

Monash University Procedure Template

[These procedures apply to assessment in all teaching periods commencing on or after 17 July 2017]

Procedure Title	Assessment in Coursework Units: Feedback Procedures
Parent Policy	Assessment in Coursework Units Policy
Date Effective	17-July-2017
Review Date	16-November-2019
Procedure Owner	Deputy Vice-Chancellor (Education)
Category	Academic Quality and Standards
Version Number	1.1
Content Enquiries	policy-education@monash.edu
Scope	This procedure applies to all coursework units. It does not apply to the thesis component or equivalent of a graduate research course.
Preamble	<p>These procedures must be read in conjunction with Monash University Academic Board) Regulations Part 3, and Assessment in Coursework Units Policy.</p> <p>For more detailed information on feedback see the Feedback Guidelines [FORTHCOMING].</p>
PROCEDURE STATEMENT	

1. Feedback must be provided according to the principles set out in the [Assessment in Coursework Units Policy](#) and the [Monash Assessment Vision](#).
2. The design of the assessment regime must take into account the requirement for effective feedback to be given to students on their assessments. Effective assessment must provide meaningful and timely feedback to students in order to facilitate and enhance learning.

Timing of feedback

3. Tasks should 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.
4. Where possible, assessments should be designed to enable students to apply feedback provided for an earlier assessment task to a later task. As such, feedback must also feedforward by looking ahead to the next assessment with a focus on constructive guidance on how to improve.
5. Faculties must nominate a period of time within which work is normally returned to students, and inform students of this commitment in unit guides and/or the learning management system.
6. 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 with appropriate feedback by the end of teaching week six of the semester in order to support further learning.

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Feedback modes

7. Depending on the nature of the assessment task, feedback may take the form of:
 - written comments on student work; and/or
 - rubrics or marking guides given to students, with meaningful details of their performance against the criteria; and/or
 - oral comments from teaching staff to commend, guide and/or correct the student's learning, including video or audio comments; and/or
 - oral comments in group sessions; and/or
 - provision of sample answers for the assessment tasks (provided the questions are not re-used in a major assessment task); and/or
 - predictive or generic feedback that outlines typical mistakes or areas in which students do well prior to or following the assessment task.

Quality of feedback

8. For in-semester assessment tasks, feedback must address the learning outcomes and assessment criteria of the task, and include grades/marks and/or comments about the student's performance on each criterion.
9. Feedback should be provided in clear language that is not difficult to understand and be sufficiently detailed to support further learning.
10. The nature of the feedback provided on an assessment task should be consistent across all members of the teaching and marking team.

Requests for additional feedback

11. Where a student is not satisfied with the adequacy of the feedback about their work and requires further comment, the student must ensure that they avail themselves of all forms of feedback available, as communicated to students in the unit guide or learning management system.
12. If after this, the student is still dissatisfied, then they may seek further detailed feedback by making a written request to the Chief Examiner, which outlines:
 - what feedback has been received thus far and why it is considered inadequate to support the student's learning;
 - the steps that they have taken to obtain additional feedback; and/or
 - any exceptional circumstances that have prevented the student from accessing all available feedback.

Feedback on end-of-semester assessment

13. Chief Examiners must ensure that students are informed of the arrangements made for them to obtain feedback on their performance in examinations and other end-of-semester assessment. This may take the form of feedback classes, provision of the examination questions with marking guides or sample answers, or other forms of group feedback. Chief Examiners may require students to take advantage of the group feedback opportunities provided to them before requesting individual consultations with staff.
14. Faculties must inform students about processes for accessing their examination script or other assessment material submitted by them and held by the faculty.

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Using feedback to inform teaching practice

15. Feedback given to students should be used by staff to reflect on and identify areas that require improvement in terms of unit assessment, and teaching materials and practices.

Responsibility

Chief Examiners
Unit teaching staff
Students

Responsibility for implementation	Deans Associate Deans (Education)
Status	New
Approval Body	Name: Academic Board Meeting: 7/16 Date: 16-November-2016 Agenda item: 7.2
Definitions	Assessment regime: the set of assignments, tests, examinations or other assessment tasks that comprise the assessment for a unit and the percentage contribution of these to the final result for the unit. Chief Examiner: 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. Major assessment task: an assessment task that represents 20% 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. Standard semester: semester 1 or semester 2 in any year as approved by the Academic Board from time to time. Unit: the basic component of a course in which a student will enrol to undertake study in a particular discipline.
Legislation Mandating Compliance	Monash University (Academic Board) Regulations - regulations 16-25 Disability Discrimination Act 1992 Higher Education Standards Framework (Threshold Standards) 2015 (TEQSA Act 2011)
Related Policies	Student Academic Integrity Policy and Procedures Course Design Policy and Procedures Coursework Course and Unit Accreditation Policy Special Consideration Policy and Procedures Grading Scale Policy and Procedures Academic Programs from Multiple Campuses Policy

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	Candidature Progress Management Policy Candidature Progress Management - Confirmation & Non-Confirmation Procedures Candidature Progress Management - Termination Procedures English Language Policy [Forthcoming]
Related Documents	Monash Assessment Vision Withdrawn Incomplete (WI) flowchart