

## Monash University Procedures

<b>Procedure Title</b>	Assessment in Coursework Units: Development and Implementation of an Assessment Regime Procedures
<b>Parent Policy</b>	<a href="#">Assessment in Coursework Units Policy</a>
<b>Date Effective</b>	Teaching periods commencing on or after 3 August 2020
<b>Review Date</b>	
<b>Procedure Owner</b>	Deputy Vice-Chancellor (Education)
<b>Category</b>	Academic Standards and Quality
<b>Version Number</b>	4.1 ( <i>administrative amendments effective on 31 July 2020</i> )
<b>Content Enquiries</b>	<a href="mailto:policy-education@monash.edu">policy-education@monash.edu</a>
<b>Scope</b>	These procedures apply to all teaching periods commencing on or after 3 August 2020. <b>For teaching periods that commence before 3 August 2020, refer to <a href="#">version 3.0</a> of these procedures.</b>
<b>Preamble</b>	These procedures must be read in conjunction with <a href="#">Monash University Academic Board) Regulations Part 3</a> , and <a href="#">Assessment in Coursework Units Policy</a> .
<b>PROCEDURE STATEMENT</b>	

### The Monash Assessment Regime

1. The assessment regime for a unit is designed by the faculty teaching the unit. In doing so, the faculty will take into account the principles of good assessment practice outlined in the [Assessment in Coursework Units Policy](#) and the Monash Assessment Vision (including the domains of assessment), as well as its relationship to the broader course assessment regime. The assessment regime of a unit is approved by the Dean (or delegate) owning the unit at the time that it approves the unit as a whole. Any amendments to the assessment regime must also be approved by the Dean (or delegate).
2. The implementation of the assessment regime of a unit is a coordinated process under the direction of the Chief Examiner or delegate who must ensure that all assessment tasks are aligned with and mapped against unit outcomes, content and learning activities and those criteria by which the student work will be judged are defined and applied.
3. When a unit is offered in a particular teaching period in multiple modes and/or locations, the unit assessment regime will be equivalent in all modes and/or locations. For more information on requirements when teaching across multiple modes and/or locations, see section 11 (below) and the [Academic Programs Offered from Multiple Campuses Procedures](#).
4. Unit assessment must be designed to contribute to students achieving course-level learning outcomes and include knowledge, skills and attributes. When a unit is taught at more than one level within a course (a multi-level unit), the Chief Examiner and teaching team must make a qualitative distinction in relation to the assessment and learning outcomes required at each level, through, among other mechanisms, well-structured rubrics that are appropriate to each level.
5. The design of the assessment regime must take into account the workload requirements of the unit which are indicated by credit points associated with the unit, as outlined in the [Course Design Procedures](#) (refer section 2).

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6. The design of the assessment regime must take into account the requirement for effective and timely feedback to be given to students on their assessments. For more information on feedback requirements and good practice, see the [Feedback Procedures](#) and [Feedback Guidelines on Student Assessment](#).

7. The student assessment load must enable all learning outcomes to be assessed appropriately. There must be at least two major summative assessment tasks for any given unit, with no individual assessment task being worth more than 60 per cent of final grade for a non-thesis/semester-long project unit. The assessment load for any unit must be appropriate and take account of the level of study and the credit-point value of the unit.

### **Responsibility**

Deputy Vice-Chancellor (Education) (or delegate)

Deans

Associate Deans (Education)

Chief Examiners

## 8. Integrity of assessment

8.1. Staff must endeavour to design student assessment to minimise the likelihood of breaches of [academic integrity](#).

8.2. Faculties should have processes in place to ensure the integrity of assessment is maintained across different teaching periods for each of their units. These processes will depend on the nature of the discipline, but should adhere to the following requirements:

- Major assessment tasks should be significantly different from assessment tasks in previous unit offerings. This includes examinations and papers that have been copied to students upon request.
- Previous questions can be adapted for re-use, provided that the formulation of the factual situation and/or the questions themselves have been significantly altered.

8.3. A team-based approach with oversight from the Chief Examiner should be employed for the design and development of assessment tasks. Where a major assessment task has been developed by an individual educator, the Chief Examiner must ensure that this is scrutinised by one or more other members of academic staff who will validate compliance with the principles of good assessment practice outlined in the [Assessment in Coursework Units Policy](#).

8.4. Unless an exception has been approved, assessments must be submitted online through the learning management system and processed using a similarity-detection system at the point of submission.

### **Responsibility**

Deputy Vice-Chancellor (Education) (or delegate)

Dean

Associate Deans (Education)

Chief Examiners

## 9. Hurdle requirements

9.1. A hurdle is a compulsory requirement that students must meet to be able to pass the unit.

9.2. Hurdles can only be used if they are necessary to demonstrate the achievement of specific unit learning outcomes or a required professional competency.

9.3. Where a unit has hurdles:

- they are part of the assessment regime for a unit and are approved by the Dean (or delegate) of the unit-owning faculty; and
- the Handbook must specify the hurdle requirements and the consequence of not meeting hurdles.

9.4. A hurdle must be either a competency hurdle or a threshold hurdle.

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### Competency hurdles

- 9.5. A competency hurdle is a task, which may or may not have an assessment weighting, that the student is required to satisfactorily complete to demonstrate professional accreditation competency.
- 9.6. The competency hurdle requirement, and the number of attempts permitted, must be specified in the Handbook.

### Threshold hurdles

- 9.7. A threshold hurdle is a threshold mark, applied to an assessment task, that students must achieve to satisfy the hurdle.
- 9.8. The threshold mark is 45 per cent of the marks available for the task, for any task that has a threshold hurdle, unless a different threshold mark is required for external accreditation and/or regulatory requirements.
- 9.9. Where a threshold hurdle is applied, it can only be applied to an assessment task, or collection of tasks, worth 20 per cent or more of the final unit results.
- 9.10. Where a threshold hurdle is applied to a collection of tasks, the combined result for the collection of tasks must achieve the threshold mark.
- 9.11. The threshold hurdle requirement and threshold mark must be specified in the Handbook.

### Outcomes for failing to meet a hurdle

- 9.12. Failure to meet a hurdle indicates that the student has not achieved some or all of the unit's learning outcomes.
- If a student fails to meet a hurdle, but would have otherwise passed the unit, the student will be awarded a mark of 45 and an NH (hurdle fail) grade for the unit.
  - If a student fails to meet a hurdle and would have also failed the unit, the student will be awarded their mark and an N grade for the unit.
- 9.13. Where a unit has multiple hurdles, failure of any one hurdle will result in failure of the unit.
- 9.14. Where a student has failed a competency hurdle but has attained a passing mark for the unit, the Chief Examiner can grant an additional task that assesses the same learning outcomes as the competency hurdle. Students can not apply for additional assessment. When additional assessment is granted, the mark awarded for the original task must not be more than 50 per cent of the marks available for the task.
- 9.15. Where a late penalty is applied to an assessment task with a threshold hurdle, the penalised mark will be used to determine if the hurdle has been met.

### **Responsibility**

Chief Examiners

## 10. Units taught in a language other than English

- 10.1. External examiners must be appointed for each unit taught and/or assessed in a language other than English (other than units taught to develop proficiency in a language). These individuals must be fluent in both English and the language of teaching/assessment, as well as competent in the discipline area of the unit or course.

### **Responsibility**

Chief Examiners

## 11. Units offered in multiple modes and/or locations

- 11.1. Unit coordinators must be appointed for each mode and/or location of a unit offering.
- 11.2. The Chief Examiner must establish a unit management group comprising the coordinators from all modes and/or locations involved in offering the unit to ensure that the assessment tasks and standards are equivalent across all modes and/or locations.

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- 11.3. The unit management group must work under the guidance of the Chief Examiner to agree on the design, content and standards of all assessment for the unit offering and the respective marking criteria.
- 11.4. Where in-semester assessment is equivalent but not identical across all modes and/or locations, the Chief Examiner must approve equivalence and keep records of variations.
- 11.5. Where there is a final examination, this must be identical if undertaken at the same time and venue. In other circumstances, examinations must be equivalent, unless an exception to this rule is granted by the Deputy Vice-Chancellor (Education). Refer to [Academic Programs Offered from Multiple Campuses Procedures](#).

### **Responsibility**

Deputy Vice-Chancellor (Education) (or delegate)

Chief Examiners

Unit Coordinators

## 12. Assessment scheduling

- 12.1. The following matters must be considered in relation to the scheduling of assessment tasks:
- Tasks must be scheduled at an appropriate time to assess student achievement against learning outcomes and to provide feedback that is constructive and supportive of further learning.
  - The scheduling of assessment tasks must be conducted with an awareness of the overall coursework load of students.
  - Communication to students about the nature and timing of assessment tasks must occur as early as practicable in the teaching period.
- 12.2. Chief Examiners of first year units offered in a standard semester are expected to ensure that at least one assessment task in the unit is submitted and returned by the end of teaching week six of the semester in order to provide timely and constructive feedback that is supportive of further learning.
- 12.3. During the teaching weeks of a standard semester, due dates for major assessment tasks must be at least two weeks apart. This does not apply where there is a portfolio of related assessment tasks that contribute to a broader project – for example, a project consisting of a written assignment and a related practical demonstration.
- 12.4. No assessment task may be due within the SWOT-Vac period. Exceptions may be made by the Associate Dean (Education) for: major research projects or theses; assessment tasks that involve a practical component, such as computer simulations or laboratory work; those which students are required to present in person; or where the final assessment tasks are not examinations across the majority of units in a course in that teaching period. Exceptions may be made by the Deputy Vice-Chancellor (Education) (or delegate) for Monash Extension students.

### **Responsibility**

Chief Examiners

## 13. Team assessment

- 13.1. Where a unit involves team assessment, the Chief Examiner must ensure that information is made available to students that indicates:
- the proportions of the mark for the assessment that will be allocated to the outcome of the team work, and to the process followed to obtain the outcome;
  - how the team will be formed and managed;
  - how the contribution of the individual students to team assessment will be assessed, and who will determine the criteria to make this assessment (the team, teaching staff or both);
  - who will assess the contribution of the individual students (peers, teaching staff or both);

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- the requirements for timely notification and resolution of disputes among team members; and
- responsibilities for ensuring correct and timely submission, including procedures for gaining team agreement to submit.

For more information on team assessment, see the [Team Assessment Guidelines](#).

### **Responsibility**

Chief Examiners

## 14. Communication to students

14.1. Chief Examiners must ensure that students are provided with assessment details in the Handbook and/or the learning management system by Monday of the week before the teaching period starts, including:

- the assessment regime;
- topic release dates (where relevant);
- word limits (where applicable);
- contribution of each assessment task to the final result;
- submission and presentation requirements;
- duration of tests and examinations (where applicable);
- criteria by which performance will be judged – only broad criteria are required at the start of the teaching period; further details can be provided at the time of handing out the individual assessment tasks (see also [Grading and Marking Procedures](#));
- submission dates;
- estimated dates for the return of assessment tasks;
- instances of assessment tasks where some aspects can be negotiated (for example, allowing students to nominate topics) – the processes for this negotiation must be clearly stated;
- details of any hurdle requirements, including the number of attempts allowed, the threshold mark required for the task, and the consequences for the final result if these are not achieved;
- where there are team-based tasks, details of how the individual and team performance will be judged (see section 13 above and the [Team Assessment Guidelines](#));
- when a unit is listed as being taught at more than one level, the distinction between the assessment at each level; and
- a description of the types of feedback the students can expect in relation to their performance in the unit (for more information on feedback requirements and good practice, see the [Feedback Procedures](#) and [Feedback Guidelines on Student Assessment](#)).

### **Responsibility**

Chief Examiners

<b>Responsibility for implementation</b>	Deputy Vice-Chancellor (Education) (or delegate) Deans Associate Deans (Education), Deputy Deans (Education) Chief Examiners Unit Coordinators
<b>Status</b>	Revised

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<b>Approval Body</b>	<p><b>Name:</b> Education Committee</p> <p><b>Meeting:</b> 3/2020</p> <p><b>Date:</b> 21-April-2020</p> <p><b>Agenda item:</b> 7.1</p>
<b>Definitions</b>	<p><b>Assessment regime:</b> the set of assignments, tests, examinations or other assessment tasks that comprise the assessment for a unit (both formative and summative) and the percentage contribution of these to the final result for the unit.</p> <p><b>Chief Examiner:</b> responsible for the implementation of the unit assessment regime for the unit and must recommend the final result for each student. A Dean must appoint a Chief Examiner for each unit taught by the faculty.</p> <p><b>Equivalence (of assessment tasks):</b> equivalent assessment tasks are similar in complexity, nature, purpose and assess the same intended learning outcomes of the unit. Equivalence does not require assessment tasks to be identical.</p> <p><b>Final examination:</b> an invigilated or supervised examination held after the end of the teaching period, the results of which are partly used to determine the final result for the unit concerned. A final examination may consist of one major assessment task or may include more than one major assessment task.</p> <p><b>Final result:</b> the final mark and/or grade awarded to a student on completion of assessment for a unit.</p> <p><b>Hurdle requirement:</b> a compulsory task within a unit that must be completed successfully in order to pass the unit.</p> <p><b>Major assessment task:</b> an assessment task that represents 20 per cent or more of a student's final result in a unit. Minor, regular assessment activities (for example, weekly quizzes), may be categorised collectively as a major task.</p> <p><b>Similarity-detection system:</b> A system (e.g. Turnitin or MOSS) that compares text, data, code or other elements in a student assessment against various sources including the internet, published works, commercial databases and assessments previously submitted through the system.</p> <p><b>Special course requirement:</b> a non-unit requirement that students must meet before they can graduate from their course, e.g. first aid certificate, minimum weighted average mark.</p> <p><b>Standard semester:</b> semester 1 or semester 2 in any year as approved by the Academic Board from time to time.</p> <p><b>Teaching period:</b> a period of the academic year within which a unit is offered. The two standard teaching periods are semester 1 and semester 2 (referred to as standard semesters), but some units are offered in a summer or winter teaching period, over the whole year, in an intensive format at any time, or during other predefined periods.</p> <p><b>Team assessment:</b> assessment tasks in which students work cooperatively and some element of the marks/feedback is awarded collectively.</p> <p><b>Unit:</b> the basic component of a course in which a student will enrol to undertake study in a particular discipline.</p> <p><b>Unit Coordinator:</b> the academic staff member assigned to coordinate all unit academic and administrative activities for each mode and/or location.</p>

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	<p>The Chief Examiner may also be the Unit Coordinator; when this is not the case, the Unit Coordinator works under the direction of the Chief Examiner.</p> <p><b>Unit offering:</b> the delivery of a unit in a particular teaching period, in single or multiple modes and/or locations.</p>
<b>Legislation Mandating Compliance</b>	
<b>Related Policies</b>	<p><a href="#">Academic Programs Offered from Multiple Campuses Procedures</a></p> <p><a href="#">Feedback Procedures</a></p> <p><a href="#">Student Academic Integrity Policy</a></p>
<b>Related Documents</b>	<p><a href="#">Team Assessment Guidelines</a></p> <p><a href="#">Feedback Guidelines on Student Assessment</a></p>