than one such task for a unit and the cumulative percentage for self-test or progress checks (such as online quizzes) may be worth a maximum of 30% of the total assessment.

Structured-response questions constrain the student to provide a brief specific answer (a name, year, title, missing word, etc.) or require the student to choose the correct answer from two or more options. Structured formats facilitate student response and marking. There are many different structured-response [question](#) formats, including true/false, multiple-choice, cloze, matching scrambled lists, inserting labels [from a list](#) on a diagram, and so on.

Summative assessment means the collection of information through the formal assessment components of a unit, in order to improve teaching and learning, but also to contribute to the calculation of a student's aggregate mark and final grade in the unit. Information collected for summative purposes is based on assessment tasks that reflect the range of concepts, processes, skills and attributes, including graduate attributes, as set down in the desired learning outcomes of the unit. [It does not preclude formative assessment, since graded assignments may \(and should\) be used for formative feedback.](#)

TA test. [A test](#) constitutes up to 30% of the final assessment for a unit and is generally of a lesser duration than an examination. [A test may be either optional or mandatory, and t](#) There may be more than one test [for in](#) a unit. -Tests for internal students may be held only in normal teaching times. Tests for external students may be held during intensive schools. Students must be given due warning of any test that will count towards the final assessment in the unit information and assessment overview in the first week of teaching. Unsupervised tests are 'open book' while supervised (invigilated) tests may be either open book or 'closed book'. Tests can consist of any combination and weighting of structured-response and constructed-response questions, provided that the cumulative sum of structured-response questions in the unit does not exceed 70%.

Transparent assessment is assessment that clearly defines the standards that students are expected to attain in a particular assessment task, and the nature of the evidence that they will need to furnish to demonstrate their achievement of the published learning outcomes, [including and](#) graduate attributes, assessed by the task. A marking rubric (or matrix) is commonly used to indicate the varying standards and marks that students can attain against each assessment criterion in the marking scheme for an assessment task.

TRIM (Total Records and Information Management) is the University's official document storage and retrieval system. See:

<http://www.une.edu.au/about-une/leadership/governance/une-legal-and-governance/records-management-office/records-management-system-trim>

Valid assessment demonstrably measures that which it sets out to, that is, student achievement of the published learning outcomes, [including and](#) graduate attributes, of the unit. Principally, this means that assessment tasks have content validity. Content validity means that the knowledge, skills, application of knowledge and skills and expectations of learning incorporated in an assessment task match the intended learning outcomes and graduate attributes, and correlate with the extent and depth of learning required, given the emphasis on and coverage of the subject matter in the unit. Content validity is not something measured after the fact, it is a quality designed into assessment tasks from the start. Another important facet of content validity is the appropriate weighting of assessment tasks through a unit of study, to match the emphasis on and coverage of the subject matter. From a student perspective, content validity ensures there is congruence between an assessment task and expectations about the learning that the student has to display.

Related Documents

Academic Quality Management Policy
Academic Assessment Appeals Policy
[Academic Assessment Appeals Procedures](#)
Advanced Standing Policy and Procedures
Assessment Policy and Guidelines
Course Coordinator Policy
Disability Standards for Education 2005
[Education Standards for Overseas Students Act 2000 \(ESOS Act\)](#)
Graduate Attributes [Policy](#), [Procedures](#) and [Guidelines](#)
Guidelines for the Granting of Extensions for the Late Submission of Assessment Tasks
Higher Education Standards Framework (Thresholds Standards) 2011
Intensive Schools Policy
Learning Resources Policy and Procedures
National Code of Practice for Registration Authorities and Providers of Education and Training to Overseas Students (National Code 2007)
Student Behavioural Misconduct Rules

Student Coursework Academic Misconduct and Plagiarism Rules
Tertiary Education Quality and Standards Agency Act 2011
Unit and Course Monitoring Procedures
University Medals and Prizes Policy and Procedures
University Mobility and Exchange Policy
Work [Integrated Learning Ready](#) Policy

Change History

Version No.	Date of Implementation	Summary of Change	Circulation

Administration

Document Type: Academic Board Procedures
Administered by: Pro Vice-Chancellor (Academic)
TRIM reference: DO /
Date approved:
Due for review:
Responsible party for review: Academic Board Teaching and Learning Committee
Approved by: Academic Board

Signature:

Name:

Date:

Appendix 1: Pro Forma for Recording Moderation Processes

ACADEMIC BOARD ASSESSMENT POLICY

PRO FORMA FOR RECORDING MODERATION PROCESSES

This report form is to be completed by the Unit Coordinator and fulfils part of the academic quality management responsibilities of the Academic Board.

UNIT CODE/NAME			
YEAR		Trimester 1 2 3 (please circle)	
UNIT COORDINATOR		NO. OF MARKERS:	

CHECKLIST

	<i>Please circle:</i>
Moderation processes were implemented to ensure marking competence, fairness and consistency:	
1. Markers were appropriately qualified?	Y / N
2. All markers were given a copy of the assessment task and assessment criteria (and rubric, if used)?	Y / N
3. Markers attended a moderation meeting either face-to-face or via Skype (or equivalent)?	Y Number: _____ N Number: _____
4. Markers unable to attend a meeting in person or via Skype (or equivalent) were sent full details of the meeting?	Y Number: _____ N Number: _____
5. Markers jointly discussed the assessment criteria and their meaning in relation to the assessment task?	Y / N
6. Markers jointly discussed the standards related to each assessment criterion (e.g. what represented a fail response, what represented a very good response, etc.)?	Y / N
7. Markers individually examined the ungraded assessment task of at least three students deemed to represent a spread of grades (but were not told the coordinator's judgement)?	Y / N
8. Markers shared their grading judgements in a collaborative discussion to determine consistency of grading?	Y / N
9. Markers agreed on a marking scale for each part of the assessment task that has marks attached to it?	Y / N

COMMENTS (please justify any answers above that do not comply with the policy and procedures)

Instructions: this form should be completed by the Unit Coordinator prior to the Board of Examiners meeting in each teaching period for each unit in which moderation of an assessment task has been undertaken, and lodged with the School Academic Coordinator for tabling at the Board of Examiners meeting.

|

DRAFT

**ACADEMIC BOARD
ASSESSMENT POLICY**

BOARD OF EXAMINERS PRO FORMA REPORT

This report is to be completed by the Chair of the Board of Examiners and fulfils part of the academic quality management responsibilities of the Academic Board.

COURSE

YEAR **Trimester 1 2 3** *(please circle)*

CHAIR and ROLE

Please enter name and office held (e.g. Head of School, Course Coordinator)

REPORT

Please circle your answer:

Did the board consider the spread of the grades across the examined cohort? Y / N

Did the spread indicate any issues? *(e.g. too many N, high number of W or HD)* Y / N

Were there any common issues across the cohort? *(e.g. large number of N in one unit)* Y / N

Were there any issues other than the examination results discussed at the board meeting that relate to academic quality or integrity? Y / N

Were these results benchmarked against the previous equivalent teaching period? Y / N

Were these results reviewed by an external member? *(this is not required by policy)* Y / N

Have any issues arising from the board been reported to the (relevant) School for further discussion and action? Y / N

COMMENTS BY THE CHAIR *(Please comment on any issues. Were any issues not resolved at the meeting?)*

Copies to:
Head of School(s)
[Office of the PVCA](#)
Secretary, Academic Board

Dear [student's name],

May we help?

Many students have problems at the start of their studies so UNE offers advice and support services to help you get on track and to stay on track, with your studies. This email is an early alert message to all students who have not submitted their first assignment or have received a low mark for their first assignment in [unit code and name].

Our first piece of advice is not to be discouraged and not to take any major decisions (such as dropping the unit or your course completely) about your studies until you have considered all the advice and support that is available. We have decades of experience in helping students succeed in their studies and we take pride in helping get you through the many challenges that students meet, especially at the early stages of a university course.

Our second piece of advice is to ask if you have considered:

- Talking to me, your Unit Coordinator, and asking for advice and help in your current unit
- Talking to your First Year advisors
- Contacting your Learning Support team
- Contacting your Student Central team.

And there are other advice and support services available through these contacts that are keen to assist you.

Please contact us – we may be able to help.

Regards,

[Unit Coordinator's title and name]

For revision purposes only:

Initials	Date received	Date completed
HA	9/8/13	18/8/13
HA		4/9/13
HA		11/9/13
NR	24/9/13	25/9/13
NR(+1Oct)	26/9/13	1/10/13
NR	12/12/13	9/2/14
NR	9/2/14	8/5/14
NR	8/5/14	8/9/14

DRAFT

Overview

These procedures are for the guidance of the staff and students of the University of New England for implementing and complying with the Assessment Policy, and must be read in conjunction with that policy and related guidelines. The procedures address the regulatory requirements established under the *Tertiary Education Quality and Standards Agency Act 2011* (Cwlth) through the 2011 (and April 2014 proposed) Higher Education Standards Framework, and those established under the *Educational Services for Overseas Students Act 2000* (Cwlth) through the revised National Code of Practice for Registration Authorities and Providers of Education and Training to Overseas Students (National Code 2007).

These procedures recognise three types of units in coursework degree offerings:

- (a) 'regular units';
- (b) units with a work placement;
- (c) research dissertation, special reading topic or project-based units.

Scope

These procedures will apply from the commencement of Trimester 1, 2016, apart from the Board of Examiners provisions (Section 4.11), which will apply from the date of approval.

These procedures apply to:

- (a) all staff and students at UNE and all institutions, domestic and international, with which UNE has a partnership arrangement under which UNE accepts responsibility for equity and quality of assessment;
- (b) all programs of study undertaken by coursework offered by the University.

All UNE staff involved in unit planning, designing, teaching, and/or marking and grading of coursework assessment tasks and ratification of coursework unit results must comply with the UNE Assessment Policy and Procedures, and related documents.

The only exception is for UNE students enrolled in the Joint Medical Program (JMP) with the University of Newcastle, and to whom the JMP Assessment Policy and Procedures apply.

Procedures

1 Design of Assessment, Academic Standards and Benchmarking

- 1.1 It is the responsibility of the Unit Coordinator to ensure that assessment tasks allow students to demonstrate the unit's learning outcomes including graduate attributes.
- 1.2 Criteria-based Assessment
 - 1.2.1 Assessment criteria are explicit statements of the various elements of an assessment task that are considered when marking and for the moderation of marking.
 - 1.2.2 Assessment criteria for each assessment task must be described in sufficient detail to enable students to meet the requirements of the task and demonstrate the associated learning outcomes.
 - 1.2.3 Student achievement in assessment tasks must be determined by a student's standard of performance, which must be benchmarked wherever possible against discipline, professional and/or industry standards.
 - 1.2.4 Every unit assessment task (except for structured-response questions such as multiple choice, true/false and similar quiz-style questions) must be criterion-referenced. Assessment criteria are essential elements in preparing a unit for offering in a teaching

period. Assessment criteria for an examination should be prepared at the time of setting the examination paper.

1.3 Timing of Assessments

- 1.3.1 Each unit will normally include an assessment task early in the teaching period, either a purely formative task or a relatively low-weighted summative task.
- 1.3.2 Unit Coordinators should endeavour to distribute the assessment workload over the teaching period.
- 1.3.3 Dates should be chosen to allow feedback to be received by students before the next assessment task is due and before the final examination. This is particularly important for first-year units.
- 1.3.4 Where possible, assessment tasks in units in highly structured degrees should be scheduled to avoid students having several assignments due in the same week.
- 1.3.5 It is the responsibility of Course and Unit Coordinators to make all reasonable efforts to ensure that students are not disadvantaged, or that there is minimal impact on assessment tasks and their marking, as a consequence of University-related activities such as a practicum, which may result in prolonged absences for students.

1.4 Number and Types of Assessment Tasks

- 1.4.1 Unless the unit is a research dissertation unit, a special project unit, a reading unit or a practical unit such as a teaching practicum or work experience unit, assessment will be based on more than one assessment task at different points in time and generally more than one assessment method. This avoids undue emphasis on a single task and student learning style, therefore reducing the risk of assessment inadequately reflecting a student's accomplishments in the unit.
- 1.4.2 In regular units:
 - (a) no one assessment task should account for more than 60% of the final aggregate mark, and
 - (b) constructed-response questions should comprise a minimum of 30% of the final aggregate mark.
- 1.4.3 Non-examination tasks
 - (a) Assessment tasks designed for completion under non-examination conditions (e.g. periodic assignments throughout a teaching period, major papers, research reports, problem sets, laboratory or practicum reports, and various types of construction, composition and performance) provide maximum flexibility for student assessment.
 - (b) When designing and developing assessment tasks, the Unit Coordinator should bear in mind that the following information needs to be communicated to all students in the unit information and assessment overview:
 - i. the learning outcomes, including graduate attributes, to be achieved by successful completion of each assessment task;
 - ii. the aim of each assessment task;
 - iii. the structure, length and complexity of the expected student response, and
 - iv. the form of feedback to be provided.
 - (c) For cases where students are unable to access key resources to complete an assessment task, the Unit Coordinator may make alternative arrangements of equal rigour for the student.
- 1.4.4 Quizzes such as self-tests, progress-check tasks and online quizzes allow for early and/or frequent feedback on progress towards achieving the learning outcomes.
- 1.4.5 Quizzes are not mandatory components of a unit. Failure to take such a task will mean that the mark is forfeited but such an omission will not incur an NI result (see Section 5.2).
- 1.4.6 The cumulative percentage of separate quizzes in a unit will be worth no more than 30% of the total assessment in a unit.
- 1.4.7 A test constitutes up to 30% of the final assessment in a unit and may be either mandatory or optional. There may be more than one test in a unit.
- 1.4.8 A test may be held at any time in a teaching period prior to the commencement of the examination period, including during an intensive school for external students. Tests may

be invigilated (organised by the School) or 'take-home', and either 'open-book' or 'closed-book' in the case of invigilated tests.

1.4.9 A test can consist of any combination and weighting of structured-response and constructed-response questions, provided that the cumulative sum of structured-response questions in the unit does not exceed 70%.

1.4.10 Student self and peer assessment

For pedagogical reasons, student self and/or peer assessments may be a valuable source of input into the unit assessment process. Self and peer assessments must always be conducted in conjunction with judgements made by the Unit Coordinator, with the exception noted in Section 1.4.7(b)(i).

(a) Student self-assessment must not constitute the major assessment method used in a unit.

(b) Peer assessment can take two forms in unit assessment:

i. First, peers can review and allocate marks to each other's work without an academic marker evaluating the reviews or marks. This form of peer review is restricted to 10% of the aggregate mark in a unit. It must be accompanied by procedures and written guidelines for promoting fairness, consistency, confidentiality and respect by students making judgements on other students' work.

ii. Alternatively, a student can submit a draft assessment task, which is reviewed by one or more peers who provide feedback. The student then revises their work in light of the peer review(s) and resubmits the final work to the marker, with a reflection on their learning from the process. The student's reflection can recount their learning from the feedback given by their peers, as well as their learning from undertaking the review process themselves and providing feedback to others. The student's reflection work is assessed by the marker, as well as the assignment submission. This form of peer review can account for up to 60% of the final unit mark.

1.4.11 Collaborative/group/team work

(a) Where group projects are assessed, assessment tasks should have an element of assessing individual contribution (e.g. through peer and self-review or reflective writing).

(b) Where group or team work is to be an assessment task, the marking scheme must make it possible for students to be marked separately, unless the ability to work in a team is an identified learning outcome for the task.

1.4.12 Assessment by examination

(a) Examinations can be supervised, take home or online.

(b) Assessment tasks to be undertaken under formal examination conditions, whether University or School-administered, must be explicitly supervised, timed and controlled, and must be designed to be completed within the time allotted (see Section 3.2).

(c) Examination questions must relate to the learning outcomes of the unit.

(d) Take-home examinations are papers that students complete away from the University or examination venues. Student answers to take-home examinations must be submitted through the University's originality detection software, except for identified exclusions such as botanical herbarium collections, mathematics calculations or other non-text-based work. The responsibility for administering such examinations lies with the Unit Coordinator.

(e) Online examinations are examinations made available to students online for a limited period of a week or less. The responsibility for administering such examinations lies with the Unit Coordinator. Student answers to online examinations must be submitted through the University's originality detection software.

1.5 Equivalence of Assessment between Various Modes of Offering

1.5.1 Equivalent assessment tasks have identical learning outcomes although these may be demonstrated in different ways.

1.5.2 When a unit is offered in differing modes or locations, there may be valid reasons for varying the assessment tasks, but they must enable equivalent student learning outcomes regardless of place or mode of study.

1.6 Amount of Assessment

- 1.6.1 The [Credit Point and Student Workload Policy](#) specifies a six-credit-point unit to require, as a guide, a total of 150 hours of student participation in unit learning activities (including study time, class contact hours and preparation and completion of assessment tasks). With the exception of practicum requirements, a student cannot be expected to exceed 150 hours of student engagement with unit learning materials, activities and assessment tasks.
- 1.6.2 It is recognised that different disciplines and teaching philosophies may lead to variation in the appropriate amount of assessment between specific units of study. However, every unit must have at least one assessment task that is not an invigilated examination.
- 1.6.3 Unless a discipline has an Amount of Assessment Policy approved by the Academic Board's Academic Program Committee and posted on the appropriate website for student and staff access, the maximum word limit for a six-credit-point coursework unit, in which the predominant type of assessment task is a written essay, paragraphs, report or similar, is 5000 words or equivalent.
- 1.6.4 A two-hour examination is deemed to be equivalent to 2000 words.
- 1.6.5 An online quiz worth 5% of the overall unit mark is deemed to be equivalent to 250 words.
- 1.6.6 These limits do not apply to assessment tasks such as those in character-based languages, musical notation tasks or mathematical problems involving formulas and calculations.
- 1.7 Weighting of Assessment Tasks
- 1.7.1 The weighting of assessment tasks must be clearly outlined in the unit information and assessment overview provided to students in the first week of teaching. The weightings of individual assessment tasks in a unit should be guided by the relative importance of each to student learning and achievement of the unit learning outcomes.
- 1.7.2 A single examination must be weighted at least 30% and no more than 60% in the aggregate mark for any student.
- 1.7.3 Structured-response assessment tasks (e.g. multiple-choice and true/false questions) including those in an examination must not exceed 70% of the overall assessment in a unit.
- 1.8 Gateway Assessment
- 1.8.1 A Unit Coordinator may require students to pass or satisfy requirements in one or more assessment tasks ('gateway' assessments) in order to pass a unit. If this is the case, the Unit Coordinator must ensure that this requirement is published in the Course and Unit Catalogue as well as in the unit information and assessment overview provided to students in the first week of teaching.
- 1.9 Class Attendance and Participation
- 1.9.1 No marks are to be allocated for attendance (either on campus or online).
- 1.9.2 When a student is studying a unit in on-campus mode, a minimum class attendance may be required in order to pass a unit, but attendance as such cannot form part of the graded assessment. Reasons for requiring mandatory attendance must go beyond the purported educational benefit to the individual and may involve:
- (a) statutory issues such as mandatory health and safety training;
 - (b) a professional accreditation requirement where there is a clear written guideline from the accrediting body that a minimum number of hours should be spent on an activity, or
 - (c) the situation where failure to attend detracts from the learning of other students in team or group activities, for example.
- 1.9.3 Where attendance is mandatory, this must be clearly explained in the unit information and assessment overview provided to students in the first week of teaching to deal with situations in which students cannot attend because of circumstances outside their control. Online and/or class participation, in contrast to attendance, may be assessed but shall not be worth more than 15% of the overall mark in a unit. When online and/or class participation is assessed, the criteria by which participation is to be judged must be made explicit.
- 1.10 Assessing Students with Special Needs
- 1.10.1 For students with special needs declared to the Disability Support Office, Unit Coordinators may be requested to provide alternative assessment methods.

- 1.10.2 The University is obliged under government legislation to assist in the provision of alternative assessment methods that allow these students to be assessed against the unit outcomes.
- 1.10.3 Alternative assessment methods must be arranged with the advice and support of the Disability Support Office to ensure their accordance with the Disability Standards for Education 2005, under the *Disability Discrimination Act 1992* (Cwlth).
- 1.10.4 The alternative assessment tasks must be negotiated directly between the student and the Unit Coordinator with due consideration for equity and assessment validity.
- 1.10.5 The agreed arrangements must be signed by both parties, with a copy lodged in the student's record.
- 1.11 Assessment in Split-Level and Other Non-Standard Units
- 1.11.1 Split-level units offered at two or more levels must have differing unit learning outcomes and differing cognitive and assessment requirements at each level even if the unit topics and materials are the same. Assessment tasks for students studying at a higher level will require higher cognitive abilities, and achievement of more complex and challenging learning outcomes in accord with the specifications of the Australian Qualifications Framework.
- 1.11.2 For specialised, individually tailored units such as special topics, generally undertaken by students at a more advanced level, the required assessment tasks shall be negotiated individually with each student and set out in written form. Assessment tasks in such units may not take the form of a formal examination administered by the University because of the administrative costs involved. However, if the special topic unit comprises completion of an undergraduate level unit, the assessment tasks for that undergraduate level unit may apply, including any formal examination administered by the University. The Head of School is responsible for notifying the Examinations and Results Unit about any such students.
- 1.12 Workplace and Clinical Assessment
- 1.12.1 When learning is being assessed in a workplace or the clinical setting (such as teacher placements), Unit Coordinators have overall responsibility for assessment, moderation and reporting of grades. However, when an assessment component of a unit involves a workplace or clinical assessment, elements of the assessment, moderation and reporting process can be delegated by the Unit Coordinator provided that Section 1.12.2 is not contravened.
- 1.12.2 Unless the workplace or clinical assessment is overseen by an academic staff member of the University, the workplace or clinical assessment component of the unit should be an ungraded result of 'satisfactory' (satisfies requirements)/'unsatisfactory' (does not satisfy requirements).
- 1.12.3 The Unit Coordinator is responsible for ensuring access to the details of the assessment process for workplace and clinical placements. These are to be clearly stated and available to students in the first week of teaching in the unit information and assessment overview. This information should also include additional requirements such as:
- (a) legislative, regulatory, professional, ethical and behavioural requirements for the placement, and
 - (b) procedures relating to concerns about placement.
- 1.12.4 Although workplace supervisors of clinical or work placement may have an active role in the assessment process, their assessment of a student's performance has the status of advice to the School in which the placement is situated.
- 1.12.5 Workplace supervisors who are required to provide advice on a student's performance should be provided with clear and explicit criteria and standards in relation to satisfactory performance, and have had appropriate professional development regarding standards and procedures.
- 1.13 Honours Assessment
- 1.13.1 One-year Honours degrees will be 39 weeks long commencing at the beginning of T1, T2 or T3, and not be tied to trimester dates. Disciplines must identify in which intake periods their students can commence.
- 1.13.2 All Honours theses or equivalent should be weighted at a minimum of 25% of the final aggregate mark for the Honours degree.

- 1.13.3 The ratio of assessment components should equal the ratio of marks in the final aggregate mark for the award. For example, if the coursework volume of learning is 75% of a one-year Honours degree and the thesis unit 25%, the final aggregate mark will be the sum of the coursework percentage mark multiplied by 0.75 plus the thesis percentage mark multiplied by 0.25.
- 1.13.4 In the calculation of the Honours mark in embedded Honours programs, at least 75% of the units used to calculate the final aggregate Honours mark must be at level 8 in the Australian Qualifications Framework.

1.14 Challenge Assessment

- 1.14.1 At the Unit Coordinator's discretion, an applicant can be awarded advanced standing in a course or credit for a unit when enrolling or when enrolled in a UNE degree, by undertaking and passing one or more challenge assessment tasks that are set and assessed by the relevant Unit Coordinator.
- 1.14.2 The challenge assessment tasks will determine whether an applicant has satisfied requirements consistent with the achievement of the unit learning outcomes.
- 1.14.3 An applicant attempting a challenge assessment must have their identity authenticated.
- 1.14.4 The time, location and mode in which the challenge assessment tasks are undertaken are entirely at the discretion of the University.

1.15 Responsibilities in the Design and Development of Assessment Tasks

- 1.15.1 Unit Coordinators are responsible for 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) should be 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 unit learning outcomes, that is, that assessment tasks are fair, equitable and transparent, and will enable students to make progress in attaining the learning outcomes, including the relevant graduate attributes;
 - (d) award marks for participation based on progress in attaining the unit learning outcomes, including graduate attributes, rather than simply for participation;
 - (e) include more than one assessment task unless the unit is a reading unit, special topic or research project unit, or a practicum or work-experience unit without designated assessment tasks;
 - (f) are weighted appropriately for the size, level of difficulty, complexity and time required for the average student to complete the task satisfactorily.
- 1.15.2 Unit Coordinators are responsible for developing assessment criteria for each assessment task. Specific criteria may include reference to external requirements (e.g. national discipline standards, accreditation standards, etc.).
- 1.15.3 As part of course monitoring and to ensure that courses are coherent and that unit assessment and learning outcomes are appropriately scaffolded for students to demonstrate course learning outcomes, including graduate attributes, Course Coordinators are responsible for overseeing:
 - (a) the unit assessment in the course to ensure that assessment is informed by a whole-of-course or whole-of-major approach, including relevant reference points;
 - (b) the mapping of unit learning outcomes and their contribution to meeting the course learning outcomes, including graduate attributes.
- 1.15.4 Where there are Discipline Convenors, oversight of the assessment tasks in a major and the mapping of unit learning outcomes to course learning outcomes, including graduate attributes, is the responsibility of the Discipline Convenor.

1.16 Benchmarking and Review of Assessment Tasks

To assure the quality, consistency and appropriateness of assessment, assessment tasks should be benchmarked periodically by the Unit Coordinator, and reviewed periodically by an academic colleague within the School or course.

- 1.16.1 Benchmarking may include any or all of the following:
- (a) comparison of the weighting, nature and degree of difficulty of assessment tasks in equivalent units in the same or cognate disciplines at UNE and at other universities;
 - (b) comparison of assessment criteria and performance standards relative to equivalent assessment tasks;
 - (c) comparison of overall assessment load in equivalent units within and without the University;
 - (d) blind-marking by an assessor of a sample of assessment tasks, followed by a discussion of the differences and variations in grading that may exist.
- 1.16.2 For further procedures relating to the monitoring and review of assessment, see Section 8.

2 Information Provided to Students about Unit Assessment

2.1 Scope of Assessment

- 2.1.1 A clear statement of the unit learning outcomes, including graduate attributes, must be included in the Course and Unit Catalogue (CAUC) and a link to this information provided to students in the first week of teaching.
- 2.1.2 The alignment between the unit assessment and the unit learning outcomes, including graduate attributes, must be included in the CAUC and a link to this information provided to students in the first week of teaching.

2.2 Regardless of the nature of assessment tasks, students must be provided with guidelines that define what is expected of them in responding to each assessment task (i.e. the scope of the response to the task). These guidelines must be in the form of specific criteria to be addressed. The guidelines may also indicate the standards to be achieved, generally in the form of an assessment rubric for each assessment task.

2.3 The nature and details of all aspects of assessment in a unit, including details of formative and summative assessment tasks, must be clearly described in the unit information and assessment overview.

- 2.3.1 The following details must be provided either in the assessment overview or for each assessment task, as appropriate, to enable students to plan their approach to assessment:
- (a) the type of assessment task;
 - (b) the topic of the task – the precise wording of the topic has to be notified to students six weeks before the assignment due date or at the start of the teaching period, whichever is the shorter time;
 - (c) the due date and time for submission;
 - (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 purpose of the task including, where relevant, outcomes determined by external professional organisations, and the parts of the unit curriculum being assessed;
 - (f) where appropriate, the structure of the expected student response in the case of constructed-response questions;
 - (g) details of the referencing style to be used;
 - (h) the length or magnitude of the assessment task as appropriate to the discipline (e.g. word length in the case of all written assignments, or number of characters in character-based languages);
 - (i) the criteria against which a constructed response will be marked in assessment tasks other than in supervised examinations and supervised tests;
 - (j) advice about the granting of extensions and the consequences of late submission, with and without extensions;
 - (k) where multiple markers of an assessment task are involved, that moderation processes are implemented to ensure marking competence, fairness and consistency;
 - (l) whether the assessment task is likely to be marked by someone other than the staff members identified as teaching the unit;
 - (m) how and when marked assessment tasks will be returned to students;

- (n) whether resubmission is allowed (see Section 3.4);
 - (o) reference to academic integrity, including the University's policy on academic misconduct and plagiarism, and the requirement to submit assessment tasks through Turnitin software or equivalent;
 - (p) any special requirements.
- 2.3.2 Assessment requirements in a unit may not be altered once they have been published in the Course and Unit Catalogue and in the unit information and assessment overview provided to students in the first week of teaching, except in exceptional circumstances with the approval of the Head of School. All students must be notified of any changes to an assessment task (e.g. a change in topic or due date) in writing by the Unit Coordinator by email and at the unit website.
- 2.3.3 Unit requirements are also subject to General Rule 33, 'Unit Requirements and Unit Guides'.
- 2.4 In a research dissertation unit, a special project unit, a reading unit or a unit with only one assessment task, students must be clearly informed in the unit information and assessment overview about the ways in which students will be given feedback on their progress throughout the unit.
- 2.5 Where a specific minimum mark has to be achieved in an assessment task in order to pass a unit and/or where this mark may be other than 50%, the percentage value and rationale for this mark must be explained in the unit information and assessment overview.
- 2.6 Provisional Nature of Marks for Assessment Prior to Board of Examiners Meeting
- Students must be informed in the unit information and assessment overview that the marks that they receive for each assessment task in a unit are provisional, until a final grade is ratified by the relevant Board of Examiners meeting at the conclusion of the teaching period.
- 2.7 Information about Examinations
- 2.7.1 Students must be informed of the format of the examination and of the link between the examination and the unit learning outcomes in the unit information and assessment overview.
- 2.7.2 Guidelines to assist students answer each constructed-response (generated-response) question in an examination must be made available to students before the start of the examination period.
- 2.8 Honours assessment
- Honours thesis requirements (i.e. length and formatting) must be standardised within disciplines and clearly described in the unit information and assessment overview at the commencement of the unit.

3 Managing Assessment Processes

- 3.1 Submission of Assessment Tasks
- 3.1.1 The University uses electronic and other methods to detect plagiarism and other academic misconduct. Obligations of academic staff to examine assessment items for plagiarism are set out in the [Student Coursework Academic Misconduct and Plagiarism Rules](#).
- 3.1.2 Assessment items, including take-home examinations and online examinations, must be submitted electronically through the University's originality measurement software (currently Turnitin) except where:
- (a) the Head of School advises the Pro Vice-Chancellor (Academic) and they agree in the case of a particular unit or particular assessment item that electronic submission is not practical (e.g. assignments in languages other than English, Botany collections, mathematics calculations, etc.), or
 - (b) an individual student applies through Student Central to the Head of School for an exemption on equity grounds. In consideration of equity, due consideration will be given to the student's special needs status, the requirements of the University's [Communication Policy](#) and [General Rule 6.1](#).
- 3.1.3 The Learning Information Hub and Information Technology Directorate are responsible for ensuring that:
- (a) the processes for electronic submission and evaluation of student work by originality measurement software are 'user friendly' so students can easily submit their work;

- (b) the infrastructure supporting electronic submission is adequately resourced so that academic staff can meet turnaround deadlines;
 - (c) students can access the IT Service Desk when they encounter problems during opening hours (which are advertised on the web) relating to the submission of assessment tasks.
- 3.1.4 Students will submit each assessment task by the due date specified by the Unit Coordinator. For assessment tasks other than take-home and online examinations, the due date shall be no later than the day before the beginning of the examination period of the respective teaching period. For take-home and online examinations, the due date shall be no later than the final day of the examination period in the respective teaching period.
- 3.1.5 Electronically submitted assessment tasks must be submitted by 23:59 pm on the due date. When submitted electronically the assignment's receipt date/time is recorded automatically using the New South Wales time zone (= UTC/GMT + 10 hours Australian Eastern Standard Time or UTC/GMT + 11 hours Australian Eastern Daylight Time, depending on the date). Students must take account of time zone differences to avoid having their submission rejected or to avoid penalties in the case that their submission is accepted.
- 3.1.6 It is expected that assignment dates will be adhered to unless students receive an extension. For some assessment tasks, no extensions may be granted (e.g. online quizzes). If a student submits an assignment after the due date without an extension, the assignment may not be accepted, in which case it will score zero. If a late assignment is accepted, the student should expect marks to be deducted. Penalties may also apply when an extension is granted prior to or by the due date, in which case the Unit Coordinator will make the student aware of any penalties when granting the extension and the reasons for applying penalties.
- 3.1.7 If an assessment task is submitted late without an extension and is accepted for marking, it will be penalised according to the late assignment policy of the relevant School.
- 3.1.8 A School can only have one late assignment policy, which must be published by the School and included in each unit information and assessment overview made available to students at the beginning of the teaching period. The Head of School is responsible for ensuring equity and consistency in the application of the School late assignment policy.
- 3.1.9 Extensions
To apply for an extension a student must submit a written request for an extension of the assessment task by the due date to the Unit Coordinator or nominee. Where possible, requests for an extension should be submitted in good time to allow a decision by the due date. Only in exceptional circumstances will a late application be accepted. Supporting documentation can be supplied after the application for an extension.
- 3.1.10 The Unit Coordinator or nominee must advise a student who has applied for an extension of assessment submission date by email within five (5) working days of receipt of the application.
- 3.1.11 Decisions on assignment extensions are made by the Unit Coordinator or nominee in accordance with these procedures, the associated guidelines, and the advice provided to students in the unit information and assessment overview based on the respective School's late assignment policy.
- 3.1.12 An extension will not be granted beyond the last day of the examination period. If more time is required after this date, students must apply for a Special Extension of Time (see Section 3.3.4).
- 3.2 Examinations
- 3.2.1 Supervised examinations organised by the Examinations and Results Office (Student Administration and Services):
- (a) may not be held at night;
 - (b) may not be scheduled on weekends or a NSW public holiday;
 - (c) will be confined to the official examination periods at the end of each trimester as listed in the published Principal Dates.
- 3.2.2 Sections 3.2.1(a)-(c) may be varied by the Pro Vice-Chancellor (Academic). Where permission is granted for an out-of-session examination, the student must be given one week's notice.
- 3.2.3 Examination room bookings will be given priority over other bookings.
- 3.2.4 The normal length of University examinations is two hours and fifteen minutes. A School may increase the length to three hours and fifteen minutes.

- 3.2.5 Students may use the entire duration of the examination to make notes and to answer examination questions.
- 3.2.6 All iterations of examination papers must be structured so that questions are significantly different between teaching periods. For multiple-choice questions, this may include different stems, options, or order of questions and options.
- 3.2.7 Students are to hand in all examination papers prior to leaving the examination venue.
- 3.2.8 Students who do not hand in their examination answers prior to leaving the examination venue will:
- forfeit all marks deriving from questions that leave the examination venue, or
 - fail the examination.
- 3.2.9 Use of translation dictionaries in examinations
- The use of translation dictionaries in examinations is prohibited unless the Unit Coordinator indicates otherwise in the examination instructions on the examination paper.
 - When students are permitted to use translation dictionaries in examinations, the students sitting the examinations must offer their translation dictionaries to the invigilator for inspection prior to the start of the examination. The invigilator will decide whether to conduct dictionary checks before or during the examination.
 - Electronic translation dictionaries are not permitted.
- 3.2.10 Conduct in examinations and use of electronic devices
- All students are required to obey any reasonable instruction from an examination invigilator. Failure to follow reasonable instructions by an examination supervisor may constitute misconduct.
 - No electronic devices are permitted in examinations, except for calculators when advised by the Unit Coordinator consistent with Section 3.2.11(c).
 - Not all UNE exams allow the use of a calculator, but where they are permitted, the Unit Coordinator should advise students prior to the exam and the exam question paper will have this clearly stated on the front page. Where calculators are permitted, there are restrictions on the models allowed. Calculators that are not on the list of permitted models may be confiscated. Confiscation of a non-permitted calculator will not be grounds for special consideration or a special exam. The permitted models list that UNE will use is the NSW Board of Studies 'Approved Scientific Calculators for the Higher School Certificate Examinations' found at: http://www.boardofstudies.nsw.edu.au/hsc_exams/calculators.html#scientific-hsc, as updated from time to time.
 - The use of e-readers and e-books in examinations is not permitted, unless explicitly approved for students registered with UNE's Disability Support Office.
- 3.2.11 Abandonment of examinations
- In the event of an examination having to be abandoned (e.g. due to a fire drill), students may be required to sit the examination again at a date and time that may be outside the formal examination period. The examination paper may, depending on the circumstances, be a different paper.
 - If a student is unable to attend a rescheduled examination for one that had been abandoned, he/she will be offered a [special examination](#) (Section 3.3.6).
- 3.2.12 Failure to attend an examination due to extreme weather
- A special examination may be granted to students who cannot attend an examination due to extreme weather or other recognised disasters.
- 3.3 Special Assessment
- A student may seek special assessment as established in the Assessment Policy.
- 3.3.1 There may be circumstances, outside the provisions for extensions of time (Section 3.1.6) or supplementary assessment (Section 3.4), where special arrangements must be made for assessment tasks for particular students.
- 3.3.2 Alternative assessment may, for example, be necessary if students registered with the Disability Support Office have special needs that impact on their ability to undertake the assessment task.

- 3.3.3 Special individual arrangements may need to be made for additional assessment tasks to be set for students for whom the carrying out of a specific assessment task, as originally set out, is not possible (such as unanticipated resource access problems).
- These special arrangements must be directly negotiated between the student and the Unit Coordinator with due consideration given to issues of equity and assessment validity.
 - The agreed arrangements must be signed by both parties, with a copy lodged in the student's record.
 - Additional and alternative assessment arrangements will only be considered for students with genuine documented hardship claims.
- 3.3.4 The Head of School has the discretion to grant special assessment to a student for:
- a special examination;
 - special consideration;
 - a special extension of time, or
 - a result of withdrawal without failure.
- 3.3.5 The circumstances under which an application for a special assessment may be required include the following.
- Failure to sit an examination. A student who has not attended the University examination for a unit because of illness or other unavoidable circumstances may apply for a special examination.
 - Adverse performance in an examination. A student who sat the examination but believes that his/her performance in the examination was adversely affected by illness or other unavoidable and unforeseen circumstances before or during the examination, may apply for a special examination or special consideration. In general, the Head of School will require evidence of more severe disruption leading up to or during the original examination in order to grant a special examination rather than special consideration.
 - Failure to complete an assessment task. A student who has been prevented by illness or other unavoidable and unforeseen circumstances from completing any compulsory assessment task other than a formal examination may apply for a special extension of time by the first day of the examination period.
- 3.3.6 A special examination paper is a paper sat by a student who has been granted a special examination by the relevant School.
- 3.3.7 A special examination must be comparable in assessment strategy and length to the original paper.
- 3.3.8 Where an application for special consideration is granted, the examiner and Unit Coordinator will be made aware of the circumstances and these will be taken into consideration when the results for the student are determined. Any special consideration allowed will not exceed 3% of total assessment in the unit.
- 3.3.9 The maximum periods for a special extension of time are as follows:
- for all units (other than compulsory practical experience/practicum/praxis units), the latest date for submission is the last day of the teaching period immediately following the teaching period in which the student was enrolled in the unit;
 - where the special extension of time is for completion of compulsory practical experience/practicum/praxis, the latest date for submission is the last day of the third teaching period after the original enrolment (i.e. twelve months after the end of the original teaching period).
- 3.3.10 The student making an application for special assessment must lodge an [application](#) in the prescribed form (<http://www.une.edu.au/exams/>) with Student Central.
- 3.3.11 Unless a late application is approved in terms of Section 3.3.12, applications must be received by Student Central no later than five (5) working days after the:
- student's final examination in the same examination period, in the case of applications for a special examination or special consideration under Sections 3.3.5a or 3.3.5b, or
 - start of the relevant examination period in the case of applications for special extension of time under Section 3.3.5c.

- 3.3.12 In exceptional circumstances a late application from a student may be considered if accompanied by evidence acceptable to the Head of School of an adequate explanation for the delay.
- 3.3.13 All applications must be accompanied by original medical certificates or other relevant independent evidence including:
- (a) a supporting letter from a solicitor, a head of a University residence, the Director of the Oorala Centre, a counsellor, psychologist, employer, a minister of religion, etc., or
 - (b) a statement from the NRMA, RACV, RACQ or equivalent motoring organisation if relevant to the reasons for applying, or
 - (c) a Statutory Declaration, or
 - (d) for Defence personnel or Emergency Service personnel or volunteers, a statement from a superior officer or Emergency Services supervisor when unexpected deployment because of a national/international emergency or disaster prevents attendance at the scheduled exam centre.
- 3.3.14 Where a student is unable to state her or his own case in writing, application may be made for them by a parent or guardian, an immediate family member, the head of a University residence, the Unit Coordinator, or by another appropriate person.
- 3.3.15 Applications for special assessment will be referred by Student Administration and Services to the relevant School.
- 3.3.16 Decisions on the awarding of special assessments are the responsibility of the Head of School. The Head of School may allow a form of special assessment other than that requested by a student.
- 3.3.17 Students will be informed of the outcome of their applications for special assessment through their grades notification or directly where special circumstances dictate.
- 3.3.18 Where a special examination (SPE) is awarded and administered centrally by the Examinations Unit in Student Administration and Services, it will be held during the next examination period relevant to that cohort as shown in the Principal Dates of the University.
- 3.3.19 Where a special examination (SPS) is administered by the Unit Coordinator and School, arrangements for the special examination will be negotiated directly between the School and the student.
- 3.3.20 A student who has applied for a special examination but has passed the examination will be awarded the mark achieved in the examination with the option of a special examination. If the student then sits the special examination, the student will be awarded the higher of the two marks.
- 3.3.21 A student who has satisfactorily completed assessment tasks worth at least two-thirds of the marks for a unit and who is eligible for a special examination may, at the discretion of the Head of School, be granted a passing grade for the unit without undertaking the special examination.
- 3.3.22 Misreading of the examination timetable or sitting consecutive examinations is not sufficient reason for the award of a special examination or other special assessment.
- 3.3.23 Special examinations on special examinations will not be granted but a withdrawal without failure may at the discretion of the Head of School be awarded subject to an application meeting the normal requirements for a special examination.
- 3.3.24 Where a special extension of time is granted, the Unit Coordinator may at her/his discretion require the student to complete the required work, substitute alternative requirements, or where the validity of the original task has been compromised, both.
- 3.3.25 Failure to complete a special examination or special extension of time will result in the award of a Fail-Incomplete result (NI).
- 3.4 Supplementary Assessment
- 3.4.1 A Unit Coordinator has the discretion to offer supplementary assessment in a unit. If the Unit Coordinator so decides, they must advise students of the provision of supplementary assessment in the unit information and assessment overview in the first week of teaching.
- 3.4.2 If supplementary assessment is provided, the Unit Coordinator must offer a supplementary assessment to all students who have undertaken all of the required assessment tasks in a unit, and who have:

- (a) failed to achieve a passing grade by 5% or less of the aggregated weighted marks for the unit, and/or
 - (b) failed to achieve a pass by 5% or less, or required minimum mark by 5% or less, in one mandatory pass component (i.e. a gateway assessment task) in the unit.
- 3.4.3 Supplementary assessment may involve an examination, resubmission of an assignment or other form of assessment.
- 3.4.4 Any supplementary assessment offered to a student must be based on the learning outcomes and content of the unit at the time of the student's enrolment in it.
- 3.4.5 Students who are allowed to undertake supplementary assessments will be given written notice of the nature of the work required at least two (2) weeks before the due date for the work.
- 3.4.6 A resubmitted assessment task cannot be remarked upon appeal if the resubmitted assessment task is also failed.
- 3.4.7 If a student passes a supplementary assessment and therefore the unit overall, the maximum aggregate mark for the unit will be 50%.
- 3.4.8 A student who passes a unit by successfully completing a supplementary assessment must consult the Course Coordinator to determine the implications, if any, for the student's eventual professional accreditation or personal capacitation upon graduation.
- 3.5 Emergency or Defence Force Personnel
 - 3.5.1 When advised of an unexpected deployment, the University will attempt to extend deadlines for submission of assignments for emergency or defence force personnel deployed as a result of national or international emergencies, disasters or field exercises.
 - 3.5.2 Where extensions are possible, the maximum period of extension for completion of remaining work will be 12 months.
- 3.6 Elite Athletes

When advised that an elite athlete, nominated by SportUNE and as defined by the Elite Athlete Friendly University Program of which UNE is a member, is involved in high-level competition or compulsory training, the University will attempt to extend deadlines for submission of assignments and other assessment tasks, consistent with special extensions of time (see Section 3.3.9).
- 3.7 Previewing Student Work prior to Submission of an Assessment Task

Students will be advised that asking Unit Coordinators or other teaching staff in a unit for preliminary reviews of an assessment task prior to formal submission is inappropriate and unfair to other students without that opportunity, unless the Unit Coordinator has clearly established such a practice in the unit information and assessment overview for all students enrolled in the unit.
- 3.8 Aegrotat
 - 3.8.1 Upon notification of a terminally ill student's imminent death, the Director of Student Administration and Services (SAS) will request a progression check be undertaken in order to determine the student's eligibility to receive either the degree in which they were or are enrolled or an approved exit pathway award.
 - 3.8.2 Following a review of the student's progression report supplied by the Director of SAS, the Pro Vice-Chancellor (Academic) will inform the Director of SAS whether the student would clearly have completed all requirements of the award were it not for the student's illness or that the student has met all requirements for an exit pathway award as identified in the rules of the course in which the student is enrolled.
 - 3.8.3 A recommendation for conferral of an aegrotat, or special conferral of the degree, will be made to the Chair of Academic Board who will assess whether the eligibility criteria have been met.
 - 3.8.4 If and when the recommendation that the award be granted is approved by the Academic Board Standing Committee, the wishes of the student will dictate whether:
 - (a) the degree is awarded *in absentia*;
 - (b) the degree is awarded at a graduation ceremony that the student or a family member is able to attend, or
 - (c) a representative of the University presents the testamur to the student on a private occasion that is mutually convenient.
- 3.9 Responsibilities for Examination Processes

- 3.9.1 The Unit Coordinator is responsible for:
- (a) requesting a formal examination from the Examinations and Results Unit, Student Administration and Services, and providing required details to the Examinations and Results Unit according to advised timelines;
 - (b) submitting examination papers according to advised timelines;
 - (c) ensuring copies of examination papers are proofread by a colleague in a timely manner;
 - (d) weighting the examination between 30% and 60% (inclusive) of the aggregate mark for the unit;
 - (e) being contactable at all times during the conduct of a supervised examination, or within advertised periods during a take-home or online examination.

- 3.9.2 The Head of School is responsible for:
- (a) ensuring that the examination papers comply with University policy and procedures, including using the current proformas and complying with quality assurance processes;
 - (b) holding a Board of Examiners meeting to discuss and approve unit results (marks and grades);
 - (c) retaining examination scripts consistent with Section 4.1 of the Assessment Policy;
 - (d) processing applications for special exams, special consideration and special extensions of time according to policy, these procedures and advised timelines.

3.10 Staff-Student Relationships

In the exercise of academic assessment, staff are reminded of the requirements of the University's conflict of interest [policy](#) and [procedures](#).

4 Marking, Marking Standards and Moderation

- 4.1 If marking is delayed because of malfunctions in University processes (e.g. the learning management system or e-submission malfunctions), students shall be informed of the delay in writing by email or letter.
- 4.2 Unit Coordinators may enlist, with the agreement of the Head of School, competent and appropriately qualified staff for marking assessment tasks as may be required to cope with the marking load for a unit.
- 4.3 In relation to the marking of assessment tasks, appropriately qualified academic staff means employees who already have a degree in a relevant discipline at least one Australian Qualification Framework level higher than is awarded for the course of study being taught, or who have equivalent relevant academic or professional experience and expertise.
- 4.3.1 Some parts of a course or unit of study may be taught by staff who do not meet Section 4.3 in its entirety to meet a particular educational need or as part of career development in teaching (such as practitioners or higher degree students, who do not hold a qualification higher than awarded for the course of study), provided their teaching is supervised by staff who meet Section 4.3.
- 4.4 Staff who are to mark assessment tasks must:
- (a) have an appropriate level of discipline knowledge and marking ability;
 - (b) share a common understanding of assessment practices in the unit;
 - (c) understand and comply with the University's policy and procedures relating to assessment.
- 4.5 Honours Assessment
- 4.5.1 An Honours thesis must be examined by at least two examiners. Examiners may be external to the University.
- 4.5.2 No supervisor can examine the thesis of their student.
- 4.5.3 Each School must have a clear process for the selection of examiners and a moderation process to accommodate disparity in marking. These processes will be described in the Honours Handbook provided to students in the first week of enrolment in the Honours research thesis unit(s).

- 4.5.4 Where at least one examiner external to the University is not routinely used to examine Honours theses, Schools should have a periodic external benchmarking process in place for thesis examination.
- 4.6 Responsibilities with Respect to Marking
- 4.6.1 In the exercise of academic assessment, staff are reminded of the requirements of the University's Conflict of Interest [Policy](#) and [procedures](#).
- 4.6.2 Unit Coordinators are responsible for:
- (a) implementing moderation processes for assessment tasks (see Section 4.9) and maintaining records of moderation processes;
 - (b) ensuring marking is completed by the required dates to meet the turnaround time set by these procedures (Section 4.6.2) or School (whichever is the shorter) and stated in the unit information and assessment overview;
 - (c) calculating the final mark for students in the unit, noting that marks may be rounded up (e.g. 74.5–74.9 becomes 75) only once;
 - (d) maintaining records of student results for all assessment tasks, preferably in a centralised database such as the learning management system;
 - (e) ensuring students' marks are confidential by communicating them only to the individual student;
 - (f) when a student appeal has resulted in a remark, adjusting a mark if remarking reveals a discrepancy;
 - (g) managing the marking of special topic and research project reports and dissertations requiring two markers. If there is a large discrepancy (greater than ten per cent) between the two marks awarded, and consultation between the markers does not reduce the difference to ten per cent or less, a third marker should be used and the median mark of the three marks will be the mark awarded.
- 4.6.3 Heads of School are responsible for:
- (a) overseeing procedures to ensure that quality control measures are in place for marking of assessment tasks, theses and examinations;
 - (b) verifying, where the assessment has been carried out by staff of third party providers, that assessment has been moderated by the School. Verification is documented by signing the unit result sheets;
 - (c) having procedures in place for marks and grades to be recorded within the School.
- 4.7 Return of Assessment
- 4.7.1 This section does not apply to a unit wholly assessed by thesis or dissertation.
- 4.7.2 Returnable assessment items (other than scripts from supervised examinations) should be marked and returned in time for students to reflect on the feedback and improve their performance in subsequent submissions, and within 30 consecutive days after the final date for submission or extension date.
- 4.7.3 Marked assessment tasks should be returned to students confidentially and individual feedback and a student's mark and grade should be managed confidentially.
- 4.8 Feedback on Assessment
- 4.8.1 Feedback is an assessor's evaluation of student work in relation to how well the student has met the assessment criteria and therefore the unit learning outcomes associated with the task, and can be detailed through a rubric where appropriate.
- 4.8.2 Students may seek a review of their performance in invigilated examinations and view their own written script by contacting the Unit Coordinator within 20 working days of the final results for the unit being made available to the student.
- 4.8.3 Feedback should be constructive, justify the mark and relate to the assessment criteria. It should suggest ways in which students can improve their learning and work, and allow them to monitor and evaluate their progress against the unit's learning outcomes, including graduate attributes. Feedback can be provided by a lecturer, tutor, casual marker, external assessor or a student peer.
- 4.8.4 Feedback should be timely and developmental if students are to maximise engagement with unit requirements. Such feedback can fall into two broad categories:

- (a) early in a unit, prior to formal assessment, to ensure an awareness of unit requirements and expectations;
 - (b) after each assessment task (excluding invigilated examinations) so that students have sufficient opportunity to use feedback for improving subsequent performance.
- 4.8.5 For structured-response tasks, it is permissible for generic feedback for the whole class to be the sole source of feedback.
- 4.9 Moderation of assessment marking standards
- 4.9.1 Moderation is required where there is an element of subjectivity in the evaluation of an assessment task and more than one marker is involved in marking different students' work.
- 4.9.2 Moderation processes will be implemented to ensure that the integrity of criteria and standards developed by Unit Coordinators will be preserved across different markers.
- 4.9.3 Moderation seeks to assure all University stakeholders that:
- (a) good practice in assessment is evident across the institution and its courses;
 - (b) student performance is being properly, fairly and consistently judged for all students undertaking the same assessment task;
 - (c) standards expected of students are appropriate, reliable and consistent with good practice at the University, nationally and internationally.
- 4.9.4 The Unit Coordinator is responsible for managing moderation of assessment in consultation with academic colleagues within the School or unit. Moderation involves:
- (a) implementing a moderation process where more than one marker is involved in marking an assessment task;
 - (b) lodging records in TRIM of the moderation processes used in a unit, at the conclusion of each teaching period (Appendix 1);
 - (c) confirming that the recommended final marks and grades are correct, fair and consistent before submission to the Board of Examiners.
- 4.9.5 For the purposes of moderation:
- (a) the assessment criteria (and rubric, if used) must be distributed to all markers prior to moderation of marking of the assessment task;
 - (b) assessment criteria (and rubric, if used) are the elements by which the quality of student work is judged;
 - (c) standards (such as those outlined in a rubric) describe the levels of achievement attained;
 - (d) moderation processes are those processes that ensure that the standard of a student's work can be judged consistently against each criterion, regardless of who marks the task;
 - (e) the sample of papers selected for moderation should be a minimum of three (3) and cover the spread in grades, prior to markers discussing and agreeing on standards against the assessment criteria.
- 4.9.6 Particular care should be taken with moderation of assessment in units that are delivered at multiple campuses, or offshore, or via educational collaborations.
- 4.10 Remarking
- 4.10.1 Where a student is dissatisfied with the result achieved in an assessment task, the student must approach the Unit Coordinator in the first instance to discuss and/or request an informal review by the Unit Coordinator of that assessment. The student must present their case for an informal review in writing. It is the normal expectation that such an informal review will resolve most appeals against assessment within a particular unit.
- 4.10.2 A student may formally request under the Academic Assessment Appeals Policy and Procedures that an assessment task be remarked in its original form where the student presents a case arguing that the original marking was unfair or inconsistent with marking guidelines. Alternatively, a student may seek resubmission of the assessment task, as provided in Section 3.4 of these procedures.
- 4.10.3 A formal request for remarking must be addressed to the Student Grievance Unit by the student within ten working days of receipt of the original marked assessment task.

- 4.10.4 It is the Unit Coordinator's responsibility to arrange for the remarking to be done by a qualified staff member who did not originally mark the assessment task.
 - 4.10.5 Only a single remark will be permitted, and the result of the remark will be recorded as the final mark for that assessment task, irrespective of the original mark.
 - 4.10.6 If the student remains dissatisfied with the outcome, then the normal University procedures for handling assessment appeals will be followed.
- 4.11 Board of Examiners
- 4.11.1 The Unit Coordinator will give each student a numerical mark for each assessment task and for their final result (aggregate mark) in a unit, unless the unit is assessed in terms of achieving a satisfactory (S) or an unsatisfactory (US) grade.
 - 4.11.2 All marks for assessment tasks and aggregate marks and grades in a unit are provisional until reviewed and confirmed by the relevant Board of Examiners meeting, held at the conclusion of the teaching period.
 - 4.11.3 The Board of Examiners meeting is comprised of appropriate Course and Unit Coordinators and is convened and chaired by the Head of School or nominee.
 - 4.11.4 The Board of Examiners must review and approve the marks and grades submitted by Unit Coordinators for all units offered in the teaching period and validate all final results (including any special examination application decisions and the number of supplementary assessments provided to individual students).
 - 4.11.5 The Chair of the Board of Examiners can be authorised by the meeting to validate late results or special examination applications.
 - 4.11.6 Ultimate responsibility for the production and verification of individual student grades in each unit rests with the Chair of the Board of Examiners meeting.
 - 4.11.7 The Chair of the Board of Examiners meeting must submit a brief summary report to the Office of the Pro Vice-Chancellor (Academic) for noting or action, as required (Appendix 2).
 - 4.11.8 Based on the Board of Examiners reports, the Pro Vice-Chancellor (Academic) will submit an annual report to the Academic Board Teaching and Learning Committee (and after due consideration and debate, to the Academic Board) on:
 - (a) the conduct and quality of assessment practices across the University;
 - (b) any issues with the awarding of marks, grades, Honours results and recommendations for University medals, and
 - (c) any actions taken to improve assessment outcomes.
- 4.12 Heads of School are responsible for ensuring that end of teaching period results approved by the Board of Examiners are entered into the student database by the required dates.
- 4.13 Student Administration and Services is responsible for:
- (a) coordinating the results process;
 - (b) the integrity and provision of official academic transcripts stating marks and grades to students and external organisations, as required.
- 4.14 Re-enrolment in a Unit
- The practice of 'carrying forward' a student's marks in assessment tasks that the student passed in a previous enrolment in a unit and applying them to the current enrolment, assuming equivalent assessment tasks between different offerings of the unit, is at the Course and Unit Coordinators' discretion and must be approved by both. If a Unit Coordinator allows this, advice to this effect must be included in the unit information and assessment overview.

5 Record Keeping and Reporting

- 5.1 After confirmation of results for a teaching period, any change to a confirmed result can only be made through the University's change-of-result process and requires the recommendation of the Unit Coordinator and the approval of the Head of School.
- 5.2 University Grading System

The University uses the following unit grading system:

- (a) HD – High Distinction – 7 on the Grade Point Average (GPA)¹ scale
Excellent performance indicating complete, comprehensive and unambiguous understanding, demonstration and application of the subject matter and a very high level of the required skills; achieves all basic and higher-order intended unit learning outcomes, including graduate attributes, linked to the assessment tasks; minimal or no errors of fact, omission and/or application present; demonstrated very high level of interpretive and/or analytical ability and intellectual initiative; very high level of competence. (Numerical conversion: scores and/or aggregate marks of 85% or above.)
- (b) D – Distinction – 6 on the GPA scale
Very good performance indicating reasonably complete, comprehensive and clear understanding, demonstration and application of the subject matter and a high level of required skills; achieves all basic and most higher-order unit learning outcomes, including graduate attributes, linked to the assessment tasks; some minor flaws; demonstrated high level of interpretive and/or analytical ability and intellectual initiative; high level of competence. (Numerical conversion: scores and/or aggregate marks between 75% and 84%.)
- (c) C – Credit – 5 on the GPA scale
Good performance indicating reasonable and well-rounded understanding, demonstration and application of the subject matter and a reasonable level of most required skills; achieves all basic but only a few higher-order intended unit learning outcomes, including graduate attributes, linked to the tasks; a few more serious flaws or quite a few minor ones; demonstrated reasonable level of interpretive and/or analytical ability and intellectual initiative; reasonable level of competence. (Numerical conversion: scores and/or aggregate marks between 65% and 74%.)
- (d) P – Pass – 4 on the GPA scale
Satisfactory performance indicating adequate but incomplete or less well-rounded understanding, demonstration and application of the subject matter and an adequate level of an acceptable number of required skills; achieves many basic but very few or none of the higher-order intended unit learning outcomes, including graduate attributes, linked to the assessment tasks; several serious flaws or many minor ones; demonstrated adequate level of interpretive and/or analytical ability and intellectual initiative; adequate level of competence. (Numerical conversion: scores and/or aggregate marks between 50% and 64%.)
- (e) N – Fail – 0 on the GPA scale
Unsatisfactory performance indicating inadequate and insufficient understanding, demonstration and application of the subject matter and required skills; achieves few or none of the basic and higher-order intended unit learning outcomes, including graduate attributes, linked to the assessment tasks; numerous substantive errors of fact, omission and/or application present; insufficiently demonstrated level of interpretive and/or analytical ability and intellectual initiative; fails to address the specific criteria; inadequate level of competence. (Numerical conversion: scores and/or aggregate marks of less than 50%.)
- (f) NC Compulsory Fail – 0 on the GPA scale
This grade is used when an assessment task, such as a final examination, that must be passed in order to pass the unit (as detailed in the unit information and assessment overview) has not been passed (resulting in a fail in the unit), but where the overall mark is 50% or higher.
- (g) NI – Fail – 0 on the GPA scale
One or more mandatory assessment tasks or requirements for the completion of the unit (as detailed in the unit information and assessment overview) were not submitted or fulfilled.
- (h) S – Satisfactory – S is 4 on the GPA scale
US – Unsatisfactory – US is 0 on the GPA scale
In some units, the grading system is organised on a satisfactory/unsatisfactory (pass/fail) basis. When this grading system is used the appropriate interpretive descriptors to apply will be those for the grade of at least Pass or Fail.
- (i) W – Withdrawn – no value on the GPA scale
The student withdrew from the unit without academic penalty.

5.2.1 Honours grades

¹ See Section 5.3 Grade Point Scale

H1 – First Class Honours – equivalent to HD
H2A – Second class Honours Division 1 – equivalent to D
H2B – Second Class Honours Division 2 – equivalent to C
H3 – Third Class Honours – equivalent to P

5.2.2 Administrative grades

The University uses a variety of grades to indicate administrative actions that are separate from academic assessment:

Grade	Meaning
AOS	Approved overseas study
I*	Result unavailable
RNS	Requirements not satisfied
RU	Result temporarily unavailable
RY	Result next teaching period or next year – generally thesis or dissertation units
SET	Special extension of time granted
SPE	Special examination granted – arranged by Student Administration and Services
SPS	Special examination granted – arranged by School
SR	Satisfied requirements
UP	Ungraded pass
WA*	Withdrawn by administration
WBF*	Withdrawn by Faculty
WFN*	Withdrawn by Faculty and deemed to have failed
WN	Withdrew after the date prescribed in the Principal Dates and deemed to have failed
WUN	Withdrawn by University and deemed to have failed
YR*	Result next teaching period

* For historical use only.

5.2.3 Details of these grades are available on the University's official academic transcripts and from the Examinations and Results Unit of Student Administration and Services.

5.3 Grade Point Scale

5.3.1 University grades have a corresponding grade point according to the following table:

Grade	Grade Point	Percentage (%)
HD	7	85+
D	6	75-84
C	5	65-74
P	4	50-64
S	4	No mark recorded
N	0	0-49
NC	0	50+
NI	0	
US	0	
W	No numerical score	
WN	0	
WFN	0	
WUN	0	
SR	No numerical score	
RNS	No numerical score	

5.3.2 A Period Grade Point Average is:

- a numerical score that summarises a student's academic performance in a course over a specified period of time, usually defined as one or more teaching periods, and used to chart the student's progression;
- static once calculated for the defined period of time;

- (c) the sum of the points deriving from the grade point scale achieved in each unit undertaken, multiplied by the credit point value of the corresponding unit and divided by the total credit points attempted during the defined period of time;
- (d) used in monitoring student course progression and is a trigger for the Early Intervention Strategy.

5.3.3 A Grade Point Average (GPA) is:

- (a) a numerical score that summarises a student's academic performance in a course over the duration of their enrolment in the course and used to chart the student's progression;
- (b) generated by the Student Information System and may be viewed by a student through the student portal and may also be recorded on the student's Academic Record;
- (c) refreshed after each teaching period based on the student's results in that teaching period;
- (d) the sum of the points derived from the grade-point scale achieved in each unit, multiplied by the credit point value of the corresponding unit and divided by the total credit points attempted. Only units taken after the introduction of the seven-point grade point scale are included in the calculation. Units with the result of Satisfied Requirements (SR) are not included. A course GPA is not calculated for students whose studies span the introduction of GPA;
- (e) used in monitoring student course progression and is a trigger for the Early Intervention Strategy.

5.3.4 Student Administration and Services is responsible for:

- (a) calculating the grade point averages;
- (b) generating reports on students 'at risk';
- (c) generating reports on international students 'at risk' for UNE International.

5.3.5 Markers must use the same grades and mark ranges in Section 5.2 to mark individual assessment tasks in units.

6 Course Progression and the University's Early Alert, Academic Probation and Early Intervention Strategies

The University is committed to building the capacity of students to self-manage their progression and performance. The University has minimum course progression requirements supported by an Early Alert Strategy and Academic Probation Strategy, which monitor the engagement, progression and performance of all coursework students, as well as an Early Intervention Strategy for coursework international students.

6.1 Early Alert Strategy

The engagement of students with the University will be monitored to assist them towards successful completion of their chosen course. Students identified as being at risk will be identified and assisted through the University's Early Alert Strategy.

6.1.1 Where a student is identified potentially at risk of disengagement, they will be referred to appropriate advice and support, which may include:

- (a) considering their commitment to their studies, in terms of their time allocation to study and/or the number of units in which they are enrolled – the number of hours that a student is expected to engage in the study of a regular or reading (special topic) unit is approximately 150 hours (see the Uniform Credit Point and Student Workload Policy); some students may need to spend more time than this to pass a unit;
- (b) enrolling in academic skills programs;
- (c) attending tutorial or study groups;
- (d) seeking individual case management;
- (e) attending study clubs;
- (f) seeking support (such as counselling) with personal issues that are influencing progress;
- (g) seeking mentoring;
- (h) enrolling in a suitable alternative subject within a course or a suitable alternative course at the next available opportunity;

- (i) access to the relevant UNE support area, or
 - (j) a combination of the above.
- 6.1.2 Where a student is identified as potentially at risk by a Unit Coordinator, the Unit Coordinator will counsel the student that they are at risk of not making satisfactory progress and, as appropriate to the unit, refer them to one of the actions listed in Section 6.1.1.
- 6.1.3 To meet the University's Early Alert Strategy, the Unit Coordinator or nominee will email every student who fails to submit or fails the first assessment task in a unit, with a copy to the Course Coordinator (Appendix 3). Provided staff use Gradebook in Moodle, this email facility will be automated by the commencement of Trimester 1, 2016, with an email being sent to respective students after the due date for the first assessment task, with copies to both the Unit Coordinator and Course Coordinator.
- 6.1.4 All correspondence related to a student deemed to be at risk under this Early Alert Strategy must be recorded on the student's file.
- 6.2 Minimum Course Progression and Academic Probation
- Students enrolled in coursework degrees covered by the Assessment Policy and these procedures must make adequate progress in their course.
- 6.2.1 A student may be deemed to demonstrate inadequate progress in their course if their Course GPA is 3 or less.
- 6.2.2 A student identified as not demonstrating adequate progress at the end of one study period will be referred to appropriate assistance and support as part of UNE's Early Alert Strategy, which may include one of the actions listed in Section 6.1.1.
- 6.2.3 A student identified as not demonstrating adequate progress at the end of a second study period will be subject to Academic Probation.
- 6.2.4 A student shall be deemed to not have demonstrated adequate progress if they have failed a core or prescribed unit in a course or major for a second time and will be subject to Academic Probation.
- 6.2.5 Once identified as subject to Academic Probation, a student will be informed of the conditions of their Academic Probation and that failure to meet these conditions at the end of the period of Academic Probation will lead to the student being excluded from their course.
- 6.2.6 Conditions of academic probation may include:
- (a) restricting the maximum number of units or credit points in which a student can enrol with the requirement that the student successfully complete a nominated percentage of their enrolment;
 - (b) specifying a unit or units in which a student can enrol with the requirement that the student successfully complete the nominated units.
- 6.2.7 Should a student not meet the conditions of their Academic Probation, the student will be excluded for a period of not normally less than one calendar year and not normally more than three academic years.
- 6.2.8 The written notification of exclusion will also advise the student of the [Academic Assessment Appeals Policy](#) and the timeframe for submission of an appeal under that policy.
- 6.2.9 If a student has been excluded twice, their enrolment will be terminated.
- 6.2.10 If a student is enrolled in more than one course, and if any one (or more) of the current Course and most recent Period GPAs is below the minimum GPA requirements, the University may at its discretion take any of the actions of warning, setting conditions, exclusion or termination in respect of any or all of the student's courses.
- 6.2.11 Student Administration and Services is responsible for:
- (a) Identifying students at risk of disengaging from their studies;
 - (b) referring students to appropriate advice and support;
 - (c) advising students in writing by email or letter that they are subject to academic probation and will be enrolled subject to conditions set by the Course Coordinator;

- (d) asking students in writing by email or letter to show cause why they should not be excluded or have their enrolment terminated if they have not met the conditions of their academic probation;
- (e) advising students in writing by email or letter if they have been excluded from their course and, if so, for what period of time.

6.3 Early Intervention Strategy

The Early Intervention Strategy is for international coursework students at risk of not completing their course of studies within the expected duration of study and runs parallel to Early Alert and Academic Probation, although Early Intervention normally takes precedence to meet statutory requirements for international student administration. Academic staff can request a class list (produced from the student database, Callista) for their unit, which will identify all on-campus international students.

6.3.1 Determining satisfactory progress – ‘Amber’ risk assessment

An international student is classified as at Amber Risk of not making satisfactory course progress where it is noted by the supervising academic of a unit that the student is:

- (a) not attending lectures, tutorials or practicums, or
- (b) not performing adequately in assessment tasks, or
- (c) not submitting assessment tasks.

6.3.2 Determining satisfactory progress – ‘Red’ risk assessment

An international student is classified as at Red Risk of not making satisfactory course progress where the student has:

- (a) failed 50% of the units in which they enrolled in during any given study period, or
- (b) failed a unit in a course for a second time, or
- (c) failed to meet conditions specified by the School administering the course at the commencement of the year of enrolment, or
- (d) their GPA is deemed to be 3 or less as defined in Section 5.3 of this policy.

6.3.3 Contacting and counselling identified students – Amber Risk assessment

(a) The supervising academic is to counsel an international student that they are at risk of not making satisfactory course progress where they note the student is not attending lectures or tutorials or is not performing adequately or submitting assessment tasks. The supervising academic is to counsel the student, as appropriate to the unit, to:

- i. enrol in academic skills programs;
- ii. attend tutorial or study groups;
- iii. receive individual case management;
- iv. attend study clubs;
- v. attend counselling;
- vi. receive assistance with personal issues that are influencing progress;
- vii. receive mentoring;
- viii. be placed in a suitable alternative subject within a course or a suitable alternative course, or
- ix. a combination of the above.

(b) A file note of actions taken in respect to Section 6.3.3(a) is kept on the student file and the Manager, International Services and Compliance (ISC), UNE International Services, is notified.

6.3.4 Contacting and counselling identified students – Red Risk assessment

(a) The Manager ISC produces a results report that will identify all international students who have failed a unit in that study period. The Manager ISC will distribute both School and course-based reports to the appropriate academic staff to contact and counsel ‘Red’ category At Risk students.

(b) Where an international student is determined 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. In conjunction with the supervising academic of the individual unit, the Course Coordinator will counsel the student, as appropriate to the unit, as in Section 6.3.3(a)(i)–(ix), as well as recommending a reduction in course load.

- (c) A copy of the written advice to the student is kept on student file and the Manager ISC is notified.

6.3.5 Reporting of students via the Provider Registration and International Students Management System (PRISMS)

- (a) Where an international student has been asked to ‘show cause’ under General Rule 4.2 (Academic Progress), and either the student does not respond to the request to show cause or UNE decides to take action under show cause, Student Administration and Services (Enrolment and Progression) advises the Manager ISC of the intention to either exclude a student for a nominated period or terminate the student’s candidature.
- (b) The Manager ISC will notify the student in writing of:
 - i. UNE’s intention to report the student for not achieving satisfactory course progress, and
 - ii. their right to access UNE’s complaints and appeals process.
- (c) If all rights of appeal are exhausted and UNE’s decision to defer or cancel is upheld, the Manager ISC notifies the Secretary of the Commonwealth Department of Education via PRISMS as required under Section 19 of the ESOS Act where the student’s enrolment is suspended or cancelled.
- (d) The student is notified in writing of the cancellation of their studies and they are issued a Section 20 notice by UNE International Services as per the ESOS Act.

7 Monitoring and Review

The University is committed to the planning, monitoring and continuous improvement of assessment procedures in all its units and courses. This section should be read in conjunction with the [Academic Quality Management Policy](#).

7.1 Monitoring, review and benchmarking activities associated with assessment quality include:

- (a) monitoring (self-review) of all assessment tasks by the Unit Coordinator after each time that the unit is offered, including review of assessment issues arising from various sources of data and feedback (e.g. student evaluations and unit monitoring, external reference points);
- (b) peer review and benchmarking of all assessment tasks in a unit by an academic colleague in the same or a cognate discipline every three (3) years;
- (c) review by the School Board of Examiners and the relevant Course Advisory Board;
- (d) external benchmarking and peer-review of unit assessment as part of comprehensive external course reviews, at least every five (5) years.

7.2 The unit information and assessment overview should state that student feedback and evaluation has informed the current assessment of a unit.

Definitions

Aegrotat is an ungraded degree (e.g. BSc with Honours (Aegrotat)) awarded to a student who was unable to complete all the requirements of the award due to illness but who clearly would have completed all the requirements, were it not for the illness.

Aggregate mark means the final numerical mark computed for a student on the basis of combining the outcomes from two or more assessment tasks. Aggregate combining rules may be based on either a simple averaging principle (all tasks counting equally) or a weighted averaging principle (where tasks are differentially weighted – see Assessment Weighting). Some form of mark standardisation or scaling process may precede the aggregation process.

Assessment is the deliberate process of making judgments about how well a student has achieved the desired learning outcomes of a unit of study. This process provides feedback to both students and teaching staff about student learning needs and the appropriateness and effectiveness of teaching support.

Assessment criteria are the statements that express in explicit terms what is required of students to successfully complete each part of an assessment task. Taken together, they express how student performance is demonstrated in relation to the learning outcomes, including graduate attributes, associated with the assessment task.

Assessment tasks are compulsory or optional activities or exercises, which have an explicit intent to assess student progress and learning achievement in a unit of study.

Assessment weighting means the percentage of emphasis placed on each assessment task in combining a student's marks to calculate their aggregate mark in a unit.

Cloze. A cloze test is an assessment task consisting of a text with certain words removed (cloze text), where the student must replace the missing words. Cloze tests require the ability to understand context and vocabulary in order to identify the correct words or type of words that belong in the deleted passages of a text. This exercise is common in the assessment of native and second language learning and instruction.

Constructed-response questions (or generated-response questions) are open-ended and require the student to construct their own answer by way of response. They may only require a short answer (a few words or sentences) or alternatively may specify an essay-length response. Constructed-response questions are useful in encouraging higher-level thinking skills and assessing a student's ability to apply their knowledge and understanding, develop arguments, analyse data, synthesise information, solve problems and draw conclusions.

Criterion-referenced assessment is the specific approach to assessment adopted by UNE. This approach involves assessing the extent to which a student has achieved the learning outcomes in a unit and course, measured against specified assessment criteria for each assessment task. The details of each assessment task in a unit are provided to students in the unit information and assessment overview in the first week of teaching.

Examinations (or exams)

A **University examination** is an examination worth 30–60% of the assessment in a unit, and is:

- (a) administered by Student Administration and Services, or
- (b) an examination held online or at an examination venue and supervised by the School, or
- (c) an unsupervised online or take-home examination administered by the relevant School.

Take-home examinations are completed by students as an unsupervised form of assessment, and **unsupervised online examinations** are examinations made available to students online for a limited period of a week or less. Constructed (generated) responses to both are submitted through the University's originality detection software. The responsibility for administering such examinations lies with the Unit Coordinator.

Unsupervised exams are 'open book' while supervised (invigilated) exams may be either open book or 'closed book'. Exams are normally a mandatory part of the assessment in a unit. A unit may be assessed using multiple exams. Exams can consist of any combination and weighting of structured-response and constructed-response questions, provided that the cumulative sum of structured-response questions in the unit does not exceed 70%.

Formative assessment means the collection of information, usually through the informal assessment components of a unit, in order to improve teaching and learning. Formative assessment provides specific feedback to students and teaching staff about student progress, and helps teaching staff diagnose learning needs and design, negotiate and modify learning activities for groups and individuals, in order to enhance teaching and learning. It may be ungraded or graded (summative), provided feedback is provided to assist students to improve their performance.

Generated-response question: see Constructed-response question.

Grade means the final letter conversion of the aggregate mark attained by a student undertaking a unit. The letter conversions translate the numerical aggregate mark into a statement of level of achievement. The interpretation of a grade will be taken to represent a summary of the student's academic achievement in a unit. Letter conversions that indicate administrative outcomes of a unit of study, such as Failed Incomplete, various types of withdrawal and unavailability of results, are not considered to be grades in the context of the Assessment Policy and Procedures.

Head of School, in these procedures, refers to Head of School or nominee.

Invigilator (or Examination Invigilator) means the person (and any subordinate) responsible for the supervision of a formal examination that has been organised either by the University's Examinations and Results Unit or a School.

Marking scheme means the list of assessment criteria (or marking rubric) that indicates the elements (and the level of achievement in the case of a rubric) by which student performance is judged to meet the learning outcomes, including graduate attributes, associated with an assessment task, as well as the marks allocated to each element.

Moderation is the process of ensuring that assessment criteria in a marking scheme are consistently applied by different markers of the same assessment task, and that marks are allocated consistently with reference to how well the stipulated criteria are met. Moderation involves the teaching staff involved in marking an assessment task discussing and reaching agreement about how the criteria are demonstrated at different standards for each assessment task (e.g. through the establishment of a rubric). A sample of student work is marked by all the teaching staff involved to help verify that assessment criteria have been consistently applied by all markers.

Norm-referenced assessment is assessment that expresses scores in rank order, based on a distribution of scores. It is comparative, indicating one student's performance against another's, and usually represented on a bell-shaped curve. Norm-referenced assessment is unacceptable at UNE.

Quiz. Quizzes are the same as self-tests of progress-check tasks, and allow for early and/or frequent feedback on progress towards achieving the unit learning outcomes. Quizzes are normally of lesser value than tests and are an optional form of assessment (i.e. non-mandatory assessment tasks): failure to take a quiz will mean that the mark is forfeited but will not incur an NI result. There can be more than one quiz in a unit and the cumulative percentage of quizzes may be worth a maximum of 30% of the total assessment. A quiz can consist of any combination and weighting of structured-response and constructed-response questions, provided that the cumulative sum of structured-response questions in the unit does not exceed 70%.

Reliable assessment is independent of which marker is involved (inter-assessor reliability) and independent of where and when a particular assessor marks student work (intra-assessor reliability). Reliability is synonymous with consistency, fairness and (as far as can be achieved) lack of subjectivity.

Self-tests or progress-check tasks are the same as quizzes, and allow for early and/or frequent feedback on progress towards achieving the learning outcomes. They are not mandatory components of a unit in that failure to take such a task will mean that the mark is forfeited but will not incur an NI result. A single summative self-test or progress check task shall normally constitute only a small percentage (say 5%) of the final assessment. There can be more than one such task for a unit and the cumulative percentage for self-test or progress checks (such as online quizzes) may be worth a maximum of 30% of the total assessment.

Structured-response questions constrain the student to provide a brief specific answer (a name, year, title, missing word, etc.) or require the student to choose the correct answer from two or more options. Structured formats facilitate student response and marking. There are many different structured-response question formats, including true/false, multiple-choice, cloze, matching scrambled lists, inserting labels from a list on a diagram, and so on.

Summative assessment means the collection of information through the formal assessment components of a unit, in order to improve teaching and learning, but also to contribute to the calculation of a student's aggregate mark and final grade in the unit. Information collected for summative purposes is based on assessment tasks that reflect the range of concepts, processes, skills and attributes, including graduate attributes, as set down in the desired learning outcomes of the unit. It does not preclude formative assessment, since graded assignments may (and should) be used for formative feedback.

Test. A test constitutes up to 30% of the final assessment for a unit and is generally of a lesser duration than an examination. A test may be either optional or mandatory, and there may be more than one test in a unit. Tests for internal students may be held only in normal teaching times. Tests for external students may be held during intensive schools. Students must be given due warning of any test that will count towards the final assessment in the unit information and assessment overview in the first week of teaching. Unsupervised tests are 'open book' while supervised (invigilated) tests may be either open book or 'closed book'. Tests can consist of any combination and weighting of structured-response and constructed-response questions, provided that the cumulative sum of structured-response questions in the unit does not exceed 70%.

Transparent assessment is assessment that clearly defines the standards that students are expected to attain in a particular assessment task, and the nature of the evidence that they will need to furnish to demonstrate their achievement of the published learning outcomes, including graduate attributes, assessed by the task. A marking rubric (or matrix) is commonly used to indicate the varying standards and marks that students can attain against each assessment criterion in the marking scheme for an assessment task.

TRIM (Total Records and Information Management) is the University's official document storage and retrieval system. See:

<http://www.une.edu.au/about-une/leadership/governance/une-legal-and-governance/records-management-office/records-management-system-trim>

Valid assessment demonstrably measures that which it sets out to, that is, student achievement of the published learning outcomes, including graduate attributes, of the unit. Principally, this means that assessment tasks have content validity. Content validity means that the knowledge, skills, application of knowledge and skills and expectations of learning incorporated in an assessment task match the intended learning outcomes and graduate attributes, and correlate with the extent and depth of learning required, given the emphasis on and coverage of the subject matter in the unit. Content validity is not something measured after the fact, it is a quality designed into assessment tasks from the start. Another important facet of content validity is the appropriate weighting of assessment tasks through a unit of study, to match the emphasis on and coverage of the subject matter. From a student perspective, content validity ensures there is congruence between an assessment task and expectations about the learning that the student has to display.

Related Documents

- Academic Quality Management Policy
- Academic Assessment Appeals Policy
- Academic Assessment Appeals Procedures
- Advanced Standing Policy and Procedures
- Assessment Policy and Guidelines
- Course Coordinator Policy
- Disability Standards for Education 2005
- Education Standards for Overseas Students Act 2000 (ESOS Act)*
- Graduate Attributes Procedures
- Guidelines for the Granting of Extensions for the Late Submission of Assessment Tasks
- Higher Education Standards Framework (Thresholds Standards) 2011
- Intensive Schools Policy
- Learning Resources Policy and Procedures
- National Code of Practice for Registration Authorities and Providers of Education and Training to Overseas Students (National Code 2007)
- Student Behavioural Misconduct Rules
- Student Coursework Academic Misconduct and Plagiarism Rules
- Tertiary Education Quality and Standards Agency Act 2011*
- Unit and Course Monitoring Procedures
- University Medals and Prizes Policy and Procedures
- University Mobility and Exchange Policy
- Work Integrated Learning Policy

Change History

Version No.	Date of Implementation	Summary of Change	Circulation

Administration

Document Type: Academic Board Procedures
Administered by: Pro Vice-Chancellor (Academic)
TRIM reference: DO /
Date approved:
Due for review:
Responsible party for review: Academic Board Teaching and Learning Committee
Approved by: Academic Board

Signature:	
Name:	8 September 2014
Date:	

DRAFT

Appendix 1: Pro Forma for Recording Moderation Processes

ACADEMIC BOARD ASSESSMENT POLICY

PRO FORMA FOR RECORDING MODERATION PROCESSES

This report form is to be completed by the Unit Coordinator and fulfils part of the academic quality management responsibilities of the Academic Board.

UNIT CODE/NAME			
YEAR		Trimester 1 2 3 (please circle)	
UNIT COORDINATOR		NO. OF MARKERS:	

CHECKLIST

Moderation processes were implemented to ensure marking competence, fairness and consistency:

- | | |
|--|--------------------------------|
| | <i>Please circle:</i> |
| 1. Markers were appropriately qualified? | Y / N |
| 2. All markers were given a copy of the assessment task and assessment criteria (and rubric, if used)? | Y / N |
| 3. Markers attended a moderation meeting either face-to-face or via Skype (or equivalent)? | Y Number: ___
N Number: ___ |
| 4. Markers unable to attend a meeting in person or via Skype (or equivalent) were sent full details of the meeting? | Y Number: ___
N Number: ___ |
| 5. Markers jointly discussed the assessment criteria and their meaning in relation to the assessment task? | Y / N |
| 6. Markers jointly discussed the standards related to each assessment criterion (e.g. what represented a fail response, what represented a very good response, etc.)? | Y / N |
| 7. Markers individually examined the ungraded assessment task of at least three students deemed to represent a spread of grades (but were not told the coordinator's judgement)? | Y / N |
| 8. Markers shared their grading judgements in a collaborative discussion to determine consistency of grading? | Y / N |
| 9. Markers agreed on a marking scale for each part of the assessment task that has marks attached to it? | Y / N |

COMMENTS (please justify any answers above that do not comply with the policy and procedures)

Instructions: this form should be completed by the Unit Coordinator prior to the Board of Examiners meeting in each teaching period for each unit in which moderation of an assessment task has been undertaken, and lodged with the School Academic Coordinator for tabling at the Board of Examiners meeting.

**ACADEMIC BOARD
ASSESSMENT POLICY**

BOARD OF EXAMINERS PRO FORMA REPORT

This report is to be completed by the Chair of the Board of Examiners and fulfils part of the academic quality management responsibilities of the Academic Board.

COURSE

YEAR **Trimester 1 2 3** *(please circle)*

CHAIR and ROLE

Please enter name and office held (e.g. Head of School, Course Coordinator)

REPORT

Please circle your answer:

Y / N

Y / N

Y / N

Y / N

Y / N

Y / N

Y / N

Did the board consider the spread of the grades across the examined cohort?

Did the spread indicate any issues? *(e.g. too many N, high number of W or HD)*

Were there any common issues across the cohort? *(e.g. large number of N in one unit)*

Were there any issues other than the examination results discussed at the board meeting that relate to academic quality or integrity?

Were these results benchmarked against the previous equivalent teaching period?

Were these results reviewed by an external member? *(this is not required by policy)*

Have any issues arising from the board been reported to the (relevant) School for further discussion and action?

COMMENTS BY THE CHAIR *(Please comment on any issues. Were any issues not resolved at the meeting?)*

Copies to:
Head of School(s)
Office of the PVCA

Dear [*student's name*],

May we help?

Many students have problems at the start of their studies so UNE offers advice and support services to help you get on track and to stay on track, with your studies. This email is an early alert message to all students who have not submitted their first assignment or have received a low mark for their first assignment in [*unit code and name*].

Our first piece of advice is not to be discouraged and not to take any major decisions (such as dropping the unit or your course completely) about your studies until you have considered all the advice and support that is available. We have decades of experience in helping students succeed in their studies and we take pride in helping get you through the many challenges that students meet, especially at the early stages of a university course.

Our second piece of advice is to ask if you have considered:

- Talking to me, your Unit Coordinator, and asking for advice and help in your current unit
- Talking to your [First Year advisors](#)
- Contacting your [Learning Support](#) team
- Contacting your [Student Central](#) team.

And there are other advice and support services available through these contacts that are keen to assist you.

Please contact us – we may be able to help.

Regards,

[*Unit Coordinator's title and name*]

For revision purposes only:

Initials	Date received	Date completed
HA	9/8/13	18/8/13
HA		4/9/13
HA		11/9/13
NR	24/9/13	25/9/13
NR(+1Oct)	26/9/13	1/10/13
NR	12/12/13	9/2/14
NR	9/2/14	8/5/14
NR	8/5/14	8/9/14

DRAFT

FEEDBACK – ASSESSMENT PROCEDURES

SECTION	FEEDBACK SOURCE	FEEDBACK	DECISION OF WORKING PARTY ON 13/11/13, 28/1/14, 10/2/14 AND 19/2/14, AND SUBSEQUENT EMAIL DISCUSSIONS; DECISIONS OF WORKING PARTY BETWEEN 19/8/2014 AND 8/9/2014; RESPONSE TO EXTERNAL EXPERTS, AUG 2014
Substantial issues	Josie Fisher	<i>Incorporating graduate attributes ... I think the easiest way is to simply replace 'and graduate attributes' with 'including graduate attributes'. This works in most places, and I have made the changes in the attached document. In a couple of places I did something a bit different to make the wording correct. See attached</i>	Changes incorporated in updated draft. Working party suggests to PVCA that once the changes to graduate attributes in unit amendment forms are made, that the PVCA consider removing reference to graduate attributes in the procedures.
Substantial issues	PVCA	<i>1. With the review of graduate attributes, and the recommendation they are reported at the course level, does 2.1.2 become a problem (as it still includes alignment between unit assessment, unit learning outcomes and graduate attributes?)</i>	See above.
Scope	A/Prof Josie Fisher (JF)	Change to: These procedures apply from the commencement of Trimester2, 2014.	Accepted. The working party now proposes the commencement date of T1, 2016. <i>This section now reads: These procedures will apply from the commencement of Trimester 1, 2016, apart from the Board of Examiners provisions (Section 4.11), which will apply from the date of approval.</i>
Scope	School of Humanities (SHum)	These procedures apply from the commencement of Trimester 1, 2014. Comment: <i>Unrealistic. The adoption of a new assessment policy may require changes in assessment patterns in existing units, but those patterns have already been determined for 2014. We suggest a date no earlier than T3 2014, and preferably T1 2015.</i>	Ditto.
Scope	Lisa Lobry de Bruyn & other ERS staff	Serious concerns about start date.	See above. The chair of the working party proposed a T1 2015 commencement date to Academic Board on 10/2/14.

FEEDBACK – ASSESSMENT PROCEDURES

1.1	JF	<p>It is the responsibility of the Unit Coordinator to ensure that assessment tasks allow students to demonstrate that they have achieved the unit's learning outcomes and graduate attributes.</p> <p>Comment: <i>Is 'achieve' the correct term? Would 'demonstrate' be better? This crops up in several places.</i></p>	<p>Accepted, the term 'demonstrate' has been included, and the clause has been abbreviated for conciseness.</p>
1.2.2	BCSS	<p>Comment: <i>This suggests that each assessment task be accompanied by a set of explicit assessment criteria describing what is required for the student to meet the requirements of the task. What level of detail is required? Too much detail renders the task invalid. And yet when one looks at the Definition ...</i></p> <p>Assessment criteria are the statements that express in explicit terms how student performance against the desired learning outcomes and graduate attributes is demonstrated.</p> <p><i>... this sounds quite different. This is required for every assessment task apart from structured-response questions (e.g., multiple-choice questions; 1.2.4). It is not clear what exactly is being asked for. Whatever it is must be provided at the start of the trimester in the Unit Information and Assessment Overview.</i></p>	<p>This requirement is current policy at 4.1g and part of 5.</p> <p>Working party believes first part of comment is overstating the case. It is a straightforward matter to provide explicit assessment criteria without writing the assignment for the student. LIH workshops (e.g. 'How to write an assessment rubric') should assist staff who are not experienced in writing assessment criteria.</p> <p>Working party acknowledges that the definition towards the end of the document could be clearer (it was more or less taken verbatim from the existing Assessment Policy). It has (1) added '... and demonstrate the associated learning outcomes' to Clause 1.2.2, for congruence, and (2) replaced the definition with:</p> <p>Assessment criteria are the statements that express in explicit terms what is required of students to successfully complete each part of an assessment task. Taken together, they express how student performance is demonstrated in relation to the learning outcomes and graduate attributes associated with the assessment task.</p>
1.3.1	LIH	<p>1.3.1 <i>This is the reference again to the early assessment task. Just want to check you are both happy with the comparison between the wording in the policy and the procedures?</i></p>	<p>Yes; policy = principle and procedures = detail. However, we have added the parenthetic clause '(formative or summative)' after 'one assessment task' in Clause 1.11 in draft policy to indicate better the flexibility that Unit Coordinators have in setting an early assessment task.</p>
1.3.1	School of Law	<p>Have problem with "early" assessment task.</p> <p>How early is early, and if this is required too early in teaching period,</p>	<p>Meaning of 'early' was left vague deliberately to provide Unit Coordinators with flexibility. In the working party's view, most thought week 4 was early, but at least one thought end of week 5 was appropriate in some situations. This should be addressed further for the benefit of staff in</p>

FEEDBACK – ASSESSMENT PROCEDURES

		it may make the requirement under 2.4b) in Policy impossible to achieve. (See attached document from Law). Law suggests including “ideally” between “will” and “include” in 1.3.1 of Procedures.	Assessment Guidelines that the working party encourages LIH to develop to accompany the new policy and procedures. The guidelines might state that ‘early’ means ‘normally week 4’, but could be any time up to the half-way point though the trimester. Remember that the early assessment task does not need to be summative. The working party would also point out that there are multiple benefits in requiring an early assessment task in a unit, which the guidelines should list, and that it is necessary in terms of implementing the University’s Early Intervention Strategy and tackling attrition.
1.3.1	SHum	Comment: <i>What is 'early in the teaching period'? Problematic in a unit that has two assignments, the first due around the middle of the teaching period.</i>	If the first assessment task was due just before the half way point in the trimester, this is technically early. Alternatively, a formative task could be introduced at an earlier stage, say in week 4 or 5, and help the student prepare for the first summative task?
1.3.1	UNEBS	Comment: 1.3.1 (Timing of Assessments) The proposed requirement to include an assessment early in the teaching period may trigger changes to units that will require Unit Amendment Forms to be rewritten and approved through the School’s T&LCs and APC. This is because the type of assessment scheduled early in a unit may be very different to one that is scheduled later in a unit. Such changes in units would now not be possible until 2015. Unit Coordinators would also need to be individually informed about such changes to the assessment policy. Who will inform Unit Coordinators that they are required to make such major changes to their units? Some of the assessment tasks for units in our School are currently due in week 6. Would assessment tasks due in this week be considered as ‘early’ in the teaching period?	Technically, yes, in a 12-week trimester (but not in an 11-week trimester), though the working party would encourage an earlier task in week 4 or 5 (see above).
1.3.3	Yoni Ryan & Darien Rossiter	1.3.3 Wherever possible, dates should be chosen to allow feedback to be received by students before the next assessment task is due and before the	Accepted. Delete ‘Wherever possible,’

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		final examination. This is particularly important for first-year units. <i>This should not be optional.</i>	
1.3.4	SHum	Comment: <i>We note the restriction ('highly structured degrees'), but point out that this proposal is impractical in Humanities. Units are offered in a range of awards that makes such coordination of due dates impossible. In many units the timing of assignments is based on covering a particular part of the curriculum. The fundamental issue here is appropriate time management by students.</i>	Point taken. Two years ago, when Humanities pointed out the difficulty of coordinating assessment tasks in response to a request from ABTLC, the PVCELL undertook to investigate whether Moodle or e-submission could be configured to produce this information for disciplines, Schools and degrees. LIH will follow this up again with Moodle. (The working party advises that coordinating the date of submission of assessment tasks is commonplace in some other disciplines and Schools, and is to be encouraged).
1.3.5	Law	Comment: <i>The inclusion of the words in bold: It is the responsibility of Course and Unit Coordinators to make all reasonable efforts to ensure that their students'</i>	Accepted.
1.3.5	Theatre Studies	Comment: <i>This item charges Course and Unit Coordinators with the task of ensuring students are not disadvantaged by practicum. We would certainly like to be able to accommodate teaching students on prac since they make up such a large part of our student body. However, it is very difficult to accommodate a student missing for 4 to 6 weeks from a 12 week trimester in practical classes which require attendance and group work (which is almost all our units). Many of our teaching students are forced into external study in order to meet the requirements of prac.</i> <i>In Theatre we would welcome any advice on how to better manage students' prac requirements, but it would also be helpful if the prac periods were organised in order to better accommodate the trimester.</i>	This Clause is basically taken verbatim from the current Assessment Policy (Clause 15.3) so this is nothing new. However, the issue warrants more consideration and the Chair of Academic Board will raise with his counterparts how other universities deal with this issue. Hopefully LIH can shed more light on it in assessment guidelines in due course. One obvious response as online teaching becomes the norm is to move away from highly structured, week-by-week, unit curricula and modes of delivery, with associated tied due dates for assessment, and offer units as a package of self-guided learning and assessment opportunities, to be completed by students at their own pace. Solves the problem in units with practicums, notwithstanding the disadvantages of having a class at different learning stages throughout the trimester.

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		<i>Could they not be scheduled around the 12 week teaching period, at least partially? We could certainly accommodate students missing for 2 weeks out of 12, but 4 to 6 makes it virtually impossible.</i>	
1.3.5	SHum	Comment: <i>If this means we must adjust assignment due dates for all students to accommodate some students on practicum (e.g. BEd students taking curriculum units offered by Humanities), then we do not support this at all. We are not concerned if this proposal means that the timing of practicums is adjusted. We note that unit coordinators are typically open to consultation and to granting extensions to students when required.</i>	Fair enough. Let's hope all unit coordinators are open to consultation and to granting extensions to students when required.
1.3.5	UNEBS	Comment: 1.3.5 (Timing of Assessments) <i>The wording of this point should be softened because students do not always tell Unit Coordinators about their other practicums. The Committee suggests the following wording: "It is the responsibility of Unit Coordinators to make all reasonable efforts..."</i>	Accepted.
1.4	Jenni Ayres	Comment: <i>The current Assessment Policy makes a distinction between Quizzes and Tests but the Draft Assessment Policy does not appear to. Quizzes being optional and Tests being mandatory with differing percentages permitted for each.</i> <i>Under 1.4 Assessment Tasks there is a reference to 'structured-response, non-examination tasks (e.g. quizzes)', but there does not appear to be any reference to Tests. However Section 3.16 does refer to tests.</i> <i>In the new draft policy there is a limit</i>	Note: reference to new draft policy here actually is to the draft procedures. The working party accepts that the first draft was unclear around the definition of quizzes and tests. It also thinks the current policy is unnecessarily restrictive in mandating compulsory tests and non-compulsory quizzes, and has undertaken to define different types of assessment task carefully and any associated restrictions in terms of weighting and mandated requirements.

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		<i>on the number of cumulative percentage of structured-response, non-examination tasks of 30%, but there is no similar limit on tests. I think they need to be specifically referred to and either have a limit, or not, depending on the decision.</i>	
1.4.1	SHum	<p>Assessment in regular units will be based on more than one assessment task at different points in time and generally more than one assessment method,</p> <p>Comment: <i>If this means that an unit cannot have 2 or 3 essays as the assessment pattern, then the School strongly opposes this restriction. A standard, and acceptable, assessment pattern in the School is a number of essays. This option must continue to be available. In general we advocate greater flexibility for unit coordinators to determine appropriate assessment patterns.</i></p>	<p>The current Assessment Policy states at Clause 8.4 states: <i>Assessment by a single assessment task (unless the unit is a research dissertation unit, a special project unit, a reading unit, or a practical unit such as a teaching practicum or work experience unit) is not permitted, as it would place undue emphasis on a single event in time and therefore increase the risk of assessment inadequately reflecting the totality of a student's accomplishments in the unit.</i></p> <p>For a similar reason, the working party believes that emphasis on just one assessment methodology in a unit is generally unwise, given the diversity of student learning styles, and the range of learning outcomes and graduate attributes that a Unit Coordinator, Course Coordinator and the University consider are desirable. However, we have used the word 'generally' for those disciplines and Schools that want to mount an opposing pedagogical argument, and therefore do not propose to change this clause.</p>
1.4.1	BCSS	Comment: <i>Reference to generally more than one assessment method. Does this mean that it is not necessary to use multiple methods, unlike what is suggested by Policy 1.12?</i>	The draft policy says '... a unit should involve more than one type of ...' and so is consistent with the draft procedures, which state '... generally ...' But no, the working party has not mandated more than one assessment method. However, we are implying that it is desirable.
1.4.1	Yoni Ryan & Darien Rossiter	1.4.1 Unless the unit is a research dissertation unit, a special project unit, a reading unit or a practical unit such as a teaching practicum or work experience unit, assessment will be based on more than one assessment task at different points in time and generally more than one assessment method ... <i>Always more than one assessment type?</i>	This advice from external experts is diametrically opposed to the feedback from Humanities and BCSS above. The working party is therefore of the view that it has found the middle ground and reiterates the advice provided above.
1.4.1-1.4.2	PVCA	<i>In deleting 1.4.1 in which the term regular units was used, in 1.4.2 the term regular here doesn't make</i>	<i>It does, because the term is defined at the very start of the procedures under Overview</i>

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		<i>sense.</i>	
1.4.2	SHum	In regular units, no one component or assessment method should account for more than 70% of the final aggregate mark. Comment: <i>If this means that essays can comprise no more than 70% of the total assessment in a unit, then the School rejects this. In some of our units 100% of the assessment could be argumentative essays. To deny this option would undermine academic standards and credibility. All that needs to be stated in this clause is that no one assessment item can have a weighting greater than 70%.</i>	Note that Clause 9.2 of the current Assessment Policy states: <i>9.2 A single examination must be weighted at least 30% and no more than 70% in the aggregate mark for any student.</i> This is not the same thing, but does mandate a limit of 70%. In our case, the working party has suggested that ‘... no one ... assessment method should account for more than 70% of the ... aggregate mark’. By using the word ‘should’, the working party provides flexibility for those disciplines and Schools that want to mount an opposing pedagogical argument.
1.4.2a)	Yoni Ryan & Darien Rossiter	1.4.2 In regular units: (a) no one assessment task should account for more than 60% of the final aggregate mark, and ... 70% is too high stakes for any single assessment task	The working party accepted this advice from the external experts and reduced the upper limit per assessment task from 70% to 60% on their suggestion. We did delete ‘or assessment method’ as the point has already been made in 1.4.1 of the desirability of using multiple assessment methods in most disciplines.
1.4.2.b)	Yoni Ryan & Darien Rossiter	1.4.2 (b) constructed-response questions should comprise a minimum of 30% of the final aggregate mark. <i>Will this term [constructed-response question] be clear to all staff? Below, the term is deleted and replaced by quizzes????</i>	The definitions section of the procedures spells out the working party’s meaning of both constructed-response and quiz. The external experts are wrong to suggest that a ‘structured-response question’ (which was crossed out and replaced by ‘quiz’ in Section 1.4.4–1.4.6) is the same thing as a constructed-response question. In fact, the two are exact opposites (see Definitions). No change.
1.4.2.b)	Yoni Ryan & Darien Rossiter	1.4.2 (b) constructed-response questions should comprise a minimum of 30% of the final aggregate mark. <i>This surely implies that MCQs MUST comprise 30% of final marks?????</i>	Again, the external experts have confused constructed-response questions (e.g. essays) for structured-response questions (e.g. MCQs). What the clause means is that essay-style and other open-ended questions should comprise a minimum of 30% of the assessment in a unit. No change.
1.4.3a)	JF	Assessment tasks designed for completion under non-examination conditions (e.g. periodic assignments throughout a teaching period, major papers, research reports, problem sets, laboratory or practicum reports, and various types of construction, composition and performance) provide maximal flexibility for student	The word ‘maximal’ was a typo ... changed to ‘maximum’. In response to the comment, the working party is encouraging Unit Coordinators to consider a diversity of assessment task, not just invigilated examinations.

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		assessment. Comment: <i>Not sure what this means</i>	
1.4.3b)	JF	When designing and developing assessment tasks, the Unit Coordinator should bear in mind that the following information needs to be communicated to all students in the unit information and assessment overview: the learning outcomes and graduate attributes to be achieved by successful completion of the assessment task; the aim of each assessment task; the structure, length and complexity of the expected student response, and the form of feedback to be provided. Comment: <i>Not sure what this requires. Maybe a bit more explanation is required.</i>	Q: do we need to replace 'complexity' with 'difficulty' or 'level of detail required' or something similar? A: the working party was happy with the word 'complexity'.
1.4.3c)	JF	For cases where students are unable to access key resources to complete an assessment task, the Unit Coordinator will make alternative arrangements of equal rigour for the student, where feasible. Comment: <i>What would count as an inability to access key resources?</i>	Up to the Unit Coordinator's discretion, so we changed to '... the Unit Coordinator may make ...'
1.4.3c)	BCSS	Comment: <i>If materials are provided via the internet, and all students are assumed to have access to the internet, then does this still apply? Raises workload and equity issues.</i>	Agreed, by adding the word 'may', the Unit Coordinator can weigh up the options.
1.4.3c)	Yoni Ryan & Darien Rossiter	1.4.3 (c) For cases where students are unable to access key resources to complete an assessment task, the Unit Coordinator may make alternative arrangements of equal rigour for the student, where feasible. <i>Surely there have to be alternative arrangements? Not just 'where feasible'?</i>	The working party accepted that this is at the Unit Coordinator's discretion, as indicated by the word 'may'. The phrase 'where feasible' is redundant and has been deleted.
1.4.4	Law	Comment: <i>Although a 'test' is defined on pp 23-24, the role of such</i>	Agreed, the working party accepts that the first draft was unclear around the definition of quizzes and tests. It also thinks the current policy is

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		<i>assessments are not discussed in section 1.4 – the only time the word ‘test’ appears is ‘self-test’ in 1.4.4, whereas the definition on pp 23-24 is broader. We suggest that the role that ‘tests’ play could be clarified in 1.4.</i>	unnecessarily restrictive in mandating compulsory tests and non-compulsory quizzes, and has undertaken to define different types of assessment task carefully and any associated restrictions in terms of weighting and mandated requirements.
1.4.4	Arts	Comment: 1.4.4 does not relate to procedure; it is more an observation regarding this type of assessment. We suggest it could be rephrased into a suggestion as to when and where it might best be used.	The working party has undertaken to define different types of assessment task carefully and any associated restrictions in terms of weighting and mandated requirements. It will consider Arts’ suggestion as part of this.
1.4.4	Yoni Ryan & Darien Rossiter	<i>Insertion: 1.4.4 Quizzes such as self-tests, progress-check tasks and online quizzes allow for early and/or frequent formative or diagnostic feedback on progress towards achieving the learning outcomes.</i>	Quizzes can also be used for evaluative or summative assessment. No change.
1.4.4 and 1.4.6	Law	Comment: <i>Could you please clarify the meaning of the terms, ‘structured-response’, ‘generated-response’, self-tests or progress-check tasks, and also ‘constructed-response’ questions – how do they fit into the assessment task format? For instance, according to 1.4.4 ‘structured-response’ assessment can be ‘self-test questions’, progress-check tasks and online quizzes’, yet the definitions on p. 23 do not reflect this statement. Also, we wonder whether 1.4.5 and 1.4.6 should be indented as points under 1.4.4 dealing with structured-response assessment tasks.</i>	The working party has undertaken to define different types of assessment task carefully and any associated restrictions in terms of weighting and mandated requirements. It will consider Law’s suggestions as part of this. Section 1.4 and the definitions (in the definitions section) should be tightened and clarified considerably as a result.
1.4.4, 1.4.5 1.4.6 and 1.4.8	Health	Comment: <i>The information about structured response assessment tasks in the Assessment Procedures Draft is not clear. Some statements appear contradictory (see Assessment Procedures 1.4.4, 1.4.5, 1.4.6 and 1.8.5). Determining what is meant is not assisted by the Glossary definition</i>	The working party has undertaken to define different types of assessment task carefully and any associated restrictions in terms of weighting and mandated requirements. It will consider Health’s suggestions as part of this.

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		<i>for Structured Response task.</i>	
1.4.5	Law	Comment: <i>May we suggest this should be stated as: 'Structured-response assessment tasks cannot be mandatory ...'</i>	The working party has undertaken to define different types of assessment task carefully and any associated restrictions in terms of weighting and mandated requirements. It will consider Law's suggestions as part of this.
1.4.5	SHum	Comment: <i>Several points. 1st, unit coordinators must be able to determine which assessment tasks are mandatory, including structured assessment tasks. 2nd, are online tests regarded as structured-response assessment? If so, this is problematic and would prevent an online test being mandatory.</i>	Clause 7.1.1 in the current Assessment Policy states: <i>Formative and/or summative self-tests or progress check tasks, which may include online quizzes, ... are not mandatory components of a unit ...</i> Working party agrees with first point. Second point will become clear once the working party has defined different types of assessment task carefully and any associated restrictions in terms of weighting and mandated requirements.
1.4.5	BCSS	Comment: <i>Why should this be the case? This should be the decision of the unit coordinator. Severely restricts the use of structured-response assessment tasks if there is a maximum for non-mandatory components.</i>	The working party agrees with BCSS and will undertake to define different types of assessment task carefully and any associated restrictions in terms of weighting and mandated requirements.
1.4.5	Josie Fisher	<i>1.4.5 Structured-response assessment tasks are not mandatory components of a unit ... But see 1.7.3 Would it be sensible to allow 70% of the assessment in a unit to be non-mandatory? How could the attainment of learning outcomes be assured if such a large component of the assessment is non-mandatory. This comment applies particularly to structured response assessment at the end of the teaching period. Suggest that if this was amended to read: Structured-response assessment tasks other than those that form all or part of an examination are non-mandatory.</i>	<i>Josie is mistaken. Working party observes that quizzes are not mandatory components of a unit and quizzes can comprise a maximum of 30% of the assessment in a unit. Working party has not mandated that 70% of assessment in unit can be non-mandatory, only that a maximum of 70% of the assessment in a unit can consist of structured-response questions (Section 1.7.3). No change recommended.</i>
1.4.5	Yoni Ryan & Darien Rossiter	<i>1.4.5 Quizzes are not mandatory components of a unit. Failure to take such a task will mean that the mark is forfeited but such an omission will not incur an NI result (see Section 5.2).</i>	<i>At UNE, current policy defines quizzes as non-mandatory (optional) tasks restricted to 20% of the aggregate assessment in a unit. The working party has preserved the non-mandatory part of the definition of a UNE quiz so as not to depart too radically from current policy, practice and terminology, but provided greater flexibility to Unit Coordinators by</i>

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		<i>What is the rationale for this? Surely if a quiz is well-designed, it should be up to the UC and HOS to decide if it's a valid form of assessment, and if the student needs to have passed in order to achieve the LOs for the unit?</i>	increasing the use of quizzes up to a limit of 30%. If the experts are concerned that all small items of assessment based on, say, multiple-choice questions in a unit should be mandatory, then the Unit Coordinator simply needs to designate the individual tasks as 'tests', not quizzes, and that they be mandatory. No change.
1.4.6	SHum	Comment: <i>The weighting is an issue if online tests are regarded as structured-assessment. If so, the limit needs to be increased. We suggest more clarity and greater flexibility around online tests and quizzes so that a unit coordinator can decide which are mandatory, and how much they are worth, both individually and in total. We need sufficient flexibility to allow existing practices (e.g. 3 required online tests worth 20% each, or 2 required online tests worth 20% each and a series of optional quizzes worth up to 20%) to continue. This is especially relevant to language units. If for some reason an upper limit must be specified, then something like 70% may be appropriate.</i>	See Clause 7.1.1 in the current policy, which limits the '... cumulative percentage for self-tests or progress checks (such as online quizzes) ... [to] ... no more than a maximum of 20% of the total assessment'. However, the working party agrees with Humanities comments here, including the upper limit of 70%.
1.4.6	BCSS	Comment: <i>What is the reason for this restriction on assessment practices. Assume that this refers to both quizzes and tests, but not exams. What evidence is there that structured-responses are an inferior form of assessment relative to non-structured? Anecdotal evidence suggests a high correlation between the two.</i>	See Clause 7.1.1 in the current policy, which limits the '... cumulative percentage for self-tests or progress checks (such as online quizzes) ... [to] ... no more than a maximum of 20% of the total assessment'. However, the working party agrees that a restriction of 30% for structured-response non-examination tasks is unrealistic and has undertaken to define different types of assessment task carefully and any associated restrictions in terms of weighting and mandated requirements.
1.4.6	Yoni Ryan & Darien Rossiter	<i>1.4.6 The cumulative percentage of separate quizzes in a unit will be worth no more than 30% of the total assessment in a unit. What is the rationale for this? Surely if a quiz is well-designed, it should be up to the UC and HOS to decide if it's a valid form of assessment, and if the student needs to have passed in order to</i>	<i>The external experts have confused quizzes with all assessment in a unit based on structured-response questions. The procedures allow up to 70% of the assessment in a regular unit to be by structured-response questions (e.g. multiple-choice questions). At UNE, current policy defines quizzes as non-mandatory (optional) tasks and restricted to 20% of the assessment in a unit. We have preserved the non-mandatory part of the definition of quiz but provided greater flexibility to Unit Coordinators and increased this limit to 30%. Note, however, that a quiz may include either structured-response questions or constructed-response questions, or</i>

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		<i>achieve the LOs for the unit?</i>	both. If the experts are concerned that all small items of assessment based on multiple-choice questions in a unit should be mandatory, then the Unit Coordinator simply needs to designate the individual tasks as tests, not quizzes, and that they be mandatory. No change.
1.4.6	Yoni Ryan & Darien Rossiter	1.4.6 The cumulative percentage of separate quizzes in a unit will be worth no more than 30% of the total assessment in a unit. <i>This contradicts 1.4.2 above?</i>	The external experts have confused quizzes (which are generally structured-response questions such as multiple-choice questions) with constructed-response questions, which are the subject of Section 1.4.2(b). No change.
1.4.6	Jenni Ayres	<i>Says that quizzes can't be worth more than 30% of total assessment, but there is no reference to the maximum amount each separate quiz can be. I think this is an important distinction to have with Tests</i>	The working party decided not to cap quizzes at 5% each of total unit assessment, as under current policy/procedures, in order to provide Unit Coordinators with more flexibility. Rather, the value of a quiz can be 1-30% and the overall sum of all quizzes in a unit is now capped at 30%. As with the existing policy and annexes, quizzes are optional forms of assessment.
New 1.4.7-1.4.9	Jenni Ayres	<i>You said that there will be a section for Tests. Suggest that there should be a range for Tests starting just above the maximum for a quiz.</i>	These three new clauses have been added in the procedures to define the working party's concept of a 'test'. Again, the working party chose flexibility, and decided that an individual test could range in value from 1-30%, as for a quiz, while acknowledging that 'Quizzes are normally of lesser value than tests' in the Definitions.
1.4.7	LIH	1.4.7 Peer assessment shall not account for more than 15% of the final unit mark Comment: – <i>Big problem with this as it is actually one of the major ways of engaging students in an assessment process that cannot be plagiarised. We are looking at investing in software that will allow the following assessment process:</i> a. <i>Student writes assessment.</i> b. <i>Student reviews and feedback on 1-2 other students' assessments.</i> c. <i>Student writes a reflection on the learning from the peer review exercise (both giving feedback and the feedback they received).</i> d. <i>Student rewrites assessment and submits with reflection for final marking.</i> <i>This is an awful lot of work for a maximum of 15% and it is one of the</i>	The working party accepts that the term 'peer assessment' in the draft procedures could have been misconstrued. There is a difference between: (a) peer assessment where one student (or several) assesses another's student's work and gives them a mark for it, which is what is meant in this part of the procedures, and (b) peer assessment/review, where one student undertakes a critical assessment exercise through the review of a peer's work, and the student who reviews the peer's work is the one who gets a mark on that critical assessment, which is not yet covered in these procedures. This section was modified to include both types and their definitions (to go into the Definitions section): <i>Peer assessment can take two forms within the unit assessment process.</i> 1. <i>Peers review and allocate marks to each other's work with no tutor intervention. This is restricted to 10% of marks.</i> 2. <i>Students submit a draft of work which is reviewed by peers and given feedback. Students then revise their work in light of the review process and resubmit the final work with a reflection on their learning from the process for the tutor to mark. This</i>

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		<i>options we want to float from LIH as an alternative to examinations.</i>	<i>reflection can include their learning from the feedback given by their peers, plus their learning from undertaking the reviewing process themselves, and the feedback they gave to their peers. This element of work is marked by the tutor as well as the assignment submission and is therefore involves the student in a substantial workload to complete the assessment. This type of assessment activity is therefore subject to the upper limit of weighting for exams and other assignments.</i>
1.4.7	BCSS	Comment: <i>Use of peer assessment for up to 15% of final mark sounds like outsourcing. Unclear what the judgments are, referred to in b).</i>	This has been clarified in revision.
1.4.7	Health	Comment: <i>1.4.7 peer assessment. We are pleased to see an increase in the level of marks associated with this type of assessment. However, given the emphasis in graduate attributes and the need for teamwork, group work etc, there should be flexibility to vary the % of the total grade to reflect the complexity of the task required, especially at senior undergrad and postgraduate courses.</i>	This has been clarified in revision, and we agree with Health’s comment for those forms of peer review where the mark is mainly contributed by an academic marker.
1.4.7	Josie Fisher	Self and peer assessments must always be conducted in conjunction with judgements made by the Unit Coordinator ... But see (b) i which suggests otherwise unless the procedures/guidelines meet this requirement	Accepted. Working party modified Section 1.4.7 to underscore the exception pointed out by Josie.
1.4.7(b)(i)	Yoni Ryan & Darien Rossiter	(b) Peer assessment can take two forms in unit assessment: i. First, peers can review and allocate marks to each other’s work without an academic marker evaluating the reviews or marks. This form of peer review is restricted to 10% of the aggregate mark in a unit. It must be accompanied by procedures and written guidelines for promoting fairness, consistency, confidentiality and respect by students making judgements on other students’ work.	The working party discussed this question at length and agreed that where peer review is overseen by a qualified marker, then such assessment may constitute up to 60% (was 70% until the working party accepted the advice of the external experts) of the assessment in a unit. However, the working party also had one eye on the ‘qualification requirement’ standard in the Standards Framework that states: <i>Chapter 3 PROVIDER COURSE ACCREDITATION STANDARDS ...</i> <i>4.2 The higher education provider ensures that staff who teach students in the course of study:</i> <i>· are appropriately qualified in the relevant discipline for their level of teaching (qualified to at least one Qualification Standards level higher</i>

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		<p><i>Surely in p/g units in particular, it's likely if students are given strict criteria, it should be possible to rely on their peer judgement? Suggest a statement re 'not normally constitute more than 30% of aggregate marks in p/g units or 20% in u/g units'</i></p>	<p><i>than the course of study being taught or with equivalent professional experience);</i></p> <p>Student peers in an unsupervised capacity clearly do not meet this standard. No change.</p>
1.4.7(b)(ii)	Yoni Ryan & Darien Rossiter	<p>ii. Alternatively, a student can submit a draft assessment task, which is reviewed by one or more peers who provide feedback. The student then revises their work in light of the peer review(s) and resubmits the final work to the marker, with a reflection on their learning from the process. The student's reflection can recount their learning from the feedback given by their peers, as well as their learning from undertaking the review process themselves and providing feedback to others. The student's reflection work is assessed by the marker, as well as the assignment submission. This form of peer review can account for up to 60% of the final unit mark. <i>This surely contradicts b i above?????</i></p>	<p>The working party observes that (i) and (ii) are deliberately designed to be two alternatives forms of peer assessment, one overseen by the Unit Coordinator or qualified nominee (ii), and one left to the student assessors' individual judgements (i). One does not 'contradict' the other. They are two permissible alternative forms of peer assessment. No change.</p>
1.4.8b)	JF	<p>Where group or team work is to be an assessment task, the marking scheme must make it possible for students to be marked separately, unless the ability to work in a team is an identified learning outcome for the task.</p> <p>Comment: <i>What if it is an identified graduate attribute for the task?</i></p>	<p>Agreed ... amended to read '...unless the ability to work in a team is an identified learning outcome or assessed graduate attribute for the task.'</p>
1.4.8b)	Yoni Ryan & Darien Rossiter	<p>(b) Where group or team work is to be an assessment task, the marking scheme must make it possible for students to be marked separately, unless the ability to work in a team is an identified learning outcome for the task. <i>This is surely a likely learning outcome?</i></p>	<p>The working party agrees that it is desirable in many instances of collaborative/group/team work to have the ability to work in a team as a learning outcome of the task. However, there are many instances where this is not the case. Hard-working students often resent receiving the same mark as a 'free-loader' in their group, for instance. Hence, there is a need for this clause. No change.</p>

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1.4.9a)	Law	Comment: <i>There is a reference to s 3.2 – but we wonder how this section relates to ‘take home’ examinations.</i>	Agreed, the reference to Section 3.2 has been shifted to Clause 1.4.9(b).
1.4.9	Law	Comment: <i>Some coordinators have introduced ‘completion Moodle tasks’ in order to ensure that students engage with certain material prior to completing assessment tasks. For example, the coordinator for LS100 – Introduction to Legal Systems and Methods, is requiring students to complete a non-examinable quiz on plagiarism. Students must achieve over 70% in order for the assessment submission link in Moodle to appear. This approach is also being adopted by other coordinators requiring students to engage with a self-testing exercise prior to being able to access the assessment in the unit. Currently the assessment policy does not seem to cover this type of approach. The policy only refers to assessment for marks. Furthermore, the policy prevents quizzes creating NIs, however, if a student failed to complete the task, that student could not submit the assignment and would thus incur an NI. We suggest that further clarification is needed in the policy regarding the use of completion moodle tasks.</i>	The working party has undertaken to include a clause allowing all of these plus the requirement to complete the Academic Integrity Module for plagiarism (minimum 70%?).
1.4.9e)	SHum	Comment: <i>Are online examinations different from online tests? Online tests might include a variety of question types, including short-answer responses of several hundred words, using the Moodle quiz tool. They are not, and cannot be, submitted through TurnItIn. We suggest that the issue of online tests as opposed to online examinations needs clarification.</i>	Agreed, Section 1.4 and definitions were reworked to clarify this.
1.4.9e)	Geoff Hinch	Comment: <i>I am not clear how easy it</i>	LIH is checking whether this automated facility can be added to Moodle.

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	(GH)	<i>is to do this for on-line paragraph answers at present – needs to be automatic if this is going to work.</i>	
1.4.9d)	Yoni Ryan & Darien Rossiter	(d) Take-home examinations are papers that students complete ... Student answers to take-home examinations must be submitted through the University's originality detection software, except for identified exclusions such as botanical herbarium collections, mathematics calculations or other non-literary text-based work. The responsibility for administering such examinations lies with the Unit Coordinator.	Accepted.
1.5.2	Law	Comment: <i>Include the word 'should': 'When a unit ... but they should enable ...'</i>	Working party inserted 'must' rather than 'should'.
1.6.1	S&T	The <u>Uniform Credit Point Policy</u> requires a six-credit-point unit to require a total of 150 hours of participation by the average student in unit learning activities (including study time, class contact hours and preparation and completion of assessment tasks). Assessment requirements must not expect an average student to exceed 150 hours of student engagement with unit learning materials, activities and assessment tasks. Comment: <i>150 hours is a guide only – can that please be included. The last sentence seems redundant and should be deleted.</i>	This 150-hour requirement is in the current Assessment Policy as Clause 8.1, and is also mandated by the UNE on Uniform Credit Points. However, it is a guide to participation in unit learning by the 'average' student, and so 'as a guide' has been inserted, in line with S&T's suggestion. However, the working party needed to retain the final sentence, because it inserted the introductory clause, 'With the exception of practicum requirements,' to account for units with a practicum requirement that demand more than 150 hours of student participation due to accreditation requirements. This situation is unsatisfactory, and will be investigated further by the Chair of Academic Board.
1.6.1	Josie Fisher	<i>New Credit Point and Student Workload Policy went to AB in June: a six credit point unit is estimated to require a total workload of approximately 150 hours per unit. We deleted reference to 'average student'</i>	Reference to 'average' student deleted.
1.6.1	PVCA	<i>It seems the working of this still needs</i>	As above.

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		<i>to be changed to get rid of the term 'average' student. I understood there had been a clause agreed in the last T&L Committee.</i>	
1.6.3	BCSS	Comment: <i>Undergraduate units should involve a maximum assessment of 5000 words (or equivalent). This is too prescriptive. Should be expressed as a range of 5000 to 6000, particularly given the somewhat arbitrary nature of what is equivalent (e.g., exams and quizzes). It is currently 6000 for post-100 level units, with many units currently reflecting this. Why the change?</i>	<p>The current Assessment Policy states:</p> <p>8.3 For units in which the predominant type of assessment task is a written essay, or short paragraphs, the maximum word limit for a six credit point unit corresponds to the level of difficulty of the unit:</p> <ul style="list-style-type: none"> • 100 level units, 5000 words • 200 or 300 or 400 level units, 6000 words • 500 level and higher units, 7500 words <p>A two-hour examination is deemed to be equivalent to 2000 words.</p> <p>These limits do not apply to assessment tasks in character-based languages, or tasks with equations and formulas or for on-line quizzes.</p> <p>The working party saw no advantage in mandating different unit word limits for different AQF levels, believing it unnecessarily complex and time-consuming for APC to check compliance. The working party was persuaded by the argument that it is often difficult to write more concisely than not and that fewer words was a better discipline than more, as well as being respectful of the competing and increasing demands on student and staff time. We are also out of step with other universities in the sector, being the only university with a sliding scale of unit word limits by level. Whereas at least one other university has a 5000-word limit cap on all its coursework units. Disciplines and Schools will be permitted to develop, have approved and publish their own Amount of Assessment Policy for staff and students, if they are unhappy with this blanket ruling on disciplinary or pedagogical grounds. With the requirement to benchmark assessment across the sector, the working party would welcome receiving the results of disciplines' research into the practices at other universities, to see whether the current proposal should be revised.</p>
1.6.3	S&T	Comment: <i>Only Undergraduate units ? - we should include the postgraduates units at 500 level as well.</i>	Agreed, change made.
1.6.3	Shannon Currie (SC)	Comment: <i>I just wanted to provide some feedback on the Assessment Policy with regards to word limits. I think it is unreasonable to limit the assessment of students to 5000 words</i>	Zoology will be able to submit its own policy, based on benchmarking across the sector, to rectify any disciplinary discrepancy.

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		<p><i>inclusive of the 2000 word exam. Zoology graduates need to be able to write cohesive and concise scientific papers as well as literature reviews, and essays. Limiting the word count to an effective 3000 words means that we as teachers are unable to effectively assess their abilities across all aspects of integral science writing and provide assessment across all areas of the unit. Moreover, this does not set the students up to progress in their academic careers as when they enter into Honours or PhDs the workload will be overwhelming as there is no logical progression of increasing demands or independence of student assessment all because we can't fit it into the word-count. Other science disciplines must set their students up to be able to write progress reports and overall project assessments which are often upwards of 10,000 words and with no undergraduate experience, these students will be faltering when they enter the workplace. I really feel it is in the interest of improving the standard of our graduates that we give them the best opportunities to hone the skills necessary for progression in either the academic field or in the wider workplace and this comes with repeated comprehensive assessment across all aspects of scientific writing which is simply impossible to undertake with such a low word limit imposed on academic staff.</i></p>	
1.6.3	Nigel Andrew (NA)	<p>Comment: <i>If assessment tasks are to be no only a max of 5000 for 200 and 300 -level units, and this policy is to be introduced in T1, 2014 – how will</i></p>	<p>First point: delayed until T1 2015.</p> <p>Second point: hurdle assessments will need to be identified in the Course and Unit Catalogue and in the Unit information and assessment overview</p>

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		<p><i>we get our changes onto the unit catalogue for T1 next year?</i></p> <p><i>Rule – 1.6.3</i></p> <p><i>If I reduce my assessment number to comply with the new rules I will have to make the other assessments “hurdle assessments” section 1.9 – so this needs to be put up on the unit info on the web -</i></p> <p><i>Has this been thought through at a higher level??</i></p>	<p>provided to students in the first week of teaching.</p>
1.6.3	Tommy Leung (TL)	<p>Comment: "1.6.3 Unless a discipline has an Amount of Assessment Policy approved by the Academic Board’s Academic Program Committee and posted on the appropriate website for student and staff access, the maximum word limit for a six-credit-point undergraduate unit, in which the predominant type of assessment task is a written essay, paragraphs, report or similar, is 5000 words or equivalent."</p> <p>From what I can tell, that stands out as being the very problematic - a first year/100 level unit should NOT have the same amount/type/level of assessments as a third year/300 level; from a pedagogical perspective, that is simply ridiculous. Furthermore, in section 1.7 the policy state that</p> <p>" 1.7.1 Unless the unit is a research dissertation unit, a special project unit, a reading unit or a practical unit such as a teaching practicum or work experience unit, assessment by a single assessment task is not permitted. This avoids undue emphasis on a single assessment task and therefore avoids the risk of assessment inadequately reflecting a student’s accomplishments in the unit."</p>	<p>The working party took the view that it was a more a question of quality than quantity. Zoology is welcome to benchmark their preferred assessment model with disciplinary practice across the sector, as required under the threshold standards, and have approved and publish their own policy on amount of assessment for Zoology students.</p>

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		I can see that as being in conflict with the goal of 1.6.3 in imposing a universal 5000 word limit for all undergraduate units regardless of whether they are 100, 200, or 300 level. If there are to be multiple assessment tasks of any amount substance (as in they should be enough to assess the students' level of understanding of the unit material), it is difficult to reconcile that with imposing a 5000 word limit for all undergraduate units, particular those at 300 level.	
1.6.3	GH	Comment: <i>What is limit for postgrad units? Assuming at least 6000?</i>	5000 words; this oversight has been rectified in Clause 1.6.3.
1.6.3	Penny Purvis (PP)	Comment: <i>I note that the maximum word limit for an undergraduate unit is specified (Clause 1.6.3) but there is no maximum given for postgraduate units. This may make it a little more difficult to distinguish between unit levels in split level units in terms of AQF requirements. Can I also suggest that the standard unit level (eg 100 – 300) is used in this document rather than the term ‘undergraduate unit’ or ‘postgraduate unit’?</i>	Working party has chosen to adopt a 5000-word limit for a six credit-point unit across the board, see comments above.
1.6.3	UNEBS	Comment: <i>1.6.3 (Amount of Assessment) The Committee asked for clarification on the statement regarding the maximum word limit for a six credit point undergraduate unit. Does the 5000 word limit apply to ALL unit levels? (The 2012 Assessment Policy has different word lengths for 100 level, 200 or 300 or 400 level, and 500 level and higher.)</i>	Yes, clarity now provided: 5000-word limit for all six-credit-point coursework units.
1.6.3	Penny Purvis	<i>1.6 Amount of Assessment – if the maximum word count is 5,000 words for all coursework units HOW do you distinguish between postgraduate and undergraduate unit levels and between</i>	<i>It's about learning outcomes and quality, not quantity.</i>

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		<i>lower and higher level unit levels? Allowing different maximum word counts makes it quite easy to demonstrate different level requirements.</i>	
1.6.4 & 1.6.5	Health	Comment: 1.6.4, 1.6.5 allocating word equivalence to non-textual assessment tasks is a not appropriate. These tasks should be allocated a % weighting of the unit assessment total only. Reference to word equivalence for these types of tasks in the unit outlines and CAUC don't make sense.	Working party agrees that a word length need not be attributed to an examination or online quiz in CAUC or unit information, but maintains that providing this equivalence in procedures is useful for staff to calculate appropriate word limits for written tasks in a unit with a two-hour exam and several online quizzes.
1.6.5	SHum	An online quiz worth 5% of the overall unit mark is equivalent to 250 words. Comment: How are online tests treated?	Will be dealt with the in the rewrite of Section 1.4 and the clearer definition of quizzes, tests and exams.
1.6.6	Arts	Comment: Regarding word limits, the list of exceptions could either be in the form of examples or needs to include musical notation tasks (written, but not with text), for example. We suggest the following rewording: <i>1.6.6 These limits do not apply to assessment tasks such as those in character-based languages, musical notation tasks, or mathematical problems involving formulas and calculations.</i> <i>Current practice in the music discipline is to use the phrase "... or word equivalent", but the suggested revision would bring this into line with the examples given in 1.6.6.</i>	Accepted.
1.7.1	Arts	Comment: The general exclusion of single assessment tasks is agreed to, but there is some concern that this might impinge upon setting a major "portfolio" type assessment that is in fact made up of multiple smaller tasks. Such portfolios are suitable and	Agreed ... the working party encourages careful wording. A major portfolio requiring multiple tasks to be completed, especially tasks requiring different cognitive and practical skills and demonstrating different unit learning outcomes and graduate attributes, could be argued not to be a single assessment task.

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		<i>common requirements in creative practice (such as music composition). The solution here might simply be the careful use of wording in any such portfolio tasks.</i>	
1.7.1	S&T	Unless the unit is a research dissertation unit, a special project unit, a reading unit or a practical unit such as a teaching practicum or work experience unit, assessment by a single assessment task is not permitted . This avoids undue emphasis on a single assessment task and therefore avoids the risk of assessment inadequately reflecting a student's accomplishments in the unit. Comment: <i>This is already mentioned in 1.4.1 – can these 2 points be combined?</i>	Yes, agreed.
1.7.1	See NA and TL's comments in 1.6.3		
1.7.1	Yoni Ryan & Darien Rossiter	<i>Insertion:</i> 1.7.1 The weighting of assessment tasks must be clearly outlined in the unit information and assessment overview provided to students in the first week of teaching. The weightings of individual assessment tasks in a unit should be guided by the relative importance of each to student learning and achievement of the unit learning outcomes, <i>but in no case should constitute more than 60% of the aggregate mark.</i>	The external experts' recommendation of 60% (instead of 70%) has been accepted, but this has already been stated at Section 1.4.2(a). No change.
1.7.2	Yoni Ryan & Darien Rossiter	1.7.2 A single examination must be weighted at least 30% and no more than 760% in the aggregate mark for any student.	Accepted.
1.7.3	Josie Fisher	1.7.3 Structured-response assessment tasks (e.g. multiple-choice	Working party thinks not. In some units, the procedures allow for up to 70% of assessment in a unit to be of the structured-response (e.g.

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		and true/false questions) including those in an examination must not exceed 70% of the overall assessment in a unit ... <i>But see 1.4.5 – is this problematic?</i>	multiple-choice) type, but only 30% as quizzes, which by definition have to be non-mandatory. If Unit Coordinators want to use quiz-like assessment tasks but want less than 30% of the assessment as non-mandatory they can employ ‘tests’ of structured-response questions. The working party has tried to accommodate a wide variety of assessment approaches, within limits (set on good-practice grounds).
1.7.3	Yoni Ryan & Darien Rossiter	<i>Amendment:</i> 1.7.3 Structured-response assessment tasks (e.g. multiple-choice and true/false questions) including those in an examination must not exceed 7 60% of the overall assessment in a unit.	The working party thought that in some units and disciplines, a 70% limit on structured-response questions was appropriate, and rejected the suggested amendment.
1.8	Penny Purvis	<i>1.8 Gateway Assessment – it might be worth limiting the number of gateway assessments in a unit because at the moment a student in first year first trimester could fail the first assessment and not be able to pass the unit. We are meant to be about teaching students not failing them.</i>	Agreed, and Unit Coordinators should use discretion and try to employ redundancy in assessment so that more than one assessment task tests student achievement of each learning outcome, without over-assessing. Moreover, under these procedures, the first assessment task in a unit is supposed to held early in the teaching period, contribute little to the overall assessment in the unit and may be formative, so the working party has already acknowledged the spirit of this comment to a large extent.
1.8.2	Law	Comment: <i>May we suggest substituting the word ‘outlined’ for ‘explained’?</i>	Yes, change made.
1.8.3	JF	Rarely, a ‘sliding weights’ system may be employed where doing fewer optional assignments may be chosen by a student in preference for an increasing weight on the final examination. All of the unit learning outcomes must be addressed, and any change in assessment from that published in the Course and Unit Catalogue and in the published unit information and assessment overview provided to students at the start of the teaching period must be approved by the Head of School. Comment 1: <i>“and graduate attributes”</i> Comment 2: <i>This seems to be a separate point.</i>	The first clause in the second sentence was superfluous (even with the addition of GAs) because it is dealt with elsewhere. The remainder of the second sentence was valid but was inappropriately located in Section 1.8, duplicating Clause 1.7 in the draft policy and Clause 2.3.3 in the draft procedures. It was deleted here.
1.8.4	Bea Bleile (BB)	Comment: <i>Another example is the instruction in Section 1.8.4 that exams</i>	This clause is taken straight out of the current Assessment Policy, Clause 9.2, where no rationale is offered either. The working party’s rationale,

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		<i>must not count more than 70% towards the final result { what is the rationale?</i>	however, is provided in Clause 1.7.1. To elaborate, a student who performs poorly under examination conditions will have a reasonable chance to pass a unit if 30% of the assessment consists of non-examination tasks. In many disciplines, it is also often not possible to assess all the required unit learning outcomes and graduate attributes in one assessment task.
1.8.5	JF	Structured-response assessment tasks (e.g. multiple-choice and true/false questions) including those in an examination must not exceed 70% of the overall assessment in a unit. Comment: See also 1.4.6 – should this information be repeated here?	Clause 1.4.6 states: ‘The cumulative percentage of structured-response, non-examination tasks (e.g. quizzes) will be worth no more than 30% of the total assessment in a unit.’ Careful reading shows that the meaning of Clause 1.8.5 is different and unique ... in combination with 1.4.6, it means that the maximum value of SRNETs in a unit is 30% and in total in the unit (including the exam) 70% ... in other words, 40% of the aggregate unit mark could consist of SR examination tasks.
1.8.5	SHum	Comment: The School does not oppose this, but this clause seems to be contradicted by 1.4.6 above. We suggest the whole issue of online quizzes and online tests needs a careful rethink and more consultation with Schools.	Disagree with Hums’ specific point (see previous comment) but agree with requirement for general overhaul.
1.8.5	BCSS	Comment: This is where 1.4.6 is now combined with the exams. Some of our units would not be compliant with this, with a couple having 100% assessment based on multiple-choice questions. Similar point as before, what is the evidence behind this proposal?	It is a question of different learning styles and providing multiple opportunities for students with different learning aptitudes to demonstrate their achievement of unit learning outcomes and GAs.
1.9.1	BCSS	Comment: Why the requirement for hurdle assessments to be published in CAUC as well as Unit Information? Students are required to read the latter. This could result in information overload, that then generates the very outcome that one is trying to avoid ... students will turn-off and not read <u>any</u> of the information provided. This is why presentation of information has to be strategic.	Public provision of this information is a TEQSA and ESOS requirement for transparency for potential students (see the threshold standards and National Code 2007).
1.9.1	PP	Comment: In terms of ‘Hurdle Assessment’ it may be worth limiting the number of these in an individual	It’s all about providing students with assessment tasks that enable them to demonstrate the unit learning outcomes and graduate attributes. If each LO and GA is assessed multiple times in a unit, a Unit Coordinator

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		<i>unit. I have noticed that the science based units in particular have used these for all assessments in an individual unit (including some taken by first year students in their first trimester). Limiting the number (or percentage) would enable students to learn from their mistakes and still pass the unit.</i>	might be prepared to relax hurdle assessment requirements. However, given time pressures, often a given LO or GA will only assessed in one unit assessment task. By definition, the task needs to be a hurdle assessment.
1.10.1	Law	Comment: <i>We suggest that coordinators should have the academic freedom to make tutorial/seminar/workshop attendance mandatory (accepting say 10/12 as meeting this requirement) for on-campus students for educational reasons.</i>	Agreed, Clauses 1.10.2-3 permit this already. No change needed.
1.10.3	Law	Comment: <i>A cap of 15% for participation limits the use of this type of involvement for some units. For example, LLM600, which is the foundational unit for the Master of Laws by Coursework, and is also now a core unit in the Undergraduate Honours stream, has a 25% participation mark. While this is allocated according to student contributions to weekly discussions, it also includes a nominated student-led discussion, the presentation of a research proposal; and the presentation of the introduction to their research assignment.</i>	Working party suggests a cap of 15% is appropriate. From the information provided by Law in relation to their 25% ‘participation’ Honours mark, a student is doing a lot more than just participating for their 25%. The assessment criteria should reflect these other activities (e.g. content and presentation skills when presenting proposal and assignment introduction, content and debating/argument presentation skills displayed in leading discussion, etc.).
1.11.1	Examinations Office	For students with special needs declared to the Disability Support Office, Unit Coordinators may be requested to provide alternative assessment methods.	Accepted.
1.11.1	BCSS	Comment: <i>What is meant by alternative assessment methods? Do these run the risk of counter-acting the equivalence of assessment requirements? What exactly can be</i>	<ol style="list-style-type: none"> 1. An alternative that allows the student to meet the unit LOs and GAs associated with that assessment task. 2. No 3. Up to the unit Coordinator 4. Yes ... but it is a Commonwealth requirement.

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		<i>asked for? Also workload implications.</i>	
1.11.1	Yoni Ryan & Darien Rossiter	<i>Insertion: 1.11.1 Split-level units offered at two or more levels must have differing unit learning outcomes ... and achievement of more complex and challenging learning outcomes, according to AQF criteria.</i>	Accepted.
1.11.3	Examinations Office	Alternative assessment methods must be arranged with the advice and support of the Disability Support Office to ensure their accordance with the <i>Disability Standards for Education 2005</i> . Comment: <i>UNE's policy for students with a disability was removed about 12 months ago.</i>	Accepted.
1.12	Health	Comment: <i>While generally agreeing with the assessment in a unit should involve more than one type of assessment (1.12), the units should not be listed and perhaps Head of School should have discretion for non-listed units.</i>	Not sure what is meant by this? Comment doesn't seem to relate to Section 1.12.
1.12.1	JF	Split-level units offered at two or more <i>or similar levels</i> must have differing unit learning outcomes and differing cognitive and assessment requirements at each level even if the unit topics and materials are the same. Assessment tasks for students studying at a higher level will require higher cognitive abilities, and achievement of more complex and challenging learning outcomes. Comment: <i>Not sure what this means.</i>	Deleted 'or similar' to clarify meaning.
1.12.1	Mitch Parkes	<i>The changes I have inserted clarify the situation as in some workplace placements, bodies such as the Professional Experience Office (PEO) in the School of Education (SoE) are responsible for the provision of certain assessment components within a unit.</i>	The working party accepted this amendment on the understanding that this is widespread practice throughout the sector in education placements. However, we point out that it is in contravention of the 'qualifications requirement' threshold standard (proposed, April 2014): <i>3.2 Course Delivery ... 2. Staff who have academic oversight of, or teach¹⁶ in a course or unit of</i>

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		<p><i>Although unit coordinators (UC) are responsible for final grades, other parties such as the PEO may be responsible for moderation of the workplace component of a unit's assessment. This change was discussed with both the Deputy HOSEDU AP Huy Phan and the PEO manager, Mr Tim Bartlett-Taylor</i></p>	<p><i>study are equipped for their roles, including having:</i></p> <p><i>a. a qualification in a relevant discipline at least one level of qualification higher than is awarded for the course of study, or equivalent relevant academic or professional experience and expertise ...</i></p> <p><i>¹⁶ Some parts of a course or unit of study may be taught by teachers who do not meet Standard 3.2.2 in its entirety where necessary to meet a particular educational need or as part of career development in teaching (such as practitioners or higher degree students, who do not hold a qualification higher than awarded for the course of study), provided their teaching is supervised by staff who meet Standard 3.2.2. [working party's emphasis]</i></p> <p>The existing standard is a little more forgiving, providing 'equivalent professional experience' as a 'get-out-of-jail' card:</p> <p><i>Chapter 3 PROVIDER COURSE ACCREDITATION STANDARDS ...</i></p> <p><i>4.2 The higher education provider ensures that staff who teach students in the course of study:</i></p> <ul style="list-style-type: none"> <i>· are appropriately qualified in the relevant discipline for their level of teaching (qualified to at least one Qualification Standards level higher than the course of study being taught or with equivalent professional experience);</i> <p>The Chair of Academic Board will refer the matter to the Head of School to investigate further to ensure UNE is not isolated in this position.</p>
1.12.3	Mitch Parkes	<p><i>Similar to above - for SoE the provision of work placements details such as these is the responsibility of the PEO, not unit coordinators. This reword accommodates this situation. Again, This change was discussed with both the Deputy HOSEDU AP Huy Phan and the PEO manager, Mr Tim Bartlett</i></p>	Accepted.
1.12.4	Mitch Parkes	<p><i>In the SoE, the PEO acts as the liaison between workplace supervisors and unit coordinators. They do not make contact with each other directly. So UCs act on advice from the PEO. This change was discussed with both the Deputy HOSEDU AP Huy Phan and the PEO manager, Mr Tim Bartlett</i></p>	Accepted, on the grounds this is widespread practice, but the working party again refers the School to the above proposed threshold standards.
1.12.5	Yoni Ryan &	<i>Insertion: 1.12.5 Workplace</i>	Accepted.

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	Darien Rossiter	supervisors who are required to provide advice on a student's performance should be provided with clear and explicit criteria and standards in relation to satisfactory performance, <i>and have had appropriate professional development regarding standards and procedures.</i>	
1.13	Penny Purvis	<i>1.13 Honours Assessment I think a clause regarding embedded Honours is needed to ensure that AQF Level 8 is attained. Something along the lines that only those units that make up the final year (or AQF Level 8) should be used when calculating the final aggregate mark.</i>	Agreed. Working party added: <i>1.13.4 In the calculation of the Honours mark in embedded Honours programs, at least 75% of the units used to calculate the final aggregate Honours mark must be at level 8 in the Australian Qualifications Framework.</i>
1.13.3	?	Comment: <i>Move to be included with unit coordinator responsibilities under 1.15.</i>	Clause 1.15 is about the design and development responsibilities of Unit Coordinators, not the publication date of assessment for workplace and clinical placements, so the working party chose to keep the clause in its present location.
1.13.1	Linley Cornish	<i>It shouldn't say 'coursework mark' and 'thesis mark' without specifying that they are percentage marks. I know that coursework units are marked out of 100 and presumably a thesis is also marked out of 100 and so there shouldn't be a problem but there is a problem if the coursework is marked out of 75 and the thesis is marked out of 25. If a student got 60/75 for coursework and 20/25 for the thesis, then each component is worth 80% and the overall mark is 80% and a D. But if the 0.75 is applied to 60 and 0.25 is applied to 20, rather than to 80% and 80%, then the final mark is 50. So perhaps it would be better to say 'the coursework percentage mark' and the 'thesis percentage mark'.</i>	Agreed.
1.14.1	JF	Honours thesis units will be 39 weeks long in T1, T2 or T3, and not be tied to trimester dates. Disciplines must	For simplicity, the working party preferred to keep the one-year Honours degree at 39 weeks, irrespective of the commencement trimester. It is assumed that candidates will take annual leave during this period as and

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		<p>identify in which intake periods their students can commence.</p> <p>Comment: <i>Is this correct? In the document Trevor Edgar provided for Last Date to Withdraw Without Academic Penalty proposal he said that for Honours commencing in T1 would be 39 weeks and Honours commencing T2 or T3 would be 41 weeks (including 2 week Christmas break)</i></p>	<p>when it is practical and appropriate to do so.</p>
1.14.1	Law	<p>Comment: <i>Refers to an honours thesis running for 39 weeks. Is this meant to include courses that have embedded honours?</i></p> <p><i>The Law School has an honours stream that consists of 36cps (a university requirement) the honours thesis (currently LS400) is a 12 cp unit over two trimesters only.</i></p>	<p>Wording was changed to ‘One-year Honours degrees will be 39 weeks long commencing ...’ to make it clear that embedded Honours programs are <u>not</u> being referred to here. The course rules will dictate the length and nature of the program in four-year degrees with embedded Honours.</p>
1.14.3	Law	<p>Comment: <i>Again we mention that it is a university requirement that an Honours stream is 36cps. However, we are aware that a survey is currently being undertaken to determine what each law school is doing with respect to embedded honours and the AQF requirements. Many, we know, are staying with their practice of the research component being 12cps plus a research unit. Therefore, it is our view that the majority of the marks that lead to the calculation of Honours should be drawn from the thesis or the thesis plus research units. Currently the calculation suggested would be 33.33% for the thesis, and 66.66% would be calculated on the remaining 24cps which includes Jurisprudence, Administrative law (two core units); and the two research units LS480 and LLM600.</i></p>	<p>The working party chose not to amend this Clause at this time. The working party accepts that the Deans of Law have recently taken positions that depart from most of the sector with regards the implementation of the AQF and perhaps the calculation of Honours grades. Once there is clarity around Law Honours programs across the sector commencing in 2015, this question should be revisited and the procedures amended if required. The School’s preferred position with regards the Honours grade, appropriately benchmarked with Law Honours programs across the sector, should be submitted to the Academic Board Teaching and Learning Committee. This <i>modus operandi</i> is appropriate for any discipline that would like to depart from this or any other aspect of the current or this new draft Assessment Policy and Procedures, given the emphasis in the Higher Education Threshold standards on the importance of benchmarking courses with the rest of the sector, nationally and internationally.</p>

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		<p>We would like to suggest the following two options to calculate the honours mark:</p> <p>(a) Honours thesis (LS400) 80%</p> <p>Other 24 cps 20%</p> <p>OR</p> <p>(b) Honours thesis (LS400) plus the two research units (LS480 and LLM600) 80%</p> <p>Other 12 cps (Admin and Jurisprudence) 20%</p>	
<p>Insert new section here, as new 1.14, so that current 1.14 becomes 1.15 and the current 1.15 becomes 1.16</p>	NR (4-12-13)	<p>Comment: <i>Need to Include Challenge Assessment Process. Suggest:</i></p> <p>1.14 Challenge Assessment tasks</p> <p>1.14.1 An applicant can be awarded advanced standing in a course or credit for a unit when enrolling or when enrolled in a UNE degree, by undertaking and passing one or more challenge assessment tasks that are set and assessed by the relevant Unit Coordinator.</p> <p>1.14.2 The challenge assessment tasks will determine whether an applicant has satisfied requirements consistent with the achievement of the unit learning outcomes.</p> <p>1.14.3 An applicant attempting a challenge assessment must have their identity authenticated.</p> <p>1.14.4 The time, location and mode in which the challenge assessment tasks are undertaken are entirely at the discretion of the University.</p>	<p>Accepted. The Chief Legal and Governance Officer has been consulted as to whether a non-UNE-student sitting a challenge exam has the right of appeal under the Student Appeals Policy (shortly to become the Academic Assessment Appeals Policy).</p>
New 1.14.1	Linley Cornish	<p><i>There doesn't seem to be anything saying that challenge assessment is at the discretion of the unit coordinator and it implies that such an assessment is the student's (or prospective student's) right. I don't want to have</i></p>	<p>Accepted: 'At the Unit Coordinator's discretion, an ...' added at the beginning of the clause.</p>

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		<i>to set challenge assessments for every Advanced Standing I assess! I could spend half my time assessing work from people who aren't even enrolled.</i>	
1.1.5.1(e)	Jenni Ayres	1.15.1 Unit Coordinators are responsible for developing assessment tasks that: ... (e) include more than one assessment task unless the unit is a reading unit, special topic or research project unit; <i>Should this also include practicum or work experience units?</i>	Accepted and revised to read: <i>(e) include more than one assessment task unless the unit is a reading unit, special topic or research project unit, or a practicum or work-experience unit without designated assessment tasks;</i>
1.15.1(f)	Yoni Ryan & Darien Rossiter	<i>Insertion: (f) are weighted appropriately for the size, level of difficulty, complexity and time required for the average student to complete the task satisfactorily, and do not rely on only one mode of assessment type.</i>	The reliance on generally more than one assessment method was stated in Section 1.4.1: <i>assessment will be based on more than one assessment task at different points in time and generally more than one assessment method.</i> As it is a general requirement, it does not need to be repeated here.
1.16	Yoni Ryan & Darien Rossiter	<i>Amendment: 1.16 Benchmarking and Review of Assessment Tasks</i> To assure the quality, consistency and appropriateness of assessment, assessment tasks should be benchmark moderated periodically at each offering by <i>a peer and the Unit Coordinator, and reviewed periodically by an academic colleague within the School or course.</i> 1.16.1 Benchmarking-Moderation may should include any or all of the following:	The external experts suggest redefining 'benchmarking' of assessment as a type of moderation. The working party prefers to separate benchmarking of assessment (evaluation of the type and quality of assessment with comparable assessment in other units within and without the University) from moderation of assessment (agreement on consistent application of marking criteria among different markers to achieve comparable marks) to avoid confusion between the two. No change.
1.16.1a)	Yoni Ryan & Darien Rossiter	<i>Insertions: 1.16.1 Benchmarking may include any or all of the following: (a) comparison of the weighting, nature, type of assessment and degree of difficulty of assessment tasks in equivalent units in the same or cognate disciplines at UNE and at other universities</i>	Accept insertion of 'weighting,' but not 'type of assessment', which is redundant given 'nature ... of assessment tasks'.
1.15.1b) To become	SHum	Unit Coordinators are responsible for developing assessment tasks that:	A Unit Coordinator needs to be aware of the learning outcomes, graduate attributes, discipline standards, Higher Education threshold standards,

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new 1.16.1b)		are informed by a whole-of-course (e.g. for LLB) or whole-of-major (e.g. for BA) approach to assessment; Comment: <i>It is not clear what this means.</i>	professional accreditation requirements and any other UNE requirements pertinent to the degrees in which the unit is an elective or core requirement, and the unit assessment aligned with not only the unit learning outcomes but these additional reference points as required and in discussion with the respective Course Coordinator(s). The clause can be amended to specify these important reference points, if desired.
1.15.1b) To become new 1.16.1b)	BCSS	Unit coordinators are to develop assessment tasks that are informed by a whole-of-course/major approach to assessment. Comment: <i>What is meant by this? What about units that teach into more than one course/major? This raises an interesting issue. Are we, as academics, here to teach in our areas of expertise, or are we here to provide a contribution to one or more courses? If the latter, what happens when the expected contributions differ?</i>	See above. The University awards degrees, not unit testamurs, so an academic's teaching primarily contributes to one or more courses. When the expectations of a unit differ between courses, and the learning outcomes and curriculum of the various courses cannot be met by unit modularisation (different curriculum and/or assessment modules for different courses within the one unit – examples of modularised service units occur in Mathematics and Statistics), then two units will be required rather than one.
1.16.1d)	Yoni Ryan & Darien Rossiter	1.16.1 Benchmarking may include any or all of the following: ... (d) blind-marking by an assessor of a sample of assessment tasks, followed by a discussion of the differences and variations in grading that may exist. <i>This should be in a separate section regarding standards for marking, not moderation of the quality of assessment. Two definitions of moderation are suggested in the Draft Assessment Policy comments appended to this report.</i>	The working party agrees that blind-marking is not part of moderation of assessment, but it disagrees with the external experts that it is not part of assessment benchmarking. No change.
1.15.2 To become 1.16.2	JF	Unit Coordinators are responsible for developing assessment criteria (including relevant graduate attributes) for each assessment task. Specific criteria may include reference to external requirements (e.g. national discipline standards, accreditation standards, etc.). Comment: <i>Why include graduate attributes and not learning outcomes?</i>	The working party preferred to delete the parenthetic clause for simplicity.

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<p>1.15.3a) To become 1.16.3a)</p>	<p>SHum</p>	<p>the mapping of assessment tasks to ensure they are informed by a whole-of-course or whole-of-major approach Comment: <i>Again, what does this mean?</i></p>	<p>A Course Coordinator needs to be aware of not only the learning outcomes and graduate attributes of the course and how the units in the course allow students to demonstrate them, but also the relevant discipline standards, Higher Education threshold standards, professional accreditation requirements and any other UNE requirements pertinent to the course (i.e. 'reference points'). Clause 1.15.3 has been amended to clarify the purpose of these responsibilities: 'As part of course monitoring and to ensure that courses have overall coherence and that unit assessment and learning outcomes are appropriately scaffolded for students to demonstrate course learning outcomes and graduate attributes, Course Coordinators are responsible for overseeing ...'</p> <p>The clause can be amended further to specify the important points of reference, if desired.</p> <p>There is an issue as to whether Course Coordinators need to map each unit assessment task through unit learning outcome to course learning outcomes and graduate attributes, or can do this simply by starting with the unit learning outcomes and ignore the individual unit assessment tasks? The HESP's draft Learning Outcomes (Coursework) standards are equivocal as to whether course mapping needs to begin with individual unit assessment tasks or alternatively unit learning outcomes:</p> <ul style="list-style-type: none"> 4. The relationship between the overall learning outcomes for each course of study and the learning outcomes for units that contribute to the course of study is demonstrable. 6. The assessment of student learning, whether at unit level, course level, or in combination, encompasses all specified learning outcomes for each course of study. <p>The working party acknowledges that in tightly prescribed, professionally accredited courses, Course Coordinators may want the certainty to map individual assessment tasks at unit level to not only unit learning outcomes (as Unit Coordinators already must do) but to course learning outcomes as well. However, this would be difficult though not impossible for courses or majors with little prescribed and considerable elective content. An automated tool would allow this for any individual student profile of unit enrolments in a course and would be highly desirable, but is not currently available. Thus, since mapping of unit assessment tasks to course learning outcomes cannot be mandated at this time, this section was amended to read:</p>
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			<p>1.15.3 As part of course monitoring, Course Coordinators are responsible for overseeing:</p> <ul style="list-style-type: none"> (a) the unit assessment in the course to ensure that assessment is informed by a whole-of-course or whole-of-major approach, including relevant reference points; (b) the mapping of unit learning outcomes and their contribution to meeting the course learning outcomes and graduate attributes. <p>1.15.4 Where there are Discipline Convenors, oversight of the assessment tasks in a major and the mapping of unit learning outcomes to course learning outcomes and graduate attributes is the responsibility of the Discipline Convenor.</p>
1.15.3 to become 1.16.3	BCSS	Comment: <i>Same problems – workload, fact that some units teach into multiple courses.</i>	See the previous response to BCSS re multiple course requirements for a specific unit. Workload issues should be addressed by the Head of School in discussion with the Course Coordinator.
1.15.4 To become 1.16.4	SHum	Where there are Discipline Convenors, mapping of the assessment tasks in a major is the responsibility of the Discipline Convenor. Comment: <i>Mapping in what sense and towards what end? Why is this necessary?</i>	Clause 1.15.3 has been amended to clarify the purpose of mapping assessment tasks: ‘As part of course monitoring and to ensure that courses have overall coherence and that unit assessment and learning outcomes are appropriately scaffolded for students to demonstrate course learning outcomes and graduate attributes, Course Coordinators are responsible for overseeing ...’ Also see previous response to Shum in relation to ‘mapping’.
1.16 (all) To become 1.17	SHum	Comment: <i>In principle appears OK, but unrealistic in practice. There are workload implications for academic staff. The proposal also implies that some academic staff may not really be competent. We wonder whether this should be mandated.</i>	Benchmarking is now expected of the sector, as part of quality assurance and a documented cycle of continuous monitoring, review and improvement. As part of institutional self-regulation, universities will ‘...approve, monitor and review the courses they offer through internal peer review and quality assurance’ (Bradley et al 2008, p. 129). ‘[T]he responsibility for standards ultimately rests with individual academic staff, informed by the collective views of their academic peers’ (p. 136). Continuous monitoring, review and improvement of all academic activities, including assessment, is now mandated by the threshold standards. Pertinent sections of the Higher Education Standards Framework are:

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			<p>Chapter 1 PROVIDER REGISTRATION STANDARDS ... Section 3 Corporate and academic governance The higher education provider shows sound corporate and academic governance of its higher education operations ... 3.8 The higher education provider’s corporate and academic governance arrangements demonstrate ...</p> <ul style="list-style-type: none"> • effective quality assurance arrangements for all the higher education provider’s higher education operations, encompassing systematic monitoring, review and improvement. <p>Chapter 3 PROVIDER COURSE ACCREDITATION STANDARDS ... Section 5 Assessment is effective and expected student learning outcomes are achieved ...</p> <p>5.3 Course management and coordination, including moderation procedures, ensure consistent and appropriate assessment ...</p> <p>5.5 The academic standards intended to be achieved by students and the standards actually achieved by students in the course of study are benchmarked against similar accredited courses of study offered by other higher education providers ...</p> <p>Section 6 Course monitoring, review, updating and termination are appropriately managed</p> <p>6.1 The higher education provider ensures the course of study is systematically updated, through internal revision and external reviews, and that its coherence is maintained.</p> <p>The HESP’s new draft Learning Outcomes (Coursework) standards also state:</p> <ol style="list-style-type: none"> 7. Learning outcomes for each course of study and the methods for assessment of those outcomes are informed by periodic reviews (at least every 5 years), which take account of external reference points that are relevant to the course of study. 8. Methods of assessment are consistent with the types of learning outcomes being assessed and are capable of validly and reliably confirming that specified learning outcomes are achieved.
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			<p>10. The grading of students' achievement of learning outcomes for selected units within courses of study is referenced periodically (at least every 5 years) against the grading of students' achievement in comparable units or courses in other Australian institutions.</p> <p>This section of the draft procedures is based on Southern Cross University's assessment policy (Part E), approved August 2012, so the working party is not suggesting requirements that other institutions have not already embraced. The workload implications of this section are acknowledged and will have to be managed.</p>
1.16 to become 1.17	BCSS	Comment: <i>Workload implications.</i>	See previous comment.
1.16	UNEBS	Comment: 1.16 (Benchmarking and Review of Assessment Tasks) <i>Currently the UNE Business School has systems in place to benchmark and review assessment tasks in each of the Disciplinary areas within the School. The Committee believes it is highly problematic, unproductive and unnecessary to introduce the onerous process outlined in this item.</i>	See previous comment in response to SHum on the same matter. The working party applauds the UNE Business School on its internal processes for the peer review and benchmarking of assessment. The School's systems, if documented, would appear to meet the requirements of this section, and so the basis for the School's objection is unclear? Not all Schools have been as proactive as the UNE Business School.
1.16.1d) To become 1.17d)	JF	Benchmarking may include any or all of the following: blind-marking by an assessor of a sample of marked scripts , followed by a discussion of the differences and variations in grading that may exist. Comment: <i>Does this include assessment tasks as well as exams? 'Script' is commonly used to refer only to exam papers.</i>	Agreed, 'marked scripts' was changed to 'assessment tasks'.
1.16 To become 1.17	Law	Comment: <i>We believe this section is impractical and in fact seems to mistrust the abilities of academics and should be deleted.</i>	See the working party's previous comments in relation to this section. The section has sufficient flexibility to meet most of the relevant threshold standards. The question of external moderation of assessment grading is dealt with later in the procedures.
2.1.1	Health	Comment: <i>CAUC information should not be manually replicated in unit assessment information. (2.1.1). This information is already available to students when they follow the Unit</i>	Agreed. A link in the unit website to CAUC is appropriate and avoids drift between CAUC and other unit and assessment information.

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		<p><i>summary link in every unit, which takes them directly to the Courses and Units pages for the unit. This page is maintained and updated by central services. Manually duplicating the same information within the unit information and assessment pages in the Moodle units (and therefore needing to check /update it every teaching period) is highly inefficient and there is significant risk of ending up with information conflict between Moodle and CAUC.</i></p>	
2.1.2	S&T	<p>A clear statement of the unit learning outcomes and graduate attributes must be included in the Course and Unit Catalogue and in the unit information and assessment overview provided to students in the first week of teaching.</p> <p>Comment: <i>Link to CAUC only for graduate attributes is sufficient.</i></p>	Agreed, the clause now requires a link to CAUC to provide the alignment between unit assessment and unit learning outcomes and graduate attributes.
2.1.2	SHum	<p>The unit information and assessment overview must make it clear to students how the assessment is aligned with the unit and course learning outcomes and graduate attributes.</p> <p>Comment: <i>We should only require alignment with unit learning outcomes. Everything else here should be dropped. How would one attempt to align assessment with course LOs and GAs when a unit can sit in many different courses?</i></p>	Agreed and amended.
2.2	Yoni Ryan & Darien Rossiter	<p><i>Insertion: 2.2 Regardless of the nature of assessment tasks, students must be provided with guidelines that define what is expected of them in responding to each assessment task (i.e. the scope of the response to the task). These guidelines must be in the form of specific criteria to be</i></p>	Accepted.

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		addressed. The guidelines may also indicate the standards to be achieved. <i>In most cases, this will be in the form of an assessment rubric provided for each assessment task.</i>	
2.3.1	BCSS	Comment: <i>The information that has to be provided to students, outlined in this section, appears to be excessive), and will probably mean that less students read any of it. Some of these are better as defaults. Such as f), i), j), k), l), m), n) and o).</i>	The working party amended this section to allow these details to be provided either for the whole unit or for individual tasks, as appropriate.
2.3.1 k), l) & n)	S&T	Comment: <i>Do these really need to be specified? k) and l) A lot of times this happens due to some sort of emergency n) already specified elsewhere</i>	The list should be useful as a checklist for Unit Coordinators when preparing their unit’s assessment. Emergencies happen; it is also appropriate that students are informed of important changes to assessment as soon as practicable.
2.3.1 f)	Law	Comment: <i>This requires unit coordinators to describe the ‘structure of the expected student response.’ It is difficult to understand what this means. Generally speaking, students must develop a coherent structure for their written work and this is an integral part of the assessment task itself. Further, there may be no prescribed ‘structure’ that students must adhere to – structure, as an integral aspect of any written work, is part of a raft of stylistic choices that students must make. If ‘structure’ is intended to mean something specific or different from the ordinary meaning, then this needs to be clarified and particularised. It is suggested that this sub-section should be clarified or deleted.</i>	Different constructed-response assessment tasks have different learning objectives. This clause has been amended to allow for the fact that if it is up to students to work out their own structure to a response, this flexibility should be stated in the assessment information. In other cases, the structure is fixed by the Unit Coordinator (e.g. Introduction, Methods, Results, etc.) and must be specified as part of the assessment criteria for the task.
2.3.1i)	JF	The assessment overview must specify the following details for each assessment task, to enable students to plan their approach to assessment: i) the criteria against which the	Provision of the detailed assessment criteria in the first week of teaching for a constructed-response question In a supervised examination or supervised test will often indicate the specific part of the curriculum being examined by the question, defeating the purpose.

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		assessment task will be marked for take-home and online examinations but not necessarily supervised examinations; Comment: <i>Why have different requirements for take home and online exams from supervised exams? Either criteria are required for both or neither.</i>	
2.3.1k) and l)	Law	Comment: <i>We wonder whether these subsections necessary given s 4.9 dealing with moderation and the fact that study guides include links to the policy and procedure documents?</i>	The working party acknowledges the overlap between the checklist here and other sections of the procedures, but felt that having a complete checklist in one place would help Unit Coordinators more fully understand their responsibilities. Specifying the requirement here in procedures means that links are more likely to be included automatically and comprehensively in unit shells and unit information templates, reducing the burden on Unit Coordinators to have to provide details of the same.
2.3.1l)	LIH	2.3.1 (l) Comment: <i>Procedure indicates that the student needs to be informed if the assessment task is likely to be marked by someone other than the staff members identified in the teaching of the unit. Not sure why we need this? It is essentially reporting on a management issue.....?</i>	This is taken from the University of Sydney Assessment Procedures, Section 1. It is helpful for a student to know that one of the assigned teaching staff in a unit is marking an assignment in case they want to contact them about their work.
2.3.1n)	Law	Comment: <i>May we suggest that this be restated as follows: 'If resubmission of an assessment item is allowed, then this should be stated in the assessment overview (see Section 3.4).</i>	By changing the stem of Section 2.3.1, the sense of this amendment has been accepted.
2.3.2	JF	Assessment requirements in a unit may not be altered once they have been published in the Course and Unit Catalogue and in the unit information and assessment overview provided to students in the first week of teaching, except for minor details . Comment: <i>What would a minor detail be?</i>	To avoid the problem of what constitutes a 'minor detail', this and the next clause have been amended to only permit changes to published assessment details after week one to those approved by the Head of School in exceptional circumstances.
2.3.2	Yoni Ryan & Darien	Insertion: 2.3.2 ... All students must be notified of any changes to an	Accepted.

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	Rossiter	assessment task (e.g. a change in topic or due date) in writing by the Unit Coordinator <i>through the Unit website and email notification.</i>	
2.5	Jenni Ayres	<i>Where this says a specific minimum mark has to be achieved in an assessment task in order to pass a unit and/or where this mark may be other than 50%, the percentage value and rationale for this mark must be explained in the unit information and assessment overview – is this just in Moodle or is it on the Course and Unit Catalogue as well?</i>	The working party thought this only needed to be provided in the unit information and assessment overview in Moodle, not in CAUC.
2.6	JF	Students must be informed in the unit information and assessment overview that the marks that they receive for each assessment task in a unit, including any examination, are provisional, until ratified by the relevant Board of Examiners meeting at the conclusion of the teaching period. Comment: <i>I thought exam marks were not released. Are we changing this?</i>	There is nothing in the current Assessment Policy or related policies and procedures to suggest that exam marks cannot be released provisionally to students.
2.6	Health	Comment: <i>Information about ratification of marks should be provided using institutional level Moodle functionality, and not required to be provided at a unit level. (2.6)</i>	Wouldn't it be nice.
2.7.2	Law	Comment: <i>Should there be further explanation given? – see comments under 1.4.4 and 1.4.6 above.</i>	Further explanation is not necessary as a 'generated-response' question is now defined in the Definitions section of the procedures.
3.1.1	S&T	Comment: <i>Please check that standard letters match the new policy</i>	Done. The revised letter templates were endorsed by Academic Board on 10 February 2014 and uploaded to the web on 20 March 2014.
3.1.2	Health	Comment: <i>E-submission</i> in the UNE context has specific connotations related to the former online submission tool. The term <i>e-submission</i> should be replaced in the policy documents with the term <i>electronic submission</i> .	Agreed and amended to make the sense the same as suggested.

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		<p>Comment: <i>The reference to the old e-submission site (3.2.1) should be removed and the processes for submitting written assessment items for originality checking should be updated to reflect current practice.</i></p>	
3.1.2b)	Examinations Office	<p>an individual student applies through Student Central to the Head of School for an exemption on equity grounds. In consideration of equity, due consideration will be given to the student's special needs status, the requirements of the University's Communication Policy and General Rule 6.1.</p>	Accepted.
3.1.2	SHum	<p>Assessment items, including take-home examinations and online examinations, must be submitted by e-submission to: http://www.une.edu.au/esubmission/, the University's originality measurement software except where:</p> <p>Comment: <i>Are online tests using the Moodle quiz tool defined as online examinations? If so they are completed in Moodle and not submitted via e-submission. What about reading units? Does this clause also apply to reading units, or should they be exempted? If reading units are not exempted, there are both practical and workload issues associated with compliance.</i></p>	<p>No, online tests using the Moodle quiz tool are not defined as online examinations. Reading unit assessment should be submitted through Turnitin or, at least, students should be advised that the Unit Coordinator will run submitted reading unit assessment tasks through Turnitin, despite the practical and workload issues. LIH has agreed to come up with an efficient solution to this, to minimise the practical and workload issues.</p>
3.1.3	Law	<p>Comment: Is this section relevant for the topic content of s 3?</p>	<p>Section 3 is called 'Managing Assessment Processes' so it is the relevant section but Subsection 3.1 Submission of Assessment Tasks is not the most appropriate for this clause. A new subsection, 3.9, has been created for this clause under the heading 'Staff-Student Relationships'.</p>
3.1.3	PVCA	<p><i>There has been some interaction between Nick and Eddie on this and I agree with Eddie's view that this isn't necessary here. By including it we continue an expectation of marking</i></p>	<p>The offending clause was: 3.1.3 The Learning Innovation Hub (LIH) is responsible for: a) ensuring the printing and circulation of hard-copy assessment tasks proceeds speedily so that academic staff can meet turnaround deadlines</p>

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		<i>hard copies, and we are seeking to phase this out.</i>	As instructed by the PVCA, this clause was removed, but the working party amended an adjacent clause to ensure adequate resourcing of electronic submission to enable staff to meet turnaround deadlines (with the implicit rider, should they still be marked printing assignments).
3.1.3(c)	Linley Cornish	<i>Does this need something about 'during opening hours' or does it mean students can expect to access the HelpDesk when they are submitting at midnight? A lot of students do encounter problems when the HelpDesk is not open. Does this Procedure mean they cannot be penalised for missing the deadline because they couldn't get help?</i>	Agreed. The clause was amended to read: (c) <i>students can access the IT Service Desk when they encounter problems during opening hours (which are advertised on the web) relating to the submission of assessment tasks.</i>
3.1.4	LIH	3.1.4 - Comment: This section needs to removed please. <i>Regarding part a) LIH do not actually print assignments for people. At the moment we are coordinating the submission of the assignments to Fuji but this area is under a workplace change negotiation and is likely to cease operating in this function in the future. Unit Coordinators will be asked to send their assignments directly to Fuji for printing rather than through Despatch. Re part b) I think the students are better to call the ITD helpline. The ITD helpline is referred to in the section below in a manner which could cover this item also. LIH and ITD Helpline are meeting shortly to discuss these types of issues so should be able to offer clearer guidance regarding this type of issue. All other elements can be included as below but the fact that LIH is happy with 2.10 can probably be removed.</i>	Agreed. LIH currently oversees a University-wide process for liaising with Fuji over printing of assignments. The PVCA will review these arrangements in the latter part of 2014.
3.1.4	Arts	Comment: 3.1.4 identifies LIH as responsible for the printing and circulation of hard-copies of assessment tasks. Given the recent	As noted above, this section has been deleted at the request of LIH but in sympathy with this feedback, LIH maintains oversight of an efficient printing service for academic staff by Fuji. These arrangements will be reviewed by the PVCA in the latter part of 2014.

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		<i>proposal for the closure of Despatch, we are note that any possible implications of this should this service be changed, and that hard-copy handling needs to be discussed as an ongoing issue.</i>	
3.1.4	S&T	Comment: <i>This section needs to stay or to be altered in a way which is helpful to students and staff.</i>	Agreed, see previous comment.
3.1.6	Law	Comment: <i>Should this be reworded? [track changes used here and in 3.2.1 below to show what we mean] Students shall submit each non-examinable assessment task (e.g., online quizzes, tests, take-home examination written and oral ... by the Unit Coordinator. The due date shall be no later than the day before the beginning_end of the examination period of the respective teaching period.</i>	This clause is essentially the same as in the current Assessment Policy (Clause 14.2). However, it has been reworded to allow take-home and online exams to be completed no later than the last day of the examination period in the respective teaching period. Take-home and online examinations are defined in Definitions only in terms of quantum ($\geq 30\%$ of total unit assessment), invigilation (i.e. unsupervised) and mode of response (offline and online, respectively): a wide variety of assessment tasks are permitted within these bounds.
3.1.6	Health	Comment: <i>It is inferred in the Procedures document that the policy differentiates between online quizzes and online tests (see, for example, 3.1.6). However, this difference is not specifically articulated (as it was in the previous policy). In this policy, for example, reference is made to 'structured response, non-examination tasks (e.g. quizzes)' but there is no separate entry in the glossary for the term quiz. The glossary entry for the term test also does not provide any clarification about the implied difference between tests and quizzes.</i>	Agreed. Quizzes and tests are now formally defined in Definitions.
3.1.6	Penny Purvis	3.1.6 Submission of Assessments - Penalties should not apply if a student has been given an extension.	The alternative is that the Unit Coordinator is persuaded not to accept the assessment at all ... maintaining this option provides the Unit Coordinator with greater flexibility to grant extensions (for instance, where the grounds for extensions are marginal) while penalising a student on equity grounds viv-a-vis their colleagues. No change.
3.1.8	JF	It is expected that assignment dates	Comment 1: accepted and amended. The working party suggests that the

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		<p>will be adhered to unless students receive an extension. If a student submits an assignment after the due date, without an extension being granted, they should expect marks to be deducted. Penalties may also apply when an extension is granted, in which case the Unit Coordinator should make the student aware of any penalties when granting the extension.</p> <p>Comment 1: <i>The Business School takes a much harder line, if an assignment is submitted late without an extension it will not be accepted (unless a retrospective extension is granted where a case is made by the student). I would like to see this option retained.</i></p> <p>Comment 2: <i>This might be problematic – when ‘may’ penalties be applied? A student who is prevented through illness, for example, should not be penalized.</i></p>	<p>decision to accept or reject assessment tasks submitted after the due date without an extension is at the discretion of the Unit Coordinator.</p> <p>Comment 2: to some extent this was already covered by the former Clause 3.1.10 (now 3.1.9). However, the procedures now require the unit Coordinator to explain why, if the extension is granted but a penalty still applied. The working party would not expect a penalty to be applied in the case of a student who was prevented by illness from submitting by the due date and was therefore granted an extension.</p>
3.1.8 to 3.1.17	BB	<p>Comment: <i>Sections 3.1.8 to 3.1.17 are too onerous and intrusive. They would hamper effective and supportive teaching in my discipline.</i></p>	<p>These clauses were based on the current Annex C University Extension Procedures, the only differences being (1) the decision to grant an extension has been transferred from the Head of School to the Unit Coordinator and (2) a uniform penalty regime was introduced to minimise differences among Schools. The latter was done in the interests of a consistent, less confusing student experience.</p> <p>However, there was wide disparity in feedback below around Clauses 3.1.9–3.1.17: two Schools thought the proposed 5% per day penalty was excessive (BCSS, Arts), one School thought it too lenient (Health), while one School (Business) maintained that accepting a late submission without a legitimate unforeseeable reason was pedagogically unsound and that such assignments should not be marked at all (i.e. score zero). Reluctantly the working party opted to recommend the status quo, with each School publishing its own late assignment policy and requiring its Unit Coordinators to include the School’s policy in their unit information and assessment overview in the first week of teaching and observe the School policy with regards penalties.</p>
3.1.9	JF	<p>Comment: <i>I strongly object to this. First, there are pedagogical arguments against this approach. It means that</i></p>	<p>Accepted, see previous comment.</p>

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		<p><i>marks for the assessment task are not reflective of the quality of the work as measured against the marking criteria. Second, it also assumes that no assessment task will be returned to students with solutions, or detailed feedback within 10 days. This is unrealistic and students who have submitted on time are disadvantaged. Third, what about a timed activity that students complete via Moodle?</i></p>	
3.1.9	Theatre Studies	<p>Comment: <i>Why was it felt necessary to change the current penalties from 2% per day with a maximum of 10% per week for a maximum period of 3 weeks?</i></p> <p><i>Changing this to 5% a day to a maximum of 10 days seems very draconian and will contribute significantly to attrition, especially for first years and external students, many of whom are juggling life/family/work and can lose track of assignments. Having such a harsh penalty for late submission without an extension will tempt unit co-ordinators to ignore the rules and use ‘discretion’ to allocate penalties. Wouldn’t it be better to have a more lenient penalty that would then be universally applied throughout the university?</i></p> <p><i>In Theatre Studies, we would like to advocate for the status quo with regard to late penalties.</i></p>	Accepted, see previous comment.
3.1.9	BCSS	<p>Comment: <i>Prescribes a loss of 5% per day for a late assignment, with zero mark after 10 days. This is something that was previously determined at the school level. I find this too onerous a penalty, with a student potentially losing 50% from an assignment. This arguably renders a final mark invalid as an assessment.</i></p>	Accepted, see previous comment.

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3.1.9	Health	<p>Comment: <i>The penalty for late submission suggested in the document (3.1.9) is not sufficiently severe to deter students from not following proper procedure. As it currently stands, a student can conceivably choose to submit an assignment 2 days late without bothering to apply for an extension, lose 10% of the available marks and still get an HD for the assignment. The school of health has had a 10 % per day deduction for the past several years.</i></p>	Accepted, see previous comment.
3.1.9	UNEBS	<p>Comment: (Submission of Assessment Tasks) <i>The UNE Business School’s Late Assignment Submission policy is currently substantially different to the one being proposed by ABT&LC. In fact, the different disciplines within UNEBS have never had a late assessment policy that has ever aligned itself with the policy that this document is suggesting. Therefore, such a policy of removing marks from students for lateness is diametrically opposed to the pedagogical standards and ethos of the disciplines in our School. In one sense our Faculty can see that, it would be helpful if the University had a blanket late assignment submission policy. In another sense, the School has deliberately avoided penalising students with a daily deduction in marks for each day that an assignment is late. Removing marks for lateness is not reflective of the quality of the work submitted by each student. In-fact, such a policy could be easily challenged by students on this basis alone. Furthermore, the administrative implications of managing such a process are of great</i></p>	Accepted, see previous comment.

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		<i>concern to us.</i>	
3.1.10	Law	Comment: <i>To apply for...on the due date to the Unit Coordinator or the nominee of the Head of School.</i>	The working party was unsure why the nominee of the Head of School should be included here? The working party thought that the management of applications for extension should remain the responsibility of the Unit Coordinator, but accepted that application to a nominee of the Unit Coordinator would be appropriate in circumstances where the Unit Coordinator was temporarily unavailable. The clause was amended to: 'To apply for an extension a student must submit a written request for an extension of the assessment task by the due date to the Unit Coordinator or nominee.'
3.1.10	Health	Comment: <i>The process suggested for applying for an extension needs to be amended (3.1.10). The student should be required to submit a written request for an extension before 23:59 pm on the due date OR on the last working day before the due date (if the task is due to be submitted on a weekend or public holiday).</i>	The due date is defined as 23:59 pm on the due date so this was deleted from the clause. The working party couldn't see the need to amend the clause further. If a student chooses to submit an application for extension on a public holiday or weekend, they must accept the consequences that the Unit Coordinator or nominee will not deal with their request until the next working day at the earliest. However, the working party accepted that students should try to help themselves by applying for an extension as soon as was practicable rather than leaving it to the last minute. Therefore the following sentence was added to the relevant clause: 'Where possible, requests for an extension should be submitted in good time to allow a decision by the due date.'
3.1.11	BCSS	Comment: <i>We need an explicit statement that no extensions will be granted for online quizzes, as is the current practice. Agree that no extensions should be granted after the submission deadline. But, due to the onerous means by which extensions are to be requested (signed statement from doctor or boss with reference to specific circumstances), in conjunction with the severity of penalties for lateness, I would expect lots of variation in the application of this procedure. There are all sorts of reasons why students ask for an extension, which generally require a judgement call on the part of the academic. It is important that an individual academic be consistent, but I don't see the need for explicit consistency across academics (i.e., across units, which necessarily vary</i>	Accepted although the working party thought the decision should be at the discretion of the Unit Coordinator . Clause 3.1.6 was amended to read 'It is expected that assignment dates will be adhered to unless students receive an extension. For some assessment tasks, no extensions may be possible (e.g. online quizzes). If a student submits an assignment after the due date without an extension, the assignment may not be accepted in which case it will score zero ...' Note that the procedures do admit the possibility of a late application for extension being granted, for instance, in the case that a student is unconscious leading up to the due date.

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		<i>across a number of properties). Sometimes a student is simply not in a position to provide what is being asked for (below), or they might not want to provide explicit details (in which case we trust in the doctor). I would expect this set of extension procedures to create more problems and grief, relative to any remedy for whatever is perceived to be the current problem.</i>	
3.1.11	Law	Comment: <i>Decisions on assignment ... by the Unit Coordinator or the nominee of the Head of School ...</i>	The working party was unsure why the nominee of the Head of School should be included here? The working party thought that the management of applications for extension should remain the responsibility of the Unit Coordinator, but accepted that a nominee of the Unit Coordinator would be appropriate in circumstances where the Unit Coordinator was temporarily unavailable. The clause was amended to: 'To apply for an extension a student must submit a written request for an extension of the assessment task by the due date to the Unit Coordinator or nominee.'
3.1.12	S&T	Comment: <i>Who will decide what is acceptable and what is not – this is very difficult. There could be privacy issues involved. We might need to think about backdated medical certificates.</i>	The procedures make it clear that it is the Unit Coordinator who makes this call, and accepts that the decision to grant or not to grant an extension is a grey area and often strongly influenced by an individual Unit Coordinator's personal teaching philosophy as much as by policy, procedures, School or disciplinary norms. The working party therefore chose to put the advice for staff around the granting of extensions and acceptable supporting documentation into an associated set of guidelines, acknowledging that hard and fast procedures will be difficult to interpret or enforce. The working party also accepts that the advice in the current Assessment Policy's Annex C University Extension Procedures, on which the circulated clauses were based, may breach privacy requirements. The working party has now aligned this section with current practice recommended by the Examinations Unit and Disability Advisor, S&AS (see below).
3.1.12	Health	Comment: <i>There was concern about 3.1.12 in relation to the wording of the medical certificate. It was understood that in some states the doctors can only write "suffering from a medical condition", it is proposed that the differentiation between a) and b) be removed. Requesting further detail would likely be in breach of privacy legislation.</i>	See comments above and below.
3.1.12a) and	UNEBS	Comment: <i>3.1.12 (a) & (b) The</i>	See comments above and below.

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b)		<i>requirement that a medical certificate for extensions include the doctor's opinion of the effect of the student's condition/illness on their ability to complete an assessment task may be in breach of privacy rules. Our school does not support this requirement.</i>	
3.1.12b)	Examinations Office	<p>Unacceptable supporting documentation is a medical certificate that makes a general statement such as 'the student is suffering from a medical condition' or 'the student is not fit to work'.</p> <p>Comment: <i>Suggest removing. The Examinations Office does not require disclosure of a medical condition, only how their situation impacts on students' ability to complete assessments by the due date. The SET, Special Consideration and Special Examination application forms do not request specific information on the nature of a student's medical/health condition.</i></p> <p><i>The Disability Support Office does not disclose a student's medical condition to UNE staff outside the Office, unless explicitly permitted by the student or it is required as part of requests for alternative assessments replacing invigilated exams.</i></p>	<p>The working party checked with Examinations Office, and on this basis, changed the extension guidelines to read:</p> <p>'An extension application based on health grounds must include an appropriate medical practitioner certificate by a registered health practitioner or counsellor operating within the scope of their practice and who is not a family member and which includes:</p> <ul style="list-style-type: none"> '(a) the date of consultation; '(b) an evaluation of the severity, duration and effect on the student's ability to attend classes, learn or complete assessment requirements, and '(c) the date on which the certificate was written and issued.'
3.1.15a)	JF	<p>The following circumstances are unacceptable as basis for the lodgement of an extension application:</p> <p><i>inability to have an assignment word processed by the due date;</i></p> <p>Comment: <i>Is this redundant given c)?</i></p>	The working party thought not.
3.1.15	Health	Comment: <i>We are not in agreement with 3.1.15 in relation to what is considered acceptable grounds for extension application. Many of our</i>	Accepted and amended in the associated guidelines.

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		<p>students are full time workers and this will create difficulty for them (not student-centred). Also technology failure should be a basis for extensions and if we can accept this as a principle when UNE server fails then we cannot refuse it for other forms of IT failure. We recommend that this be more generally worded and leave discretion for the Unit Coordinator or Schools to decide.</p>	
3.1.17	SHum	<p>Comment: Why is there a maximum 30 day extension? Is applying for special assessment really necessary, even within a teaching period?</p>	Agreed and deleted.
3.1.17	UNEBS	<p>Comment: <i>3.1.17 The requirement that all extensions in excess of 30 days will require submission of a case for Special Assessment is concerning as students would have to be given a different assessment task <u>in many units, as answers</u> to the original assessment tasks <u>would have already been released</u>. Also, <u>for such long extensions</u> how can feedback be given to students before the exam?</i></p>	The 30-day limit was deleted. The working party agreed that individual School concerns such as these should continue to be addressed within the School's late assignment policy, as currently.
3.2	KD& NR	<p>Comment: Nick checked all of 3.2 with Kylie Day, Examinations & Results Office and suggests:</p> <p>3.2.1 Supervised examinations organised by the Examinations and Results Office (Student Administration and Services):</p> <p>a) may not be held at night;</p> <p>b) may not be held on weekends or NSW public holidays;</p> <p>c) will be confined the official examination periods at the end of each trimester as listed in the published Principal Dates.</p> <p>3.2.2 Sections 3.2.1a) to c) may be varied by the Academic Registrar.</p>	This submission was accepted in full by the working party.

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		<p>Where permission is granted for an out-of-session examination, the student must be given one week's notice.</p> <p>3.2.3 Examination room booking will be given priority over other bookings.</p> <p>3.2.4 as is</p> <p>3.2.5 as is</p> <p>Delete 3.2.6</p> <p>Leave 3.2.7 as is and it becomes new 3.2.6</p> <p>Leave 3.2.8 as is and it becomes new 3.2.7</p> <p>Current 3.2.9 (new 3.2.8) Students are to hand in all examination papers prior to leaving the examination venue.</p> <p>3.2.10 (New 3.2.9) Students who do not hand in their examination answers prior to leaving the examination venue will:</p> <ul style="list-style-type: none"> a) forfeit all marks deriving from these answers that leave the examination venue, or b) fail the examination. <p>Delete 3.2.11</p> <p>Delete 3.2.12</p> <p>3.2.13 (New 3.2.10) Translation dictionaries</p> <p>3.2.13.1 (New 3.2.10a)) The use of translation dictionaries in examinations is prohibited unless the Unit Coordinator indicates otherwise in the examination instructions on the examination paper.</p> <p>3.2.13c) (New 3.2.10b)) When students are permitted to use translation dictionaries in examinations, the students sitting the examinations must offer their translation dictionaries to the invigilator for inspection prior to the start of the examination. The invigilator will</p>	
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		<p>decide whether to conduct dictionary checks before or during the examination.</p> <p>3.2.13d) (New 3.2.10c) Electronic translation dictionaries are not permitted.</p> <p>3.2.14 (new 3.2.11) Conduct in examinations and use of electronic devices</p> <p>Leave 3.2.14a) as is and it becomes 3.2.11a)</p> <p>New 3.2.11b) No electronic devices are permitted in examinations, except for calculators when advised by the Unit Coordinator consistent with Section 3.2.11c).</p> <p>Current 3.2.14b) becomes 3.2.11c)</p> <p>Current 3.2.14c) becomes 3.2.11d)</p> <p>3.2.15 becomes 3.2.12</p>	
Insert additional subsection in 3.2	ABSC (January 2013)	<p>ABSC January 13 Meeting asked to include something about extreme weather conditions in revised assessment policy/procedures</p> <p>6 Extreme Conditions</p> <p>The committee resolved that:</p> <p>SPECIAL CIRCUMSTANCES BE GRANTED FOR STUDENTS WHO COULD NOT ATTEND EXAMS DUE TO THE EXTREME WEATHER EVENTS ACROSS THE COUNTRY.</p> <p>It was further resolved that a permanent clause be added to the Special Assessment policy when it is reviewed by the Assessment policy working party.</p>	The working party accepted the inclusion of this clause: 'A special examination may be granted for students who could not attend an examination due to extreme weather.'
3.2.1b)	PVCA	<i>I am assuming that the specification of a NSW public holiday is based on costs of running exams.</i>	Correct – see Kylie Day.
3.2.1b)	JF	Comment: <i>Should “public holidays” be “NSW public holidays”?</i>	Yes, accepted.
3.2.1b)	Law	Comment: <i>may not be held scheduled on Sundays or <u>an Australian public</u></i>	Accepted, except for NSW rather than Australian public holiday (on the advice of Examinations)

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		<i>holidays.</i>	
3.2.1c)	LIH	3.2.1 c) refers to exams and intensive schools which seems to cancel itself out – or maybe it is just the way I am reading it?	The clause was deleted on the advice of Examinations.
3.2.1d)	JF	Comment: <i>Not sure what “Except for summer school” means.</i>	Reference to summer schools was deleted on the advice of Examinations.
3.2.1d)	Law	Comment: <i>Substitute ‘intensives’ for ‘summer school’.</i>	Reference to summer schools was deleted on the advice of Examinations.
3.2.7	LIH	Is there a typo re ‘cloze’?	This clause was deleted.
3.2.8 to 3.2.12	Law	Comment: <i>If ‘paper’ means the question paper, then we believe that the proposed actions to be taken against students removing the paper from the examination centre are too harsh. We suggest that 3.2.11 be deleted. Is 3.2.12 necessary given the inclusion of 3.2.8?</i>	The working party accepted a less harsh approach and reduced the redundancy between clauses.
3.2.12	Penny Purvis	3.2.12 Failure to attend an examination due to extreme weather – A special examination may be granted to students who cannot attend an examination due to extreme weather. <i>Students fail to attend exams for more than just extreme weather e.g. tsunamis, earthquakes, volcanos, bushfires, civil and/or political unrest, etc. Perhaps add ‘or other gazetted disasters’.</i>	Agreed. The clause has been amended as follows: <i>3.2.12 Failure to attend an examination due to extreme weather A special examination may be granted to students who cannot attend an examination due to extreme weather or other recognised disasters.</i>
3.2.14c)	Examinations Office	The use of e-readers and e-books in examinations is not permitted, unless explicitly approved for students registered with UNE’s Disability Support Office.	Accepted.
3.3.2	Examinations Office	Alternative assessment may, for example, be necessary if students registered with the Disability Support Office have special needs that impact on their ability to undertake the assessment task.	Accepted.

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3.3.4	JF	The Head of School has the discretion to award special assessment to a student who has applied for: Comment: <i>Would “approve” be a better term?</i>	The working party went with ‘grant’.
3.3.4	GH	Comment: <i>Does this mean that all special exams etc are now administered at School level?</i>	The working party is merely following the current policy and procedures. The clause indicated reflects Clause B2 in the current Special Assessment Policy: ‘Heads of schools may at their discretion award to students who have applied for Special Assessment one of the following: ‘a. a special examination ‘b. an optional special examination ‘c. special consideration ‘d. a special extension of time ‘e. a result of withdrawal without failure.’
3.3.4	Penny Purvis	<i>Special Assessment. (c) and (d) don’t appear to match the amended stem.</i>	The working party thought this clause was fine? No change.
3.3.5	BCSS	A student who has been prevented from completing any compulsory assessment task Comment: <i>Could be expressed more clearly, such as “A student who has been prevented from completing any compulsory assessment task by illness or other unavoidable and unforeseen circumstances ...”</i>	Yes, accepted.
3.3.8	SHum	Any special consideration allowed will not exceed 3% of total assessment in the unit. Comment: <i>Why 3% only? What is the rationale? Should the figure be higher? If read in conjunction with clause 3.3.21, perhaps there is a case for a higher figure.</i>	Because of conflicting feedback (see below), with arguments for both a higher and a lower percentage consideration, the working party went with the figure in the current policy at Clause B7 of the Assessment Policy (Special Assessment).
3.3.8	BCSS	Any special consideration allowed will not exceed 3% of total assessment in the unit. Comment: <i>If special consideration is to be given in this form, it would be more appropriate to grant up to 3% of</i>	Because of conflicting feedback (see above), the working party went with the figure in the current policy at Clause B7 of the Assessment Policy (Special Assessment).

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		<i>the assessment of the relevant task (e.g., examination), rather than the entire unit.</i>	
3.3.10	JF	Comment: <i>Is “student Centre” the current name?</i>	Changed to Student Central.
3.3.11	BCSS	<p>Comment: This section covers Sections 3.3.5a and 3.3.5b, but NOT 3.3.5c – so how is 3.3.5c supposed to be operationalized? The current assessment policy has the same problem.</p> <p>Which raises the issue of the assessment status of compulsory elements of a unit that do not actually have a weighting attached but which nevertheless need to reach certain standards. For example, the practicals in PSYC200 and PSYC206. These are compulsory (failure to complete at a certain standard means failing the unit), but have no marks attached. So are these to be counted as “assessment” or not? If yes, then this needs to be clarified; we need to know that there can be assessment tasks weighted at zero. Then these tasks can be subject to the assessment policy and assessment appeals policy. Current UNE practice suggests that such tasks are NOT treated as assessment, and this is not a satisfactory situation. If we look at the officially-listed assessment tasks in PSYC200 in the Course and Unit Catalogue, we find no sign whatsoever of the practicals (the Practical Report is not the same as the practicals).</p>	Two issues are raised here: (1) an alleged flaw in the current policy (Clause B4.2), which has been copied into the new draft procedures at Section 3.3.11. BCSS’s advice was sought and the referencing to Sections 3.3.5a, b and c was amended in Section 3.3.11a and b as a result; (2) the question of gateway (hurdle) assessment. This has been included in the draft procedures at Section 1.8. All such gateway assessments, whether marked or simply graded as not/satisfied requirements should be included in new unit and unit amendment proposals for consideration by Academic Program Committee and entry into CAUC. If this is not the case, the School should rectify the problem.
3.3.20	JF	<p>A student who has applied for a special examination but has passed the examination will be awarded the mark achieved in the examination with the option of a special examination.</p> <p>Comment: <i>Need to spell out the</i></p>	Accepted.

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		<i>process</i>	
3.3.20	Linley Cornish	<i>Why would this be the case? Surely the SPE result should be what counts? Otherwise students might be tempted to have another go, knowing their original mark will count if it is higher. That could mean extra work for coordinators if students can make up an excuse for an SPE (and some are good at it!). Counting the higher mark also makes a mockery of their claim that they need to do a Special Exam, if the higher mark is the original mark. If we remark an assignment on appeal, the remarked grade is what counts. I'm not sure if that's a School or UNE policy but shouldn't it be the same for exams?</i>	<p>The working party was split on this issue, but the weight of argument fell towards upholding the higher mark, which has been standard approach in the old science faculty for 20 years, and which was supported by the detailed comments of Dr Robyn Bartel:</p> <p>The basis for the conclusion that I have reached is my reading that the SPE situation is different from the situation where a student asks for a remark and the remark is the mark that is recorded, irrespective of whether it is higher or lower than the original.</p> <p>This is because I consider that a remark is akin to an appeal against the original marker's decision and therefore the remarker's (akin to an appellate court's) decision therefore stands.</p> <p>In the case of a SPE there is no blame or fault able to or being attributed, or merits-decision being made, only a disadvantage being recognised and addressed, and therefore there should be no potential disadvantage of going through the SPE process. Whichever mark is higher should be the mark recorded.</p> <p>Obviously also in the case of abandonment, the higher mark of the two marks should be recorded, and perhaps this situation best illustrates the reasoning behind my conclusion.</p> <p>I suspect also that this is why the new clause is in there, i.e. to make it clear that the SPE situation is unlike the remark situation.</p> <p>To address potential rorting of the system the documentation required to support an application for a Special exam must be set at a sufficient level and administered appropriately (the current and draft procs. say severe disruption and there appear also to be explicit limits like 3.3.22).</p> <p>If there are additional concerns about students attempting to 'game' the system then perhaps further thought needs to be given to addressing this problem.</p> <p>I would also suggest that resourcing would be a potential concern if there are many requests, but again I consider this to be a separate issue.</p>
3.3.21	S&T	Comment: <i>We do not agree with this – should only be applied in exceptional circumstances and decided on a case by case basis.</i>	The working party accepted this view and deleted the clause.
3.3.23	BCSS	Comment: <i>SPE on an SPE no longer allowed. Why is this being proposed?</i>	This proposal is in fact current policy (Section B6.6) and has been an established principle at UNE for at least 24 years.

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		<i>If the case is valid, an SPE on an SPE should be allowed.</i>	
3.3.24	Penny Purvis	3.3.24 Where a special extension of time is granted, the Unit Coordinator may at her/his discretion require the student to complete the required work, substitute alternative requirements, or both. <i>Is it equitable to allow the Unit Coordinator to require the student to complete the required work, substitute alternative requirements, or both – surely that is increasing the assessment requirements for the student?</i>	The 'both' option does involve increasing the assessment requirements for the student but there are situations where the original assessment is compromised by the simple fact that the assessment has been completed by most of the class. In such circumstances the Unit Coordinator may require the original task to be completed, for achievement of the requisite learning outcome(s), while also requiring additional work to be completed to demonstrate that the student has independently worked through material relevant to the original assessment task. A clause has been added to recognise this: <i>3.3.24 Where a special extension of time is granted, the Unit Coordinator may at her/his discretion require the student to complete the required work, substitute alternative requirements, or where the validity of the original task has been compromised, both.</i>
3.3.25	JF	Comment: <i>What does "under the course rules" mean?</i>	Accepted and amended to read '... under the rules of the course of which the unit was the final requirement.'
3.4	Law	Comment: <i>Should some guidelines be provided to coordinators regarding the exercise of their discretion? For instance, should supplementary assessment be granted for equitable reasons or if it is thought that a student has a reasonable chance of passing the assessment?</i>	There are already parameters set within Section 3.4 for the exercise of discretion.
3.4.1	BCSS	Comment: <i>Students can request supplementary assessment if they fall 5% or less short of an overall unit Pass, or Pass on a hurdle assessment. This may put a lot of pressure on unit coordinators. What is the rationale for this? If there is a rationale, why is it not extended to 5% below any grade change? And then we will potentially be in a constant state of assessment.</i>	This new provision is at the Unit Coordinator's discretion and may be applied by Unit Coordinators who think that students who almost meet the unit requirements should be given a second chance without the cost of re-enrolling in the unit.
3.4.1	GH	Comment: <i>I have great concern that this section (3.4) will lead to dramatic increases in workloads of staff as all students with marginal marks will ask for supplementary assessment. HofS</i>	Unit Coordinators concerned about work load need only state in their unit information and assessment overview that they are unable to provide supplementary assessment or resubmission, to avoid the problem. The section is based on SCU Assessment Procedures 3.8.1.1, and the Chair of Academic Board will consult SCU whether there is a workload concern with

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		<i>or delegates have had a dramatic increase in dealing with such requests since % marks became available – this will simply further promote this approach. I don't believe it is justified, if they have failed after 2 pieces of assessment I see no reason to give them a third go. If there are good reasons there are other avenues to use for special exams.</i>	this provision.
3.4.1	ABTLC	In discussion at the May meeting of ABTLC, the committee discussed that a request for a remark is not automatic and could be included as the procedures do not address when a remark is not to be considered. The committee needs to vote on this following reconsideration of this by the working party.	
3.4.5	BCSS	Comment: <i>The same is true for any specific assessment task if specified in the Unit Information beforehand.</i>	This ratifies it in policy.
3.4.5c)	JF	The assessment task is then resubmitted to the original assessor within a specified timeframe. Comment: <i>This might be problematic in the case of casual markers. Could we say 'unit coordinator'</i>	For flexibility, the phrase was deleted. One of the reasons a Unit Coordinator may want to offer resubmission is that, despite moderation, they want some wriggle room around 45–49% when a variety of markers are involved.
3.4.6	BCSS	Comment: <i>This seems odd. Could one not sometimes do better by accepting the failed task and picking up more marks elsewhere? And why disenfranchise, as it were, the other assessment tasks that might have been performed at a perfectly adequate level?</i>	These are valid comments. The working party realised that the resubmission clause was redundant if a supplementary assessment was provided to students who have almost demonstrated satisfactory achievement of the unit learning outcomes. Such supplementary assessment could include resubmission of an assignment marked between 45 and 49%. Hence most of this clause was deleted.
3.4.6	Penny Purvis	3.4.6 A resubmitted assessment task cannot be remarked upon appeal if the resubmitted assessment task is also failed. <i>No appeal for resubmitted assessment task – this is not equitable. Sups should have an appeal</i>	Working party disagreed. Allowing the resubmission provides the student with a better option than a review of the original marking (in effect, the opportunity for a review and an appeal in one). No change.

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		<i>mechanism like all other assessment and should be remarked if necessary.</i>	
New 3.6 With current 3.6 becoming new 3.7 and current 3.7 becoming 3.8	Ben Bible & David Schmude	<p>Comment: <u>Amendment to UNE Assessment Policy</u> <i>In 2004, the University of New England became an endorsed Elite Athlete Friendly University, a scheme established by the Australian Sports Commission to recognize the need for flexibility in study arrangements for students who are involved in sport at an elite level.</i></p> <p><i>As a significant provider of off campus and online education, UNE has increasing numbers of elite athletes undertaking study. With the view to maintain and increase this intake as well as and adequately cater to the needs of these students who are not able to fully adhere to academic deadlines, the proposed amendment to the University's Assessment Policy aims to deliver advocacy and flexibility to elite athletes as identified as such by the Elite Athlete Friendly University Network, or the University itself. UNE recognized the value of combining both sport and higher education to achieve greater life success and this amendment to the Assessment Policy aligns with the Vice Chancellors' strategic vision for the University.</i></p> <p><i>It is recognized that academic standards must and will be rigorously applied.</i></p> <p>Suggested new section: <i>Elite Athletes.</i> <i>When advised that an elite athlete, nominated by SportUNE for such recognition, as defined within the Elite Athlete Friendly University Program of which UNE is a member, is involved in appropriate high level competition or</i></p>	<p>Advice from The Academic Secretary, Andrew St John Brown is attached to this document (Attachment B), and was provided by circulation to working party members before the following responses were received.</p> <p>JF: In principle I agree with this suggestion, though would like the conditions to be the same as for special extensions of time (Procedures 3.3.9). This takes into account the specific problems related to compulsory practical experience/practicum/praxis. It would also make the wording more explicit.</p> <p>Suggested wording – something like: <i>Elite Athletes.</i> <i>When advised that an elite athlete, nominated by SportUNE for such recognition, as defined within the Elite Athlete Friendly University Program of which UNE is a member, is involved in appropriate high level competition or compulsory training, the University will attempt to extend deadlines for submission of assignments and other assessments consistent with special extensions of time (3.3.9).</i></p> <p>Agreed to by several members of the working party, so the suggested wording was incorporated.</p>

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		<i>compulsory training, the University will attempt to extend deadlines for submission of assignments and other assessments. Where extensions are possible, the maximum period of extension for completion of remaining work will be the end of the next trimester.</i>	
3.8	Penny Purvis	<i>Aegrotat – 3.8.1 – it is highly likely that a terminally ill student who is close to death won't be enrolled. Perhaps 'were enrolled' is better wording than 'are enrolled'.</i>	<i>Accepted. Suggest insertion: in which they were or are enrolled or an approved exit pathway award.</i>
3.8.2	PVCA	<i>It isn't very clear about how the PVCA would be able to do this. I am assuming there will need to be liaison between the Director of SAS and the PVCA based on the progression report. If the purpose of this clause is to have the PVCA sign off, then it would be better framed as 'Following a review of the student's progression report supplied by the Director of SAS, the PVCA will inform the Director of SAS whether the student would clearly have completed ...'</i>	<i>Accepted.</i>
3.8.4(b)	Linley Cornish	<i>In reference to the aegrotat, couldn't a family member also attend Graduation to receive the award? Would that matter to us? (They might film the ceremony to show the ill graduate.) So could it say: 'ceremony that the student or family member is able to attend'? I know it's a small point but getting a degree and graduating is a really big deal for a lot of families.</i>	<i>SA&S strongly endorsed this amendment, so accepted.</i>
3.9.1	Working Party	<i>3.9.1 The Unit Coordinator is responsible for: (d) weighting the examination between 30% and 670% (inclusive) of the aggregate mark for the unit;</i>	<i>This change is necessary given acceptance of the change to Section 1.4.2(a).</i>
3.9.2	PVCA	<i>b) and e). Why do we need e) given b)?</i>	<i>Agreed. Working party agreed to delete (e) and refer to 'Board of'</i>

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		3.9.2 The Head of School is responsible for: ... (b) holding an examiners meeting to discuss and approve unit results (marks and grades); ... (e) 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.	Examiners in (b).
3.10	Working Party	<i>Working Party was concerned that not all conflicts of interest, apparent or actual, may be covered by this clause.</i>	Working party agreed to the more generic: <i>3.10 Staff-Student Relationships In the exercise of academic assessment staff are reminded of the requirements of the University's conflict of interest policy and procedures.</i>
4.3	JF	In relation to the marking of assessment tasks, appropriately qualified academic staff means employees who already have a degree in the relevant (or a cognate) discipline at the Australian Qualification Framework (AQF) level at which they are marking (i.e. qualified to at least one AQF level higher than the course of study being taught) or who have equivalent professional experience. Comment: <i>I may be misreading this but it seems contradictory</i>	Fair comment. In the light of the April 2014 release of the new draft Higher Education Standards Framework (HESF), this was changed to: 4.3 In relation to the marking of assessment tasks, appropriately qualified academic staff means employees who already have a degree in a relevant discipline at least one Australian Qualification Framework level higher than is awarded for the course of study being taught, or who have equivalent relevant academic or professional experience and expertise. 4.3.1 Some parts of a course or unit of study may be taught by teachers who do not meet Clause 4.3 in its entirety where necessary to meet a particular educational need or as part of career development in teaching (such as practitioners or higher degree students, who do not hold a qualification higher than awarded for the course of study), provided their teaching is supervised by staff who meet Clause 4.3.
4.3.1	PVCA	<i>Rather than '...taught by teachers...', I think it should be 'taught by staff'.</i> 4.3.1 Some parts of a course or unit of study may be taught by teachers who do not meet Clause 4.3 in its entirety where necessary to meet a particular educational need or as part of career development in teaching (such as practitioners or higher degree	Accepted.

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		students, who do not hold a qualification higher than awarded for the course of study), provided their teaching is supervised by staff who meet Clause 4.3.	
4.4b)	Yoni Ryan & Darien Rossiter	<i>Insertion:</i> 4.4 Staff who are to mark assessment tasks must: ... (b) share a common understanding <i>through professional development and moderation</i> of assessment practices in the unit; ...	The working party thought that additional means would be appropriate here, and so chose not to accept the insertion for lack of comprehensiveness.
4.5.3	Law	Comment: <i>We believe that this section questions academic integrity and should therefore be deleted.</i>	This is necessary to ensure that the HESF requirement for external benchmarking of grading of assessment is met. Section 5.3.3 of the new draft HESF states: 3. Review and improvement activities include regular external referencing against comparable courses of study, including by referencing ... b. the grading of students' achievement of learning outcomes for selected units of study within courses of study. External benchmarking of the grading assessment will become necessary for all courses.
4.6.1	Penny Purvis	4.6.1 Staff must not be responsible for the assessment of any student with whom they have, or have had, a family, personal or other significant relationship. <i>4.6 Responsibilities re marking 4.6.1 is redundant as it is already covered in 3.10: Staff must not be responsible for the assessment of students with whom they have, or have had, a family, personal or other significant relationship.</i>	See response under Section 3.10 above. The working party thought that it was appropriate to retain the more generic conflict of interest statement in both places (4.6.1 and 3.10).
4.6.2a)	To meet TEQSA re-registration conditions	Insert after 'tasks', 'and maintain records of moderation processes', and change reference to 4.9 instead of 4.8	Accepted.
4.6.2d)	Yoni Ryan & Darien Rossiter	<i>Comment and deletion:</i> 4.6.2 Unit Coordinators are responsible for: ... (d) maintaining records of student results for all assessment tasks;	The deletion is not accepted as the working party wants to encourage staff to use Gradebook within Moodle, but not so that the Head of School can scrutinise marks at will.

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		<i>preferably in a centralised database such as the learning management system; ... This surely must be electronically available for scrutiny by the HOS?</i>	
4.6.2e)	BCSS	Comment: <i>A restriction on a practice that has been useful in the past.</i>	This clause was taken directly from current policy (Clause D2.11e), but the working party agreed to delete the clause beginning with ‘, noting that posting marks ...’.
4.6.2g)	BCSS	Comment: <i>These decisions should be made at the discipline level. Honours is a critical year, the circumstances of which vary from discipline to discipline, and should be left in the hands of the academics involved. The assessment of the most important assignment a fourth year student will produce should be based on discussion within the discipline, and not be determined by a system imposed by those who have nothing to do with the discipline.</i>	Notwithstanding that this clause accords with the current Assessment Policy (Section D2.11g : ‘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.’), the reference to Honours theses has been deleted from this clause and the less prescriptive assessment recommendations from the 2012–13 Honours Review Working Party included in Section 4.5.
4.7.2	Law	Comment: <i>We would prefer that the words ‘and preferably within 21 consecutive days’ should be deleted. It is our view that the inclusion of these words would put undue pressure on coordinators of large units.</i>	Accepted, clause deleted. This clause reverts to the position in the current Assessment Policy.
4.7.2	Yoni Ryan & Darien Rossiter	Comment: <i>4.7.2 Returnable assessment items (other than scripts from supervised examinations) should be marked and returned to students within 30 consecutive days after the final date for submission or extension date. Surely ‘in time for students to reflect on and take appropriate action to improve their results’?????</i>	The working party agrees with the sentiment expressed by the external experts and has modified the clause thus: <i>4.7.2 Returnable assessment items (other than scripts from supervised examinations) should be marked and returned in time for students to reflect on the feedback and improve their performance in subsequent submissions, and within 30 consecutive days after the final date for submission or extension date.</i>
4.8.1	Yoni Ryan & Darien Rossiter	Insertion: <i>4.8.1 Feedback is an assessor’s evaluation of student work in relation to how well the student has met the assessment criteria and therefore the unit learning outcomes and graduate attributes associated</i>	The working party agrees that is desirable to encourage staff to use assessment rubrics, where appropriate. The insertion was accepted but modified to read: ‘..., and can be detailed through a rubric where appropriate’.

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		<i>with the task, and should be detailed through a rubric.</i>	
4.8.2	BCSS	Comment: <i>Does this include multiple-choice exams? Should students not be required to make a case?</i>	Yes, this would include exams with a large multiple-choice component. Students are legally entitled to their marked scripts under Freedom of Information, so this provision acknowledges that right and is consistent with the ethos of supporting student learning; reference could be made here to the draft Academic Assessment Appeals Procedures.
4.8.4b)	Yoni Ryan & Darien Rossiter	4.8.4 Feedback should be timely and developmental if students are to maximise engagement with unit requirements. Such feedback can fall into two broad categories: ... (b) after each assessment task (excluding invigilated examinations) so that students have sufficient opportunity to use feedback for improving subsequent performance. <i>Within a specified time period??????</i>	The maximum time period has already been specified in Section 4.7.2 (30 days). No change.
4.9	Yoni Ryan & Darien Rossiter	<i>Insertion: 4.9 Moderation of assessment marking standards</i>	Accepted.
4.9.1	LIH	4.9.1 If someone is marking on their own, should they moderate with a colleague for the purpose of benchmarking?	Moderation, by definition in the policy and procedures, involves more than one marker. See definition of 'moderation' and add 'of the same assessment task' after 'consistently applied by different markers'. LIH is referring to the internal benchmarking of assessment grading in units, which the working party proposes should occur every three years as part of the internal peer review of all units on a rolling basis, and to external peer review of unit assessment grading, which the working party believes should occur every six or seven years as part of external unit review or course review respectively.
4.9.3	Health	Comment: <i>Moderation where there is a single marker, should still be a requirement, especially in relation to items listed in 4.9.3, this could be managed by the course coordinator.</i>	Internal and external benchmarking of assessment grading will meet these requirements (see Sections 1.8 and 8 of these procedures). The Health comment doesn't refer to moderation as defined in these procedures.
4.9.4	To meet TEQSA re-registration requirements	Insert a new (b), making current (b) the new (c). “(b) lodging records in TRIM of the moderation processes used in a unit, at the conclusion of each teaching period;”	Accepted. The working party sees the need to develop a shortcut or template for this, and/or enlist School AAs to help manage the TRIMming of this task. The working party has requested that guidelines and/or a proforma be developed for Unit Coordinators to facilitate the recording of this information.
4.9.5a)	Yoni Ryan &	<i>Insertion: 4.9.5 For the purposes of</i>	<i>The external experts assume that use of rubrics is mandated by the</i>

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	Darien Rossiter	moderation: (a) the assessment criteria <i>and rubric</i> must be distributed to all markers prior to moderation of marking of the assessment task;	procedures, which is not the case, although the working party would like to encourage staff to use rubrics. The working party therefore adopted the following wording: <i>(a) the assessment criteria (and rubric, if used) must be distributed to all markers prior to moderation of marking of the assessment task;</i>
4.9.5b)	Yoni Ryan & Darien Rossiter	<i>Insertion:</i> 4.9.5 For the purposes of moderation: ... (b) assessment criteria <i>and the rubric</i> are the elements by which the quality of student work is judged;	The external experts again assume that use of rubrics is mandated by the procedures, which is not the case, although the working party would like to encourage staff to use rubrics. The working party therefore adopted the following wording: <i>(b) assessment criteria (and rubric, if used) are the elements by which the quality of student work is judged;</i>
4.9.5c)	Yoni Ryan & Darien Rossiter	<i>Insertion:</i> 4.9.5 For the purposes of moderation: ... (c) standards <i>outlined in the rubric</i> describe the levels of achievement attained;	The external experts again assume that use of rubrics is mandated by the procedures, which is not the case, although the working party would like to encourage staff to use rubrics. The working party therefore adopted the following wording: <i>(c) standards (such as those outlined in a rubric) describe the levels of achievement attained;</i>
4.9.5e)	Who?	Comment: <i>May we suggest a change of wording: The sample of papers selected for moderation should be a minimum of three (3), and cover a spread of grades.</i>	The wording was changed to that suggested, except the final clause from the current Assessment Policy was retained: ‘agreement on standards against the assessment criteria’, which the working party considered important for quality assurance purposes.
4.9.5e)	Yoni Ryan & Darien Rossiter	<i>Insertion:</i> 4.9.5 For the purposes of moderation: ... (e) the sample of papers selected for moderation should be a minimum of three (3) and cover a spread of grades <i>from Fail to High Distinction</i> , prior to markers discussing and agreeing on standards against the assessment criteria.	The external experts assume that student submissions will span Fail to HD, which is not necessarily the case. The working party accepts that moderation should target ‘the’ spread of grades among the submissions rather than ‘a’ spread of grades, and modified the clause accordingly.
4.10.1–4.10.3	Working Party	<i>The draft procedures were somewhat at variance with the Academic Assessment Appeals Procedures, approved by Academic Board in August 2014.</i>	The relevant clauses have been amended for closer alignment with the recently approved Academic Assessment Appeals Procedures.
4.10	Penny Purvis	4.10 Marking	The working party disagrees with the assumption that the original

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		<p>4.10.4 Only a single remark will be permitted, and the result of the remark will be recorded as the final mark for that assessment task, irrespective of the original mark.</p> <p><i>Using the remark as the final mark is not equitable if the remark is less than the original mark. The student has already had to demonstrate that the original marking was unfair or inconsistent with the marking guidelines. It is a double whammy if they then receive a lower mark.</i></p>	<p>marking must have been unfair or inconsistent with the marking guidelines for the formal review (remark) to have been undertaken. Since an alternative marker is involved in the remark, the student has to accept the result of the appeal, no matter what the conclusion. Apart from upholding principles of natural justice and the integrity of the appeal process, the potential outcome of a lower mark may deter vexatious formal appeals.</p>
4.10.3	Linley Cornish	<p><i>Ten days isn't long enough given that the student has to contact the Unit Coordinator first, and wait for a ruling. It should perhaps be ten days from the verdict of the Unit Coordinator. The way it is, a student can request an informal assessment via the UC and at the same time request a formal remark via the Student Grievance Unit. Could get complicated and waste people's time unnecessarily. Given that the UC has to find another staff member to remark the assignment, ten days is rarely likely to be achievable.</i></p>	<p>The clause reads:</p> <p><i>4.10.3 A formal request for remarking must be addressed to the Student Grievance Unit by the student within ten working days of receipt of the original marked assessment task.</i></p> <p>This section has to be consistent with the Academic Assessment Appeals Policy and Procedures, just approved by Academic Board. Restricting the period to ten days will encourage staff to act on informal requests for review of assessment quickly, otherwise they may find themselves responding to both informal and formal requests. No change.</p>
4.11.3	SHum	<p>The Board of Examiners meeting is comprised of appropriate Course and Unit Coordinators and is convened and chaired by the Head of School (or nominee).</p> <p>Comment: <i>Should it be the HOS or the Chair of the School T&L Committee?</i></p>	<p>The working party agrees that, in practice, it will be more often the Chair of the School T&L Committee or the Deputy Head of School (Academic), but neither of these positions is formally recognised by the University in the form of position descriptions (as yet). So until such time as the roles of these positions are formally defined (and rewarded if appropriate or at least acknowledged), we prefer to play safe and defer to the HoS or nominee.</p>
4.11.7	SHum	<p>The Chair of the Board of Examiners meeting must submit a brief summary report to the next meeting of the Academic Board Teaching and Learning Committee for consideration and discussion, and thence to the Academic Board.</p> <p>Comment: <i>This seems entirely new.</i></p>	<p>The working party envisages a one-page tick-a-box template that assures the AB Teaching and Learning Committee that the Board of Examiners meeting has considered the five or so QA issues that are appropriate, with a box to record any issues that the BoEx has considered and resolved or is continuing to work on, signed by the Chair and HoS. For an uncomplicated meeting, five minutes work. The working party proposes that such a guideline and proforma be included as an appendix to the procedures for the use of chairs of BoEx. The reason for this additional</p>

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		<i>What is the purpose? What would be required? Is it really necessary?</i>	requirement is the University must ‘close the loop’ on its QA mechanisms ... if there are issues that BoEx are leaving unresolved, the AB Teaching and Learning Committee must know about them and help resolve them, or escalate them.
4.11.7	BCSS	Comment: <i>Another additional task. For what purpose?</i>	See previous comment.
4.11.7	JF	Comment: <i>Do I know about this? It means that the ABTLC meeting following Board of Examiners meetings will have up to 10 summary reports to consider in addition to the usual work. Some sort of template would help.</i>	A template is sensible, and one will be attached as an appendix to these procedures. See the earlier response above to SHums, at 4.11.7.
4.11.7	Working Party	<i>Following on from previous comment ...</i>	A template has been added at Appendix 2.
4.11.7	PVCA	<i>With the senior executive restructure, the PVCA requested that the Board of Examiners reports go to her office, and that she be tasked with reporting an annual summary to the Teaching and Learning Committee.</i>	Accepted. Clause 4.11.7 was amended accordingly, and a new clause added, defining the scope of the annual report to ABLTC (and Academic Board): 4.11.7 <i>The Chair of the Board of Examiners meeting must submit a brief summary report to the Office of the Pro Vice-Chancellor (Academic) for noting or action, as required (Appendix 2).</i> 4.11.8 <i>Based on the Board of Examiners reports, the Pro Vice-Chancellor (Academic) will submit an annual report to the Academic Board Teaching and Learning Committee (and after due consideration and debate, to the Academic Board) on:</i> <i>(a) the conduct and quality of assessment practices across the University;</i> <i>(b) any issues with the awarding of marks, grades, Honours results and recommendations for University medals, and</i> <i>(c) any actions taken to improve assessment outcomes.</i>
4.14	Health	Comment: <i>‘Carrying forward’ practice needs to be seen within the context of a student’s achievements in a particular teaching period. It is poor practice to leave this decision to an individual unit coordinator where the student may have failed in a number of units. Individual unit coordinators views may be taken into account in the overall decision, but students in this situation should be advised about their</i>	The working party agreed with this view and changed the clause to read: The practice of ‘carrying forward’ a student’s marks in assessment tasks that the student passed in a previous enrolment in a unit and applying them to the current enrolment, assuming equivalent assessment tasks between different offerings of the unit, is at the Course and Unit Coordinators’ discretion and must be approved by both. If a Unit Coordinator allows this, advice to this effect must be included in the unit information and assessment overview.

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		<i>program of study following consultation with the course coordinator or academic advisor in a particular school. Experience shows that students are prone to playing unit coordinators off against one another in relation to carrying forward marks from previous attempts in a unit.</i>	
5.2.2	JF	Comment: <i>Will WN definition need to be amended in light of the decision not to allocate a zero thus excluding the result from contributing to the calculation of a student's GPA?</i>	The working party deemed that the definition of WN ('Withdrawn after the Date Prescribed in the Principal Dates and Deemed to have Failed') remained appropriate, as this would appear on the student's academic transcript. This is despite changing the GPA value attracted by the grade to nothing (as opposed to zero).
5.2.2	BB	Comment: <i>Some of the administrative grades in Section 5.2.2 require explanation, for example "SR" and "UP".</i>	The working party has sought clarification about the distinction between S and SR and UP, and U and RNS, and the situations where a Unit or Course Coordinator would use one or the other. The working party is also aware that some of the grades are historical and no longer used, but which continue to appear on student academic transcripts and thus must continue to be recorded. The working party is seeking a list of these so they can be distinguished as such in this section of the procedures.
5.2	Trevor Edgar (TE)	Comment: <i>Insert ")" after "fulfilled"</i>	The parenthesis is in the correct place.
5.2-5.3	PVCA	<i>With respect to the awarding of points for grades, I think there is a problem with the handling of W/WN . On p. 21 we define W – as 'Withdrawn – no value on the GPA scale'. W is not represented in section 5.3.1 on p. 22. Instead, we have WN which by our own definition in 5.2.2 is 'withdrew after the date prescribed in the Principal dates and deemed to have failed' and yet we have it listed as No numerical score in 5.3. This is unacceptable. We need to treat it as we do any other grade which is deemed to have failed, that is to allocate 0. So section 5.3 needs to include W – no numerical score; WN – 0</i>	Accepted.
5.3.1	JF	Comment: <i>"US" has no definition under 5.2.2</i>	US is defined in Section 5.2(h).
5.3.1	A/Prof Josie	Concern about giving WN no numerical	See below.

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	Fisher	<i>score instead of 0 in GPA calculation.</i>	
5.3.2	SHum	<i>Comment: We strongly object to no numerical score being attributed to WN, WFN and WUN grades. The present system of a zero (0) score should be retained – these are, after all, failing grades. At least one of these can be a result awarded because of plagiarism. As such there needs to be some kind of penalty attached. Since 'show cause' is triggered by a GPA falling below 3 (see section 6.2.1), if the 'no numerical score' proposal was accepted, then a student with a series of WN results would not be required to show cause. That is an issue. If the concern is not disadvantaging students by bringing forward the date for withdrawal without academic penalty, then we should allow students to make a case for retrospective withdrawal without penalty. Finally, in the context of no more faculties, does the WFN result still exist? Perhaps a 'Withdrawn for School' result instead? Or we just make do with a WUN result?</i>	The working party agreed to reverting the GPA values of WFN and WUN to zero, but chose to maintain the WN result as nothing (rather than zero) to assist students who are struggling and withdraw late from a unit to avoid attracting a request to show cause. This would avoid the extra work for Course Coordinators and SA&S involved in reverting the GPA value to zero but allowing students to make a case for retrospective withdrawal without penalty, of which there were probably several hundred cases approved in 2011. The 'penalty' of WN would thus be the listing on the student's academic transcript of the result of withdrawal with failure. The working party notes that if the GPA value of WN is zero, there is no point in retaining the grade, because the grade is the same as an NI.
5.3.1	Josie Fisher	<i>I believe this is unjustifiable for reasons already discussed. In summary, the change could lead to the absurd case of students withdrawing with academic penalty (WN = no numerical GPA score) instead of failing to complete the unit - NI which scores 0. It could also encourage students to withdraw with academic penalty instead of failing the unit (again the difference between a GPA of 0 for a N, and no numerical score for a WN. It also begs the question of what 'withdrawal with academic penalty' means if no GPA is allocated to it. Moreover, when I did a quick sector</i>	Accepted.

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		<p><i>scan, it seems the UNE is out of line with many other institutions with relation to the GPA allocated to fails (depending on the mark, a fail is allocated a GPA of up to 2), and I suggest that a more thorough review of GPAs needs to be undertaken. To simply change WN from 0 to no numerical score is unjustifiable in isolation from a wider review. SAS would still have the ability to assess on a case-by-case basis instances where a W is warranted rather than a WN, though I would hope these would be small in number. Suggest that the Show Cause procedure may need to be revised if the retention of allocating 0 to a WN creates problems. As John Kleeman's advice confirmed, there is no impact on data reported to the Commonwealth if we retain 0.</i></p>	
5.4.2	TE	<p>Comment: Change “Student Centre” to “Student Administration and Services”</p>	Done.
5.4.2.1	TE	<p>Comment: Change to: 5.4.2.1 Details of these grades are listed on the university's official academic transcripts and from the Examinations and Results Unit of Student Administration and Services.</p>	Done.
5.5.2	TE	<p>Comment: Change “The Grade Point Average GPA i:” to “A Grade Point Average (GPA) is:” , and remove “is” at beginning of d)</p>	Done.
New 5.5.3, so that current 5.5.3 b3comes 5.5.4	TE	<p>Comment: Insert: 5.5.3 A Period Grade Point Average (GPA) is: a numerical score that summarizes the student's academic performance in a course over a specified period of time, usually defined as one or more teaching periods, and used to chart a</p>	Accepted and included.

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		<p><i>student's progression remains static once calculated for the defined period of time</i></p> <p><i>the sum of the points deriving from the grade point scale achieved in each unit undertaken multiplied by the credit point value of the corresponding unit and divided by the total credit points attempted during the defined period of time.</i></p> <p><i>used in monitoring student course progression and is a trigger for the Early Intervention Strategy.</i></p>	
Current 5.5.3 becomes 5.5.4	TE	<p>Comment: Amend to:</p> <p>5.5.4 Student Administration and Services is responsible for:</p> <p>a) calculating the grade point averages;</p> <p>b) generating reports on students 'at risk';</p> <p>c) generating reports on international students 'at risk' for UNE International.</p>	Done.
6.1-6.3	SA&S and UNE International	<p><i>SA&S has been developing its capacity to detect and advise students whose satisfactory course progression may be or is at risk. LIH will have the capacity by T1 2016 to automate email advice to students who fail the first assessment task in a unit or fail to submit the first assessment task (provided staff are using Gradebook in Moodle). UNE International Services updated its Early Intervention Strategy for coursework international students in May 2011, but the updates have not been captured in the current Assessment Policy. Accordingly, Section 6 has been rewritten compared to the earlier draft to accommodate all these changes.</i></p>	See amended procedures, Section 6.
6.1	JF	<p>Comment: What is the University's</p>	The strategy spelled out in this section and in current policy (Annex D) at

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		<i>Early Intervention Strategy?</i>	Section D3. We have tried to make it clearer that this section <u>is</u> the Strategy.
6.1	BCSS	<p>Comment: <i>Should unit coordinators take on the responsibility of chasing up students who meet the criteria listed in 6.1.1? Across the schools there are already procedures used to reduce attrition prior to the census date, where students who are showing a lack of engagement with the unit are invited to contact the unit coordinator. But ultimately it is the responsibility of each student to decide what they want to do. It should not be the job of the unit coordinator to be actively seeking these students out. Unit coordinators have enough other jobs to do, and it is an intrusion upon the student. Arguably, it is in the best interests for the student to take responsibility for their own attendance at university, and life in general.</i></p>	<p>The Higher Education Standards panel has tried to harmonise the student support provided to international and domestic students at risk in the new draft higher education standards:</p> <p>1.4 Progression</p> <ol style="list-style-type: none"> 1. Methods of assessment or monitoring that determine progress within or between units of study or in research training validly assess progress and, in the case of formative assessment, provide students with timely feedback that assists in their achievement of learning outcomes ... 3. Processes for identifying students at risk of unsatisfactory progress and providing specific support are implemented across all courses of study. <p>Section 6.1 section translates the requirements of the National Code 2007 Standard 10 for international standards. The working party feels it is time to make the requirements formally mandated only for international students but extendible to domestic students at the Head of School's discretion under current policy, applicable to all students in a unit rather than just international students. To facilitate this task for Unit Coordinators, the working party proposes an email proforma that can be sent to each student that fails or does not submit a response to the first assessment task in a unit. If each email is automatically copied to the Course Coordinator, they will be available to identify students at risk across more than one unit and intervene as required. LIH may be able to automate such a letter in due course if a student fails to receive a pass mark or greater for the first assessment task in a unit.</p>
6.1	Law	<p>Comment: <i>We believe the inclusion of this section is commendable, but we would like to suggest that the University should consider how this initiative can be resourced. In a large unit with 300 or more students, this initiative would involve a unit coordinator in a significant additional work load. It also has implications for administrative staff. Some attention needs to be given to the relationship between unit-level intervention and course-level</i></p>	<p>See previous comment. The working party believes that each Unit Coordinator must accept some responsibility for the students who are struggling early in their unit. Having said that, the working party proposes that an automated email facility within Moodle be considered for development. In the interim, a proforma email modelled on Section 6.1.2 is suggested.</p>

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		<i>intervention. The procedures here will result in duplication of effort where a student is performing poorly in multiple units and do not provide for the course coordinator to be involved until the risk has manifested itself in a low GPA.</i>	
6.1	Health	Comment: <i>It is very pleasing to see an early intervention strategy in the guidelines. However, it would be very helpful to ensure that actions are recorded on the student's file of interventions recommended, and that there is a progressive level of interventions related to ongoing issues. Sydney University has an excellent 3 stage intervention strategy.</i>	The working party thanks Health for this advice but notes that this is not a proactive early intervention strategy, rather it is management of the show cause process albeit with one or two stages of warning messages (we have one warning level as does USyd for students within their first two years of study). By involving the Course Coordinator in early intervention, it is expected that a holistic appraisal of a student's performance and advice will be documented.
6.1.1	Law	Comment: <i>The use of the words 'at risk' implies a duty of care, and therefore may attract a liability claim against staff.</i>	This is the terminology used in the National Code 2007, and has a standard meaning.
6.1.1a)	Yoni Ryan & Darien Rossiter	<i>Insertion: 6.1.1 A student is potentially at risk of inadequate course progress where the student is: (a) not attending required classes or completing online requirements, or accessing the unit website materials and activities as identified in LMS data analytics; ... The Dashboard application surely records such lack of access?</i>	Accepted.
6.1.2	JF	"Where a student is identified..." Comment: <i>By whom?</i>	The current Assessment Policy (Annex D) is explicit: it is the Unit Coordinator.
6.1.2	Law	Comment: <i>We suggest that unit coordinators will not have information about many of the options listed. We would also suggest adding in two additional options: that the student spend more time on their studies and that the student enrolls in fewer units. Many students who end up 'at risk' are, quite simply, not allowing themselves sufficient time to study.</i>	The working party is updating this list and will provide sufficient information to make it clear to Unit Coordinators where students should turn to for such services. The extra two suggestions have been included.

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6.1.2a)	TE	Comment: Change “require” to “required”.	Done.
6.1.2(i) and (j)	Linley Cornish	<i>Need to change the wording of 6.1.2 (i) from ‘directed’ to ‘access the relevant UNE service area as directed by the Unit Coordinator’. However I’m not sure what these service areas are apart from the ASO. Point (j) doesn’t follow on from the ‘to’ introduction either but it’s not such an issue.</i>	Accepted; new wording in Section 6.1.1: <i>(i) access the relevant UNE service area, or</i>
6.1.3	PVCA	<i>The clause is in the passive form. Who should send the email? I have raised the workload issues of this approach with Nick and we have considered the question of how this can be automated through Moodle, but in the meantime, the question remains if we require this, we need to be clearer how this will be managed. Perhaps 6.1.3 should be: To meet the University’s Early Intervention Strategy, the Unit co-ordinator or nominee will email every student who fails or fails to submit.</i>	Greg Winslett (LIH) has indicated that this can be automated through Moodle (provided staff use Gradebook in Moodle) before T1 2016, so the impost on staff should be minimal. Suggest accept PVCA’s revised wording.
6.1.3	TE	Comment: Delete current e) and change current f) (new e) to: seek assistance such as attending counselling; with personal issues which are influencing progress:	Done.
6.2	BCSS	Comment: This would require that course coordinators monitor all students in their course, and contact them if the student’s GPA falls below 3. Apart from the issue of individual responsibility on the part of the student, how is a course coordinator to be aware when individual students fall below a GPA of 3? Course coordinators are notified by SAS of Show Cause cases concerning inadequate progression (GPA of 2 or less), but this is a different set of	BCSS is correct. SAS handles these procedures, and the appropriate changes have been made.

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		<i>cases. If students who fall below GPA of 3 are to be identified, it should be done by SAS along the same lines as a Show Cause for Academic Progression. They can receive a form letter inviting them to contact the course coordinator, or seek one of the services offered by Student Assist.</i>	
6.2.2	TE	Comment: <i>Change to: 6.2.2 A student whose Course GPA and most recent Period GPA is 3 or less is subject to the Minimum Course Progression requirements. A student whose Course GPA is 3 or less but whose most recent Period GPA is greater than 3 will not be subject to Minimum Course Progression requirements.</i>	Done.
6.2.2	Josie Fisher	6.2.2 <i>A full-time student is at serious risk of failure to make satisfactory course progress where the student has ... Two comments – 1. why limit this to full-time students (especially given the notion of ‘full-time is less easily defined in a trimester model)? and 2. Why introduce the descriptor ‘serious risk of failure’ is this a second criterion above the GPA of 3?</i>	<i>These comments are superseded by the revisions to Section 6.</i>
6.2.4	TE	Comment: <i>Delete current e) and change current f) (new e) to: seek assistance such as attending counselling; with personal issues which are influencing progress:</i>	Done.
6.2.5	JF	Comment: <i>It seems these actions are time-critical, so shouldn’t timelines be included?</i>	Agreed. SA&S has been consulted on this point.
6.2.7	JF	Comment: <i>How is this to be coordinated with the Course Coordinator’s responsibilities?</i>	Course Coordinators currently manage these processes in conjunction with SA&S.
6.2.12c)	JF	Comment: <i>I thought the show cause process was handled by SA&S.</i>	Correct, show cause is managed by SA&S.

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6.2.4	TE	<p>Comment: <i>Change a) and c) so that 6.4 is now:</i> 6.4 A student who does not make adequate progress in a course must be: warned by Student Administration and Services if their Course GPA and most recent Period GPA is 3 or less; enrolled subject to conditions set by the Course Coordinator if their GPA is 3 or less; excluded by the Course Coordinator from the course for a stated period if their Course GPA is 2 or less and their most recent Period GPA is 2 or less after two teaching periods in which they enrol.</p>	Done.
6.10	TE	<p>Comment: <i>Insert “and most recent period” between “current course” and “GPAs”</i></p>	Done.
6.11	TE	<p>Comment: <i>Change to:</i> 6.11 <i>Student Administration and Services is responsible for:</i> <i>warning students in writing by email or letter if they are not making adequate progress;</i> <i>advising students in writing by email or letter that they will be enrolled subject to conditions set by the Course Coordinator;</i> <i>asking students in writing by email or letter to show cause why they should not be excluded or have their enrolment terminated if they have not met the minimum progression requirements;</i> <i>advising students if they have been excluded or not, and, if excluded, for what stated period of time.</i></p>	Done.
7	Andrew St. John-Brown	<i>Delete?</i>	Given current discussion over whether the Academic Assessment Appeals Policy or International Student Appeals Policy takes precedence for international coursework students, this section was deleted. It added

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			nothing by way of policy or procedures.
8.1	BCSS	<p>Comment: <i>Unit coordinators will be responsible for the monitoring and review of assessment activities: Self-review and monitoring each year. Peer review of all assessment tasks every 3 years Review by School TLC and Course Profile Planning Committee External course reviews At one level this might be considered what unit coordinators do in the development and maintenance of their units. But if it means anything more explicit (e.g., every three years) then it does seem rather excessive, and returns us to the problem of reduced time for research and teaching.</i></p>	Formal documentation of such processes is now required to demonstrate UNE's compliance with the Higher Education Standards Framework (HESF 2011 and 2014). The provisions for assessment monitoring, review and benchmarking will be synchronised with the new Academic Quality Management Policy (AQMP) and Course and Unit Monitoring and Review Procedures, when these are finalised and approved.
8.1a)	SHum	<p>self review and benchmarking of assessment tasks by the Unit Coordinator each year Comment: <i>Annual benchmarking seems excessive and has workload implications.</i></p>	Agreed and amended in relation to the specific requirement for annual benchmarking. However, annual self-review is part of current policy and retained.
8.1b)	SHum	<p>peer review and benchmarking of all assessment tasks in a unit by an academic colleague in the same or a cognate discipline every three (3) years; Comment: <i>Again seems excessive. Is this really necessary? Has anyone considered the workload implications and costs of the assessment monitoring cycle that is being proposed?</i></p>	See the earlier response to BCSS (8.1). The main debate as to what is required to meet the HESF with regards to unit and course monitoring, review and benchmarking has begun with the revision of the AQMP and associated procedures. These assessment procedures will need to be harmonised with the corresponding sections of the AQMP and procedures when the latter are finalised and approved.
8.1b)	PVCA	<p><i>The RUN group are looking at piloting an external benchmarking project for assessment, but we are to yet to be so prescriptive about the unit assessments being done every 6 years. We may chose to go through a sample process rather than a full external</i></p>	Accepted.

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		<i>review on a 6 year cycle. I think we should omit the clause 'and by a colleague external to the University every 6 years as the colleague review in the first clause could be external.</i>	
8.1b)	Yoni Ryan & Darien Rossiter	<i>Amendment: (b) peer review and benchmarking of all assessment tasks in a unit by an academic colleague in the same or a cognate discipline every three (3) year offering</i>	The requirement for peer review and benchmarking of assessment tasks is new to UNE. Given the responses of Humanities and BCCS above, the working party thought that every three years (rather than every offering) was a sensible compromise. No change.
8.1c)	SHum	review by the School Teaching and Learning Committee Comment: <i>There seems to be some blurring of responsibilities of the HOS and the T&L Committee.</i>	The working party observes that the responsibilities of the School teaching and learning committees are undefined in policy. It would be useful if Academic Board were to define their responsibilities and clarify the demarcation of roles.
8.1d)	Yoni Ryan & Darien Rossiter	<i>Amendment: (d) external benchmarking and peer-review of unit assessment as part of comprehensive external course reviews, at least every seven (7) five (5) years.</i>	Accepted. Mandated course reviews and external benchmarking of assessment are new to UNE. The PVCA has indicated her agreement with the external professors and her preference for mandatory five-year external reviews rather than the seven years in the Proposed Standards Framework published in April 2014.
8.1.2	Law	Comment: <i>The requirement that unit coordinators are 'expected' to communicate the outcome of annual benchmarking reviews with students who provide feedback under 8.1.1a 'where practical' could be removed as the circumstances in which it will 'be practical' are very few. All student evaluations are anonymous – so identification of who actually provided feedback is impossible, never filled out by all the class, with regard to assessment often heavily influenced by an individual student's performance and only available to coordinators after students have been removed from the relative moodle sites – making communication with them not very practical. Students who make official complaints already receive an individual response.</i>	This provision has been amended to a generic requirement for a statement in the unit information and assessment overview.
Definitions –	Yoni Ryan &	<i>Comment: the definition here is not</i>	Wrong. Again, the external experts have confused constructed-response

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constructed-response questions	Darien Rossiter	<i>consistent within the document. Sometimes it means quizzes.</i>	(or generated-response) questions with structured-response questions (e.g. multiple-choice quizzes), which are defined further down in the glossary. No change.
Definitions – Examinations	JF	Comment: <i>Insert “is” at end of 1st line.</i>	Agreed.
Definitions – Exams	Penny Purvis	<i>The definition of Exams seems to imply that unit assessment could be totally made up of exams, providing there is more than one exam and that the total structured-response questions doesn't exceed 70% - is this the intention?</i>	No, this overlooks Section 1.6.2 of the procedures, which states in part: <i>... However, every unit must have at least one assessment task that is not an invigilated examination.</i>
Definitions – Examinations	Yoni Ryan & Darien Rossiter	<i>Change 70% to 60% as maximum value of an exam</i>	The working party accepted the external experts' recommendation to make the upper limit of the value of an exam to be 60% (rather than 70%) of the aggregate mark in a unit.
Definitions – Formative assessment	Yoni Ryan & Darien Rossiter	<i>Insertion: It may be ungraded or graded (summative), provided feedback is provided to assist students to improve their performance.</i>	Accepted.
Definitions – Moderation	Yoni Ryan & Darien Rossiter	<i>Comment: this needs to be changed in accordance with the suggested change in definition of moderation to include pre-publication of assessment tasks.</i>	The working party did not agree with this redefinition of 'Moderation', which seems to confuse benchmarking or peer-review with moderation (<i>sensu stricto</i>).
Quiz/Test	Linley Cornish	<i>Quiz/test: I'm not sure why we are making any distinction between the two, especially since we also have self-test (which seems to me to be a quiz). My questions: (a) Can a test be online, as a quiz usually is? Can we have a quiz that isn't online? (b) Why is a quiz an optional form of assessment but a test doesn't mention this? Is a test compulsory/mandatory? (c) Does 'optional form of assessment' (quiz) mean a student who misses a quiz doesn't get NI? See the wording of 'self-test' re 'mandatory component'. I'd like the same wording to be part of the definition of a quiz – I don't think we should have to give a student who misses a 5% quiz a grade of NI. Then if a test is mandatory, that should be</i>	Both the terms 'test' and 'quiz' are currently used at UNE and defined in the current Assessment Policy and Procedures (quiz is defined as a type of 'self-test or progress-check task' but these latter terms have not found wide favour at UNE, so the working party has preferred to use the term quiz instead). There is a general perception that tests are more likely to be a mandatory form of assessment, unlike a quiz, and worth more than a quiz, but the working party has chosen to provide Unit Coordinators with more flexibility in the use of these terms than under the current policy and procedures. Thus it is proposed that tests are no longer restricted to 5–20% of overall assessment in a unit, but from 1–30%, and they no longer have to be mandatory (although Unit Coordinators will often elect for them to be so). In relation to quizzes (or 'self-tests' in the current policy), it is proposed that they no longer be restricted to a maximum of 5% of overall unit assessment and that the sum of such quizzes no longer be capped at 20% of unit assessment. Rather, the value of a quiz can be 1–30% and the overall sum of all quizzes in a unit is now capped at 30%. As with the existing policy and annexes, quizzes are optional forms of assessment. So, in answer to Linley's questions: (a) Yes, and yes

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		<p><i>added to the definition of 'test'.</i></p> <p><i>(d) How is a quiz different from a self-test or progress-check task?</i></p> <p><i>(e) Is a test invigilated (in class)?</i></p> <p><i>I don't think the definitions clearly answer these questions.</i></p>	<p>(b) Because the working party stuck with current policy and maintained quizzes as an optional form of assessment. It is now stated in the Definition that a test can be either a mandatory or an optional form of assessment (which provides Unit Coordinators with increased flexibility compared to the current definition).</p> <p>(c) Correct. Accepted and amended as indicated. Tests do not have to be mandatory; their mandatory or optional nature remains at the discretion of the Unit Coordinator.</p> <p>(d) Quizzes do not differ from self-tests or progress-check task. The definitions have been amended to indicate this; since the current policy and procedures recognise 'self-tests or progress-check tasks (e.g. online quizzes)', but in practice staff have preferred to use the term quiz, the new procedures prefers the use of the term 'quiz' but maintains the use of 'self-test or progress-check task' to provide a bridge from the old procedures to the new.</p> <p>(e) A test can be invigilated in class but does not have to be. This is clear in the definition.</p> <p>New Clauses 1.4.7-1.4.9 have been added to recognise tests in the body of the procedures.</p>
Definitions – Self-tests	Yoni Ryan & Darien Rossiter	<p><i>Deletion and comment:</i> Self-tests or progress-check tasks (e.g. online quizzes) allow for early and/or frequent feedback on progress towards achieving the learning outcomes. They are not necessarily mandatory components of a unit in that failure to take such a task will mean that the mark is forfeited but will not incur an NI result. A single summative self-test or progress check task shall normally constitute only a small percentage (say up to 5%) of the final assessment. There can be more than one such task for a unit and the cumulative percentage for self-test or progress checks (such as online quizzes) may be worth a maximum of 30% of the total assessment. <i>Too prescriptive!!!!</i></p>	<p>This definition is based on UNE's existing Assessment Policy. No change.</p>
Definitions – Summative assessment	Yoni Ryan & Darien Rossiter	<p><i>Insertion:</i> It does not preclude formative assessment, since graded assignments may (and should) be</p>	<p>Accepted.</p>

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		<i>used for formative feedback.</i>	
Definitions - Take-home examinations	JF	<i>Comment: An unsupervised online examination could be multiple choice in which case it would not be submitted through the originality detection software</i>	Agreed and amended.
Related documents	Examinations Office	<i>Disability Standards for Education 2005</i>	Accepted.
Appendix 2	Linley Cornish	<i>What's the point of making the comments optional? If issues were identified, surely they need to be specified?? Anyone could just circle Y or N and what information does that give? Wouldn't ABTLC need to know?</i>	Accepted. The text box instructions in Appendix 2 have been modified to read: 'Please comment on any issues. Were any issues not resolved at the meeting?'

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ATTACHMENT A:

Draft Assessment and Appeals – Policies and Procedures (2013)

Feedback from BCSS Teaching and Learning Committee

[Response to feedback by the working party in blue](#)

This document is accompanied by the draft Assessment Policies and Assessment Procedures documents. The accompanying documents contain comments on specific proposed policies/procedures, while general observations are offered below. No comments were deemed necessary for the Appeals Policies and Procedures, apart from what an *Honours Committee* consists of (Appeals Procedure 6.2), and so these will not be referred to in what follows.

Reasons for a revision

It might be worth pointing out that the current policy/procedures were only approved 12 months ago, which suggests an exceedingly short cycle between revisions. Would it be possible that a set of policies/procedures could be achieved that don't require such frequent revision? [The last major 'root-and-branch' review of the UNE Assessment Policy and Procedures concluded in 2009 for implementation in Semester 1, 2010. The version of the current policy on the web is misleading in this respect, and at the time the amended policy was approved by Academic Board, it was with an assurance to the Vice-Chancellor that a full review would be undertaken as a matter of urgency. Thus the timing of this review is appropriate \(five years after the last review\) and, regardless, is necessary to make UNE compliant with the Higher Education Standards Framework \(2011 and 2014\).](#) In respect to the need for current changes, it would certainly help if there were a rationale provided for what is presented in the two documents, although it is understood that this information would not be presented in the final policy/procedure documents. For current purposes, the reasoning behind what is proposed is essential. Otherwise we are evaluating the equivalent of assertions, with many in the consultation exercise simply repeating discussions that might already have occurred on the committee that produced these two documents. [The working party agrees with these comments and apologises to the University community. Detailed responses to the University community's feedback have been provided to redress this oversight.](#)

Critical points concerning these documents are provided below.

Workload implications

The proposed procedures appear to be asking a lot more of academic staff than is currently the case. This will necessarily come at a cost, with less time available for research and teaching activities. [Unfortunately, yes. The additional expectations of academic staff and service units are almost entirely a result of the introduction of the HESF in 2011 \(and subsequent draft updates, the last complete draft update in April 2024\), with which the University was supposed to have been compliant in December 2011 and, in key respects, is not compliant. The University has had two and a half years to address these issues. The current review has attempted to partly address this state of affairs. Examples of additional workload include:](#)

- Requirement to engage in the regular benchmarking of each assessment task. [This is a requirement of the current HESF and can be inferred from the April 2014 draft update:](#)

[HESF, 2011: Chapter 3 Provider Accreditation Standards, Section 5, Assessment is effective and expected student learning outcomes are achieved ...](#)

[5.3 Course management and coordination, including moderation procedures, ensure consistent and appropriate assessment ...](#)

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5.5 The academic standards intended to be achieved by students and the standards actually achieved by students in the course of study are benchmarked against similar accredited courses of study offered by other higher education providers.

Draft HESF, April 2014: Section 5 Quality Assurance ... 5.3 Monitoring, Review and Improvement.

1. All courses of study are subject to comprehensive reviews at least every seven years, which are overseen by peak academic governance processes and include external referencing or other benchmarking activities.
2. Comprehensive reviews of courses of study are informed and supported by more frequent monitoring of the quality of teaching, supervision, student progress and the overall delivery of units within each course of study.
3. Review and improvement activities include regular external referencing against comparable courses of study, including by referencing ...
 - b. the grading of students' achievement of learning outcomes for selected units of study within courses of study ...
6. The results of regular monitoring, comprehensive reviews and external referencing are acted on to mitigate future risks to the quality of education provided and to guide and evaluate improvements, including the use of data on student progress and success to inform admission criteria and approaches to teaching, supervision, learning and academic support ...

D/E3. Comprehensive Reviews

Comprehensive reviews and related improvement activities include the design and content of each course of study, the expected learning outcomes, the methods for assessment of those outcomes, the extent of students' achievement of learning outcomes; and take account of emerging developments in the field of education, modes of delivery and the changing needs of students.

- Is there convincing empirical evidence that benchmarking results in significant benefits? This question should be addressed to the Higher Education Standards Panel (HESP).
- Generation of assessment criteria for each assessment task. Reading through the two documents it is not clear exactly what form these will take (same problem with previous assessment policy/procedures). If overly prescriptive, then this would tend to undermine the function of an assessment task where one is not identifying knowledge/skills specific to the unit, but rather a generic ability to follow directions. With imagination, Unit Coordinators will be able to develop assessment criteria that achieve the desired level of prescription. As the requirement for criterion-based assessment has been institutional policy for the past four years, the working party was somewhat surprised by this reaction. Indeed, given the need for benchmarking the academic standard attained in assessment, as set out in the Higher Education standards, the working party predicts the need for incorporating marking rubrics (specifying the range of academic standards expected against each assessment criterion) into policy in due course.
- Identification of *at risk* students, and identification of strategies. The HESP (HESF April 2014) has stated its intent to harmonise the requirements for international students (including the identification and support of at risk students) between the National Code 2007 (for international students) and the HE standards. The current Assessment Policy also foreshadowed the desirability of this, leaving it to the discretion of Heads of School to take the final step. The working party chose to accept harmonisation for consistency and equity in supporting the student experience. Discussion will doubtless continue around how to expedite this requirement in the most efficient way for Unit and Course Coordinators.
- Requirement that peers oversee assessment practices in the units one is responsible for, and in turn one assesses their practices. This is a requirement of the current and new draft HESFs:

Current HESF (2011), Chapter 1 Provider Registration Standards, Section 3 Corporate and academic governance. The higher education provider shows sound corporate and academic governance of its higher education operations ...

3.8 The higher education provider's corporate and academic governance arrangements demonstrate ... the maintenance of academic standards, with appropriate mechanisms for external input, in accordance with international conventions for good academic practice; and ... effective quality assurance arrangements for all the higher education provider's higher education operations, encompassing systematic monitoring, review and improvement ...

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Section 5 Management and human resources. The higher education provider's higher education operations are well-managed and human resources are appropriate.

5.6 The higher education provider compares its performance on teaching, student learning outcomes, graduate outcomes, and research with other higher education providers, and uses regular, valid and reliable feedback from internal and external stakeholders to improve its higher education operations.

Chapter 3, Provider Course Accreditation Standards, Section 1 Course design is appropriate and meets the Qualification Standards ...

1.2 There are robust internal processes for design and approval of the course of study, which ... take account of external standards and requirements, e.g. published discipline standards, professional accreditation, input from relevant external stakeholders, and comparable standards at other higher education providers ...

Section 6 Course monitoring, review, updating and termination are appropriately managed.

6.1 The higher education provider ensures the course of study is systematically updated, through internal revision and external reviews, and that its coherence is maintained.

The draft HESF (April 2014) states:

Application of the Standards for Higher Education Providers in Different Stages of Development. The Standards for Higher Education have been drafted to represent the characteristics of provision of higher education by a higher education provider that is an established 'going concern' ... Established review and improvement activities would ... be expected as part of the provider's oversight of its higher education operations. Such activities would include mechanisms to provide evidence of achievement of learning outcomes and student success, and processes for external referencing against other higher education providers or other courses of study ..

5 Quality Assurance

5.1 Course Approval and Accreditation

1. A process for approval or accreditation of courses of study, which is overseen by peak institutional academic governance processes, is established and applied consistently to all courses of study, before the courses are first offered and during re-approval or re-accreditation of the courses.
2. All self-accredited courses of study are subject to a cycle of review and re-accreditation of not more than seven years.
3. A course of study is approved or accredited, or re-approved or re-accredited, only when:
 - a. the course of study meets, and continues to meet, the applicable Standards of the Higher Education Standards Framework
 - b. the decision to (re-)approve or (re-)accredit a course of study is informed by academic oversight through a formal academic governance process that is independent of the staff involved in the design, delivery and assessment of the course of study

5.3 Monitoring, Review and Improvement

1. All courses of study are subject to comprehensive reviews at least every seven years, which are overseen by peak academic governance processes and include external referencing or other benchmarking activities.
2. Comprehensive reviews of courses of study are informed and supported by more frequent monitoring of the quality of teaching, supervision, student progress and the overall delivery of units within each course of study.
3. Review and improvement activities include regular external referencing against comparable courses of study, including by referencing:
 - a. the progress of student cohorts through courses of study, attrition rates and completion times and rates, and
 - b. the grading of students' achievement of learning outcomes for selected units of study within courses of study ...
6. The results of regular monitoring, comprehensive reviews and external referencing are acted on to mitigate future risks to the quality of education provided and to guide and evaluate improvements, including the use of data on student progress and success to inform admission criteria and approaches to teaching, supervision, learning and academic support.

6.2 Academic Governance ...

2. Academic oversight assures the quality of teaching, learning, research and research training by ... (f) evaluating the monitoring, review and improvement of academic activities ...

D/E 1. Comprehensive Reviews

FEEDBACK – ASSESSMENT PROCEDURES

Comprehensive reviews and related improvement activities include the design and content of each course of study, the expected learning outcomes, the methods for assessment of those outcomes, the extent of students' achievement of learning outcomes; and take account of emerging developments in the field of education, modes of delivery and the changing needs of students.'

To a large extent, the main debate about how UNE will meet its monitoring, review and improvement obligations for units and courses is happening now as part of the review of the Academic Quality Management Policy (AQMP) and associated procedures. When that review is finalised and approved, the requirements for the monitoring, review and improvement of assessment in the draft Assessment Policy and Procedures will be harmonised with the revised AQMP.

The implications of this additional workload is that procedures may not be appropriately implemented, leading to inconsistency which could make the situation worse. If the ongoing evaluation of assessment practices is to be properly undertaken, there are significant workload ramifications. [The working party concurs](#). If it is not to be done properly, it shouldn't be part of this policy. We are opening ourselves up to a situation where we will spend more time justifying what we do and less time actually doing it. [Agreed but UNE needs to be able to demonstrate compliance of all units and courses with the HESF](#). There will also be more opportunity for students to dispute what we do, which will put more pressure on unit coordinators and potentially undermine equity across students. [That it is not the intent of the working party](#).

Redundancy

Too much information is prescribed for inclusion in the Unit Information (Assessment Overview) of every unit, with some also repeated in the CAUC. The more information of this type that we put into unit guides, the less likely it is that students will read any of it. A suggestion is made in the accompanying Procedures document that many of the requirements listed for inclusion in every unit should not be so listed, with reference to a central document listing these. Units need only list information that is specific to that unit.

[The working party has referred this excellent suggestion to the Academic Board Teaching and Learning Committee, which will hopefully incorporate the intent into its revision of the Learning Resources Policy.](#)

Validity of assessment

The function of assessment is to provide an estimate of a student's knowledge and skills within a specific area of study (i.e., *the unit*). Do all of the proposed policies/procedures support this? [The working party believes so.](#)

Special and supplementary assessments

There are often circumstances where an assessment might not be considered a valid estimate of ability. In these circumstances we can provide special consideration in one of a number of forms. One form is to simply provide additional marks (maximum of 3% on final unit mark). This is arguably not a valid practice, but is expedient in a range of cases. Should this practice be continued? [As this is a well-established practice at UNE, and is seen to meet student welfare needs, the working party chose to continue with this element of special assessment.](#)

More valid is to provide an extension of time, or sometimes in the case of exams to provide a special exam (which could be considered supplementary if the student sat the initial exam). Extensions of time seem appropriate, providing judgement on this is consistent across the students in each unit. But arguably this is optimally achieved by the person on the ground, the unit coordinator. We need to have faith in the consistency of each academic to be sensitive to the various cases for extension. The proposed procedures are too onerous in terms of

FEEDBACK – ASSESSMENT PROCEDURES

the evidence that a student has to provide, when this evidence might not always be available in a time of stress and may be too intrusive for some students. This would render the final assessment of such students less valid than could have been. [The requirements have been amended in the light of the feedback received.](#)

Special and supplementary assessments are alternative forms of assessment to what has already been set. These can be problematic:

- An additional assessment task that the unit coordinator is required to generate.
- Problem of equity across different students who complete a unit on the basis of different assessments.
- Create a dilemma for the unit coordinator as they have to adjudicate when some students *demand* a special assessment.

The conclusion is that special/supplementary assessments that vary from the original assessment task put greater demands on unit coordinators, and could lead to less valid outcomes. [Supplementary assessment is only provided at the discretion of the Unit \(and Course\) Coordinators.](#)

Structured-response Assessments

The proposal is for these to be treated as non-mandatory, and to be limited to no more than 30% in non-exam assessments (70% including exam assessments). This supposes that structured-response assessments are inferior to other forms of assessment. What evidence is there for this? Anecdotal evidence suggests a strong correlation between structured and unstructured-response assessment tasks. [The working party has not assumed that structured-response assessments are inferior to other forms of assessment, it has merely followed current practice but increased flexibility for Unit Coordinators to allow up to 30% \(currently 20%\) of the unit assessment to consist of such non-mandatory assessment tasks. The 70% limit was introduced to provide students with at least two different types of assessment type, to cater for different student learning styles and preferences, in the same way as current policy requires a minimum of two different assessment tasks in regular units to afford more than one opportunity for a student to achieve the unit learning outcomes.](#)

Late penalties

Prescribes a loss of 5% per day for a late assignment, with a zero mark after 10 days. Late penalties were something that was previously determined at the school level. The penalty proposed is too onerous, with a student potentially losing 50% from an assignment. A final mark in which 50% of the available marks have been removed for lateness cannot be considered a valid estimate of the student's knowledge/skills in that unit. Positions on this seem to vary from school to school. Given that schools are largely determined by cognate areas of study and methods of academic practice, a ruling on late penalties should be left at the school level. [The working party received considerable feedback with a wide range of views on this issue. It therefore decided to stay with current policy and leave it the Schools to decide.](#)

Determination of Honours thesis mark

A proposal is made on reconciling the marks of two examiners when they vary by more than 10%. Honours is a critical year, the circumstances of which vary from discipline to discipline, and should be left in the hands of the academics involved. The assessment of the most important *assignment* a fourth year student will produce should be based on discussion within the discipline, and not be determined by a system imposed by those who have nothing to do with the discipline and its norms. [The working party concurred and removed Honours theses from this requirement.](#)

FEEDBACK – ASSESSMENT PROCEDURES

Amount of assessment over the undergraduate levels

Currently this is expressed in the currency of words; 5000 for 100 level and 6000 for 200/300 levels. The proposal is for all levels to be at 5000. Begs the question why, and is another example of placing unnecessary restrictions on unit coordinators. A range of 5000 to 6000 words allows for variation across units within an acceptable range. This tolerance is required given the range of study areas, forms of assessment, and somewhat arbitrary translation rules from one form of assessment to another. [The working party concurred.](#)

Quality Assurance

The quality of what we do is of course a critical feature of the operation. But the means by which we attempt to assure quality could ironically reduce the quality of what we do across the board. Quality assurance can take various forms. A concern is that it can impose greater workload on academics, at the cost to time available for research and teaching. It can also be overly controlling, tending to treat the academic as an *untrustworthy cog* in a machine that constantly needs to be monitored. Both of these will have negative impacts on the overall quality of activity at this university. [The working party does not believe that UNE's academics are untrustworthy but it does believe that it is difficult for UNE to demonstrate the rigour and validity of its assessment quality assurance processes to an external auditor at the current time. It also believes that many UNE academics have high teaching loads and that, under pressure, it is important that minimum standards continue to be observed. If this is not possible for staff, the working party hopes that these staff will engage their HoS immediately and alert them to such situations. For re-registration purposes with TEQSA, UNE must be able to demonstrate that Academic Board and its committees 'close the loop' on its academic quality assurance procedures. The extra reporting requirements introduced in the new draft Assessment Policy and Procedures are designed to ensure this. The working party has tried to streamline as far as possible such 'closing the loop' reporting with simple 'tick-a-box' reporting templates.](#)

In summary, the impressions generated by the proposed changes to assessment policy/procedures is one of taking more control away from the academics who are the experts in their area of study (*Is it a matter of trust?*), and assuming that one size fits all. [In response to the University community's feedback, the working party has increased flexibility for Unit Coordinators in several areas in the draft policy and procedures, which will now go to Academic Board Teaching and Learning Committee.](#) This is arguably not a good direction to take. There is also the somewhat interesting dilemma of what our goals are in teaching at a university. Is it to open the eyes of students to the fascinating work and findings within our areas of expertise and to pass on associated knowledge and skills, or is it to provide a jigsaw piece to one or more courses? The changes in assessment policy/procedures appear to reflect the latter.

FEEDBACK – ASSESSMENT PROCEDURES

ATTACHMENT B:

University of New England

Assessment Policy Working Party

ELITE ATHLETES FRIENDLY UNIVERSITIES: SPORT UNE

Issue

SportUNE has requested that a paragraph is entered into the draft Assessment Policy that formalises the existence and applicability of the Elite Athletes Friendly Universities (EAFU) Agreement.

Background

- The Elite Athletes Universities Forum comprises, together with peak sporting bodies, universities that have signed the EAFU Agreement to recognise elite athletes for the exercise of discretion in the delivery of teaching and assessment.
- Almost every Australian university is a member of the EAFU.
- The EAFU has existed for about 10 years and is annually renewed on a rolling basis (that is, unless a university asks to withdraw, membership is rolled over).
- The definition of Elite Athletes can be widened by the member universities but the EAFU Agreement covers professional sportsmen/women and Australian Institute of Sport/State Institutes of Sport/Peak National and State Sporting Bodies' (eg: Cricket Australia, Swimming Australia, Sport Dance Australia) supported sportsmen/women.
- The list of UNE accredited students is provided twice yearly by the AIS and is provided to SAS for cross-checking for special assessment requests.
- UNE is currently represented on the EAFU Forum by SportUNE (was by the VC's delegate).
- UNE has typically 6-10 EAFU-accredited students within a 20,000 student body. Most of these students are commerce/teaching/law courses.
- UNE's flexibility of curriculum delivery and assessment (examination centres across the world and relatively generous flexible special assessment provisions, for example) means that EAFU students have rarely required consideration outside of current Assessment policies and procedures.
- The nature of the EAFU agreement occasionally requires explanation by SportUNE to Unit Coordinators who have not encountered EAFU students before.
- The role of SportUNE as a student advocate is not recognised by much of the campus.

Advantages

- The addition of the EAFU into the Assessment Policy will increase its profile and awareness.
- The addition will also allow easier compliance through an immediate reference to the Agreement's existence and terms through the Assessment Policy.

FEEDBACK – ASSESSMENT PROCEDURES

- A formal addition may assist with UNE marketing by SportUNE and Marketing & Public Affairs of its flexible-delivery advantages to elite athletes, especially in conjunction with its sport/physiology-related courses.

Other considerations

- The EAFU is a very small cohort: there are other more substantial cohorts of students whose circumstances might equally warrant specific mention.
- As EAFU students are handled within current policies and procedures (particularly for assignment extensions and special assessment), a formal statement that is not carefully crafted may incur complications to these policies and procedures.
- UNE has handled EAFU students within a whole-of-campus equity paradigm and under existing policies and procedures: a special mention may appear to elevate this group above the general student population.
- Formal addition to policy does not always improve business practice: issues regarding the EAFU will still need to be addressed by SportUNE engaging with Schools, academic staff and student administration.
- SportUNE is a wholly-owned commercial entity: its role in student advocacy may require further consideration, and of the administration of the EAFU.

A.M.W. St JOHN-BROWN
The Academic Secretary

ITEM 8.5

UNIVERSITY MEDALS POLICY

Recommendation

The Academic Board Teaching and Learning Committee is asked to:
ENDORSE the revised University Medals Policy and recommend it to Academic Board for approval, and noting by Council.

Background

The University Medals and Prizes Working Party was formed to review and make recommendations on the current University Medals and Prizes Policy. This Policy was due for review in 2012.

Membership of the Working Party: Alison Sheridan (Acting PVCA), Geoff Hinch (Deputy Head of School, ERS), Alan Davison (Acting Head of School, Arts), John Malouff (BCSS), Josie Fisher (Deputy Chair, Academic Board), Helen McKinnon (Academic Policy & Project Manager), Andrew St. John-Brown (Academic Secretary), Dugald Williamson (Arts), Lillian Corbin (Law).

Minor changes recommended to policy

The Working Party recommends not including the University Prizes in the new policy because if donors change the Terms of Reference of a Prize it can be amended without the Policy having to be amended/reviewed at the same time. The policy also clarifies which merit awards are awarded at graduation ceremonies.

The selection process for the nominee for the Edgar H Booth Memorial Prize and Medal is included in the Selection Procedures for University Medals Policy. All other prize awardees are identified on the basis of a computer generated report and the Office of the PVCA will be responsible for identifying nominees for these Prizes at the relevant time.

Extending the recognition of academic excellence

The Working Party considered the proposal from the Vice Chancellor's Scholar Governance Committee for the awarding of medallions to Vice-Chancellor's Scholars upon graduation where they have been eligible to be a Vice-Chancellor's Scholar for every year of their undergraduate degree.

Because of the significance and prestige of the University Medal, which is the highest honour that the Council can confer on an undergraduate student, the Working Group's recommendation is not to approve the proposal. In considering the proposal, the Working Party looked at the awarding of medals at other Australian universities. While the Working Party agreed with the aim to recognize academic excellence, they felt the approach suggested by the Vice Chancellor's Scholar Governance Committee was too limiting as it may preclude a possible candidate whose overall GPA was the highest, but they had not been a VC Scholar every year of their candidature.

Currently the University Medal and the Howard Sheath Prize for Off-Campus Students recognise academic excellence at the undergraduate level upon graduation. The Howard Sheath Prize for Off-Campus Students recognises the student with the most distinguished overall undergraduate record in a first degree completed wholly by off-campus study at this university (approximately 80% of students). University Medalists who satisfied these criteria would be considered for this Prize.

The Pro Vice-Chancellor (Academic) is seeking funding to establish two awards at the Masters by coursework level and the undergraduate course work level to recognize overall academic excellence i.e. The graduate with the most distinguished academic record in each of these two award categories. The terms and conditions of the prize to be determined in consultation with the donor.

Overview

The University of New England awards University Medals to Bachelor with Honours graduates at each graduation ceremony for outstanding academic achievement and excellence by a graduate or graduates within a specific graduating course cohort.

University Medals are not competitive. More than one award of a University Medal may be made if more than one graduate in a cohort meets the eligibility criteria for a medal.

This policy outlines the basis for awarding of University Medals and must be read in conjunction with the University Medals Selection Procedures which supports this policy.

Scope

This policy applies to Bachelor with Honours graduates of the University.

Policy

Eligibility

1. The eligibility criteria for nomination for a University Medal are not prescribed in detail as each Honours course program is individually structured.
2. The following broad eligibility guidelines apply:
 - a. the nominee should have an outstanding academic record over the period of candidature - 'topping the First Class Honours list' is insufficient in itself;
 - b. an academic record that includes an average performance in a Pass Bachelor degree but an outstanding performance in the Honours year, may be a ground to decline eligibility for a University Medal where it is believed that the full scope of Bachelor candidature is a decisive factor for eligibility; and
 - c. the nominee's overall academic performance should be above what is reasonably expected of a First Class Honours graduate.
3. Schools may determine more specific eligibility criteria for nomination of a University Medal for a Bachelor with Honours course or suite of courses. For the BSc(Hons) and the BA(Hons), the relevant Honours Coordinators/School Teaching and Learning Committees, may determine specific eligibility criteria for these awards. The Academic Board must be notified of more specific eligibility criteria.

Graduation Ceremony

The University Medal and The Edgar H. Booth Memorial Prize and Medal are the only academic merit awards presented at graduation.

Appeals

The University Medal is a discretionary award by the University for outstanding academic merit. Appeals against selection for a University Medal shall not be heard although the right of the UNE or NSW Ombudsman to investigate maladministration of this process is acknowledged.

Related Documents

University Medals Selection Procedures

Policies superseded by this Policy:

University Medals and Prizes

Policy on Awarding of University Medals

Administration

Document Type:	Academic Board Policy
Policy Administrator:	Pro Vice-Chancellor (Academic)
TRIM reference:	SED09/791
Date approved:	
Due for review:	5 years from approval date
Responsible party for review:	Pro Vice-Chancellor (Academic)
Approved by:	Academic Board

[Signature]

[Name]

UNIVERSITY MEDALS

- The University of New England awards University Medals to Bachelor with Honours graduates at each graduation ceremony for outstanding academic achievement and excellence by a graduate or graduates within a specific graduating course cohort.
- University Medals are not competitive. More than one award of a University Medal may be made if more than one graduate in a cohort meets the eligibility criteria for a medal.
- ~~Award Ceremonies.~~ University Medals will be awarded at the spring and/or autumn graduation ceremonies. The sole criterion shall be the Medallist(s) meet the eligibility criteria - nominees for University medals shall not be held over from the spring to the autumn ceremonies as they are not competitively awarded.
- ~~BMed.~~ This policy shall not apply to the Bachelor of Medicine program for which a separate Award of Medals Policy shall apply.

ELIGIBILITY FOR UNIVERSITY MEDALS

- The eligibility criteria for nomination for a University Medal are not prescribed in detail as each Honours course program is individually structured.
- The following broad eligibility guidelines apply:
 - a. the nominee should have an outstanding academic record over the period of candidature - 'topping the First Class Honours list' is insufficient in itself;
 - b. an academic record that includes an average performance in a Pass Bachelor degree but an outstanding performance in the Honours year, may be a ground to decline eligibility for a University Medal where it is believed that the full scope of Bachelor candidature is a decisive factor for eligibility.

c. the nominee's overall academic performance should be above what is reasonably expected of a First Class Honours graduate.

~~Each School~~ may determine more specific eligibility criteria for a Bachelor with Honours course or suite of courses, which shall be notified to the Academic Board For the BSc(Hons) and the BA(Hons), the relevant Honours Coordinators/School Teaching and Learning Committees, may determine specific eligibility criteria for these awards. The Academic Board must be notified of more specific eligibility criteria.

~~SELECTION PROCEDURE (INCLUDING THE EDGAR H. BOOTH MEMORIAL PRIZE AND MEDAL)~~

~~Eight weeks prior to the graduation ceremonies:~~

~~The Academic Board Secretary notifies the office of the Pro Vice-Chancellor (Academic) (PVCA) of the date of the meeting of the Standing Committee of the Academic Board that will approve the awards of University Medals.~~

~~The office of the PVCA informs each Head of School and the Academic Directors of the date of the Standing Committee meeting and of the proposed date when Schools will convene collectively to discuss their nominees.~~

Comment [HM1]: Selection Procedures for University Medals Policy on separate document

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~~The Academic Board Secretary requests SAS to provide a data report on potential awardees using the agreed report parameters. Typically this will be students with an H1 Honours grade. SAS will send the report to the Honours Coordinators with a copy of the master list to the PVCA Office.~~

Six—eight weeks prior to the graduation ceremonies:

~~The Course Coordinator or Honours Coordinator (as appropriate) for each School will contact Student Administration and Services (SAS) for a data report on potential awardees using the report parameters agreed by the Coordinator and SAS (typically, this will be students with an H1 Honours grade and/or a GPA of over 6.5).~~

~~SAS submits the report to the Coordinator together with the potential awardees' academic transcripts.~~

~~SAS submits to the office of the PVCA the list of University Medalists at previous graduation ceremonies who have not yet been considered for the Edgar H. Booth Memorial prize and medal.~~

~~The Coordinator discusses the merits of each potential awardee with colleagues including the student's supervisor and completes the nomination form.~~

~~The School's list of nominees may be determined at an appropriate collective meeting within the School (such as the Teaching and Learning Committee) or submitted directly by the Coordinator to the Head of School—whatever the School determines as appropriate.~~

~~The Head of School endorses and submits the nomination forms together with a copy of the examiners reports for each nominee submits the School's list to the office of the PVCA.~~

Six—four weeks prior to the graduation ceremonies:

~~The Schools meet collectively with the PVCA and the Academic Directors to discuss the lists of potential awardees to ensure that they are comparable within the broad eligibility criteria. School representatives may include the Heads of School (or nominees), Chairs of the School Teaching and Learning Committees, Course and/or Honours Coordinators, The, and individual nominees' supervisors who should will be invited to address the meeting on the merits of their supervised students. The agenda for the collective meeting shall be in the order:~~

~~University Medalists~~

~~Edgar H. Booth Memorial prize and medal~~

~~Other University prizes~~

~~Once annually (normally for the Autumn Graduation ceremonies) and on completion of consideration of University Medalists, the meeting will proceed to consider its nomination for the Edgar H. Booth Memorial Prize and Medal from a list comprising the current nominees and the previously non-considered University Medalists from earlier graduations.~~

~~The office of the PVCA submits the agreed provisional list of School nominees to the Secretary of the Academic Board.~~

~~The Secretary of the Academic Board passes the provisional list to the Graduation Officer in SAS.~~

~~The Secretary of the Academic Board submits the provisional list to the next meeting of the Standing Committee of the Academic Board (or arranges a Flying Minute, subject to the Standing Committee's meeting schedule).~~

~~Once confirmation is received from the Standing Committee the Secretary of the Academic Board provides the confirmed list to the Graduation Officer.~~

~~Four weeks prior to the graduation ceremonies:~~

~~The Graduation Officer arranges for the Medals to be engraved, the Graduation Programme to be marked-up with the annotations against the awardees' names and the awards to be recorded on the students' academic records.~~

~~The Secretary of the Academic Board notifies the students of their awards.~~

~~For the Edgar H. Booth Memorial Prize and Medal and where the awardee has previously graduated, the notification will include an invitation to attend the next appropriate graduation ceremony to be formally receive the award from the Chancellor. The awardee's response will be passed to the Graduation Officer for action.~~

~~The Secretary of the Academic Board submits the final list of awardees to:~~

~~The University Secretariat for submission to the Council for noting;~~

~~The Office of Advancement for:~~

~~coordination with Marketing and Public Affairs of any appropriate media or publicity coverage;~~

~~generation of the prize payment to the Edgar H. Booth recipient.~~

~~Graduation ceremony:~~

- ~~• The University Medal and The Edgar H. Booth Memorial Prize and Medal are the only academic merit awards presented at graduation.~~

Appeals

The University Medal is a discretionary award by the University for outstanding academic merit. Appeals against selection for a University Medal shall not be heard although the right of the UNE or NSW Ombudsman to investigate maladministration of this process is acknowledged.

a. ~~The recipients are formally presented with the Medal and/or Edgar H. Booth Medal by the Chancellor.~~

UNIVERSITY PRIZES

- The University awards the following University Prizes:

a. **Edgar H Booth Memorial Prize and Medal**

\$500 and Medal. All Honours graduates on completion of their Honours year. The prize is awarded to the Honours graduate, if of sufficient merit, who has the most distinguished academic record during enrolment at the University.

b. **Arthur Heath Memorial Scholarship**

\$500. Awarded to an undergraduate of exceptional merit who is proceeding to the fourth year of candidature in the Bachelor of Agricultural and Resource Economics, Bachelor of Animal Science, Bachelor of Rural Science or the Bachelor of Agribusiness with Honours.

Bachelor of Agricultural Economics

Howard Sheath Prize for Off-Campus Students

\$500. Awarded to the off-campus student who has the most distinguished overall undergraduate record in a first degree completed wholly by off-campus study at this University. There shall be no time limit imposed on the period of study but a record of frequent withdrawals may be taken into account.

c. **UNE Life ~~Sport~~ UNE Prizes**

Four awards of \$250. Awarded:

- (1) for academic merit to two off-campus undergraduates completing units at 200 level equivalent to twelve credit points;
- (2) for academic merit to two off-campus undergraduates completing units at 300 level equivalent to twelve credit points.

d. **University of New England Women's Association Prize**

\$500. Two prizes may be awarded subject to the merit of applicants and the availability of funds. Awarded to support women UNE students to undertake, at UNE in the next academic year, the Honours program of a four year bachelor degree or the final year of an Honours degree, the final year in Agricultural and Resource Economics, Engineering, Natural Resources, Urban and Regional Planning or Rural Science, or the final year of an Honours degree in another area.

SELECTION PROCEDURE (OTHER THAN THE EDGAR H. BOOTH MEMORIAL PRIZE AND MEDAL)

- Eight weeks prior to the graduation ceremonies:
 - The Academic Board Secretary notifies the office of the PVCA of the date of the meeting of the Standing Committee of the Academic Board that will approve the awards of University Prizes.
 - The office of the PVCA informs each Head of School and the Academic Directors of the date of the Standing Committee meeting and of the proposed date when Schools will convene collectively to discuss their nominees.

Comment [HM2]: The Working Group propose deleting the University Prizes from the Policy.

NOTE the amendments to the Terms of the Arthur Heath Memorial Scholarship and change of name for the Sport UNE Prizes – donor approved changes

Comment [HM3]: The UNE Women's Association was dissolved in 2000 with all monies held by the association given to UNE to administer and award the Prize. AB and Council will need to endorse and approve the proposed amendments to the Terms of Reference for the Prize

Comment [HM4]: Selection Procedures no longer included in main Policy document.

Comment [%5]: Probably not necessary for these prizes

- Six – eight weeks prior to the graduation ceremonies:
 - a. The relevant Course Coordinators for each School will contact Student Administration and Services (SAS) for a data report on potential awardees using the report parameters (these should be standard reports) agreed by the Course Coordinator and SAS.
 - b. SAS submits the report to the Course Coordinator together with the potential awardees' academic transcripts.
 - c. ~~The relevant Course Coordinators submit their nominees to the office of the PVCA, which arranges for the nominees to be considered at the Schools' collective meeting (see above for Medals).~~ The office of the PVCA submits the agreed provisional list of nominees to the Secretary of the Academic Board.
 - d. The Secretary of the Academic Board submits the provisional list to the next meeting of the Standing Committee of the Academic Board (or arranges a Flying Minute, subject to the Standing Committee's meeting schedule).
 - e. Once confirmation is received from the Standing Committee the Secretary of the Academic Board provides the confirmed list to:
 - 1) SAS for annotation on the students' academic records;
 - 2) Office for Advancement for generation of the prize payments and appropriate donor action and for coordination with Marketing and Public Affairs of any appropriate media or publicity coverage.
 - f. The Secretary of the Academic Board notifies the students of their awards.
- Graduation ceremony: the Edgar H. Booth Memorial Prize and Medal is the only University prize presented at graduation.

Comment [%6]: Needs to be one person asking!! I suggest the AB Sec or someone from PVCA office.

Comment [%7]: Course Coordinators really doesn't work for any of them. AB or PVCA (nominee) makes more sense.

Comment [%8]: The parameters are already suggested by the terms and conditions so it should not be up to the Course Coordinators and SAS.

Comment [%9]: PVCA's Office or AD makes more sense

Comment [%10]: Who awards these prizes? Why is the list provisional? They are only nominees. Here's a thought why doesn't the PVCA T&L Strategic Committee consider the nominees and make a recommendation to SCAB?

APPEALS

~~Medals and prizes are discretionary awards by the University for outstanding academic merit. Appeals against selection for a University Prize based on whether the appellant was sufficiently meritorious shall not be heard although the right of the UNE or NSW Ombudsman to investigate maladministration of this process is acknowledged.~~

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ITEM 9.2

FIRST YEAR EXPERIENCE GROUP

Recommendation

The Academic Board Teaching and Learning Committee is asked to:

NOTE the FYE Group report.

Report

The First Year Experience Group has been focussing its attention on identifying strategies which support first year students within a trimester model of teaching.

These discussions have developed positive approaches which the FYEG members are now discussing within their respective Schools and Directorates and include how to:

- Develop policy to embed early assessment to inform early academic review across enrolment for commencing students and provide targeted support (for both 'at risk' and high achiever groups);
- Develop minimum standards and a more structured approach to units which would help to standardise units thus reducing student confusion, provide pre-unit academic skills support students but also support academics;
- Encourage a consistent approach to assessment expectations across core units within a discipline; Strategies such as a low-percentage, formative first assessment which engages students, offers effective feedback which can assist them in achieving well in the next assessment and more readily involves prior knowledge is likely to increase student success in future assessments, especially if part of a clearly structured unit. Structure needs to model good study habits and approaches to assessment items as evidence suggests modelling behaviours help students to adopt these themselves, improving future performance.
- Make Moodle sites available two weeks prior to each trimester. Key issues are the expectation that academic support will be available once access to unit is available. Regardless of academic presence in unit there was agreement that ensuring units had a solid structure to assist students in identifying the anticipated progress through the unit and course materials was of great benefit to all students;
- Deliver early diagnostic and preparatory skills development for new students. General agreement that UNE101 should be redeveloped to support the two weeks prior to teaching (and earlier). Proposed that meeting members take this discussion to other committees and canvas opinions and encourage all interested groups to contribute to the discussion and development of UNE101. Suggestion from Colleges that preparation courses such as FNDN be offered

face-to-face and timed during the breaks. There are substantial organisational changes which would need to occur to offer these courses during breaks;

- Provide students with a schedule of learning tasks and assessment mapped across the trimester and presented as a check list;
- Provide formative assessment opportunities and activities to support engagement and progression while avoiding overburdening academics e.g., computer based or peer assessed and/or self- assessed activities;
- Use strategies that target development of student motivation (McGinley & Jones, 2014);
- Collect data on student behaviours and requirements in the 2 weeks preceding commencement of teaching to supplement the ample anecdotal evidence currently used to develop specific strategies to support students. Suggestion of a survey across units to capture information on numbers of students and their needs in the 2 weeks prior to teaching commencement is being explored;
- Increase number of units available over Trimester 3 to enable a more consistent learning sequence.

The support, research and teaching projects of the First Year Experience Group are currently funded from HEPPP. The approved projects, previously reported to ABT&L, are due for completion and evaluation at the end of 2014. Future funding of these types of activities, and the strategies identified above is ambiguous. The group will apply for HEP funding for 2015-2017 period but outside of HEP, there are no identified alternative sources of funds that would ensure ongoing provision of similar activities from this group. ABT&L advice on this matter would be appreciated.

Rhonda Leece
(Acting) Chair
First Year Experience Group
26th August 2014

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ITEM 11.0

TEACHING AND LEARNING COMMITTEE WORK PLAN

Recommendation

The Academic Board Teaching and Learning Committee is asked to:
NOTE the Teaching and Learning work plan.

Background

The Teaching and Learning Committee Work Plan is provided for the information of the Committee.

**THE UNIVERSITY OF NEW ENGLAND
ACADEMIC BOARD TEACHING AND LEARNING COMMITTEE**

Rachel Thorsen
Secretary to Academic Board

2014 WORK PLAN

MEETING DATE	ITEM	RESPONSIBILITY	COMMENTS
20.02.14	Learning Resources Policy and Procedures review – verbal update report. Principles of Online Teaching at UNE could link with Learning Resources policy – verbal update report.	Prof E Blass	
	Revision of Terms of Reference	Chair	In order to complete Self Review 2013 for reporting to Standing Committee and TOR approval by AB.
	Student Coursework Academic Misconduct and Plagiarism Policy review	Chair	
	Policy on Uniform Credit Points ACTION: Add to policy review schedule.	Chair	Awaiting advice to proceed following work undertaken by Rex Glencross-Grant. Review or minor update to policy. Current policy dated 11 Dec 97.
10.04.14	Glossary of Key Terms – verbal update	A St John-Brown	
	Seek nominations from committee members for the working party. Admission Records Policy Admission Rule – Undergraduate Rules Advanced Standing Policy Advanced Standing Procedures	Prof Ieva Stupans	Chair of working party
	e-portfolio	Rex Glencross-Grant	Deferred from February meeting

MEETING DATE	ITEM	RESPONSIBILITY	COMMENTS
	Unit Monitoring Report – Reporting Period 2, 2013		Consolidated report not yet available. PVC(A) following up with Strategy & Planning Directorate.
15.05.14	Academic Assessment Appeals Policy and Procedures status report	Chair/Academic Secretary	
	Working party addressing: Advanced Standing Policy Advanced Standing Procedures Review of the following is deferred until October 2014. Admission Records Policy Admission Rule – Undergraduate Rules	Prof Ieva Stupans/ Academic Secretary	Chair of working party
	Prescribing Self-Authored Textbooks	Chair	Arising from Student Rep report to April AB.
	Review of Terms of Reference	Chair	
19.06.14	Academic Integrity: Ghost Writing: draft guidelines to be considered by the committee.	Academic Secretary/ Chair	Arising from Item 12.3 Ghostwriting at April meeting. Draft prepared by Chair, Academic Secretary and Ms P Purvis.
	Learning Resources Policy and Procedures: amended draft prepared by AS to be attached. Chair to discuss next steps. <ul style="list-style-type: none"> Prescribing Self-authored Textbooks: is there scope in the Learning Resources policy to address this, as well as broader question of the appropriateness of all textbook and resources for students. 	Academic Secretary/ Chair Academic Secretary	Follow up from pre consultation documents circulated by LIH. Action item from meeting held on 15 May (Item 12.1).
	Principles of Online Teaching at UNE Policy	Chair	Follow up from pre consultation documents circulated by LIH.
	Intensive Schools Policy – working party chaired by PVCA: <ul style="list-style-type: none"> Requirement for on-campus students to attend at mandatory intensive schools (referred to ABTLC by APC) 	PVC Academic	Review of current practice and implications for policy being undertaken by working party chaired

MEETING DATE	ITEM	RESPONSIBILITY	COMMENTS
			by PVCA.
	UNE and the Asia Century Business Plan Consideration of Options 2, 5 and 6 of AB business paper: can ABTLC add value to the proposed options or how they might be operationalised, and who they should be directed to for further consideration.	Chair	Action arising from AB 28 April 2014 Item 8.4
	University Medals and Prizes – procedures review Update from Chair of working party	PVC Academic	
	Unit Monitoring Report: PVCA to provide written commentary on this report, to be provided to AB.	PVC Academic	Starred for discussion at last meeting but held over.
07.08.14	Student Coursework Academic Misconduct and Plagiarism Rules (SCAMPR)	Chair	SCAMPR root and branch review working party chaired by Prof E Magner to provide draft revised Rules to ABTLC for August meeting. Following August meeting ABTLC to send out to Schools for consultation.
	Student Behavioural Misconduct Rule review Residential Code of Conduct review	Chair	Draft revised Rule and Code of Conduct to August meeting. Following August meeting ABTLC to send out to Schools for consultation.
11.09.14	Progress report – SCAMPR/SBMR/RCoC review	PVCA	
	Working party update: Advanced Standing Policy Advanced Standing Procedures Admission Records Policy – for rescission Admission Rule – Undergraduate Rules		Admission Records Policy for rescission as it has been superseded by the Records Management Policy.
	Residential Code of Conduct feedback to be reported; finalised draft endorsed for providing to October AB.		
	UNE Operational Teaching And Learning Plan 2012-2016	PVC Academic	Annual update on progress. For endorsement, and recommending to AB for approval, Council for noting.
	FYE Group report	Ms R Leece	
	University Medal Policy for approval	PVC Academic	
	Assessment Policy for endorsement	Chair Ac Bd	

MEETING DATE	ITEM	RESPONSIBILITY	COMMENTS
	Assessment Procedures for approval		
	Annual Unit Monitoring Report 2013	PVCA	Report from PVCA on strategic direction of UNE and implications for AB, interpretation of data for ABTLC. ABTLC to endorse and recommend to AB for approval.
	Revision of AQM Policy	PVCA	Course and Unit Monitoring and Review, benchmarking and Course Advisory Committees.
09.10.14	Review of: Advanced Standing Policies and Procedures? Admission Rule - Undergraduate Rules	PVCA	Deferred from April 2014 Item 8.1 Working Party Nominations item.
	School Positioning of Education Developers in LIH: Suggestion for an Ed Dev to split time 50:50 between School and LIH for each school - consideration by PVCA/EDLIH for reporting to ABTLC.	PVCA/EDLIH	Arising from 7 August mtg Item 10.3
	Progress report of SCAMPR/SBMR/RCoC		
	AQMP Policy		
06.11.14	Committee Annual Self-Review	Chair	
	Learning Resources Policy - progress update	PVCA	
	Work Integrated Learning Policy	PVCA	
XX.02.15	Learning Resources Policy	PVCA	For endorsement, and recommending to AB for approval.

2013 WORK PLAN

MEETING DATE	ITEM	RESPONSIBILITY	COMMENTS
20.06.13	Assessment Policy Working Party report		Agenda Item
	Provide a detailed listing of Working Party and Subcommittee membership	Chair Ac Bd	Agenda Item
	Teaching and Learning Strategic Plan - Operational Implementation Plan	PVCEII	Agenda Item
	University Medals and Prizes Policy - Assoc Professor J Clark and Assoc Professor S Winn to provide a verbal report on a meetings held in May to address the review of procedures associated with the University Medals and Prizes policy.	Assoc Prof J Clark, Assoc Prof S Winn	Agenda Item
	Intensive School Policy - This item was deferred from the April meeting. Current policy and guidelines, due for review to be attached for discussion.		Agenda Item
	Graduate Attributes Policy Working Party Documentation prepared by Mr Andrew St-John Brown has been received by the Chair. Awaiting TEQSA Standards audit.		Agenda Item
	Course profile and planning reports	Prof Jennie Shaw	Preference for reports to go to AB.
	Process for appointment of representatives of the residential colleges on this Committee: replacement for Amanda Kennedy.	Secretary to check with Chair Ac Bd.	Agenda Item
01.08.13	Teaching and Learning Strategic Plan - Operational Implementation Plan		Agenda Item
	Summary of Course monitoring	Prof Jennie Shaw	Agenda Item
	Learning Resources Policy Review	PVCEII	Agenda Item
	Assessment Policy Working Party report		Agenda Item
	Student Behavioural Misconduct Rules		S Burrows updating rules, then to 20 June SCAB then to ABTLC, then to AB for 16 Sep, then Council 18/10.
	Tabled AQF Guidelines		Agenda Item
	Glossary of key terms	Chair ABTL	Does this need updating?
	Academic Assessment Appeals Policy		
29.08.13	Recommendation with a revised purpose and structure of the Mobility and Exchange Committee.	Assoc Prof J Clark	Assoc Prof J Clark liaising with PVCEII and PVCSSI to revise ToR, improvement of Ctee structure
	English Language Proficiency Levels Working Party: Mr Mark Cooper and Ms Ingrid Wijeyewardene to provide an update.		
	Section 9 Teaching & Learning Committee Working Parties: <ul style="list-style-type: none"> • Mode of Offering (on/off) • AQF Guidelines • 100 level units in courses 	Eve Woodberry	
	Change in senior executive structure and changes in Committee ToR	Chair ABTLC	
	The Intensive School Policy to be on the agenda of the next committee meeting, to recommend it to Academic Board for endorsing to Council for approval.	Helen Arthurson	
	Last Date to Withdraw without Academic Penalty A Summary of Unit Withdrawals with Academic Penalty for the years 2007-	Chair ABTLC	Arising from AB Minutes of 29/7/13 CAB preparing.

MEETING DATE	ITEM	RESPONSIBILITY	COMMENTS
	2012, was provided by SAS, as requested by the board. The Chair of Academic Board has referred the matter to the Academic Board Teaching and Learning Committee for consideration, before being brought back to the Academic Board.		
10.10.13	Graduate Attributes Policy Review The Chair will provide a progress report at the Committee meeting on 10 October. It is anticipated Working Party draft terms of reference will be available to approve at that time.	Chair ABTLC	Arising from 1/8/13 minutes.
	Section 10 Strategic Initiatives: The Academic Registrar will provide an update on the restructuring of the Pro Vice-Chancellor Academic and Academic Registrar's portfolios.	Academic Registrar	This item requested by the CAB (Acting Chair ABLTC)
	Conferring Degrees Posthumously: policy, procedures, implementation plan.	Helen Arthurson	Policy to be recommended for AB endorsing, and on to Council for approval. Procedures and implementation plan endorsed for AB approval.
	DEFERRED from September meeting: Recommendation with a revised purpose and structure of the Mobility and Exchange Committee.	Assoc Prof J Clark	Assoc Prof J Clark liaising with PVCEll and PVCSSI to revise ToR, improvement of Ctee structure
	DEFERRED from September meeting: English Language Proficiency Levels Working Party: Mr Mark Cooper and Ms Ingrid Wijewardene to provide an update.	Mr Mark Cooper	Will include results of Student Needs Analysis from School T&L Committees.
21.11.13	Learning Resources Policy Review PVCEll requested this item is deferred from 1.8.13 until further notice. The newly appointed Courseware Quality Manager will be reviewing the Policy once she has settled into her role.	PVCEll/Ellen Lawson, Courseware Quality Mgr	RT to check timing with PVCEll/ Cathy Cameron if this is ready for inclusion on this agenda yet.
	Advanced Standing Policy and Procedures review	Academic Registrar	Helen Arthurson preparing for Eve Woodberry to review and provide. For review at ABTLC then on to AB for February 2014 meeting.
	Hons Review Recommendations	Heads of Schools	This has been out with HoSs for 12 months. ABTLC to ask the HoSs how implementation went in 2013 and to consider whether we need an Hons policy or guidelines, or whether the Course Coordinators just need to build the recommendations into the separate Rules for different Hons awards across the University.

ITEM 12.1

UNE OPERATIONAL TEACHING AND LEARNING PLAN 2012-2016

Recommendation

The Academic Board Teaching and Learning Committee is asked to:
ENDORSE the annual update on progress of the UNE Operational Teaching and Learning Plan 2012-2016, and recommend it to Academic Board for approval and Council for noting.

Background

In September 2013, Academic Board endorsed the attached UNE Operational Teaching and Learning Plan 2012-2016.

Under the University's Academic Quality Management Policy:

The University Strategic Plan establishes the top-level Vision for the University and priority areas for the institution to work towards ... (Section 1.1).

In addition to the Strategic Plan, the University develops a range of subsidiary plans for action in particular areas. The subsidiary plan which guides the development of academic priorities and plans is the Teaching and Learning Plan. (Section 1.3)

The Teaching and Learning Plan develops strategies, actions and measurable targets which follow visibly from the Strategic Plan. The University measures and reports its performance and outcomes against its stated aims. Prioritisation to achieve the goals in each of the Strategic and subsidiary plans occurs through operational planning. These are revised annually. (Section 1.4)

Accordingly, the UNE Operational Teaching and Learning Plan for Academic Board was prepared in consultation with the Schools' Teaching and Learning Committees and reviewed by the Academic Board Teaching and Learning Committee. The Plan was provided for discussion and endorsement by Academic Board, for presentation to Council.

Report

Attached is a progress report on the UNE Operational Teaching and Learning Plan. The report has been adapted to reflect the changes to the Senior Executive since the original report was approved. The reallocation of responsibilities and details about progress noted are noted in red. The operational plan will be reviewed for 2015, as it is too complex for it to be acted on in a meaningful manner.

Professor Alison Sheridan
Acting PVC Academic
8 September 2014

UNE Operational Teaching and Learning Plan 2012–2016



Teaching & Learning Priority	Teaching & Learning Strategy		Deliverable	Due Date
Quality Teaching and Learning Create and sustain high quality approaches for effective teaching and learning in both physical and virtual learning environments	i. Articulate a shared Teaching and Learning Model based on our teaching and learning values	PVC Educational Innovation and International	Development and dissemination of UNE best practice teaching and learning guidelines.	End 2013
		PVC Academic <i>(Executive Director LIH overseeing this project and reporting to PVCA Teaching and Learning Advisory Committee)</i>		Dec 2014
	ii. Align UNE’s policy frameworks and business processes to facilitate agility and innovation	PVC Educational Innovation and International	Develop an integrated framework which clearly articulates the interrelationships and operational convergences associated with the courseware revitalisation project, trimesterisation, AQF compliance, TEQSA threshold standards and the revised UNE quality assurance policy frameworks.	End 2013
		PVC Academic	<i>This was not completed. With the changes to the Executive Structure, this has been superseded by UNE Policy Framework project and the revision of AQMP.</i>	No longer applicable
	PVC Academic	Application of the integrated framework and review the business processes relating to course and unit approvals within the		

			framework developed above. Draft Academic Quality Management policy and procedures covering unit and course reviews is currently being reviewed by Schools T &L Committees	December 2014
iii. Invest in the scholarship of teaching and learning to underpin innovation	PVC Academic		Current investments to be maintained or increased. Teaching grants to be budgeted for 2015	Ongoing
	PVC Educational Innovation and International PVC Academic		Reintroduce LIH teaching fellowships and UNE awards. 2014 - 4 LIH Fellowships \$120,000 total 5 UNE Teaching Excellence awards in 2014	Mid 2014 Achieved June 2014
iv. Enable the contribution to, and adoption of, future trends to innovate in teaching and learning in ways that meet the expectations of all students	PVC Educational Innovation and International PVC Academic		Development of staff forums regarding emerging technologies and promote the trial of at least two technologies/pedagogies new to UNE. The formation of the Moodle User Advisory Group in April 2014 has met this deliverable.	June 2014 Achieved April 2014
	PVC Academic		Review and redesign UNE101 to enhance the University wide process for preparing students to progress academically in the university setting.	December 2014
v. Leverage the latest technologies to provide quality learning opportunities for our students	PVC Academic		Support Schools to adopt appropriate learning technologies to provide quality learning opportunities.	Ongoing
	Chief Operating Officer Executive Director Operations (EDO)		Upgrade technologies available in the Regional Study Centres to enable students to maximise the learning opportunities available.	End 2014

		PVC Educational Innovation and International	Develop and disseminate staff and student support resources for the roll out of the latest learning technologies.	End 2014
		PVC Academic		
		Director, Learning Support (LIH)	Implement a new Content Management System (Equella) into the university environment to enhance the storage and retrieval of learning objects linked to Teaching and Learning resources used in Moodle.	December 2014
	vi. Build on the contribution of the colleges in supporting quality teaching and learning	PVC Academic	Develop a structured and sustainable model within the Colleges for academic support.	End 2014
	vii. Participate in global movement towards open courseware	PVC Educational Innovation and International	Facilitate the affective launch of T2 and T3 Open Courseware Initiative units	Mid 2014
		T2 and T3 Open courseware initiatives were not pursued.	Closed	
		PVC Academic	SAS and University Library to develop service models to support open courseware initiatives	Closed

Teaching & Learning Priority	Teaching & Learning Strategy	Executive Sponsor	Deliverable	Due Date
Academic Programs Develop and offer high quality	i. Provide a high-quality and standards-based formative educational experience that is aligned to student needs, both undergraduate and postgraduate	PVC Academic Addressed through revision of Academic Quality Management Policy	Provide and participate in seminars and provide grants that align with activities geared towards standards-based educational experience; ensure that accreditation processes align with standards-based educational experience and student needs	Ongoing

academic programs that are future-oriented and relevant to the needs of students, employers and professional bodies		PVC Educational Innovation and International PVC Academic	Development and dissemination of UNE best practice teaching and learning guidelines with direct reference to relevant standards	Mid 2014 Dec 2014
	ii. Develop curricula that meet contemporary discipline demands and systematically incorporate UNE's graduate attributes	DVC PVC Academic (through AQMP)	Work with unit/course coordinators, Course Advisory Committees/Boards, external accreditation bodies to develop discipline-demand and graduate-attribute-embedded curricula	Ongoing
		PVC Educational Innovation and International PVCA	Development of enhanced staff development programs directly targeting the affective addressing of graduate attributes and internationalization Review of professional development delivery by LIH	July 2014 Dec 2014
	iii. Monitor market needs and respond regularly	Chief Operating Officer EDO	A project is underway to research new market opportunities for UNE. This work will include segmentation of a previously identified latent market and research to identify the optimal position for the UNE brand to grow share in this market The research will also examine market opportunities for Future Campus. The project is scheduled for delivery by the end of 2013	End 2013 Complete
		DVC PVC External Relations	Development of scholarship schemes that assist in meeting market needs as they are identified	End 2014
	iv. Put in place budget strategies to ensure the continual renewal of	Chief Financial Officer	Actions and allocated budget for a 5-6 year cycle – the first year will be incorporated into the budget planning for 2014	End August 2013

	courses and units, the achievement and maintenance of teaching excellence, and to sustain high quality teaching infrastructure			Complete
		DVC PVC Academic - to be reintroduced in 2015	Maintain teaching and learning development grants to support unit and course renewal	Ongoing
		PVC Academic	Oversee unit and course action plans.	Ongoing
		PVC Educational Innovation and International PVC Academic	Create a software environment and workflow to enable sustainable courseware development. Achieved May 2014 via the CERA software package.	May 2014 Achieved
	v. Implement transparent quality assurance processes	PVC Academic AQM Policy in review - focus on efficiency and effectiveness	Maintain QA processes for new and amended units and courses; support QA in discipline, course and school review processes and outcomes; align QA with accreditation requirements. Develop processes based on TEQSA requirements articulated in the AQF to ensure compliance.	Ongoing Dec 2014
	vi. Seek out and embrace new collaborative partnerships, education markets and opportunities	PVC Academic PVC External Relations	Continue and expand collaborative partnerships and opportunities in learning and teaching.	Ongoing
		PVC Educational Innovation and International VC	Revitalised operational framework for the Strategy and Budget Committee.	Complete
	vii. Facilitate student mobility to encourage appreciation of the	PVCA	Integrate student mobility in Course Review and planning as appropriate.	Initiated and ongoing

	global context of their discipline, break down barriers and enhance cross-cultural understanding	Study Abroad & Exchange Officer (UNE International)	Engage with scholarships and awards provided by government to enable student mobility.	Ongoing
		Success in attracting funds through New Colombo Plan		
		PVC Academic PVC External Relations	Increased student participation in study abroad and exchange programs.	Initiated and ongoing
	PVC Academic PVC External Relations	Establish an online English language course.	December 2014	
	viii. Provide professional development for post-graduate students wishing to pursue an academic career	DVC PVC Research	Continue the 3 minute thesis competition; Level A Work/Study positions for ATSI students. Introduce personal development programs for postgraduate students. Strengthen and support staff and student collaborative research networks.	Ongoing

Teaching & Learning Priority	Teaching & Learning Strategy	Executive Sponsor	Deliverable	Due Date
Research Informed Teaching Foster and promote teaching practices that are informed	i. Establish a community of practice for the dissemination of best practice examples of research informed teaching	PVC Educational Innovation and International	Establish the LIH Advisory Committee.	
		PVC Academic	PVCA Teaching & Learning Advisory Committee	February 2014
			Continue the Learning Innovation Seminar Series.	Ongoing

by research and scholarship	ii. Support staff to actively participate in the national and international scholarship of teaching and learning to inform the development of courseware	PVC Academic	Continue to support staff participation in OLT and other national teaching projects	Ongoing
		PVC Educational Innovation and International PVC Academic	Explore opportunities for staff professional development in teaching and learning to be recognised through professional qualifications	End 2014
	iii. Encourage collaborative partnerships with the communities we serve (e.g. low socioeconomic status [SES] and Indigenous communities) to understand their learning needs and inform approaches to teaching and learning	PVC External Relations	Participate in the Education and Skills Forums on the mid-north Coast	Annually
		DVC	Through Oorala develop an Elders in Residence program.	End 2014
		PVC Academic PVC External Relations	Through the Stellar program in Grafton, in conjunction with the CVESF engage with schools in the region to build aspirations. Use the Regional Study Centres to engage with regional and remote students.	Ongoing
	Teaching & Learning Priority	Teaching & Learning Strategy	Executive Sponsor	Deliverable
Collaboration Facilitate and support interaction, collaboration and engagement between and among students, staff, communities and professional organisations	i. Facilitate local, national and international best practice collaboration	PVC Academic PVC External Relations	Continue to facilitate best practice collaborations.	Ongoing
		PVC Educational Innovation and International PVC Academic	Identify and promote national and international best practice within pathways programs.	Ongoing
	ii. Provide flexible technology enabled learning spaces to support collaborative learning	Chief Operating Officer EDO	ITD is refurbishing the ground floor of the ITD building and in collaboration with Education and LIH Room 224 to provide highly technology enabled flexible learning spaces.	Complete

	iii. Build and enhance collaborative learning communities in colleges, on-campus and online using the latest technologies	PVC Academic	Develop collaborative learning spaces on campus in the Library, IT building.	Ongoing
		PVC Educational Innovation and International PVC Academic	Engage with students in regional and remote areas using technologies including skype, videoconferencing, and other on-line tools.	
			Continue to support development of Course portals, wikis and blended learning communities.	Ongoing
			Develop and disseminate student support resources for the roll out of the latest communication technologies and social media.	Ongoing
	iv. Adopt appropriate pedagogy and supporting technology to enhance learner engagement nuanced by cohort/discipline	DVC PVCA	Support appropriate technology at course level.	Ongoing
		PVC Educational Innovation and International PVC Academic	Development and dissemination of UNE best practice teaching and learning guidelines. As provided by a number of Learning Futures initiatives including the Enhancement toolkit (Due Sep 31 2014), the ongoing IPD workshops and resources (ongoing).	Ongoing

Teaching & Learning Priority	Teaching & Learning Strategy	Executive Sponsor	Deliverable	Due Date
Social Inclusion Promote social inclusiveness by actively seeking to increase the opportunities for students and staff from diverse cultural, social and economic backgrounds to participate in the University community	i. Employ innovative recruitment and retention activities aimed at regional, remote and Indigenous students, particularly within the New England region	DVC PVCA	Continue to support pathway and articulation programs into/through UNE courses. Continue support of First Year Advisors	Ongoing
		Chief Operating Officer PVC External Relations	Creation of a series of novel, online engagement tools that deliver value to prospective students to encourage them to register their contact details with UNE. Once recorded in the system the unknown prospect becomes the known to the University so it can then apply a relationship management strategy to that student.	Ongoing
		PVC Academic	Develop Early Alert strategies to include targeted cohorts of students at key milestones (commencing students, progression checks, show cause etc). Enhance the Automated Wellness Engine to deliver data relevant to early identification and intervention for students 'at risk' of disengagement. Ensure that all new students have access to a quality orientation program, irrespective of their study mode. Build the informational capital of students through structured communications to ensure participation in all aspects of the university community (social, academic and administrative)	End 2014 End 2014

			Increase utilization of Regional Study Centres and on-line tools to engage students in study. Participate in the Midcoast portal http://www.midcoastuniportal.com.au/	Ongoing
		DVC	Oorala Centre to focus on developing retention activities specific to indigenous students.	Ongoing
ii. Develop innovative partnerships focused on students from low SES areas and Indigenous students (e.g. alternative entry pathways, scholarships, strategic courses) that build capacity in these students and their communities		PVC Academic DVC	Deliver the dual sector degrees developed in conjunction with NEITAFE.	Completed 2014
		Director, Office of Advancement (Scholarships)	Increase number of targeted Scholarships.	End 2014
		Associate Director (Services), (SAS)	Develop and implement best practice support programs through the utilization of HEPP funding.	Ongoing
		Director, MAPA Director, Oorala Centre (TRACKS)	Market the alternative entry pathways available to students.	Ongoing
		Director, Learning Support (LIH), HOS	Continue to support pathway units and courses.	Ongoing
		PVC External Relations	Engage in dual sector activities	Ongoing
iii. Develop courseware and teaching and learning approaches that are accessible and enable all students to engage in the teaching and learning process		PVC Educational Innovation and International Executive Director, LIH	Development and dissemination of UNE best practice teaching and learning guidelines in conjunction with Heads of Schools.	End 2013 Dec 2014
		PVC Educational Innovation and International	Effectively launch Future Campus offerings	Achieved
iv. Mentor and empower students to raise their educational aspirations		PVCA	Engage with the mentoring scheme offered through the Colleges	Ongoing
		Director, Learning Support ELALS (ASO)		

		Assistant Director, SAS Engagement & Retention Team, SAS	Ensure off campus students receive appropriate Orientation, commencement activities and transition support. Develop communities of support through the use of social media. Structured peer-based mentoring and advice via Student support team. All new off campus students are offered a peer mentor.	Ongoing
		First Year Network	Continue to support the First Year Experience program - First Year Network T & L Coordinators (FYETLC)	Ongoing
		Peer Student Assistants (Dixson Library)	Increase in on and off campus students accessing Peer Student Assistants in the Learning Commons to assist them in transitioning to tertiary studies.	Ongoing
	v. Support students throughout their programs with appropriate careers advice	PVC Academic	Continue to offer advice through the Careers service in SAS. This includes individual consultations, discipline specific workshops, work integrated learning and workready units	Ongoing
	vi. Enhance the experience of non-residential on-campus students	PVC Academic EDO	Participate in the delivery of services using SSAF funds to support non-residential on-campus students. Support the development of UNE Townies to encourage engagement of students.	Ongoing Ongoing

Teaching & Learning Priority	Teaching & Learning Strategy	Executive Sponsor	Deliverable	Due Date
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Graduate Attributes Recognise the diversity of student learning needs and, in doing so, ensure our graduates are provided with generic and discipline specific attributes and knowledge	i. Ensure our graduate attributes reflect the needs of employers, professional bodies and market needs	DVC PVC Academic	Ensure employers and professionals are involved in Course Advisory Committees/Boards, Course reviews and accreditation panels where appropriate.	Ongoing
	ii. Ensure our graduate attributes promote social and cultural understanding including an appreciation of Indigenous culture and history	DVC PVC Academic	Reflect this understanding in unit and course development/review process.	Ongoing
		PVC Academic	Through APC manage the implementation of AQF requirements of Graduate Attributes.	2013 Completed
	iii. Leverage relevant Advisory Boards to contextualise graduate attributes within curricula	DVC PVC Academic	Oversee contextualization of graduate attributes by Course Advisory Committees/Boards	Ongoing
Teaching & Learning Priority	Teaching & Learning Strategy	Executive Sponsor	Deliverable	Due Date
Staff Attract, develop and retain high quality staff who are central to the realisation of our teaching and learning priorities	i. Embed a culture of continuous improvement supported by a program of professional development designed to enable staff to incorporate innovation appropriately	PVC Educational Innovation and International PVC Academic	Development of enhanced staff development programs directly targeting continuous improvement and innovation. Staff development to be a focus of the post-SAF LIH model	Mid 2014 Dec 2014
	ii. Invest in specialist skills and highly qualified staff to support the delivery of curricula	DVC	Support School-based specialised support e.g. educational developers, first year advisors and related workforce planning and recruitment	Ongoing
	iii. Develop specialist skills in current staff (e.g. capacity building, knowledge transfer)	PVC Educational Innovation and International PVC Academic	Complete the implementation of the PVCEII portfolio reviews (portfolio restructure occurred) Implement post SAF LIH model	Sept 2014 Dec 2014

	iv. Support a workforce that contributes specialist skills to the development, delivery and evaluation of courseware and learning support	DVC	Promote and support workforce planning across the Schools and Directorates leading to development, delivery and evaluation of courseware and learning support (Ongoing
		PVC Educational Innovation and International PVC Academic	Complete the implementation of the PVCEII portfolio reviews including the development of the LIH Workforce Plan (portfolio restructure occurred) Implement post SAF LIH model	Sept 2014 Dec 2014
	v. Promote effective leadership capacity in teaching and learning both internally and externally	PVC Educational Innovation and International DVC/ PVC Academic	Development of enhanced staff development programs directly targeting leadership	End 2013 Dec 2014
		DVC	Promotion and support of ongoing enhanced staff development programs directly targeting leadership	Ongoing
	vi. Facilitate staff mobility to inform global perspectives on teaching and learning and establish global learning networks for staff and students	DVC	Support where appropriate through SSP; investigate development of a framework to support staff mobility	Ongoing and end 2014 for framework
Teaching & Learning Priority	Teaching & Learning Strategy	Executive Sponsor	Deliverable	Due Date
Celebrate Success Promote excellence and celebrate staff and student success in teaching and learning	i. Identify and nurture high achieving students	PVC Academic	Establish support for Vice-Chancellor's Scholars program.	Completed
			Support the development of a VC's college Continue participation in the NSW DEC program for high achieving school students attending university	Ongoing
	ii. Provide scholarships that recognise and reward students' academic, sporting and community leadership	PVC Academic	Maximize the number of scholarships available to students across the University. Review the availability and funding for scholarships	2014 Ongoing
	iii. Recognise and reward individuals and	Chief Operating Officer	Development and implementation of an	End 2014

	teams for outstanding and innovative approaches to teaching and learning	EDO	appropriate performance management framework that includes effective reward and recognition mechanisms	
		PVC Academic	Continue Teaching and Learning Excellence Awards 2014 awards presented August 2014	Complete
		Executive Director, LIH	Reintroduce LIH teaching fellowships 2014 - 4 LIH Fellowships \$120,000 total	Complete

ITEM 12.3

NATIONAL PEER REVIEW NETWORK – PEER REVIEW OF ASSESSMENT

Recommendation

The Academic Board Teaching and Learning Committee is asked to:
NOTE the OLT National Peer Review Network Project update report.

Background

An update of an OLT National Peer Review Network Project which UTAS is leading is attached for information.

The following related activities are open for registration for anyone who would like to participate in the following activities:

Workshops on the Peer Review of Assessment

There are 5 State-based workshops in the National Peer Review Network (in Assessment). Dates are now confirmed. Please send your expression of interest to Sara.Booth@utas.edu.au to participate in the workshops. These workshops are free.

National Peer Review Network Forum

National Peer Review Network Forum is scheduled to be held on 12 November, Park Royal Hotel, Melbourne Airport. Contact Karen@hes.edu.au.

National Peer Review Network



Peer Review of Assessment

Dr Sara Booth

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National Peer Review Network

SESSION AIMS

1. To provide an overview of Higher Education Standards (HESF)
2. To provide an overview of institutional and national momentum in peer review of assessment and standards
3. To provide an overview of models of peer review
4. To provide an overview of the national Peer Review Network
5. To get feedback on setting up and sustaining peer review networks
6. To get feedback on what are the key challenges in peer review and what support can you provide in driving this national initiative



Peer review is the **responsibility of the provider not the regulator. We can't meet standards without peer review.** It is a very important part of the standards... We have to consider the importance of peer review [like the work of Kerri-Lee Krause and Mark Freeman]...

If I go to the criteria on **Learning Outcomes 1.5.1:** The expected learning outcomes are specified... **by informed by national and/or international comparators.** I would be expecting there would be periodic review by external people that there is a standard. There are **three projects in this area** (UK and Denmark have the external examiners system).

Emeritus Prof Alan Robson, Chair, HESP
Information Session-Proposed Higher Education Standards Framework

14th May, 2014



See the proposed
Higher Education
Standards Framework
Standards 1.5.1;
5.3.2; 5.3.3; 5.3.5 and
5.3.6

Institutional Momentum in Peer Review

University of Tasmania

Benchmarking

- 2009-Present: 7 national and 4 international benchmarking projects including peer review workshops (for instance, academic transition, assessment policies & processes, higher degree research, UES for Student Centre Directors, promotions policies & processes, health, education in placements, professional studies and literacy numeracy standards, internationalisation)

Peer Review of Assessment

- **2012** : University's participation in the Inter-institutional Review Project (Krause et al., 2013) in Nursing, Economics and Journalism
- **2013**: Internal Teaching Development Grant to develop and trial an online Moderation Tool and resources to support peer reviewers and reviewees and develop national network in peer review
- **2013**: Trial of online Moderation Tool with Faculties of Education (Charles Sturt, Curtin, Griffith, Tasmania & Western Sydney)
- **2013**: Peer review of assessment recognised in the Teaching Performance Expectations (TPEs)
- **2014**: Identified as institutional priority for University Learning and Teaching Committee (ULTC)
- **2014**: Development of draft External Peer Review of Assessment Procedure
- **2014**: Trial with IRU using online Moderation Tool (August, 2014)

National Momentum in Peer Review of Assessment and Standards

National Learning Outcomes Standards Forum 9 August, 2013

- How to make assessment moderation scalable and sustainable
- Identify how students, other faculty and external stakeholders can be involved in the assessment moderation process
- Development of a peer review network

Universities Australia Satellite Event, Comparing Learning Outcomes Standards 28 Feb, 2014

- Peer moderation is core to standards
- Need to get public confidence
- When and how are important questions of moderation
- Infrastructure, resourcing and costs to the institutions
- Network of peer reviewers: models to fit the Australian context
- How can we make it work?
- The challenge of calibration and the concept of judgement (QAA/HEA research study, 2013 on examiners' understanding of standards)

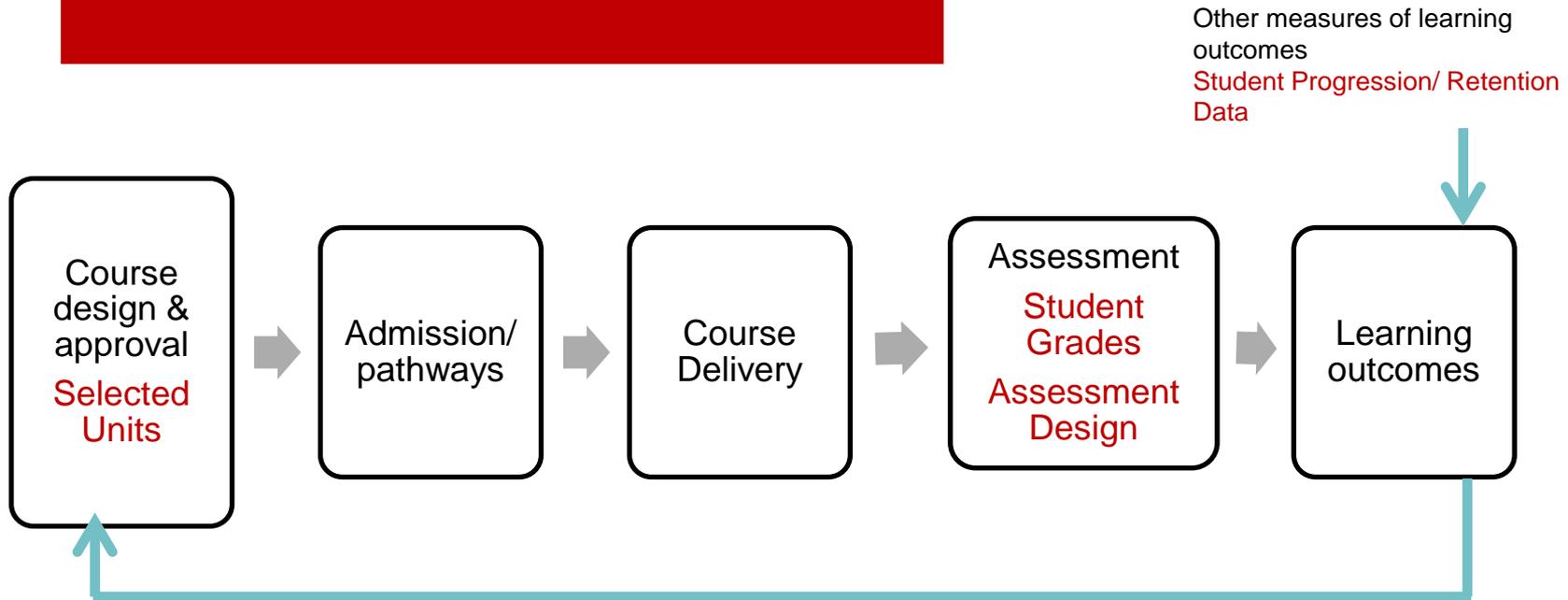
Senior Fellowship Emeritus Professor Geoff Scott 2014

- Assist the higher education sector to establish the policy and practice frameworks to embed inter-institutional peer review of teaching and learning standards, and
- Identify and disseminate the most effective assessment practices identified through peer review in each professional or disciplinary area

Higher Education Standards Panel Research Fellow Professor Christine Ewan

- Development of a national consensus on higher education standards in a disaggregated learning environment

See the proposed
Higher Education Standards Framework
Standards 1.5.1; 5.3.2; 5.3.3; 5.3.5 and 5.3.6



Assessment as the main measure of learning outcomes

Michael Wells, TEQSA, Satellite Event: Comparing Learning Outcomes, Universities Australia, Feb 28th 2014

External Peer Review Models for Coursework Degrees

	Quality Verification System	Inter-Institutional Review Project	Achievement Matters Accounting Project	UK External Examiner System
Intent	1. Quality assurance 2. Quality enhancement	1. Quality assurance 2. Quality enhancement	1. Quality assurance 2. Quality enhancement	1. Quality assurance 2. Quality enhancement
Authority	Institutional	Institutional	Disciplinary	Institutional
Discipline focus	Multiple disciplines across universities in one mission group	Multiple disciplines across multiple university mission groups	Single discipline across multiple higher education institution mission groups	All higher education institutions
Method: key points of similarity and difference	<ul style="list-style-type: none"> de-identified unit materials provided to peer reviewer stratified sample of graded assessments (maximum 5 items per 5 grade bands) grades provided peer reviewer verifies (or disagrees with) grade allocated by home university on 25 items peer reviewer recruited with demonstrated understanding of academic standards in similar universities university group benchmarking (Group of Eight (Go8) already) judgements based on comparable Go8 standards ongoing system for bachelor degrees, in fourth year of operation in 2014 	<ul style="list-style-type: none"> blind peer review, de-identified unit materials using feedback form stratified assessment samples (1 item per 4 grade bands) all grades removed peer reviewer grades 4 items of work using home university criteria judgements in the context of external reference points (eg discipline standards, Australian Qualifications Framework) but these are not made explicit two year project for bachelor degrees completed in 2013 	<ul style="list-style-type: none"> double-blind peer review, de-identified assessment samples and input materials assessment items sampled randomly from all grades for tasks evidencing published discipline standards all grades, markings, identifiers removed two peer reviewers rate task and if valid rate 5 items of work reviewers explicitly guided to use nationally agreed published discipline threshold standards in judgements in groups prior to review, calibration occurs to achieve consensus on assessment design validity and items (not) meeting published standards practitioner participation in calibration professional bodies participation in governance four year project for bachelor and coursework masters completing in 2014 	<ul style="list-style-type: none"> external examiner reviews assessments on multiple later units in discipline external examiner sometimes verifies proposed exams and may propose changes while all graded assessments and dissertations available after exams, examiner samples all grade bands examiner verifies marks, grades and award class allocated by home university and can propose class-wide changes before institution confirms based on prior UK institutional experience institution coordinates examiners examiners may be practitioners national system, embedded in culture and process explicitly articulated by regulator (QAA) in Code 1
Unit and mode of comparison or benchmark	<ul style="list-style-type: none"> two final year units of study level, ideally one capstone grade verified not re-marked implicit Go8 bachelor standards (HD, D, C, P, F) 	<ul style="list-style-type: none"> one unit of study level assessment items re-marked (re-graded) implicit national bachelors standards (D, C, P and F) but using home criteria 	<ul style="list-style-type: none"> selected tasks aligned to published discipline standards (from multiple final units of study) explicitly rated for validity against published national standards assessment items re-marked against explicit national standards (ie. continuum not meeting to meeting threshold standard) home criteria prompt but not summative 	<ul style="list-style-type: none"> multiple coursework units of study and dissertations in discipline assessment items reviewed in context of overall grading for award class implicit national standard (1, 2i, 2ii, 3, F) benchmarked to prior experience informed by various standards and requirements
Sampling	<ul style="list-style-type: none"> stratified random sampling of assessments from final year students in selected unit of study, preferably a capstone 5% (max 5) per grade band maximum 25 items from large classes 	<ul style="list-style-type: none"> stratified random sampling of assessments from final year students in selected unit of study 1 item per grade band for one assessment task (total of 4 items) 	<ul style="list-style-type: none"> institution nominates final-year task that best demonstrates published discipline standards, project manager nominates random sample for review tasks typically cover multiple discipline standards 5 random assessment items sampled 	<ul style="list-style-type: none"> all graded coursework assessments from multiple units of study and dissertations available but typically stratified sampling no minimum or maximum sampled but external examiner typically considers all Firsts and Fails standards

¹ UK Quality Code for Higher Education – External Examining (2012) See <http://www.qaa.ac.uk/Publications/InformationAndGuidance/Documents/B7.pdf>

External Peer Review Models for Coursework Degrees

	Quality Verification System	Inter-institutional Review Project	Achievement Matters Accounting Project	UK External Examiner System
Peer reviewers	<ul style="list-style-type: none"> one academic reviewer per discipline specified as Level D or above (not always) Go8 secretariat selects and assigns randomly from a panel paid an honorarium 	<ul style="list-style-type: none"> two partner institutions review same material reviewers to be experienced in the discipline, not sessional staff, preferably unit coordinator blind assignment of reviewers by project officer unpaid 	<ul style="list-style-type: none"> two reviewers with substantial experience and third if first two disagree one home academic also reviews (often different to original coordinator/grader) all reviewers calibrated to national standard, with practitioner participation in calibration workshops blind assignment of reviewers, once calibrated, by project manager unpaid 	<ul style="list-style-type: none"> one external examiner per discipline (e.g. BA Accounting) although sometimes narrower (e.g. Financial Accounting & Taxation Law sub-disciplines) or broader (e.g. award) recruited within or beyond academia by institution via established networks tenure typically 4 years (plus 1 year extension option) examiners limited to two institutions
Basis of comparison	<ul style="list-style-type: none"> teaching and learning standards reviewed through guided feedback form – feedback on unit content, assessment design, criteria 	<ul style="list-style-type: none"> teaching standards reviewed through user guide and feedback form – feedback on unit content, assessment design, criteria learning standards reviewed – grades allocated by two partners for the purposes of comparison, with rationale 	<ul style="list-style-type: none"> teaching and learning standards reviewed through online feedback form with justification and recommendations benchmarked to published standards rating allocated by two, unknown, calibrated external reviewers and one calibrated reviewer from home institution third external reviewer moderates consensus if first two disagree on rating assessment task validity or an item of student work meeting standard 	<ul style="list-style-type: none"> examiner judgement on achievement and comparable standards based on prior UK institutional experience implicitly informed by thresholds in published national qualifications frameworks, benchmark statements and requirements of any professional, statutory or regulatory body general comments on unit content, assessment design, criteria
Result of comparison	<ul style="list-style-type: none"> teaching and learning standards reviewed against targeted questions grades verified or not – distribution of agree/too high/too low per grade level no impact on student grades reviewer makes overall judgement as appropriate/ some risks/ immediate action 	<ul style="list-style-type: none"> home university receives graded assessment items and feedback on teaching standards from two partner universities/peers on 4 items of work no impact on student grades identity remains unknown unless partners agree to discuss outcomes 	<ul style="list-style-type: none"> home university receives feedback in report (and online) on tasks from three peers, and if tasks valid, grades and feedback on 5 items of work feedback in context of meeting or exceeding published discipline standards no impact on student grades identities remains unknown peer reviewers conduct home calibration events using national project exemplars 	<ul style="list-style-type: none"> external examiner recommends action for band or cohort if disagreement exceeds approximately 10% sampled external examiner attends exam board where any recommendation for overall grade changes considered external examiner completes a formal report that includes a question about national comparison of results and a question if adequate responses to previous external examiner comments

Mark Freeman (updated 17 July 2014) adapted from Krause, K., Scott, G., Aubin, K., Alexander, H., Angelo, T., Campbell, S., Carroll, M., Deane, E., Nulty, D., Pattison, P., Probert, B., Sachs, J., Solomonides, I., Vaughan, S. (2013). *Assuring final year subject and program achievement standards through inter-institutional peer review and moderation*. Available online:

National Peer Review Network

Peer review is core to assuring standards. External peer review of assessment is gaining momentum in the Australian higher education sector. The aims of this national Peer Review Network (PRN) are to:

- Provide a forum for sharing and disseminating good practice in external peer review of assessment across different
- Identify key academics experienced in external peer review of assessment
- Provide professional learning opportunities for academics and benchmarking partners

External Reference Group

Professor Richard James, Melbourne University
Professor Kerri-Lee Krause, UWS
Professor Emeritus Royce Sadler, UQ
Professor Chris Rust
Di Weddell, OLT
Dr Michael Evans, Kaplan

Core Peer Review Network Team

Dr Sara Booth, Project Leader, University of Tasmania
Assoc Prof Mark Freeman, The University of Sydney
Assoc Prof Heather Alexander, Griffith University
Prof Ron Oliver, Edith Cowan University
Mr Mark Thompson, Edith Cowan University
Prof Jane Fernandez, Avondale College

Project Officer

- **Dr Jeff Beckett**, University of Tasmania

Peer Review Network State-based Workshops

- **13th August:** Melbourne University
- **14th August:** University of Tasmania
- **19th September:** Griffith University
- **18th September:** University of Western
Sydney
- **25th September:** Edith Cowan
University

Register your expression of interest to
attend: Sara.Booth@utas.edu.au

Peer Review Network State- based Workshops

AUGUST – SEPTEMBER, 2014

Purpose of workshops:

- *Identify key issues for academics/quality directors/DVCs*
- *Identify tools/resources/exemplars for peer review of assessment*
- *Identify networks for peer review of assessment*

Peer Review Network Forum 'Assuring Grades Across Course Boundaries'

- 12th November 2014
- Park Royal Hotel, Melbourne
Airport

Networking Dinner

Register your expression of
interest to attend:

Karen@hes.edu.au



PEER REVIEW

SAVE THE DATE

12th November 2014
Park Royal Hotel
Melbourne Airport

Peer Review Network Forum

The Peer Review Network and Higher Ed Services present

'Assuring Grades Across Course Boundaries'

The inaugural Peer Review Network Forum will be of keen interest to university and other Higher Education Providers concerned with sharing and disseminating good practice in the peer review of assessment across different contexts. With the new proposed Higher Education Standards Framework, emphasis has been placed on the importance of external referencing in assuring standards across the higher education sector.

Speakers include: **Professor Chris Rust**, Oxford Brooks University, UK; **Professor Richard James**, Professor of Higher Education and member of the Higher Education Standards Panel; **Professor Emeritus Royce Sadler**, Griffith University; **Commissioner Mr Michael Wells**, TEQSA.

Register your
Expression of Interest to attend to
Karen@hes.edu.au

Higher Ed Services
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Progress to date

Progress to date	
DVC(A) Universities Australia Meeting	Regular agenda item
RUN	Keep informed
23 Council of Deans	7 presentations (DASSH, ABDC, ACDE, ACED, CADAD, DDoGS, CDNM) 1 submitted report for funding for professional learning ACDICT
COPHE and ACPET	Keep informed
IRU	Keep informed and involved in testing UTAS online moderation tool
OLT National Conference	Poster presentation
Victorian Quality Managers Network	Keep informed

Peer Review Networks in Assessment

1. What networks are currently established for the external peer review of assessment?
2. How do you establish networks in peer review at the national, disciplinary and interdisciplinary levels?
3. Where do you use peer review to good effect?
4. What evidence do you have on how it works?
5. What are your cunning tips?

National conversation on peer review of assessment

National Level

Academic quality structures & processes	Models of peer review	Support structures
Higher Education Standards Framework Higher Education Standards Panel TEQSA Accreditation Bodies	Quality Verification System Inter-institutional Moderation Achievement Matters	Peer Review Network Peer Review Forum

Institutional Level

Academic quality structures & processes	Models of peer review	Support structures
Quality unit role in coordinating blind peer review Secure data collection/storage of data Internal register of units for peer review Academic governance processes in external peer review Accreditation Policies/procedures Subject/unit outlines include peer review feedback	Which model/s of peer review will be adopted?	Internal peer review networks Discipline networks Alignment to teaching criteria/frameworks Professional learning on peer review of assessment

What are the key challenges in peer review of assessment?

What support can you provide for this national initiative to go forward?

For more information on the External Peer Review Network

<http://www.utas.edu.au/student-evaluation-review-and-reporting-unit/nprn>

ITEM 12.4
STUDENT GRIEVANCE UNIT

Recommendation

The Academic Board Teaching and Learning Committee is asked to:
NOTE the briefing note on the role and function of the Student Grievance Unit.

BRIEF: STUDENT COMPLAINT AND APPEAL MANAGEMENT AT UNE

PURPOSE

To brief the university on the role of the Student Grievance Unit and its establishment.

BACKGROUND

- There are a number of legislative and regulatory frameworks which govern university (particularly student) administration.
- The higher cost of university study together with an associated demand for better services, have combined to challenge the acceptability of Australian universities' current service levels. This has caused an increasing number of formal complaints from students about services, from students about staff, and from staff about students.

Regulatory Context

Higher Education Support Act 2003 (HESA03)

- HESA03 created a more direct relationship between the student and the university. Universities set their own student contribution levels and the Commonwealth provides loans (HECS-HELP) for students to meet the universities' contribution charges. While the administration of HECS-HELP is broadly the same, the students perceive their relationship to universities to be one where universities are now suppliers of services to clients for a fee.
- HESA imposes upon universities statutory requirements for complaints and appeals systems. These systems are required to be transparent, readily accessible, accord with the principles of natural justice and include provisions for review (ie: appeals). The Act also allows university decisions affecting HECS-HELP (which entails the major proportion of enrolment issues) to be appealed to the Commonwealth Administrative Appeals Tribunal (AAT).

Fair Trading

- While universities have always been liable under Trades Practices and Fair Trading legislation, this liability had been largely confined to universities' commercial activities. With a relationship between students and universities as receivers and suppliers of services for fees, universities may now be liable under Fair Trading laws for aspects of their mainstream

educational activities: students certainly believe this to be the case and state fair trading offices have taken up complaints by students.

Educational Services for Overseas Students Act 2000 (ESOS)

- ESOS governs aspects of international student administration but, unlike HESA, also sets down formal complaints handling standards including the availability at minimal or no cost to international students of an independent grievance mediator for international student matters. Also unlike HESA, ESOS has sanctions under criminal laws for failure of compliance.

Higher Education Provider Standards and the Tertiary Education Quality and Standards Agency

- These standards are applied by TEQSA and require higher education providers to effectively manage student complaints. Specifically, providers must ensure that:
 - Students have ready access to effective grievance processes, which enable them to make complaints about any aspect of the higher education provider's higher education operations, including operations provided by other entities on behalf of the higher education provider, without fear of reprisal, and which provide for review by an appropriate independent third party if internal processes fail to resolve a grievance.

UNE and other universities context

- Universities are addressing these trends partly through building a 'customer service' focus to their support services, partly through simpler policies, partly through new technologies and partly through new services that attempt to assuage, solve and monitor problems and to use the resulting knowledge to improve the study and employment experience.
- State ombudsman offices report an increasing number of complaints and they are particularly critical of universities' complaints and grievance handling procedures. At UNE recent trends in complaint types and escalations to outside agencies has highlighted some deficiencies.
- UNE had a well-established, if limited, Service Quality Unit that acted as a complaints clearing house for administrative and service matters. Among UNE staff and offices handling complaints is a consistently held view is that complaints are too frequently allowed to fester until they become significant issues. If comprehensive and authoritative advice outside of the formal policy mechanisms are available for informal and formal settling of complaints, we believed a great deal of angst could be mitigated and staff and student experiences of UNE improved.
- In general, all universities have established complaints and grievances policies and procedures and increasingly those policies cover the gamut of interactions (staff-staff, student-student and student-staff). The issue across universities has been how to regularly apply and monitor those policies and procedures when personal and business interaction ranges across a wide spectrum of services. Lack of feedback into policy and business processes from emerging themes in complaints, and poor record-keeping has been a regular concern of state ombudsman offices.

ISSUE

- The university finds itself increasingly exposed to:
 - Litigation in the courts (a recent NSW Supreme Court case is estimated to have cost the university more than \$100,000);
 - Increased references of complaints to an ombudsman, tribunals or courts, and
 - Failure to comply with legislative and regulatory requirements of universities.

UNE RESPONSE

- The university executive recognised that the university needed to:
 - Minimise the risks to the university of poorly handled complaints.
 - Contribute to a positive student experience by using effective complaints handling as a business recovery tool.
 - Eliminate duplication of complaints handling and establish efficient and transparent processes, thereby relieving the staff workload burden.
 - Establish an independent investigative body and unit for the recording and monitoring of all grievances and appeals, and for the investigation and resolution of grievances within its jurisdiction as recommended by the NSW Ombudsman's *Complaint Handling at Universities: Australasian Best Practices Guidelines*.
 - Establish a streamlined complaints investigation process and reducing the levels of complaint handling and appeal.
 - Nurture consistent policy interpretation, application and complaint outcomes.
 - Develop a consistent and reliable complaints handling culture at UNE by;
 - Monitoring complaint trends to identify opportunities for system improvement
 - Identifying weaknesses within current University Policies and Procedures.
 - Addressing identified short comings of the complaints process prior to CRICOS re-registration.

- **Role of the Student Grievance Unit**
 - Eliminate duplication of complaints.
 - Establish efficient and transparent process.
 - Relieve complaints investigation work load from staff.
 - Develop consistent and reliable complaints handling culture.
 - Develop a precedent base for Policy interpretation, application and penalty.
 - Develop and implement a centralised complaints unit for recording all formal student related complaints and appeals.
 - Minimise the risks to the University of poorly handled complaints.
 - Ensure compliance with legislative requirements under HESA2003, ESOS2000, and TEQSA.
 - Ensure best practise through alignment with the NSW Ombudsman University Complaints Handling Guidelines.

- **Functions of the Student Grievance Unit**
 - All formal complaints are lodged directly with, or forwarded to, the Student Grievance Unit to enable complaints to be logged, tracked and either managed directly or forwarded (as the relevant policy and procedure requires) at a central point, in a consistent and timely manner.
 - The Student Grievance Unit is the primary University unit for the recording and monitoring of all grievances and appeals, and for the investigation and resolution of grievances within its jurisdiction.
 - The Student Grievance Unit investigates independently formal complaints from:
 - Students about students.
 - Students about their studies.
 - University representatives about students.

- The general public about students.
- The general public about the university.
- Students about the university.
- Academic misconduct regarding cheating in exams only.
- The exercise of academic judgment where due process has not been followed only.
- Issues related to a student's studies or relationship with UNE that may be causing a university representative, a student or a member of the public distress.
- The Student Grievance Unit assists to:
 - Find a solution.
 - Refer matters to alternative dispute resolution.
 - Make decisions based on policy.
 - Make decisions based on factual content.
 - Make recommendations to university representatives authorised to determine cases and impose penalties.
 - Refer matters to external agencies.
 - Refer matters to other university offices.
- The Student Grievance Unit does not (except to log and track):
 - Appeals against the exercise of academic judgment (except where due process has not been followed)
 - Allegations of staff misconduct.
 - Complaints by staff about staff.
 - Complaints about university controlled entities.
 - Impose penalties.

Prepared by:

Anne Hodson – Manager, Student Grievance Unit

Approved By:

Professor Alison Sheridan – Pro Vice Chancellor Academic

Date:

21 August 2014

Reference:

1. *Project Definition – Student Complaints and Service Quality Project – R Leece V.1. 7 February 2013.*
2. *NSW Ombudsman Complaint Handling At Universities: Australasian Best Practices Guidelines January 2014.*