

ENGINEERING MARKING AND FEEDBACK PROCEDURE

SCOPE

This procedure applies to:

- all staff;
- all students;
- all coursework units; and
- all teaching locations, with the exception of the former Monash South Africa campus.

Coursework students at the former Monash South Africa campus should refer to the [Assessment in Coursework Units Policy and Procedures](#) and the [Monash University \(Academic Board\) Regulations](#).

PROCEDURE STATEMENT

In this procedure, references to associate dean (education) may include roles with equivalent responsibility within the faculty, such as deputy dean (education) or associate dean (learning and teaching).

1. Assessment marking

1.1 The chief examiner is responsible for the quality assurance of the unit and must ensure:

- processes are in place for marking assessments fairly and reliably; and
- all markers, where academic judgement is required, have the appropriate level of qualifications, discipline knowledge and experience.

1.2 Assessment marking must be completed in the required timeframe to provide students with timely and effective feedback (see section 3).

1.3 Markers must disclose any actual or perceived conflict of interest to the chief examiner. Where the chief examiner is also the assessment marker, any conflict of interest should be disclosed to their supervisor.

1.4 Students must use legible handwriting in any handwritten assessment tasks. The chief examiner can refuse to mark the whole or any part of an assessment that the chief examiner regards as illegible.

1.5 If a marker suspects there has been a breach of academic integrity in relation to an assessment task, they must stop marking the assessment and refer the matter immediately to the chief examiner or nominee for academic integrity (see [Student Academic Integrity Procedure](#)).

Blind marking

1.6 All written invigilated assessments must be blind marked.

1.6.1 For paper-based examinations, markers must not refer to the attendance list or use any other method to identify a student.

1.6.2 For eExaminations, the student identification facility is disabled in the electronic assessment platform.

1.7 Non-invigilated assessments, where practicable, must be blind marked.

1.8 For major assessments, where the chief examiner determines that blind marking is impracticable or unreasonable, the chief examiner (or the associate dean (education) if the chief examiner is involved in assessment design) must ensure processes are in place to minimise the risk of unintentional bias such as double marking, panel marking or second marking.

1.8.1 Performance, video or oral presentation assessments should be panel marked (with two examiners present) or recorded to allow double marking.

1.9 Where two markers disagree on the mark for an assessment, the following applies:

- 1.9.1 If the discrepancy between the two marks is 10 per cent or more of the marks available in the task, the chief examiner has the authority to review and determine the final mark.
- 1.9.2 If the discrepancy is less than 10 per cent, the final mark is the average of both marks.

Marking penalties

- 1.10 A marking penalty can only be imposed for an assessment task that has been submitted past the due date. The [Student Academic Integrity Procedure](#) outlines discipline penalties for breaches of academic integrity.
- 1.11 Unless an extension or special consideration has been granted, or otherwise specified in the unit guide, students who submit an assessment task after the due date will receive a late-submission penalty of 10 per cent of the available marks in that task. A further penalty of 10 per cent of the available marks will be applied for each additional calendar day, or part thereof, the assessment task is overdue.
- 1.12 Tasks submitted more than seven calendar days after the due date will receive a mark of zero for that task.
- 1.13 Students may not receive feedback on any assessments that receive a mark of zero due to a late-submission penalty.

Release of marks

- 1.14 Marks for in-semester tasks and non-examination final assessment tasks will be released to students in accordance with the feedback timeline in section 3.9, through the learning management system.
- 1.15 Marks for examinations will not be released to students.

Thesis examination in research track coursework degrees

- 1.16 The chief examiner appoints thesis examiners in consultation with supervisors, considering subject expertise, examining experience and availability. When the chief examiner is a supervisor, the associate dean responsible for graduate research will appoint the examiners, or the associate dean (education) in the case of minor theses.
- 1.17 For research project units worth 12 credit points or more, at least two examiners (other than the supervisor) must assess the thesis independently. The supervisor can mark or contribute a mark for non-thesis components up to a maximum of 20 per cent of the overall assessment for the research project unit. The supervisor can only assess the research process and not the thesis itself.
- 1.18 For research project units worth 18 credit points or more, one of the two examiners (other than the supervisor) should be external to the department or school.
- 1.19 If there is a discrepancy between the marks awarded by each examiner, the mark will be determined as follows:
- 1.19.1 If the discrepancy between the marks is 10 per cent or more, the chief examiner will determine the final mark by arranging a conference of the examiners. If required, the chief examiner will appoint an adjudicator to review the thesis and examiner reports and recommend a final mark.
- 1.19.2 If the discrepancy is less than 10 per cent, the final mark is the average of both marks.

2. Quality assurance in assessment

- 2.1 The chief examiner will put processes in place to ensure assessments are marked fairly and consistently across all markers, modes and teaching locations. Academic staff should refer to the [assessment quality assurance resources](#).
- 2.2 The chief examiner is responsible for assessment quality assurance and must ensure that:
- marking tools and resources are developed and provided to markers;
 - all markers have a consistent interpretation of the criteria and standards before marking commences. If appropriate, the chief examiner can assign specific questions or examination sections to a single marker;
 - unusual and/or inconsistent mark or grade distributions across markers are identified and reviewed; and
 - alternative methods of quality assurance are used where the chief examiner determines that the above approaches are not appropriate, e.g. for an honours thesis or similar.

Units taught in multiple locations, modes, streams and teaching periods

- 2.3 The chief examiner is responsible for ensuring equivalence and consistency of marking in units taught in different modes, locations, streams and teaching periods and will:
- review the assessment results for units taught in multiple modes, locations and teaching periods;
 - convene a unit management group comprising the unit coordinators from all modes and/or teaching locations to ensure that the assessment tasks and standards are equivalent across all modes and/or teaching locations; and
 - provide an annual report, including any recommendations to improve equivalence and consistency, to the Board of Examiners (BOE).

3. Assessment feedback

- 3.1 The chief examiner must ensure that the form of assessment feedback and the level of detail is reasonably consistent between all members of the teaching team.
- 3.2 Academic staff providing assessment feedback to students should refer to the resources for providing feedback on student assessment.

Effective feedback

- 3.3 Effective feedback must accompany the mark and explanation for the mark given for the assessment. See sections 3.16 to 3.20 for feedback processes for examinations and final assessments.
- 3.4 Effective feedback is:
- timely and includes comments about the student's performance on each criterion;
 - delivered in a way that is clear, informative and constructive; and
 - feeds forward, explicitly stating how the student can improve.
- 3.5 Depending on the nature of the assessment task, effective feedback can take one or more forms:
- **written, audio or video comments** including personalised comments and constructive guidance on how the student can improve their work;
 - **oral comments** in group sessions or from academic staff to commend, guide and/or correct the student's learning;
 - provision of **sample answers** and/or **predictive feedback** provided before the task is due, that outlines typical mistakes or areas in which students do well. This type of feedback can be provided in addition to feedback following the assessment.

Marking feedback

- 3.6 The mark given for an assessment task must be provided to students with an explanation for the mark given.
- 3.7 An explanation of the mark given for assessment task can be provided:
- through **written comments**;
 - by using **rubrics or marking guides** that set clear criteria and expectations for each mark, with meaningful details of how the student's performance compares against each marking criterion in the rubric and constructive guidance on how they can improve;
 - through **oral comments** in group sessions or from academic staff to commend, guide and/or correct the student's learning; and
 - through the provision of **sample answers**.

Feedback timeline

- 3.8 The unit guide and/or learning management system will list the forms of feedback (see section 3.5 and 3.7) and the timeframe feedback will be provided (see section 3.9) to students.
- 3.9 Students must be provided with effective feedback on their non-examination assessment within 10 working days of the assessment submission deadline or, if an extension is granted, within 10 working days of the extended date.
- 3.9.1 The unit guide must specify any variation to the feedback timelines in 3.9, up to a maximum of 20 working days after the assessment submission deadline. If feedback is delayed due to unforeseen circumstances, the reason for the delay must be communicated to students and to the associate dean (education) by the teaching team.
- 3.10 The chief examiner must ensure that students are provided with feedback early in the teaching period (before the mid-point) that can support their further learning.
- 3.10.1 Exceptions must be reported to the associate dean (education) for units where this timing is impractical, or when there is a pedagogical benefit to the students, such as units with a single assessment task or delivered in intensive mode or with placements. Feedback in units delivered in intensive mode must be provided early in relation to the duration of the unit.
- 3.11 Students must be provided with effective feedback on assessment tasks that relate to the subject matter in the final assessment or examination before the final assessment or start of the examination period.
- 3.12 Students enrolled in a one-year honours course must receive regular effective feedback through:
- progress meetings with the supervisor or honours coordinator;
 - feedback on formative and summative assessment tasks; and
 - the review of at least one thesis draft.

Additional feedback

- 3.13 Students can only request additional feedback after they have accessed all forms of feedback available for the assessment task, as indicated in the unit guide and/or learning management system.
- 3.14 Additional feedback can be requested via email to the chief examiner within 10 working days after the feedback is available for the assessment. The request must outline:
- the feedback received to date and why the student considers it inadequate;
 - the steps taken to access additional feedback as listed in the unit guide and/or learning management system; and/or
 - any exceptional circumstances that prevented the student from accessing all available feedback as indicated in the unit guide and/or learning management system.
- 3.15 The chief examiner will provide any additional feedback, if it is available, to students who meet the requirements in section 3.14.

Feedback for examinations and final assessments

- 3.16 Students can only access feedback for examinations or final assessments at the end of the teaching period, after results for the unit are published.
- 3.17 The associate dean (education) of the teaching faculty must ensure that students are aware of the feedback arrangements for examinations and other final assessments. These can take the form of summary feedback provided in the learning management system, provision of the examination questions with marking guides or sample answers, or other forms, e.g. group feedback.
- 3.18 Students can apply to view their examination paper and marking guide for the purpose of their own personal learning. An application can be made to the teaching faculty after results are released for the teaching period and before the end of the first week of the subsequent teaching period.
- 3.19 When a student views the examination paper a staff member, who must not be the examination marker, must be present.
- 3.20 The student cannot copy or keep the examination paper and/or script. The details of the examination paper viewing (e.g. the marks or the markers comments) must not be shared.

4. Finalising results

Verifying fail grades in assessment tasks

- 4.1 All major assessments tasks and examinations with a fail grade must be double marked by the teaching faculty before the result is finalised.
- 4.1.1 Double marking is an independent process completed by a second marker who does not have access to the grades or comments of the original marker. Double markers must have the appropriate level of qualification, discipline knowledge and experience, as well as access to the marking guide and/or rubric for the assessment task.
- 4.1.2 Where double marking is impractical, the assessment can be second marked. Second marking is an independent marking completed by a second marker who has access to the grades and comments of the first marker. Second markers must have the appropriate level of qualification, discipline knowledge and experience.
- 4.2 For assessments that are double marked, panel marked or second marked and where two markers disagree on the mark for an assessment, the following applies:
- 4.2.1 If the discrepancy between the two marks is more than 10 per cent of the marks available in the task, the chief examiner has the authority to review and determine the final mark.
- 4.2.2 If the discrepancy is less than 10 per cent, the final mark is the average of both marks.

Scaling marks

- 4.3 The chief examiner is responsible for determining when it is appropriate to make a recommendation (including the rationale and method for scaling) to the BOE to scale student marks. The BOE is responsible for approving the scaling (and method) of any marks.
- 4.4 Marks can only be scaled when a review of student performance on an assessment task, or part thereof, indicates that the task did not appropriately assess the unit learning outcomes or that the difficulty level of the assessment was too high.
- 4.5 Scaling of marks to achieve an ideal grade distribution is not permitted and is inconsistent with the criterion-referenced assessment approach of Monash University.
- 4.6 When scaling is approved by the BOE, a consistent approach must be taken across the whole cohort of students e.g. scaling by a common factor, and no student will be disadvantaged.

- 4.7 Where an academic review of student performance on one or more assessment tasks indicates that the assessment was not sufficiently challenging to properly assess the unit learning outcomes, a unit review under the direction of the associate dean (education) must occur prior to the next offering of the unit, or in an appropriate timeframe as determined by the associate dean (education).

Chief examiner responsibilities

- 4.8 The chief examiner is responsible for recommending to the BOE the final results for each unit and must ensure:
- all assessment items are marked on time; and
 - the final results are calculated accurately and that the appropriate mechanisms are in place for verification (see section 4.1).
- 4.9 The chief examiner will provide a report for each unit to the BOE to assist the BOE monitor unit results. The report will include:
- assessments not submitted through a similarity-detection system and the measures used to detect breaches of academic integrity (see [Academic Integrity Procedure](#));
 - any additional assessments granted as a result of a failed competency hurdle (see [Assessment Regime Procedure](#));
 - a description of equivalence and the marking methods used to ensure consistency for all assessment tasks used across multiple modes and/or teaching locations for each unit. Where tasks are not identical, a record of the variations must be provided; and
 - where applicable, a recommendation, rationale and proposed method to scale marks and if a unit review is required (see section 4.3).
- 4.10 The chief examiner will provide a report to the BOE of any units that meet one or more of the following criteria, the reason for any grade variations and the proposed actions. The criteria include:
- pass rate of less than 85 per cent;
 - high distinction grades exceeding 20 per cent of students enrolled in the unit;
 - combined distinction and high distinction grades exceeding 45 per cent of students enrolled in the unit;
 - combined fail grades and pass grades exceeding 45 per cent of students enrolled in the unit; and
 - a statistically significant variation in grade distribution between the different modes or teaching locations in the same teaching period.

Board of examiners responsibilities

- 4.11 The dean (or delegate) of a teaching faculty will constitute a BOE and appoint one of the academic members as chair of the board.
- 4.12 The BOE will review the reports and recommendations provided by the chief examiners before determining the final marks and grades for each student enrolled in units taught by the faculty.
- 4.13 The BOE will determine any unit reviews required as a result of the reports provided by the chief examiners as listed in sections 4.9 and 4.10.
- 4.14 The BOE will meet at the end of the teaching period to determine the final grades to be awarded. Where the BOE is unable to determine a final grade for a unit, the BOE must determine and record an interim grade before the results are released.
- 4.14.1 In exceptional circumstances, the dean (or delegate) can extend the date for converting interim grades to final grades.
- 4.14.2 Where an interim grade is recorded for the teaching period, the BOE will assign a provisional final grade to accommodate cases where the student does not complete the assessment by the due dates for converting interim grades to final grades (section 2.3 [Grading Schema Procedure](#)). The student's final mark for the unit will be determined based on the assessment tasks the student has completed for the unit and any incomplete assessments will be removed from the total calculation (section 2.5 [Grading Schema Procedure](#)).
- 4.15 The BOE is responsible for all duties set out in the [Monash University \(Academic Board\) Regulations](#) sections 18 and 19, including to:
- determine the final marks and grades for each student enrolled in units taught by the faculty;
 - approve any scaling of marks for a unit (see section 4.3);
 - note any WI grades awarded by the dean (or delegate) or by the University WI Panel (see [Grading Schema Procedure](#), section 7);
 - monitor and review the results of units taught by the faculty;
 - grant supplementary assessment in certain circumstances (see [Assessment Regime Procedure](#), section 5);
 - grant and schedule any deferred final assessments; and
 - advise the dean on any matter relating to assessment.

Uploading results

- 4.16 The faculty general manager (or delegate) will ensure the results are recorded in the student management system by the result publication date determined by the Chief Operating Officer (or delegate).
- 4.17 The faculty will have business processes in place to verify the results uploaded to the student management system.

Amending final results

- 4.18 The chair of the BOE or dean (or delegate) of the teaching faculty can approve amendments to student results after the BOE meeting using the [Post BOE Result Amendment Form](#).
 - 4.18.1 The dean (or delegate) of the teaching faculty must approve the amendments if the chair of the BOE is also the chief examiner.
- 4.19 If the chair of the BOE of the degree faculty amends any results, they will inform the chair of the teaching faculty's BOE of the amendment.
- 4.20 Faculties can record an amended result in the student management system up to 19 weeks after the end of the teaching period. After this date, the [Post BOE Result Amendment Form](#) must be submitted to Examination Services.
- 4.21 Faculties are responsible for auditing the Post BOE Result Amendment Forms against records in the student management system at least twice a year. The Deputy Vice-Chancellor (Education) (or delegate) may conduct additional audits.

5. Student requests for re-marking due to an error

- 5.1 Except for the fail grade verification process for major assessments and examinations (section 4.1), students do not have an automatic right to have an assessment remarked. Students can apply to have an assessment remarked due to an error.
- 5.2 Students who are dissatisfied with the academic judgement used to mark their assessment should follow the process for accessing additional feedback in section 3.13. Students who have accessed all other forms of additional feedback available and are still dissatisfied should follow the [complaints and grievance process](#).
- 5.3 Before submitting a re-marking request, if the assessment is a final examination the student must have viewed the examination paper (see section 3.18) and followed the processes to access additional feedback as listed in the unit guide and/or learning management system. After the examination paper viewing, a student who is concerned that there may be a marking error can request to have their assessment re-marked and seek a correction.
- 5.4 A re-marking request must be submitted in writing to the teaching faculty in the specified timeframe:
 - **for assessments during the teaching period:** within 10 working days after the mark was released to the student; or
 - **for final examinations or assessments:** within six weeks after the results were released for the unit with the exception of units taught in semester 2, where the timeframe is no later than the end of the first week of semester 1 of the following year.
- 5.5 The chief examiner (or nominee) will receive the re-marking request and, where the request is granted, appoint another marker to re-mark the assessment.
- 5.6 If the original mark is found to be incorrect due to a marking error, the error will be corrected and the revised mark will stand. The chief examiner (or nominee) will notify the student of the outcome within 10 working days of receiving the request.
- 5.7 The faculty must keep records of all re-marking requests and the outcomes for audit purposes for at least six months.

6. Security and record keeping

- 6.1 The chief examiner and any staff involved in assessment must keep students' work (including coversheets), marks and related notes secure from access by unauthorised persons. In particular:
 - digital documents must be securely protected;
 - physical documents must be locked in a drawer or room; and
 - documents must be destroyed securely in the timeframes required by the [Retention and Disposal Authority for Records of Higher Education Functions](#) (section 2.3).
- 6.2 The chief examiner must ensure that records of marks for all individual assessment tasks and student attendance at class tests are retained for at least six months after the release of final results, or for as long as required if disciplinary or grievance proceedings are underway.
- 6.3 Staff must report suspected breaches of assessment security to the chief examiner, head of department or school and associate dean (education), and the unit coordinator for international teaching locations, as soon as they become aware. Staff receiving a security breach report must ensure the integrity of the assessment task following such a breach. If the breach involves suspected

student academic misconduct, the matter must be reported to the responsible officer as outlined in the [Student Academic Integrity Procedure](#).

DEFINITIONS

Blind marking	Process where identifying student information is hidden from the marker while they are marking the assessment task.
Chief examiner	The academic staff member appointed by the dean who is responsible for the implementation of a unit's assessment regime and for recommending the final result for each student. A dean must appoint a chief examiner for each unit taught by the faculty.
Degree faculty	The faculty specified in the University Handbook as being responsible for the degree or other award for the year for which the handbook is published. Double degree courses may have two degree faculties listed in the Handbook as managing faculty and partner faculty for the course.
Double marking	An independent process completed by a second marker who does not have access to the grades or comments of the original marker. Double markers must have the appropriate level of qualification, discipline knowledge and experience.
Final examination	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 of the unit concerned. A final examination can consist of one major assessment task or can include more than one major assessment task.
Final result	The final mark and/or grade awarded to a student on completion of assessment for a unit
Major assessment task	An assessment task that contributes 20 per cent or more to the total assessment in a unit. Minor, regular assessed activities (e.g. weekly quizzes) may be categorised collectively as a major task provided the total weighting is 20 per cent.
Panel marking	Simultaneous marking of a single performance or body of work by more than one marker, with the final mark arrived at either by negotiated consensus among the panel or by averaging the marks of the individual markers.
Scaling	A process approved by the board of examiners to adjust unit marks when a review of student performance on an assessment task or part thereof indicates that the task did not appropriately assess the unit learning outcomes or that the difficulty level of the assessment was too high.
Second marking	An independent marking completed by a second marker who has access to the grades and comments of the first marker. Second markers must have the appropriate level of qualification, discipline knowledge and experience.
Similarity-detection system	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.
Teaching period	In relation to a unit of study, the period occupied by the teaching of the unit
Marking error	An error that has taken place during the assessment marking process, such as total mark calculation errors.
Thesis	A written thesis or approved alternative research output.
Unit	A component of a course represented by a unit code that is taught as a discrete entity but is not a thesis for a graduate research degree.



GOVERNANCE

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