

This document supports the *Assessment Procedure (HE Coursework)* by providing an overview of key points as they relate to the responsibilities of Academic Staff. It should be read in conjunction with the *Assessment Procedure (HE Coursework)* and the *Assessment Procedure: Notes for Students* document.

### **Assessment Design** **Clause**

When setting an assessment task, careful consideration should be given to: the time required to complete the task in relation to the learning outcomes and the overall volume of learning for the unit, the relative weighting of the assessment task; the relative timing and due dates of tasks; and the impact on staff and student workload. 4.2

Where possible, due dates for assessment tasks in a course will be coordinated to ensure students are not unreasonably overloaded at any one time during a teaching period. 4.3

### **Assessment Tasks** **Clause**

The total word limit for all assessment tasks in a unit, including the examination, should normally have an upper limit of 5,000 words. 4.4

Each unit should normally include three assessment tasks. 4.5

Each unit should normally include at least two different types of assessment task. 4.6

Each assessment task should be worth no more than 60 percent of the total grade. 4.7

Final examinations will not normally be worth more than 50 percent of the total unit mark. 4.8

School Committees may grant an exception to clauses 4.4 to 4.8 for a particular unit on the basis of a sound pedagogical reason or accreditation requirements. 4.9

Early assessment opportunities, including informal formative ones, should be included within units to enable students to appraise their level of understanding, and staff to identify areas in which individual additional academic support or curricula emphasis are required. 4.10

Assessment tasks for which most work is carried out outside class may include an in-class or other invigilated component to confirm the integrity of student work. Students should be advised in the Unit Information of the broad type of task for the invigilated component (for example oral, written) and any assigned weighting. 4.11

Participation in in-class and online activities can be encouraged with a 10% maximum mark. Participation must be more than just attendance and assessed against specified criteria derived from the learning outcomes. 4.12

**Group Work** **Clause**

A maximum of 30 percent of the total mark awarded in a unit can be allocated to group work. This does not necessarily include individually marked components of group tasks. 4.13

Group tasks must be structured in such a way that all students will be able to demonstrate attainment of all the learning outcomes mapped to the task. 4.14

Appropriate guidance for working in groups should be provided to students at the course level when setting group tasks. 4.15

**Marking Rubrics and Marking Guides** **Clause**

Where appropriate to assessment design, a marking rubric or guide must be developed, linking the assessment criteria to the grading standards (for example High Distinction through to Fail). 4.16

The marking rubric must be applied by all markers to enhance the consistency of marking and quality of feedback across markers, cohorts and teaching locations. 4.17

**Communication to Students and Markers** **Clause**

The Unit Outline and access to the unit Moodle site must be available to students at least two weeks before the commencement of the semester. 4.18

Details about each assessment task in any given unit, including the due dates, word limits (if applicable), assessment task weighting, and rubric must be included in the Unit Information provided for the unit and must be available to students by the first day of class. 4.19

Assessment tasks, marking rubrics, marking guides and accompanying instructions must clearly outline what is expected of students, and what is required to demonstrate their knowledge and skill at each grade level. 4.20

Lecturers should provide opportunity for students to discuss unit expectations and assessment requirements with them. 4.21

While clarification of the assessment task and requirements may be sought as part of learning, students should not expect lecturers to provide feedback on an actual draft submission. 4.22

**Changes – future offering** **Clause**

When reviewing the assessment plan and design, Unit Coordinators must consult the Unit Self-Review which was completed after the unit was last offered, for any changes recommended or issues raised. 5.1

A proposal to alter the assessment plan for a future offering of a unit must be submitted by the Unit Coordinator to the School Committee for approval. Where changes made to the unit impact a course delivered in another School, consultation and approval must also be sought from that School. The changes must then be submitted via a unit proposal through the Curriculum Management System. 5.2

**Changes – current offering** **Clause**

If a Unit Coordinator needs to alter an assessment plan in a teaching period where the unit is being offered, they must request endorsement from the relevant Course Convenor. Proposed changes to the assessment plan will only be approved in exceptional cases. 6.1

The request is to be submitted to the relevant Head of School (HOS) by the relevant Course Convenor. 6.2

If a change to the assessment plan is approved: 6.4

1. Written notification of the change to the assessment plan must be provided to students through the Learning Management System (LMS) site for the unit, by the Unit Coordinator and
2. Changes made to the assessment plan must be reported and minuted at the next meeting of the relevant School Committee by the Unit Coordinator.

**Quizzes, Tests and In-Person Assessment Tasks** **Clause**

Unit Coordinators must ensure that the assessment format and conditions for a quiz, test or in-person assessment are published in the Unit Information. 7.1

Lecturers are responsible to ensure that in-class assessments are conducted with vigilance and that due process is applied to maintain equity. 7.4.1

If due to extenuating circumstances students are unable to attend an in-person assessment at the scheduled time, a request to complete the assessment at an alternative time is to be made using the [Extension Request Form](#) including appropriate supporting documentation. 7.6

**Special Provisions** **Clause**

Students experiencing a **short-term or unexpected medical condition or injury** which may impact their ability when completing an in-person assessment task, and who therefore require special provisions, need to inform the Faculty Office as soon as practicable. The Faculty Office will determine what special provisions, if any, will be provided or if a reschedule would be appropriate. 8.1

Students who have a **disability or chronic medical condition** which may require that adjustments be made to assessment tasks, including in-person assessment tasks, may apply to the Equity Officer for assessment adjustments as per the Disability Policy. Such applications must be made in a timely manner before the assessment deadline and must be supported by appropriate documentation from a relevant healthcare professional. 8.2

**Submission** **Clause**

Lecturers should direct students to Library guides for formatting and referencing text-based assessment tasks. 10.3

Text-based assessment tasks must be submitted through Turnitin unless the relevant School Committee has explicitly waived this requirement because the nature of the assessment task means it is not suitable for this form of submission. Any such exemption must be recorded in School Committee minutes. 10.4

Lecturers will inform students on the relevant method of assessment submission, including, where relevant for hard copies or physical pieces of work, a secure collection point. Students must be provided with an acknowledgement of receipt for all assessment submissions. 10.5

**Extension Request** **Clause**

If, in extenuating circumstances, a student requires an extension to the assessment submission date, the student must apply using the [Extension Request Form](#). 11.1

Requests submitted more than 1 week before or 24 hours after the assessment due date will not be considered, unless there are extenuating circumstances. 11.1.1

Events that can be planned for will not normally be considered as a justifiable reason for an extension request. This includes, but is not limited to other assessment task deadlines, work commitments or travel. 11.1.4

The Faculty Office will receive and process requests for extensions to ensure consistency of outcomes, taking into account the appropriateness of the situation for the lecturer and the student. Issues of equity and transparency will be considered so as not to disadvantage students who have met the set deadlines. 11.2 & 11.4

Extensions cannot be granted by the Unit Coordinator or lecturer.

**Late Submission** **Clause**

If an assessment task is submitted after the due date and time, a penalty for late submission will be applied to the mark. 12.1

The late submission penalty is 5% of the total possible mark for the assessment task for each day or partial day, up to and including 5 days after the due date, including weekends and public holidays. The weekend (Saturday and Sunday) will be counted as 1 calendar day. 12.2

If an assessment task is submitted more than 5 days after the due date it will not normally be marked, and the student will receive 0% for the task.

For some assessment tasks, as identified in the Unit Outline, late submissions may not be allowed, and will therefore not be marked and result in 0% for the task. 12.5

## **Marking**

## **Clause**

Assessment is standards-based and criterion-referenced, and not dependent upon cohort performance, but based on pre-determined and defined criteria and related standards of skills, knowledge and competencies. 13.1

Final grades are an expression of how closely students' work has achieved the intended learning outcomes.

There are no pre-determined grade distributions or failure rates for any unit or course.

If the staff member responsible for marking has, or has had, a close personal relationship with a student, assessment tasks submitted by that student must be marked by another member of academic staff selected by the relevant Head of School or nominee. 13.2

Staff responsible for marking assessment tasks must provide feedback to students that is timely (normally 15 working days turnaround time from the assessment task due date) and informative (related to the criteria included in the rubric established at the commencement of the semester). 13.3

The acceptable word count for all text-based assessment tasks is plus or minus 10%. Marks and comments should only be given for that work which is within the limit. 13.4 & 13.5

The items included in the word count, such as title page, references, and tables, will be stipulated in the Unit Information.

## **Re-marking**

## **Clause**

Students may request a re-mark of an assessment task. Students who are seeking a re-mark of their assessment task are to initially discuss the feedback with the relevant Unit Coordinator and/or lecturer. 14.1

If the Unit Coordinator agrees that an error has occurred in the calculation of the mark, this may be corrected by the Unit Coordinator without the need for the student submitting an Application for Review of Mark form. 14.2

It is the responsibility of the Unit Coordinator to ensure that a student who requests a re-mark of an assessment task is aware of how the assessment task was initially marked using the marking rubric, regardless of who originally marked the assessment. The Unit Coordinator should also inform the student of the information in all clauses relating to Re-marking of Assessment Tasks in the Assessment Procedure. 14.3

Only a single re-mark will be permitted and the result of the re-mark will be recorded as the final mark for that assessment task, irrespective of its position relative to the original mark. It is not possible for a student to appeal this decision further via the Appeals process. 14.10

<b>Grade Release</b>	<b>Clause</b>
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Unit Coordinators shall submit all student marks to the School Committee for the end of semester Exam Board.	15.1
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Staff members are not to advise students of their final grades as the student may have an encumbrance applied to prevent them from receiving their grades.	15.8
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<b>Document Retention</b>	<b>Clause</b>
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Assessment tasks submitted electronically must be kept for at least 12 months.	17.2
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Hard copy or physical assessment tasks which have not been collected by the student (including test and quiz scripts) must be kept for at least 12 months.	17.3
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Materials used for marking where available (e.g. photographs or recordings of non-text-based assessments) must be kept for at least 12 months.	17.4
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