

ASSESSMENT POLICY

ANNEX A

Assessment by University Examination

A1. DEFINITION OF A UNIVERSITY EXAMINATION

- A1.1 An examination worth at least 30% of the assessment for a unit (for units with multiple examination papers, the value of the papers is totalled), and
- a. administered by the Student Centre, and
 - b. a supervised examination, or
 - c. an online examination or a take home examination both of which are unsupervised.

A2. HOLDING OF A UNIVERSITY EXAMINATION

- A2.1 Supervised examinations shall:
- a. not be held at night
 - b. not be held on Sundays or public holidays
 - c. except for oral/aural examinations (which may be held at times arranged by agreement between the School and the candidates), not be held in intensive schools, and
 - d. except for third trimester, summer school and special examinations, not be held in university vacations.
- A2.2 Paras 2.1.a–d may be varied by the Chair of the Academic Board. Where permission is granted for an out-of-session examination, the student must be given four weeks notice and responsibility for administering the examination will lie with the relevant school.
- A2.3 Venues for supervised examinations are organised by the Student Centre. Examination room bookings will be given priority.

A3. DEFINITION OF A TAKE HOME EXAMINATION

Take home examinations are those that students complete away from the university. They are submitted through the university's originality detection software. The responsibility for administering such examinations lies with the school.

A4. DEFINITION OF AN ONLINE EXAMINATION

Online examinations are examinations made available to students online for a limited period of a week or less. Online examinations shall be submitted through the university's originality detection software. The responsibility for administering such examinations lies with the school.

A5. DEFINITION OF A TEST

A test normally constitutes up to 20% of the final assessment for a unit and shall generally be of a lesser duration than an examination. There may be more than one test for 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.

A6. DEFINITION OF A SELF-TEST OR PROGRESS CHECK TASK

Formative and/or summative self-tests or progress check tasks (which may include 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 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 20% of the total assessment.

A7. LENGTH OF UNIVERSITY EXAMINATIONS

Two hours (plus fifteen minutes reading time) is the normal length of a university examination. A school may increase the length to three hours but will be liable for the cost of the additional hour at the rates as shown on attachment one. Costs will be calculated on student enrolments as at the teaching period census date.

A8. PERMISSABLE FORMATS FOR UNIVERSITY EXAMINATION PAPERS

A8.1 University examination papers may be in one of two formats. These formats may not be mixed or combined.

White Examination Papers

A8.2 **Definition.** A paper that students are not permitted to remove from the examination room. Students write their responses to questions in examination booklets or on specially designed answer sheets or on the paper itself or any combination of these.

A8.3 **White examination paper composition.** The paper may comprise any mixture of structured response and generated response questions.

A8.4 **White examination paper revision.** A new set of questions must be written every time the examination is offered to students. The Dixon Library publishes copies of white papers.

Yellow Examination Papers

A8.5 **Definition.** A paper that students are not permitted to remove from the examination room because a proportion of their answers are written directly on to the paper.

A8.6 **Yellow examination paper composition.** The paper may comprise any mixture of structured response (e.g. multiple choice, multipart pro forma, and true/false) and generated response (e.g. essays, short answer) questions.

A8.7 **Yellow examination paper revision.** A new set of questions must be written every time the examination is offered to a class of students. The Dixon Library publishes copies of yellow papers.

A8.8 Non-return of a yellow examination paper

- a. Students who do not hand in their yellow paper will forfeit all marks deriving from answers that were to be entered on to it.
- b. A student shall not be considered for the grant of a special examination if they fail to hand in their yellow paper.

- c. Under no circumstances will the return of the yellow paper, following its removal from the examination hall by the student be accepted.

Pink Examination Papers

A8.9 Definition. A paper that students are not permitted to remove from the examination room.

- a. Students write their responses to questions in examination booklets or on specially designed answer sheets or on the paper itself or any combination of these.
- b. The return of pink examination papers is policed and the university pursues any missing copies.

A8.10 Pink examination paper composition. The paper must have more than half of its assessment value tied to structured response questions.

For example, a formal examination worth 75 points comprising 5 multiple choice (each worth 4 points), 3 multi-part pro forma questions (each worth 10 points) and one extended response essay question (worth 25 points) could be run as a pink paper.

But, a formal examination worth 75 points comprising 5 true/false and matching (each worth 5 points) and five short-answer essay questions (each worth 10 points) could not be run as a pink examination paper.

Additionally, pink papers may be offered in the case of Languages where it can be demonstrated that the vocabulary and structures used to examine students cannot easily be accommodated through the use of a white or yellow examination paper.

A8.11 Pink examination paper revision

- a. 33% of all questions must be different in any iteration of a paper that comprises multiple choice, true/false, cloze, etc. responses and 100% for a paper that requires essay-based responses (special examinations, etc.). (Heads of school are responsible for ensuring this.)
- b. If one or more copies of a pink paper are unaccounted for after collection, a new paper must be written before the examination is offered again.
- c. The Dixon Library does not publish pink papers.

A8.12 Non-return of a pink examination paper

- a. Students who fail to submit their pink examination paper will receive a grade of NI (Failed-Incomplete). The grade of NI shall remain in effect until the student returns the pink examination paper along with a Statutory Declaration stating that the paper has not been shown to any other person, has not been copied or electronically scanned, and has not been summarised or in any other way had its content disseminated to any other person whilst in their possession.
- b. Students who fail to submit their pink examination paper and subsequently submit it, and when the paper's format required the student to write some or all of their answers on the paper itself, then the written portion on the paper will not count towards assessment for that unit.

A8.13 Exceptions to the rules governing pink examination papers. Schools can elect to use the pink examination format for reasons of maintaining the integrity of the examination. For example, if it is not possible to run a single examination for all students concurrently (such as where the same unit is run in Australia and overseas

and the examinations are not held simultaneously). Schools wishing to apply this exception must formally advise the Examinations Unit of the units when submitting their examination requirements to the Unit.

A9. READING TIME

The usual length of a university examination will be two hours and fifteen minutes. Students may use the entire duration to make notes and to answer examination questions. Examination invigilators will make relevant announcements during the first fifteen minutes of the examination. A school may increase the length of the examination to three hours and fifteen minutes but will be liable for the cost of the additional hour at the rates as shown in attachment one. Costs will be calculated on student enrolments as at the relevant census date.

A10. SPECIAL EXAMINATION PAPERS

A special examination paper is a paper sat by a student who has been granted a special examination by the relevant faculty. Unit coordinators may offer any special examination using the pink paper format, irrespective of the original format of the examination. If the original formal examination was a yellow or white paper, then the special examination paper must comprise a new set of questions (if the student or any student sitting the paper has sat the end of teaching period examination). If the original formal examination was a pink paper, the special examination must contain 33% of different questions (see para 8.11(a)). The paper may be in any colour format the unit coordinator chooses. All special examination papers must be comparable in assessment strategy and length to the original paper.

A11. USE OF TRANSLATION DICTIONARIES IN EXAMINATIONS

A11.1 Students from Non-English Speaking Backgrounds may be permitted to use translation dictionaries in examinations.

A11.2 Students in Language units may be permitted to use translation dictionaries as permitted by the unit coordinator in the examination instructions on the examination paper.

- a. Internal students wishing to avail themselves of this provision must hand their translation dictionaries to the Examinations and Graduation Unit before the first day on which they will be required. These translation dictionaries must have a form securely fastened on the front cover clearly indicating the examinations at which they will be required.
- b. Where practical, external students must hand their translation dictionaries to their examination invigilator before the first day on which they will be required. If not, they must be handed to the examination invigilator at least 30 minutes before the start of the examination. These translation dictionaries must have a form securely fastened on the front cover clearly indicating the examinations at which they will be required.

A11.3 Electronic translation dictionaries are not permitted.

A12. CONDUCT IN EXAMINATIONS AND USE OF ELECTRONIC DEVICE

A12.1 All students are required to obey any reasonable instruction from an examination supervisor. Failure to follow reasonable instructions by an examination supervisor may constitute misconduct.

- A12.2 Only silent, non-programmable calculators are permitted. Calculators with alphabetic keypads, other electronic devices (e.g. a mobile phone or a Blackberry or a PDA) are not permitted in examinations.

A13. EXAMINATIONS FOR STUDENTS IN ON-CAMPUS UNITS

- A13.1 Students enrolled in on-campus units will normally be required to sit examinations for those units in Armidale. Students who are away from campus because they are undertaking a practicum or other activity as part of their award will be able to sit their examinations externally but must notify the Examinations and Results Unit directly of this requirement in a timely way.
- A13.2 During the examination period in January and February, students who have special examinations for second trimester on-campus units from the previous year may opt to sit these examinations at external venues. In this case, a fee will apply for each examination arranged externally. This amount will be charged as advertised by the Examinations and Results Unit. Students must notify the Examinations and Results Unit in a timely way of these requirements.
- A13.3 Where a student is sitting their examinations for on-campus units at an external examination venue due to award requirements (such as a teaching practicum), there will be no fee invoiced for external examination arrangements.
- A13.4 Where a student is enrolled in only off-campus units for the current trimester, but has special examinations related to previous on-campus units, these students will be permitted to sit the special examinations for their on-campus units at an external examination venue and no fee will be charged for this arrangement. Students must notify the Examinations and Results Unit directly of this requirement in a timely way.

A14. CROSS-INSTITUTIONAL STUDENTS UNDERTAKING UNE EXAMINATIONS

- A14.1 The following provisions are only applicable when a UNE student is also enrolled at another university and is required to attend at the same time a UNE examination and an examination at the other university. These provisions will not apply when a student has examinations on the same day but at different times.
- A14.2 **The student is not physically at UNE.** The student should request that the other university allow them to sit the other university's examination at a different time. If the other university does not permit the student to sit at a different time, then the student can apply for a special examination for their UNE examination. The student must provide documentary evidence of the clash to support their request for a special examination.
- A14.3 **The student is physically at UNE.** Students in UNE are required to sit the UNE examination at the scheduled time and date. Students in other universities' awards must, on completing the other university's examination, report immediately to the Examinations and Results Unit where they can be directly supervised. Effectively, the student is quarantined until the commencement of the next examination session on that day, when they can sit their UNE examination.

A15. FEES

- A15.1 **Challenge examinations.** A challenge examination may be used to establish prior learning. The fee for a challenge examination, payable by the student, is that advertised by the Examinations and Results Unit. Payment for challenge examination arrangements must be made to the university at least six weeks prior to the examination.

A15.2 Overseas examinations

- a. Students will be charged a fee for each examination that they sit overseas. This is in recognition of the significantly higher costs associated with these arrangements. This fee applies from the date of dispatch of materials to the external and overseas examination centres. The student is still required to pay this fee even if they do not attend the examination. The fee is that advertised by the Examinations and Results Unit. In certain circumstances, a lower fee may be charged for those students who do not attend their examinations, but advise the Examinations and Results Unit of this in a timely way prior to the examination. The decision to charge this lower fee will be made at the discretion of Examinations and Results Unit staff on a case-by-case basis.
- b. Students who have to sit an examination overseas because they are engaged in a mandatory period of study overseas will be charged a lesser fee as advertised by the Examinations and Results Unit.

A15.3 Late examination centre changes. Where a student requests a change to their examination centre later than three weeks prior to the first day of the relevant examination period, a charge will be invoiced to the student for the late change.

A16. ABANDONMENT OF EXAMINATIONS

- A16.1 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.
- A16.2 If a student is unable to attend a rescheduled examination for one that had been abandoned, he/she will be offered a special examination.

ASSESSMENT POLICY

ANNEX B

Special Assessment

B1. PREAMBLE

- B1.1 In the event of a conflict between this policy and any rule, policy or practice of a faculty or school, this policy shall take precedence.
- B1.2 A student who has been 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 was otherwise realistically attainable may:
- a. apply for special treatment of his/her assessment under this policy, or
 - b. if a final mark of 45–49% for a unit has been attained may be offered special assessment at the discretion of the unit coordinator.
- B1.3 Special Needs Students. Students who require special assessment deriving from any long-term or permanent disability are required to seek support under the university's disability support policy.
- B1.4 This policy does not apply to the Joint Medical Program with the University of Newcastle for which a joint policy applies.

B2. TYPES OF SPECIAL ASSESSMENT

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.

B3. CIRCUMSTANCES REQUIRING AN APPLICATION

- B3.1 **Failure to sit an examination.** A student who has not attended the university examination for that unit because of illness or other unavoidable circumstances may apply for a special examination or withdrawal without failure.
- B3.2 **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 to the original examination in order to grant a special examination rather than special consideration.
- B3.3 **Failure to complete an assessment task.** A student who has been prevented from completing any assessment task other than a formal examination by the first day of

the examination period may apply for either a special extension of time or withdrawal without failure.

B4. TIMING AND MODE OF APPLICATION

- B4.1 A student making an application under this policy must lodge with Student Administration and Services (SAS) an application in the prescribed form.
- B4.2 Unless late application is approved in terms of para 4.3, applications must be received by the Student Centre no later than:
- a. five working days after the student's final examination in that examination period in the case of applications for a special examination or special consideration or for a withdrawal without failure under para 3.1, or
 - b. five working days after the start of the relevant examination period in the case of applications for special extension of time or for withdrawal without failure under para 3.2.
- B4.3 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.
- B4.4 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.
- B4.5 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.

B5. DECISIONS ON APPLICATIONS FOR SPECIAL ASSESSMENT

- B5.1 Applications for special assessment will be referred by SAS to the relevant school.
- B5.2 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.
- B5.3 Students will be informed of the outcome of their applications for special assessment through their grades notification or directly where special circumstances dictate.

B6. SPECIAL EXAMINATIONS

- B6.1 Where a special examination is awarded and administered centrally (SPE) by SAS, it will be held during the next examination period relevant to that cohort as shown in the Principal Dates of the University.

- B6.2 Where a special examination is administered by the unit coordinator and school (SPS), arrangements for the special examination will be negotiated directly between the school and the student.
- B6.3 A student who has passed the examination but has applied for a special examination may, at the discretion of the Head of School, be awarded a grade of pass with the option of a special examination.
- B6.4 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 such special examination.
- B6.5 Misreading of the examination timetable or sitting consecutive examinations is not sufficient reason for the award of a special examination or other special assessment.
- B6.6 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.

B7. SPECIAL CONSIDERATION

Where an application for special consideration is granted, the examiner (unit coordinator) will be made aware of the circumstances and these will be taken into consideration when the results for that student are determined. Any special consideration allowed will not exceed 3% of total assessment in the unit.

B8. SPECIAL EXTENSION OF TIME

- B8.1 In students seeking a special extension of time applications must have complied with the policy on late submission of assignments detailed in the university's Assessment Policy.
- B8.2 Where a special extension of time is granted, the Head of School may at her/his discretion require the student to complete the required work, substitute alternative requirements, or both.
- B8.3 The maximum periods for a Special Extension of Time are as follows:
 - a. 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
 - b. 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).

B9. FAILURE TO SATISFY SPECIAL ASSESSMENT CONDITIONS

Where a special examination or special extension of time is granted failure to complete either the examination or the work for which the special extension of time was granted will result in the award of a Fail-Incomplete result (NI) unless:

- a. the student had completed all requirements for the unit (including completion of all required assessable work and the examination) and the Head of School and course coordinator recommend the award of a Pass (P) under the course rules of the course of which the unit was the final requirement; or
- b. the student applies for a withdrawal from the unit on the basis of a continuation of the problem which affected them at the time of the original exam, or another

unusual and unexpected event which affects their performance or attendance at the special exam or prevents them from completing the work required under the special extension of time by the required date.

B10. ADMINISTRATION OF POLICY

Schools are responsible for academic decisions under this policy. The Student Administration and Services (SAS) directorate is responsible for administrative procedures under this policy.

ASSESSMENT POLICY

ANNEX C

University Extension Procedures ⁷

Document type:	Procedures
Administering entity:	Student Administration and Services
Records management system number:	SED08/1707
Date approved:	17 September 2012
Approved by:	Academic Board
Indicative time for review:	5 years from date of approval
Responsibility for review:	Academic Board Teaching & Learning Committee
Related policies or other documents:	<i>The University Of New England Academic Board Policy on Plagiarism and Academic Misconduct; Coursework; Special Assessment Policy; Assessment by University Examination Policy; Academic Quality Management Policy; Glossary of key terms relating to academic and administrative activities roles and structures at UNE.</i>

This annexure to the UNE Assessment Policy derives from Section 17 Assessment Late Submission Penalties and Extensions. The purpose of this document is not to prescribe a single university wide policy; rather it sets parameters within which School Assignment Extension Policies must operate.

C1. Student obligations

The University regards time management as an important graduate attribute. Late assignments also delay feedback to the other students. Accordingly you have an obligation to submit your assignments on the due date.

C2. Method of submission

Unless you have been granted special approval, your assignments must be submitted by e-submission to: <http://www.une.edu.au/esubmission/>

C3. Due date and time

The due date is the date stated in the unit information or handbook. If the due date is amended after the unit information or handbook is made public, you will be informed by the unit coordinator in writing, of the new date on the unit's online site.

Assignments must be submitted by 23.59. When submitted electronically your assignment's receipt date/time is recorded automatically using the New South Wales time zone (= GMT/UTC+10 hours; Daylight Saving Time either in Australia or in another country will change this calculation). You must take account of time zone differences to avoid any penalties.

C4. Penalties for Late Submission

⁷ These guidelines set the parameters within which unit coordinators and Schools deal with extensions if the problem arises because of individual students' inability to submit on time. Systemic failures such as teaching material despatch delays, UNE server failures etc, will be managed at the global unit level by the school.

- C4.1 Penalties for late assignment are detailed in your unit information or handbook. Each online unit will have a link to the University policy.

An assessment item that is submitted late without an extension will be penalised according to the School policy. The School policy must be clearly set out in the unit information or handbook and made available to students at the beginning of the teaching period. A School can only have one policy.

- C4.2 Your unit information or handbook will provide information on how the penalty is calculated for the assessment task.

C5. Extension Applications

- C5.1 To apply for an extension you must submit an Assignment Extension Application together with supporting documentation to the office/person detailed in your unit information or handbook.

- C5.2 Your complete application must be received before 23.59 pm AEST on the due date. Only in exceptional circumstances will a late application be accepted.

- C5.3 An extension will not be granted beyond the end of the examination period. Students must then apply for a Special Extension of Time.

- C5.4 Normally only one extension is permitted per assignment.

C6. Acceptable Circumstances for Applications

Circumstances	Supporting documentation
Medical grounds	<p>Signed medical certificate stating:</p> <ul style="list-style-type: none">• the date on which the student was examined; and• the doctor's opinion of the effect on the student's ability to complete the assignment. <p>A medical certificate which merely states any of the following is unacceptable:</p> <ul style="list-style-type: none">• "not fit for duty"; or• "suffering from a medical condition".
Unforeseen work commitments (that is, work not part of usual duties, unexpected or unavoidable)	Letter from employer (or a statutory declaration if self-employed)

Other grounds, comprising extenuating circumstances beyond the student's control, e.g. death in the family, victim of crime, carer's illness	A statutory declaration and/or other supporting evidence, e.g. death notice, police report.
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C7. Unacceptable Circumstances

The following circumstances are unacceptable:

- Inability to have an assignment word processed by the due date
- Other assignments due on or about the due date
- Disk or ICT failure⁸ unless publicly documented (ICT failure at the UNE server is treated at a global unit level by the school)
- Foreseeable work commitments

C8. Notification

You will be informed of the result of your application within five working days by email following receipt of your application with documentation. If you have not received a result by then you should contact the School Office.

C9. Special Extensions of Time

Extensions for assignments beyond the limit set in your unit information or handbook cannot be accepted by your School or Unit Coordinator even though the assignment has been submitted electronically or otherwise.

For longer extensions or to have a non-approved late assignment marked a Special Extension of Time may be sought through Student administration and Services under the University's Special Assessment annex to this policy.

⁸ ICT failure by major outages of the UNE servers will be managed globally by unit by the school. Failures by other servers will not be accepted unless they are wide scale and publicly reported.

ASSESSMENT POLICY
ANNEX D
Assessment Procedures and Early Intervention Strategy

Document type:	Procedures
Administering entity:	Student Administration and Services
Records management system number:	SED08/1707
Date approved:	17 September 2012
Approved by:	Academic Board
Indicative time for review:	5 years from date of approval
Responsibility for review:	Academic Board Teaching & Learning Committee
Related policies or other documents:	<i>The University Of New England Academic Board Policy on Plagiarism and Academic Misconduct: Coursework; Special Assessment Policy; Assessment by University Examination Policy; Academic Quality Management Policy; Glossary of key terms relating to academic and administrative activities roles and structures at UNE.</i>

D1. UNIT REQUIREMENTS (Assessment Policy Section 4, General Rule 33) AND RESPONSIBILITIES

- D1.1 Unit information must be provided to students at the beginning of the teaching period detailing assessment details including topics, assessment criteria, weighting of the task and moderation processes.
- D1.2 The unit information or handbook must specify the following assessment details and rubrics in an assessment brief for each assessment task:
- a. the type of task
 - b. the topic of the task, which can only be changed if approved by the Head of School. Students must be notified in writing by email or letter. The precise wording of the topic has to be notified to students six weeks before the assignment due date or at the start of semester, whichever is the shorter period of time (see also 5.7 Changes to Assessment tasks)
 - c. the due date and submission time
 - d. the number of marks for the assessment task and the weighting or percentage of the total marks achievable by completing the assessment
 - e. the learning outcomes and graduate attributes to which the assessment relates, including, where relevant, the outcomes determined by the external professional organisations (e.g. New South Wales Institute for Teachers Teaching Standards)
 - f. the dimension or magnitude of the assessment as appropriate for the discipline (e.g. word length in the case of all written assignments; number of characters in character based languages)
 - g. the criteria upon which assessment will be marked
 - h. the moderation processes in place for marking
 - i. any special requirements.
- D1.3 Unit requirements are also subject to General Rule 33.
- D1.4 Unit coordinators are responsible for:

- a. ensuring that the unit information or handbook is proofread in a timely fashion for quality assurance
- b. ensuring that the level and nature of assessment reflects the unit's mode(s) of study.

D2. ASSESSMENT TASKS AND RESPONSIBILITIES

Unit coordinators are responsible for:

D2.1 Developing assessment tasks that

- a. are appropriate for the level and mode of offer (on campus, off campus, partnership or online) of the unit
- b. are informed by a whole of course (e.g. for LLB) or whole of major (e.g. for BA) approach to assessment
- c. are appropriate to the learning outcomes, that is, that assessment tasks are fair, equitable and transparent, and will enable students to make progress in attaining the learning outcomes and the graduate attributes specified for the unit
- d. award participation marks for progress in attaining the learning outcomes and graduate attributes rather than simply participation
- e. are in accordance with the UNE Assessment Policy, that is
 - (1) more than one assessment task unless the unit is a reading unit or special projects unit, etc., and
 - (2) weighted appropriately for the size, level of difficulty and complexity of the task.

D2.2 Developing assessment criteria for each assessment task. Criteria include general university criteria (e.g. reflecting graduate attributes), specific criteria for the assignment and may include reference to external requirements (e.g. national teaching standards, accreditation standards, etc.).

D2.3 Documenting the assessment tasks, associated assessment criteria and other rubrics in the unit information or handbook.

D2.4 Providing feedback to students for each task including online quizzes. Feedback should be linked to the assessment criteria and include comments on weaknesses and strengths, and suggestions for how the response could have been improved.

D2.5 Considering changes to assessment tasks and provision of feedback to students in the light of student survey feedback as part of annual unit monitoring.

D2.6 Providing 'Alternate Forms of Assessment' for students with disabilities where this has been approved.

Table 1: Types of criteria

Intuitive: implicit criteria. Hidden from other markers and students.
Global: based on key features such as organisation, evidence of reading. The assessment leads directly to a single mark. Marking can be fast and reliability high. Feedback to students can be slow.
Criterion reference grading: general criteria for grading students' work. Usually based on degree categories. Marking can be fast and feedback to students is fairly fast.
Broad criteria: based on ratings or marks. Used to assess qualities that permeate the whole of an assessment task such as fluency of style or organisation. Usually reliable and feedback can be fast if based on the criteria.
Specific criteria: more detailed than broad criteria. Often overlap and meanings unclear. e.g. What is the difference between structure and organisation? Can be burdensome to use, variations between markers on specific criteria can be low, feedback to students can be fast but not necessarily useful. Numbers on a scale do not tell a student how to improve.
Marking schemes: often used for linear marking such as specific subject content, operations or procedures such as the application of a standard integral, the correct use of the past pluperfect or an accurate translation of a paragraph in a passage of prose. Can be slow if errors have consequential effects so choose, if possible, problems that have only a few pathways. Usually reliable and valid.
Checklists: can be used to assess sequential tasks and simple design specifications. Timeconsuming for assessing complex tasks. Can be reliable.

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

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

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

Table 2: Assessment types

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

	classroom or online	No limit for total	students
	Multiple choice, short answer, cloze etc		Student may apply for extension
	Mandatory component of a unit		Non completion results in NI grade
Presentation or demonstration	Presentation including languages, theatre and music, or demonstration of practical skills	No restriction	
Discussion Participation	Structured participation in an online or classroom discussion	No restriction	Participation requirements to be documented in assessment criteria and linked to the learning outcomes
Group Task	Task where students submit the final work to be graded as a group. The graded work may be in any form.	Max 30% in total	Assessment criteria to include facility for recognising the relative contributions of group members. The need to work in a group must be linked specifically to learning outcomes.
Examination	Examination of any form conducted as per the university Examination Policy	Min 30% Max 70%	As noted in the Assessment by Examination Annex (A)
Self and Peer Assessment	Grading of any of the above tasks undertaken by students	Low stakes max 10% in total	High stakes must be mediated by the unit coordinator. Level of mediation

	High stakes > 10%	appropriate to size and weighting of task. Justification for peer assessment to link to learning outcomes.
Requirement	Minimum requirement or unstructured participation in an online or classroom discussion	Not Permitted

- D2.7 Heads of school are responsible for:
- overseeing, as part of annual curriculum monitoring, the mapping of the learning outcomes and graduate attributes of the units within a major to ensure that students can attain the graduate attributes in their study of the major
 - organising for all unit notes and examination papers to be proofread in a timely fashion for quality assurance.
- D2.8 Course coordinators, as part of annual curriculum monitoring, are responsible for:
- overseeing the mapping of assessment tasks to ensure they are informed by a whole of course or whole of major approach. Where there are discipline convenors, mapping of the assessment tasks in the major is the responsibility of the discipline convenor
 - overseeing the mapping of the graduate attributes for the units in the course. This may not be appropriate for generalist courses such as Bachelor of Arts or Bachelor of Science.

Amount of Assessment

- D2.9 Maximum word limits: for units in which the predominant type of assessment task is a written essay, or short paragraphs, the maximum word limit for a six credit point unit corresponds to the level of difficulty of the unit:

- 100 level units, 5000 words
- 200/300/400 level units, 6000 words
- 500 level units and higher, 7500 words

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

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

- D2.10 Number of tasks
- Assessment by a single assessment task is not permitted, except in a research dissertation unit, a special project unit, a reading unit, or a practical unit such as a teaching practicum or work experience unit.
 - In a research dissertation unit, a special project unit, a reading unit or a practical unit with only one assessment task, students must be clearly informed in the unit outline about the drafting process involved. Details should be provided in the unit information or handbook about the ways in which students will be given feedback on their progress throughout the unit.

Marking

- D2.11 The unit coordinator is responsible for:
- implementing moderation processes for units with multiple markers based on a sample of assignments. The sample size should be 10% or ten assignments, whichever is the lesser figure
 - ensuring marking is completed by the required dates to meet the turnaround time set by the school and stated in the unit information or handbook
 - ensuring that assessment tasks awarded a mark of 45–49% are remarked. This is not required for tasks
 - (1) that consist of true/false, multiple choice, cloze, etc., responses
 - (2) that consist of performance, presentation and oral responses.

- d. maintaining records of student results for all assessment tasks, preferably in a centralised database
- e. ensuring students' marks are confidential by communicating them only to the individual student. Posting marks against student numbers is not permitted
- f. calculating the final mark for students in the unit. Marks may be rounded up only once (e.g. 74.5–74.9 becomes 75)
- g. 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.

D2.12 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 non-UNE staff, that assessment has been moderated by the school. Verification is documented by signing the unit result sheets
- c. adjusting a mark if remarking reveals a discrepancy
- d. having procedures in place for marks to be processed within the school.

Examinations

D2.13 Examinations can be supervised, take home or online.

D2.14 The unit coordinator is responsible for:

- a. making the request for formal examinations to the Examinations and Results Unit of Student Administration and Services and provision of required details to the Unit according to advised timelines
- b. submitting examination papers according to advised timelines
- c. ensuring copies of examination papers are proofread in a timely manner
- d. weighting the examination more than 30% and no more than 70% as per the Assessment Policy
- e. being contactable at all times during the conduct of a supervised examination, or within a short period of time during a take home or online examination
- f. ensuring that any iteration of a pink paper has 33% different questions if multiple choice, true/false, etc., and 100% different questions if responses require essays.

D2.15 The Head of School is responsible for:

- a. ensuring that the examination papers comply with university policy and guidelines. This includes using the current pro formas and complying with quality assurance processes
- b. holding an examiners meeting to discuss and approve examination results and presenting the results to the school examination meeting
- c. retaining examination scripts and theses as specified in the policy. In practice this is one month for examination scripts and three years for theses
- d. disposing of examination scripts using confidential shredding and returning or disposing of theses
- e. processing applications for Special Exams, Special Consideration and Special Extensions of Time according to policy and advised timelines
- f. 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.

D2.16 Student Administration and Services is responsible for:

- a. developing the schedule of formal supervised examinations
- b. arranging the examination venues and supervisors
- c. printing and distributing examination papers
- d. ensuring that pink and yellow examination papers are collected at the end of each examination
- e. ensuring the integrity, consistency and equity of the examinations process is maintained
- f. making special arrangements/modifications of examination conditions for students with special needs as approved by UNE
- g. the notification of examination details, instructions and policy to students
- h. processing of applications for Special Exams, Special Consideration and Special Extensions of Time
- i. setting and advising key relevant dates.

Feedback

D2.17 The unit coordinator is responsible for providing feedback to students for each task including online quizzes and examinations. Feedback should be linked to the assessment criteria and include comments on weaknesses and strengths, and suggestions for how the response could have been improved.

D2.18 The Teaching and Learning Centre is responsible for organising the collection, processing and reporting of student feedback to staff and students in accordance with the Evaluation of Units and Teaching Policy.

Integrity of Assessment and Quality Assurance

D2.19 Heads of school are responsible for:

- a. ensuring that all unit assessment is conducted fairly, competently, effectively, and in accord with learning outcomes
- b. ensuring that academic staff observe the principles and procedures set out in the assessment policy, the special assessment policy, the examinations policy and the guidelines for assessment
- c. mentoring junior or new academics in the writing of assessment tasks so that they are related to learning outcomes and graduate attributes
- d. overseeing, as part of annual curriculum monitoring, the mapping of the learning outcomes and graduate attributes of the units to ensure that students can attain the graduate attributes in their study of the major or course.

D2.20 The Teaching and Learning Centre is responsible for providing support, and if necessary training for academic staff in the:

- a. principles of criterion referenced marking
- b. writing of assessment criteria
- c. writing of assessment, learning outcomes and graduate attributes.

Detection Tools for Plagiarism and Submission of Assessment

D2.21 Unit coordinators are responsible for ensuring all assessment tasks including take home examinations are submitted using e-submission unless the task has been exempted from this provision by the Pro Vice-Chancellor and Dean. Examples of such tasks may involve assessment items in languages other than English, Botany collections, fieldwork reports, etc.

D2.21 The Teaching and Learning Centre is responsible for:

- a. ensuring assessment task submission and handling proceeds speedily so that academic staff can meet turnaround deadlines
- b. advertising contact details to students who encounter problems with e-submission.

D2.22 The IT Directorate is responsible for:

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

Recording and Publishing of Marks and Grades

D2.23 Heads of school are responsible for:

- a. holding an examiners meeting to discuss and approve examination results and presenting the results to the school examination meeting
- b. ensuring that end of teaching period results are entered into Callista by the required dates.

D2.24 Student Administration and Services is responsible for:

- a. coordinating the results process
- b. integrity and provision of official academic transcripts stating marks and grades to students and external organisations as required.

Grade Point Average

D2.25 Student Administration and Services is responsible for:

- a. calculating the grade point average
- b. generating reports on students at risk for unit coordinators, course coordinators and heads of school
- c. generating reports on international students at risk for the English Language and International Services directorate.

Monitoring Progression of Students

D2.26 The university monitors the progression and performance of international and domestic students in accordance with the Early Intervention Strategy.

D2.27 Unit coordinators are responsible for:

- a. checking the list of students in their unit supplied from Corporate Intelligence

- b. monitoring the progress of international students' performance, whether on campus or at other locations in Australia, and if at risk of failure, implementing the Early Intervention Strategy on improving their performance by:
 - (1) making recommendations for remediation to the student and reporting the action taken to the course coordinator and the English Language and International Services Directorate
 - (2) creating a case file for the student in the electronic record system.
- D2.28 Course coordinators are responsible for monitoring the progress of international students on campus and at other locations in Australia by:
 - a. reviewing results and the case files established in electronic record system and alerting the Head of School if necessary
 - b. making recommendations for remedial action as set out in the assessment policy, updating the case file correspondingly and notifying the English Language and International Services Directorate.
- D2.29 The IT Directorate is responsible for:
 - a. generating automatic reports for unit coordinators on international students at assignment return dates
 - b. generating automatic reports for course coordinators at the conclusion of each teaching period on the course GPA of international students.
- D3. EARLY INTERVENTION STRATEGY** (applies to all international students and, at the discretion of the Head of School, to domestic students)
- D3.1 The performance of students within each teaching period will be monitored to assist them towards successful completion of their chosen course. Students whose performance is such that they are deemed to be at risk will be identified through an early intervention strategy.
- D3.2 A fulltime student is classified as potentially at risk of inadequate course progress where it is noted by the unit coordinator that a student is:
 - a. not attending lectures and/or tutorials, or
 - b. not performing adequately in assessment tasks.
- D3.3 Where a student is identified as potentially at risk the supervising academic is to counsel a student that they are at risk of not making satisfactory progress. The supervising academic is to counsel the student, as appropriate to the unit, to:
 - a. enrol in academic skills programs
 - b. attend tutorial or study groups
 - c. seek individual case management
 - d. attend study clubs
 - e. attend counselling
 - f. seek assistance with personal issues which 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, or
 - i. a combination of the above.

Serious Risk of Failure

D3.4 A full time student is classified as 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.

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

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

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

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

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

Minimum Course Progression⁹

Course coordinators are responsible for:

1. warning students in writing by email or letter if their GPA is 3 or less
2. advising students in writing by email or letter that they will be enrolled subject to conditions set by the course coordinator if his/her GPA is 3 or less
3. asking students in writing by email or letter to show cause why they should not be excluded or their enrolment terminated if they have not met the minimum progression requirements
4. advising students that they will be excluded from the course for a stated period if their GPA is 2 or less after two teaching periods in which they enrol.

⁹ This is the minimum Academic Progression Rule, which was been accepted by the Council and been applied since 2006. The Rule is not designed to monitor performance, only progression through the course.

