

Course Management and Assessment Procedure Manual

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Foreword

This manual must be read in conjunction with the *Rules Governing Courses and Assessment, Course Management Policy, and the Assessment Policy*. In the event of an inconsistency between lower level policy documents and the Rule, the Rule made by Council prevails to the extent of the inconsistency.

For information on designing, managing and reviewing programs and when recommending the discontinuation of coursework programs offered by the University refer to the *2013 Program Management and Procedure Manual – Coursework* at: <http://www.newcastle.edu.au/policy/000967.html>
For similar information on research programs refer to the *2013 Program Management Procedure Manual – Research*.

For information on admission and enrolment at the University refer to the *Admission and Enrolment Procedure Manual* at: <http://www.newcastle.edu.au/policy/000965.html>

Application of this Manual

This manual is designed to provide clear and concise directions for staff and students of the University when designing, managing and reviewing courses and assessment.

The Manual applies to all:

- enabling students; and
- undergraduate and postgraduate coursework students including those:
 - enrolled in a program leading to an award;
 - with single course enrolments for non-award and cross-institutional study;
 - studying in Australia and offshore, including those enrolled through a third party provider.

The *Course Management and Assessment Procedure Manual 2013* does not apply to Research Higher Degrees. Policies and Procedures which apply to Research Higher Degrees are provided in the *2013 Program Management Procedure Manual – Research*.

The *Course Management and Assessment Procedure Manual 2013* generally applies to the Joint Medical Program (JMP). In the event of an inconsistency between the Manual and the policies and procedures specific to the JMP, then the policies and procedures of the JMP prevail to the extent of the inconsistency.

This manual will be revised annually and published on the University website. The Manual remains in effect for the calendar year (January to December) and will usually only be changed in that year if there are changes to external legislation.

Acknowledgements

The content of this manual has benefitted from input from other Universities. The content has been reviewed to ensure the University of Newcastle academic policies comply with the relevant sections of the Higher Education Threshold Standards 2011.

Communication with Students

The University's primary method of communication with students is electronic, through the UoN student email account. Students may re-direct their University email to a personal account, but University staff will only use the UoN student email account.

All students are expected to check their UoN student email account frequently.

Further information for staff

When the processes described in this Manual should be reviewed, please contact the Assistant Academic Registrar of your Faculty, a member of Academic Senate or the President of Academic Senate to ensure the matter is considered as soon as possible. This will assist us in addressing errors or unexpected outcomes of policies and procedures.

Feedback on the *Course Management and Assessment Procedure Manual 2013* may be provided by emailing policy@newcastle.edu.au

Further information for students

For further information or clarification of the content contained in this procedure manual contact policy@newcastle.edu.au

Significant amendments or additions to this edition

This is the first edition of the Courses and Assessment Procedures Manual. It incorporates aspects of the following policies listed in Table A and seeks to address significant policy gaps within the University's Policy Library. Notable amendments to current policies are described in Table A.

Table A

Clause	Comment
Clause 1, Course Approval	This section incorporates Course Management Policy 000971
Clause 5, Course Structure	This section incorporates Compulsory Course Components Procedure 000957. Also includes the definition of a Capstone Course approved by Academic Senate on 25 July 2012; the Course Pre-requisites: Guidelines and Criteria; and outcomes from the Working Party on Course Levels approved by Academic Senate 7 November 2012.
Clause 8, Course Delivery	This section incorporates Online and Distance Education (Course Delivery) Policy 000629.
Clause 9, Course Coordination	This section includes elements from Student Placement Policy 000768 and incorporates Course Coordinator Role Guideline 000626.
Clause 10, Course Outlines	This section includes elements from Course Outlines Policy 000937, and Course Outlines Procedure 000938.
Clause 12, Assessment	This section incorporates Workload, Assessment and Marking and Grading Policy 000649.
Clause 13, Assessment	This section includes elements from Rules Governing Administration of Assessment Items

Design	000113 and Group, Self and Peer Assessment Policy 000650.
Clause 16, Assessment Item Marking	This section includes elements from Rules Governing Administration of Assessment Items 000113 , excerpts from Bachelor Honours Policy 000990: Examining the Dissertation/Project and Marking the Research Component, and incorporates Re-marks and Moderations Procedure 000769
Clause 18, Formal Examinations	This section includes elements from Rules Governing Administration of Assessment Items 000113.
Clause 19.4	Table 2 amended to reflect new I Grade process
Clause 20, Review of Final Result in a Course	This section replaces Appeal Against Final Result 000261 and significant changes have been incorporated.
Clause 20.3.1.	Appeals against a final result must now be lodged electronically
Appendix 5	SEC has been replaced by SFC
Appendix 7	This Appendix incorporates School Assessment Body Responsibilities Guideline 000771. SEC has been replaced by SFC

Key Words (metadata)

assessment, course, examination

Relevant Definitions

This document is to be read in conjunction with the Rules Governing Courses and Assessment [000993] and the Academic Policies Glossary 2013, incorporating AQF Terminology Glossary (2011).

Authorising Policy

The *Courses and Assessment Procedures Manual* – coursework has been developed under the authority of the *Course Management Policy* and the *Assessment Management Policy*.

1. Course – Approval

A new course is one that has been newly created or is a consolidation of two or more existing courses under a new course code (see Figure 1).

1.1. Approval Pathway

1.1.1. A new course may only be offered after:

- i. the new course proposal, including a copy of the proposed Course Tracking System (CTS) entry, has been submitted to the relevant Faculty Board;
- ii. the academic content of the course has been approved by the relevant Faculty Board;
- iii. the course unit value of 10, 20 or 40 units has been approved by the relevant Faculty Board; and
- iv. the course has been approved for inclusion on the Course Availability List (CAL) by the Program and Course Approval Committee.

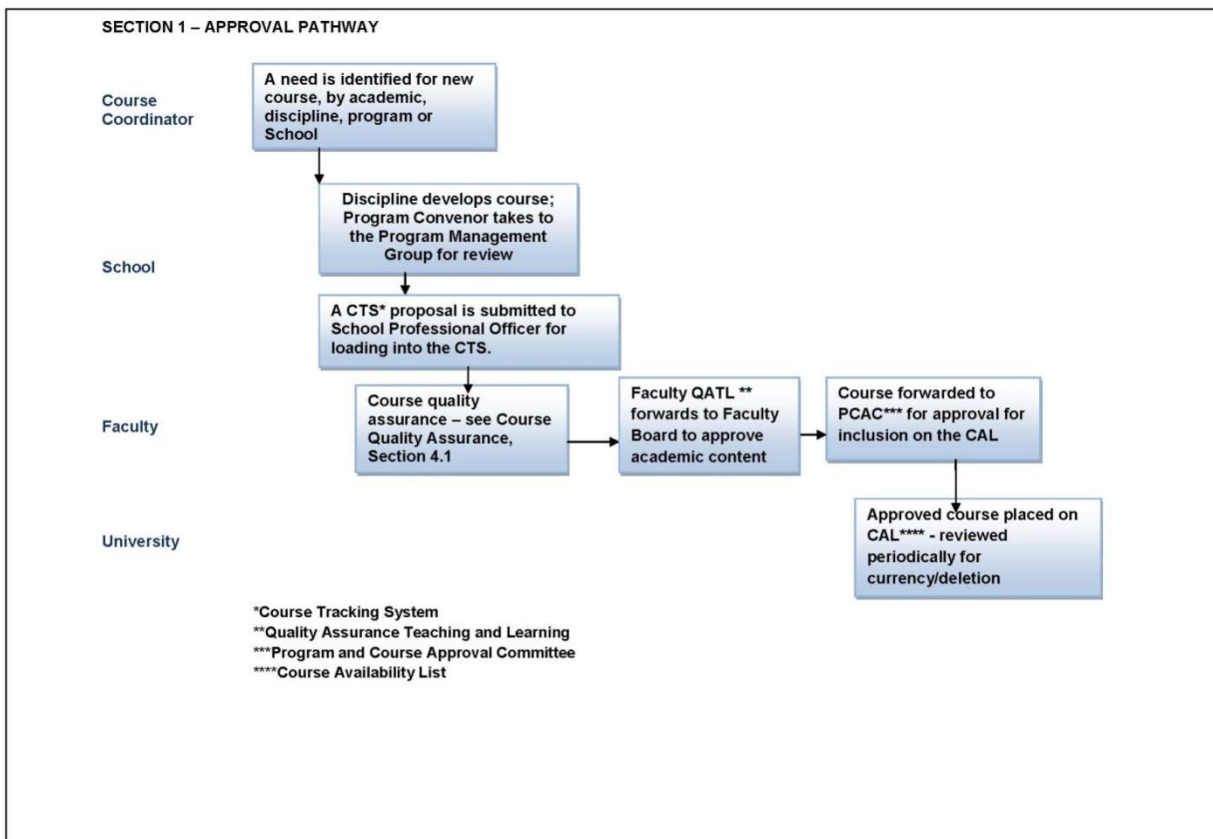
1.1.2. The criteria to be considered for the establishment of new courses are listed within this Manual (see New Courses 4.1).

1.1.3. Once finalised the new course details will be documented in the CTS and published in the Course Handbook.

1.2. Resourcing of Courses

1.2.1. The resourcing of courses is the responsibility of the relevant Pro Vice-Chancellor.

1.3 Figure 1 – Approval Pathway



2. Course – Discontinuation

2.1. General Provisions

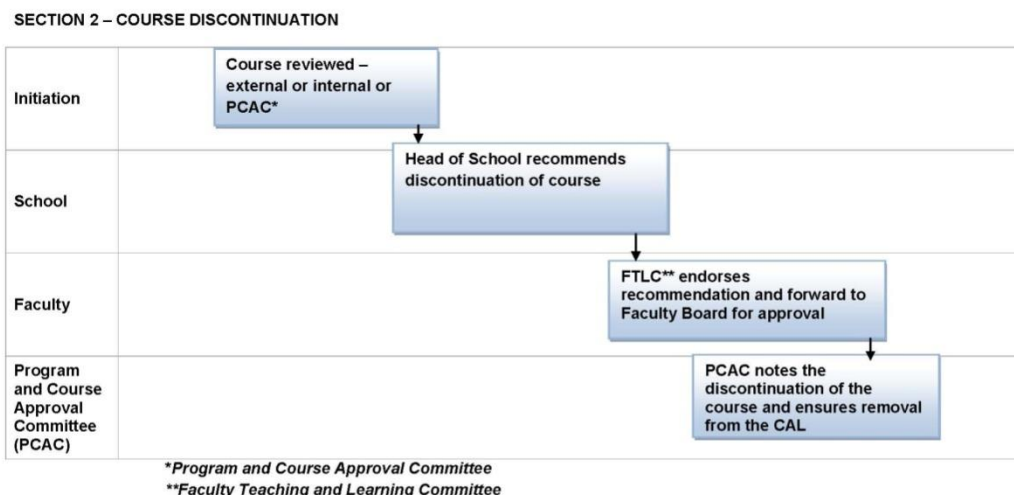
2.1.1. Faculty Board will approve the discontinuation of a course (see Figure 2).

2.1.2. A recommendation to Faculty Board for the discontinuation of a course will usually come from the Head of School.

The Head of School will provide Faculty Board with details of the arrangements made to accommodate students seeking to be or currently enrolled in all programs in which the course to be discontinued is offered as core, compulsory or directed. This may affect multiple Faculties who must be consulted.

2.1.3. Following discontinuation of a course the Program and Course Approval Committee will ensure it is removed from the system.

2.2. Figure 2 – Course Discontinuation



3. Course – Revisions

Course revisions are required from time to time to meet changing discipline standards, and to ensure currency given national and international developments including in curriculum design, teaching and assessment. Changes must be approved by the relevant authorising officer (or committee) and recorded within the Course Tracking System (CTS) to provide a historical record of the changes. Course revisions should not affect students currently enrolled in that course.

3.1. School Level Revisions to Courses

3.1.1. The relevant Head of School (or nominee) is authorised to approve changes to a course:

- i. Coordinator;
- ii. assessment weightings;
- iii. typographical errors in the CTS; and
- iv. term(s) of offer when the course is not a core or compulsory course across multiple Schools.

3.2. Faculty Level Revisions to Courses

3.2.1. Faculty Boards are authorised to approve changes to a course:

- i. content;
- ii. course objectives;
- iii. site(s) of delivery;
- iv. compulsory course components;
- v. assumed knowledge;
- vi. mode of delivery;
- vii. contact hours;
- viii. types or methods of assessment; and
- ix. School responsible for teaching the course.

3.3. University Level Revisions to Courses

3.3.1. The Program and Course Approval Committee is authorised to approve amendments or alterations to a course:

- i. name;
- ii. unit value;
- iii. prerequisites;
- iv. level;
- v. availability, when used as a core or compulsory course within programs;
and
- vi. transition arrangements following approved changes and listing of
courses as "not to be counted for credit with".

4. Course – Quality Assurance

4.1. New Courses

4.1.1. All aspects of new courses will undergo a quality assurance check before submission to the Program and Course Approval Committee for approval. This will be undertaken by colleagues from within the discipline or by external experts, as appropriate. Evidence of this process is required by the Program and Course Approval Committee prior to approval.

4.1.2. The quality assurance check for new courses will consider:

- i. the content of the course in relation to existing bodies of knowledge and research;
- ii. if the learning outcomes of the new course are valid, achievable, and at the appropriate level;
- iii. the proposed academic level of the course;
- iv. the alignment of learning activities, teaching methods, assessment requirements and learning outcomes;
- v. the appropriateness of the timing, level, and weighting of assessment items; and
- vi. the existence and clarity of the proposed CTS entry.

4.2. Established Courses

4.2.1. After each offering the Course Coordinator will evaluate and make necessary adjustments to a course, considering staff and student feedback and student outcomes (pass and fail rates, withdrawals and achievement levels). (see Appendix 1 & 2). Any adjustments required may then be incorporated into the next iteration of the course.

4.2.2. The course evaluation should be documented by the Course Coordinator and stored centrally as required by the School (e.g. in the Course Assessment Return (CAR) or Faculty Quality Assurance Folder) to assist Schools, Faculty Boards and Academic Senate with tracking the quality assurance of courses.

4.2.3. Academic Senate may request periodic reviews to ensure that all courses continue to offer distinct content and appropriate learning outcomes.

5. Course – Structure

5.1. Unit Value

5.1.1. ‘Unit’ means the academic credit allotted to a course. This term is used to:

- i. define the requirements for an award of the University; and
- ii. indicate a student’s enrolment load.

5.2. Student Workload

5.2.1. A student should expect to spend, on average, 120 – 140 hours of effort or total load (contact and non-contact including assessment) per 10 unit course. This applies to all courses for all fields of study and modes of delivery, including placement courses.

5.3. Course Levels

5.3.1. EPXXXX123 level – denotes enabling, bridging and foundation units.

5.3.2. Undergraduate courses

The learning outcomes, knowledge, skills and application of knowledge and skills for each course level will vary depending on the field of study. When approving the level the Faculty Board will be guided by the following:

1000 level - introductory;

2000 level - mid program;

3000 level - senior

4000 and 5000 levels - advanced

Successive levels reflect a greater depth of knowledge, skills and capacity to apply knowledge and skills.

5.3.3. Postgraduate courses

5000 and 6000 levels - postgraduate courses;

5.3.4. Research Higher Degree courses will be identified by higher level course codes.

5.3.5. Key Words for Each Course Level *

Refer also to Section 4 in the Program Management Procedure Manual [000967].

Typical Programs	Undergraduate (AQF levels 5- 8 except Graduate Certificate and Graduate Diploma)				PG (AQF Level 8 and Level 9 (coursework & extended 9C & 9E)	Research Higher Degrees (AQF 9 R and 10)
	1000 level (Introductory)	2000 level (mid-program)	3000 level (senior)	4000/5000 level (advanced)	6000 level (postgraduate)	9000 level (RHD)
Key Words to use in Proof of Learning Outcome attainment for each Graduate Profile statements	<ul style="list-style-type: none"> • Introductory • Foundation • Elementary • Preliminary • Growing awareness • Basic 	<ul style="list-style-type: none"> • Intermediate • Mid-level • Developing 	<ul style="list-style-type: none"> • Senior <p>For 3 year programs:</p> <ul style="list-style-type: none"> • Capstone • Specialised 	<ul style="list-style-type: none"> • Advanced • Capstone 	<ul style="list-style-type: none"> • Advanced • Capstone 	<ul style="list-style-type: none"> • Expert • Substantial • New Knowledge

**Note: 1000 (introductory), 2000 (mid program), 3000 (senior), and 4000 (advanced) level courses reflect incremental increasing levels of knowledge, skills, and the application of knowledge and skills in a program and course.*

Courses at higher levels have assessment tasks that require a demonstration of greater depth and breadth of knowledge and greater complexity in skills. Assessment tasks in higher levels of courses usually require more critical analysis/research skills /independent thinking and production than tasks in lower levels.

5.4. Re-badged Undergraduate Courses

5.4.1. An undergraduate course cannot be re-badged as a higher level undergraduate course.

5.4.2. Undergraduate courses may be re-badged as postgraduate courses and offered jointly to both undergraduate and postgraduate students.

5.4.3. When postgraduate and undergraduate students study the same course, different course codes must be used and the following will apply:

Postgraduate students will:

- i. be required to access additional extension material needed to contribute to meeting the relevant learning outcomes (at least 20% of the postgraduate course must be different from the undergraduate course);

- ii. complete different and more challenging assessment items; and
- iii. complete targeted learning activities such as tutorials, workshops or laboratories, face to face or online. This is essential to provide the necessary depth of analysis or treatment of the course content for postgraduate students.

5.4.4. Postgraduate students may attend the same lectures as undergraduate students.

5.5. Course Types

5.5.1. A **core course** is a course within a program, which is essential and must be satisfactorily completed to fulfil the requirements of that program.

5.5.2. A **compulsory course** is a course within a major, which is essential and must be satisfactorily completed to fulfil the requirements of that major.

5.5.3. A **capstone course** provides the opportunity for a student to integrate and consolidate knowledge and skills learned throughout the degree program, enabling a mature reflection upon and cogent analysis of a problem so that the student may develop and demonstrate the capacity and attributes expected of a professional discipline graduate.

5.5.4. A **directed course** is a course chosen from within a list or group of courses. A directed course list may be attached to a program, or a major within a program.

5.5.5. An **elective** is a course chosen by a student from outside the core or compulsory courses of their program from all courses available at the University (unless a course prerequisite restricts availability).

5.6. Course Prerequisites

Refer also to Clause 2.5.6 in the Program Management Manual [000967]

5.6.1. Guidelines for course prerequisites:

- i. A course prerequisite must meet one or more of the criteria for course pre-requisites as listed under Section 5.6.2;
- ii. A course will not usually have more than two (2) pre-requisites;
- iii. The Program and Course Approval Committee (PCAC) must approve all course prerequisites;
- iv. Faculties must ensure all applications to PCAC for the approval of course prerequisites provide sufficient and appropriate information, including an indication of which criteria in clause 5.6.2 are being met; and

- v. The Program Convenor on the advice of the Course Coordinator may waive course prerequisites for students on a case by case basis.

5.6.2. Criteria for course prerequisites:

- i. Enrolment limited by program - enrolment in a course is limited to students enrolled in specified programs. This may be due to resource limitations.
- ii. Professional placement - successful completion of listed courses or compulsory components is required prior to enrolment in approved clinical or professional experience courses.
- iii. Health and safety reasons - prior successful completion of listed courses or compulsory components is required for safety reasons.
- iv. Required Prior Learning - a prerequisite may be approved when the prior successful completion of a course or unit of study is necessary to ensure successful progression of a student cohort. Appropriate evidence must be provided that prior knowledge affects the outcomes for a student cohort e.g. mapping of course content, the correlations between prior knowledge and student cohort outcomes.
- v. Capstone course - where the course represents the culmination of study in a program, and is described as such in the program and course management system(s).

5.7. Assumed Knowledge

5.7.1. Assumed knowledge may be confirmed on the basis of:

- i. an advisory listing of (a) prior course(s) for which the student has a passing grade; or
- ii. a diagnostic test probing student background knowledge.

5.7.2. Assumed knowledge for a course is approved by Faculty Board on the recommendation of the Head of School.

5.8. Compulsory Course Component

5.8.1. A compulsory course component is an assessment item or other element in a course which will be:

- i. listed as compulsory and approved for inclusion in the CTS entry for the course;
- ii. specifically linked to course learning outcomes;

- iii. listed in the course outline;
- iv. may or may not be awarded marks; and
- v. must be satisfactorily completed before a pass mark (or greater) can be awarded for the course.

5.8.2. The CTS entry will:

- i. clearly state the nature of the compulsory course component in the assessment field or the prerequisite field;
- ii. demonstrate the relationship between the learning outcomes of the course and the compulsory course component;
- iii. describe how the compulsory course component will be assessed as having been satisfactorily completed; and
- iv. detail any opportunities for students to re-attempt the compulsory course component if unsuccessful in only this component of the course (including provisions for cases where Adverse Circumstances are granted). If it is not possible to re-attempt the compulsory course component, the rationale explaining this must be provided.

5.8.3. Approval

Faculty Boards are responsible for the:

- i. approval of compulsory course components; and
- ii. ensuring that compulsory course components are achievable for all modes of delivery used and at each site of offering.

5.8.4. Types and Uses of Compulsory Course Components

Compulsory course components may be:

- i. part of the assessment requirements for a course; for example, students may be required to achieve a specified result in all or in identified assessment items; or
- ii. additional to the assessed work; for example students may be required to:
 - a. satisfy a particular component such as attendance and participation, where it can be demonstrated that attendance and participation is required to meet an intended learning outcome; or
 - b. successfully undertake a placement requirement; or

- c. complete a police or other type of check; or
- d. successfully undertake a First Aid certificate; or
- e. complete any Occupational Health and Safety requirements.

Compulsory course components should not usually cause the student workload for the course to exceed the 120-140 hours of effort per 10 unit course.

Where a compulsory course component may extend the total workload beyond the 120-140 hours of effort per 10 unit course (e.g. a placement course), justification must be provided for consideration and approval of the relevant Faculty Board.

5.8.5. Completion of a Compulsory Course Component

Irrespective of a student's mark, if a student has achieved overall marks greater than 50% in a course but has failed to satisfactorily complete a compulsory course component then a zero mark and fail grade (FF) will be recorded on their transcript.

5.9. General Provisions for Placements

5.9.1. Placement supervisors, placement agency supervisors and students will be provided with appropriate preparation regarding their role and responsibilities before, during and after the placement.

5.9.2. Documentation for placement will provide a clear statement regarding:

- i. the procedures for allocation of placements;
- ii. criteria regarding eligibility for placement (e.g. completion of required courses or program schedule requirements);
- iii. the completion by students of additional requirements (e.g. vaccinations, First Aid certificate, compulsory course components, course prerequisites);
- iv. provision by students of required documentation (e.g. Criminal Record Check, Commission for Children and Young People Working with Children check, Student Declaration or health checks);
- v. risk assessments undertaken by the Course Coordinator, School and/or placement agency;
- vi. procedures for student with disabilities seeking adjustments;
- vii. how the placement fits the course and program learning outcomes;

- viii. placement compliance with relevant professional accreditation;
- ix. specific learning outcomes of the placement;
- x. assessment, including how the assessment will measure learning outcomes;
- xi. requirements regarding compliance with privacy legislation within the placement agency;
- xii. procedures for dealing with absences, conflict or other difficulties, including breakdown of the placement due to student performance and/or other circumstances;
- xiii. the cost involved in the placement and clear advice that the cost is borne by the student; and
- xiv. the date determined by the Head of School and advised in the course outline after which a student may not withdraw from a placement course without academic penalty other than in exceptional circumstances and with approval from the Head of School.

5.9.3. Students on placement will be supervised by a professional in the field preferably with at least two years professional experience, or a designated individual supervisor of equivalent clinical/professional/industrial experience.

5.9.4. Students on placement will:

- i. actively participate in safety training or instruction provided by the placement agency until deemed competent by the agency to perform tasks in a safe manner;
- ii. be in regular communication with agency and/or University supervisors;
- iii. be provided with feedback during the placement regarding their progress towards the learning outcomes of the placement.

5.9.5. Placement agencies will provide, where appropriate, an induction prior to the student commencing at the placement agency.

5.9.6. Placement agencies and placement agency supervisors will be provided with the necessary information, training and support to fulfil their role and responsibilities to the satisfaction of the University, placement agency and students.

5.9.7. Placement agencies, placement agency supervisors and students will be advised of their responsibilities under Anti Discrimination, Work Health and

5.10. Placements for Students with a Disability

The University is required to provide reasonable accommodations for students with a disability to complete placement requirements for programs in which they are enrolled.

5.10.1. The University Placement Supervisor and/or the Course Coordinator will:

- i. liaise with the University's Disability Support Services to ensure that an accurate assessment of the implications of the student's disability and the requirements of the placement are conducted;
- ii. liaise with the Program Convenor to identify the essential requirements of the placement in relation to the course and program;
- iii. liaise with the University's Disability Support Services and the Program Convenor to determine how the essential requirements of the course might be achieved while accommodating the needs of the student;
- iv. take account of the particular needs of the student in the selection of the placement agency and the arrangements made (e.g. access, furniture, communication, flexibility of attendance, assessment changes/exemptions as appropriate);
- v. ensure that implications for WHS, duty of care and legal liability are assessed particularly in the context of Anti Discrimination, WHS, and Privacy legislation. The University and the placement agency have the right to refuse a placement if either considers that there is a danger to the student, fellow workers or clients of the agency; and
- vi. ensure that any additional support mechanisms or review/monitoring processes that may be required are in place.

5.11. Class Attendance and Participation

5.11.1. Marks may not be awarded for attendance or participation alone, except within a placement course. Attendance and participation may contribute up to 100% of the marks for a placement course and may be either graded or ungraded.

5.11.2. Attendance and/or participation may only be a compulsory course component if the intended learning outcomes require attendance or participation.

5.11.3. When attendance and/or participation is a compulsory course component:

- i. attendance records must be maintained for all sessions included in the assessment, for example, tutorials, seminars, workshops etc;
- ii. the attendance record must be retained with the Course Assessment Return;
- iii. students must be advised in the assessment section of the course outline that attendance and/or participation records are being kept, and the means by which they are being kept, for example, a sign-in sheet;
- iv. a student unable to attend due to approved Adverse Circumstances must be provided with an appropriate option to complete the course.

5.12. Learning Outcomes

- 5.12.1.** In accordance with the AQF 2011, learning outcomes are the expressions of the set of knowledge, skills and the application of knowledge and skills a person has acquired and is able to demonstrate as a result of their learning.
- 5.12.2.** Core, compulsory and directed courses together contribute to both the graduate and level specific learning outcomes for a program. This topic is addressed in the Program Management Procedure Manual.

6. Course – Content

6.1. Learning Outcomes and Assessment

6.1.1. Each course must align learning outcomes, assessment items, course content, learning activities and teaching methods.

6.2. Course Content

6.2.1. The content of a course must be current, appropriate for the field of study and the level at which it is offered.

6.2.2. The total workload required must correspond to the unit value of the course.

6.2.3. A course taught at multiple locations, within the same academic term must have **equivalent** assessment items, item weighting and criteria. They must also be appropriate for the mode of delivery (e.g. all online versus some online content).

6.2.4. With approval from the relevant Head of School some course content may be contextualised for specific off-shore requirements, mode of delivery or in response to feedback.

6.3. Learning Activities and Teaching Methods

6.3.1. Learning activities and teaching methods must be appropriate to the content, field of study, level offered and mode of delivery.

6.3.2. Assistance and advice are available from the Centre for Teaching and Learning (CTL).

7. Course – Availability

7.1. Course Availability List (CAL) Approval

7.1.1. The Head of School is responsible for the inclusion of course offerings for the School in the CAL prior to the commencement of the enrolment period.

7.1.2. The President of Academic Senate, on the recommendation of the relevant Pro Vice-Chancellor, is authorised to approve any changes to the CAL after the commencement of the enrolment period.

7.1.3. Where there is any change in the CAL, the Faculty(s) responsible must make all reasonable provision to permit students to complete the award or one deemed equivalent. Such alternative arrangements must not disadvantage students in terms of completion times.

7.2. Course Handbook

7.2.1. Each approved course will be listed in the Course Tracking System (CTS), and published on the web in the Course Handbook.

7.3. Non-Enrolled Course Attendance – Auditing a Course

7.3.1. A student may be advised or required to audit a course in which they are not formally enrolled.

7.3.2. Students auditing a course are permitted to attend, or access online, the lectures, tutorials etc. without enrolling in the course. Those auditing a course are not required to submit assessment items and will not receive a mark or grade for that course unless completion by the student is required for a research higher degree.

7.3.3. Members of the University community may audit any courses that do not require the completion of a practicum, laboratories, placements or have any other restrictions on enrolment and attendance including Work Health and Safety (WHS) requirements.

7.3.4. The Pro Vice-Chancellor (or nominee) is authorised to approve an application to audit a course.

7.4. Non-Award Enrolment

Refer to the *Rules Governing Admission and Enrolment [000966]*.

8. Course – Delivery

8.1. Communication

8.1.1. Staff must advise students of their availability for consultations in the course outline. Regular interaction is strongly encouraged.

8.1.2. Students' queries should be addressed within an appropriate timeframe (usually two University working days).

8.1.3. Details of the means of regular communications with students must be provided irrespective of the mode of delivery. Course Coordinators must always explain in course outlines the communication/interaction mechanisms to be used. For general issues these may include group emails, discussion boards, forums, blogs, chat rooms and meetings. For private or sensitive issues these may include email, phone, or face to face meetings.

8.2. Course Locations and Modes

8.2.1. A course may be offered at single or multiple locations in the same term.

8.2.2. A course may be offered using different modes of delivery during the same term.

8.3. Online and Distance Delivery

8.3.1. When hard copy materials are to be provided they must be available to enrolled students at least one week prior to the commencement of the term. Details of how to obtain additional course materials will usually be provided electronically.

8.4. Learning Management System (Blackboard)

8.4.1. The University uses a learning management system, Blackboard. Every course has a site in that system, available on the first day of term.

8.4.2. The course outline for each course will be provided to students via Blackboard.

8.4.3. Course Coordinators are responsible for ensuring that their Blackboard site and the course material provided complies with copyright legislation.

8.4.4. Additional teaching material and information may be provided via Blackboard, including:

- i. teaching staff availability and contact details;
- ii. an outline of discussion group topics, if relevant;
- iii. details of educational design of the course including how the course is taught and the pedagogical reasons for this;

- iv. study guides;
- v. presentation style guides;
- vi. bibliographies (a list of course readings must be given for online and distance education students);
- vii. an announcements page for news about the course or messages relating to the course;
- viii. additional resources; and
- ix. laboratory exercise sheets etc.

8.4.5. The University will maintain the 'For Students' tab within Blackboard. This tab provides student policy information relating to assessment, academic integrity, disability support, enrolment and making complaints.

8.5. Course Materials

8.5.1. The library provides a short loans service in which essential course readings are either placed on reserve (2 hour loan) or, for material that can be scanned or linked online, a digital copy is available through the catalogue (Short Loans Online). This ensures that all students can access essential reading material throughout their course.

Note: For comprehensive information about short loans and short loans online, including the types of materials which can be included, processing times and what to do if your course is run at multiple sites, please refer to the library website.

8.5.2. To assist students with a disability, individual lecturers must make materials available to Disability Support Service upon request. When appropriate, the Adaptive Technology Centre will adapt these materials.

8.6. Ethical and Safety Aspects of Student Class Experiments and Practical Exercises

8.6.1. When delivering a course all teaching staff must comply with the University's and other relevant ethics requirements; and, with the University Work Health and Safety policy and related procedures, guidelines, and other health and safety documentation within the Policy Library and the University Health and Safety Management System.

9. Course – Coordination

9.1. Course Coordinator Appointment

- 9.1.1.** A “Course Coordinator” is the academic (or for some ELFS Centre courses, a teacher) appointed by the relevant Head of School to manage a particular course.
- 9.1.2.** Each course is required to have a duly appointed Course Coordinator. They will oversee the course, including offerings on different sites and in different terms.
- 9.1.3.** A Head of School may appoint joint Course Coordinators for a course with multiple offerings.
- 9.1.4.** The Course Coordinator will usually be a Level B academic or above but may be a Level A academic or a conjoint academic member of the University if suitably qualified and experienced.
- 9.1.5.** The Course Coordinator should be appointed at least four weeks prior to the start of a term in which the course is offered.

9.2. Course Coordinator Role and Responsibilities

- 9.2.1.** The delivery and management of a high quality course is primarily the responsibility of the Course Coordinator, with support from the relevant Head of School.
- 9.2.2.** The Course Coordinator has overall responsibility for planning and the delivery of the course, assessing student learning outcomes in the course, ensuring students are given constructive and timely feedback, and managing course quality.
- 9.2.3.** The Course Coordinator will liaise with the Program Convenor for each program in which the course is offered as a core, compulsory or directed course regarding the teaching and learning outcomes of each offering.

9.3. Student Placements

- 9.3.1.** University Placement Supervisors and/or Course Coordinators will ensure that:
- i. there are explicit procedures for allocating students to placements;
 - ii. students are eligible to undertake placements, in accordance with the schedule and/or approved program/course requirements (e.g. course prerequisites and/or compulsory course components);
 - iii. mechanisms are in place to enable, where appropriate, individualised learning goals for each student;

- iv. all required documentation (e.g., health checks, Commission for Children and Young People Working with Children Check - Student Declaration, Criminal Record Check or insurance) has been completed by students;
- v. students with a disability which may affect their placement are assessed and have the opportunity to negotiate accommodations with placement agencies and supervisors;
- vi. students' progress is systematically monitored during the placement and that University staff and support systems are available to students during the placement; and
- vii. students keep a log of the work undertaken in the placement;
- viii. placement agency supervisors are professionals in the field preferably with at least two years professional experience, or an appropriate level of equivalent clinical/professional/industrial experience; and
 - a. have been provided with information regarding their roles and responsibilities;
 - b. conduct an induction with the student including information relating to any WHS and privacy legislation requirements for the placement agency;
 - c. provide the student with access to shared office space and a desk (when appropriate and available);
 - d. are insured with appropriate contracts in place to cover any legal and safety related liabilities associated with working as a placement agency supervisor;

9.4. Course Management

9.4.1. The Course Coordinator is responsible for:

- i. ensuring they are familiar with the relevant academic policies and procedures;
- ii. the timely preparation and provision of course materials including assessment items and assessment criteria;
- iii. planning teaching activities including lectures, tutorials and online options;
- iv. establishing and maintaining the learning management system for the course (Blackboard) and other online systems supporting teaching and learning including text-matching systems;

- v. developing the course outline (see Section 10);
- vi. planning course assessment that is consistent with the course learning outcomes, course content, learning activities, teaching methods, and delivery mode;
- vii. organising resources including text books and reference materials, online materials and support, the availability of particular facilities or equipment, and inviting and scheduling any visiting lecturers;
- viii. ensuring regular student access to staff for consultations, either online or by direct meetings throughout the term. Responses should usually be provided within two University working days;
- ix. obtaining approval of the Head of School for making changes, including the following:
 - a. weightings of assessment items from the previous offering;
 - b. the course outline after initial publication; and
 - c. correcting typographical errors in the CTS;
- x. actively working with those delivering the course, including placement supervisors by:
 - a. communicating effectively with all teaching/tutoring staff to review notes for teaching sessions;
 - b. discussing course details including learning outcomes, assessment, marking and student feedback;
 - c. supporting new and casual teaching staff in their teaching roles; and
 - d. working with joint Course Coordinators.
- xi. coordinating responses to administrative requests related to the course including:
 - a. developing options for students who provide an academic integration plan obtained from Disability Support Service;
 - b. addressing requests for approval of Adverse Circumstances applications.
- xii. coordinating the collation of all marks, checking, arranging assessment moderation when required, and providing all students' results in accordance with the relevant section of this manual;

- xiii. ensuring the timely delivery of student feedback after each assessment in accordance with the relevant section of this manual;
- xiv. evaluating each offering of the course after considering formal and informal student feedback, feedback from staff teaching the course and student academic outcomes, including:
 - a. documenting the course evaluation to assist Schools, Faculty Boards and Academic Senate with tracing the quality assurance of courses.
 - b. liaising with all relevant Program Convenors to ensure that the needs of all participating student cohorts are considered when altering a course.
 - c. obtaining approvals for any necessary adjustments to the course learning outcomes, course content, learning activities, teaching methods, assessment tasks and delivery modes in response to the outcomes of post offering follow-ups.
- xv. all other activities related to the course, as directed by the Head of School, or as required by the policies of the University.

9.5. Checklist

To assist Course Coordinators, a checklist has been developed (see Appendix 3).

10. Course – Outlines

A course outline is made available by the Course Coordinator(s) for each course at the commencement of each term in which the course is offered.

10.1. Approval

10.1.1. The course outline must be approved by the Head of School (or nominee) prior to distribution.

10.2. Availability of Course Outlines

10.2.1. An approved course outline will be available by the first day of term for every course offered that term.

10.2.2. After the first week of term the content of a course outline can only be changed in exceptional circumstances and with the approval of the relevant Head of School.

10.2.3. All students in a course must be notified of any approved revision to a course outline and the revised version will be provided in the same manner as the original.

10.3. Delivery of Course Outlines

10.3.1. All course outlines will be supplied electronically via Blackboard.

10.3.2. The Course Coordinator must arrange for a course outline to be provided in an appropriate format and timeframe to students with a print disability, if requested.

10.4. Storage of Approved Course Outlines

10.4.1. The approved course outline and any subsequently amended and approved versions must be stored electronically in the Faculty Quality Assurance Folder.

10.5. Course Outline Content

10.5.1. Course outlines have at least two sections including a preface and body (see Appendix 4 – Checklist for Course Outlines). All areas of the University offering courses must provide the required information.

11. Academic Integrity

- 11.1. Academic integrity is covered in the *Student Academic Integrity Policy* [000608]. This policy applies to all courses and programs offered. It is under review in 2013.

12. Assessment

12.1. Assessment Purpose and Focus

12.1.1. The purpose and focus of assessment is to:

- i. help ensure the educational standards of courses and programs meet the relevant AQF level and any other requirements e.g. professional accreditation;
- ii. determine if course learning outcomes have been met;
- iii. demonstrate that specific program requirements have been met;
- iv. assist teaching staff to encourage, challenge and stimulate learning;
- v. support students' learning; and
- vi. identify high achieving students and those in need of additional academic support.

12.2. Assessment Practice

12.2.1. Clear assessment requirements and criteria are essential components of quality course design. This applies equally to formative assessment, offered early in a course to inform students of their progress, and to summative assessment conducted at the end of a course to grade or rank their learning.

12.2.2. Assessment documentation must clearly identify what is required of students for each assessment item (see Appendix 4).

12.2.3. Students must be familiarised with the course assessment expectations, requirements and criteria early in a course. Such instruction should help students to develop their own ability to evaluate the quality, completeness, and accuracy of their work.

12.2.4. Students will usually be provided with the following details at least three weeks before the due date of an assessment item:

- i. for all formal examinations, details of the structure of the exam, and the weightings of the sections; and
- ii. for all other items, clearly written assessment criteria.

12.2.5. A single assessment item, including an examination, will not contribute more than 50% to a final course result, except when:

- i. approved by the Head of School who must be satisfied that coordinated and sustained teaching input is provided through formative assessment or other mechanisms.

- 12.2.6.** The assessment item must be linked to the learning outcomes. Examples of exceptions may include:
- i. creative projects;
 - ii. capstone projects; or
 - iii. a thesis.

13. Assessment Design

13.1. Choice of Assessment Items

- 13.1.1. Using a variety of assessment methods can provide a fairer and more valid assessment of diverse student populations, engage students and assist the achievement of learning outcomes of the course and program (see Appendix 5, Excerpt from rescinded, Workload, Assessment and Marking & Grading Policy [000649]).
- 13.1.2. In some structured programs the selection of assessment methods within the constituent courses may be considered holistically to provide a balance across the program.
- 13.1.3. The assessment load within a course, including examinations, must align with the advice on *Student Workload* in this Manual (see Course – Structure).

13.2. Design of Assessment Items

- 13.2.1. Each assessment item:
 - i. must be aligned with the course learning outcomes, course content, learning activities, teaching methods, and delivery mode (see Appendix 6, Assessment Design Checklist;
 - ii. must be weighted so the marks for the assessment item reflect its demands and importance to the course learning outcomes;
 - iii. should be scheduled to allow the spread of assessment items across the term (date due). For example, formative assessment should usually be required of students early in the first half of the term to identify their level of progress to date.

13.3. Major and Minor Assessment Items

- 13.3.1. Major assessment items are any assessment items (e.g. formal examinations, quizzes, in-class tests etc.) weighted as 20% or more of the overall value of the course.
- 13.3.2. All assessment items weighted at less than 20% of the overall value of the course are considered minor assessment items.

13.4. Group Work Assessment

- 13.4.1. Group work can contribute to students' ability to work constructively together. The following are to be provided to all students undertaking group work within a course:

- i. a clear induction into group work processes at the commencement of the course or at least 3 weeks prior to the item being due;
- ii. details of:
 - a. the purpose and function of the group work and how it will be assessed;
 - b. the process for allocating students to groups;
 - c. the roles, responsibilities and expectations of group members;
 - d. the conduct of group meetings;
 - e. the processes for managing any group conflict;
 - f. the evaluation of individual performances within the group;
 - g. feedback stages; and
 - h. some strategies to:
 - o promote equitable workload within and across groups;
 - o ensure each student is accountable for their personal contribution to the group work;
 - o maintain regular communication with each group.

13.4.2. Group assessment items should not contribute more than 50% of the total marks for a course.

13.4.3. Group assessment items should be highly structured and managed by staff experienced in group work.

13.5. Self-Assessment and Peer Assessment

13.5.1. Self-assessment can develop a student's ability to think critically about their learning, to determine what criteria should be used for their assessment and to apply these criteria to their own work.

13.5.2. Peer assessment can encourage students to work cooperatively and provide critical appraisal of their own and others' work.

13.5.3. Assessment items marked by students or student peers within the course must not contribute more than 10% to the final grade.

13.5.4. All uses of self and peer assessment must develop mechanisms and provide details to students in advance to ensure:

- i. the outcomes of the assessment are equitable and credible;

ii. clear guidelines and criteria.

13.5.5. The Course Coordinator must ensure there are mechanisms for moderating the results or ensuring fair assessment.

13.6. Assessment Mapping

For information on assessment mapping and the input required from Course Coordinators, refer to the Program Management Procedure Manual.

14. Assessment Responsibilities

14.1. Student Responsibilities

- 14.1.1.** Actively engage in all learning activities in each course e.g. lectures, tutorials, labs, workshops etc. Active engagement is necessary for students to obtain the full benefits of the learning opportunities provided.
- 14.1.2.** Read prescribed materials and submit assessment items by the due date.
- 14.1.3.** Notify the Course Coordinator at the earliest possible opportunity of any circumstances that may affect the completion of assessment items, and follow the procedures detailed in the course outline relating to applications for Adverse Circumstances.
- 14.1.4.** Act ethically in the preparation and submission of all assessment items.
- 14.1.5.** Comply with any instructions given by the course teaching staff, Head of School or other supervisor relating to an assessment item.
- 14.1.6.** Attend all assessable activities prescribed for each course in which they are enrolled.
- 14.1.7.** Comply with the University of Newcastle Work Health and Safety policy and related procedures, guidelines, and other Health and Safety documentation within the Policy Library and the University Health and Safety Management System.
- 14.1.8.** Comply with the rules for supervised examinations (see the Examinations section).
- 14.1.9.** Provide the Course Coordinator with any Academic Integration Plan in a timely manner.

14.2. University Responsibilities

- 14.2.1.** Coordinate examinations held during the formal and supplementary examination periods.
- 14.2.2.** Organise alternative examination arrangements for students with a disability or other adverse circumstances.
- 14.2.3.** Manage all arrangements for the administration of supervised examinations conducted in the formal examination period.
- 14.2.4.** Ensure adherence to procedures for formal examinations, specifically, treating all applications and documentation for adverse circumstances affecting assessment items as confidential.

14.2.5. Report final results and maintain student academic records.

14.2.6. Publication of final results on myHub.

14.2.7. Undertake a review of examination processes for supervised examinations held during the formal examination period.

14.3. School Responsibilities

14.3.1. For School responsibilities see Appendix 7, School Assessment Body Responsibilities Guideline [000771].

15. Assessment Item Submission

Where possible the University requires electronic submission of assessment items.

15.1. Assessment Item Submission Details

15.1.1. For each assessment item the course outline will provide:

- i. due date and time;
- ii. the location and mode of submission; and
- iii. any particular requirements such as the submission of an assessment item to a text-matching system (e.g. Turnitin) or the hand delivery of an assessment item (e.g. a creative work submission on a weekday).

15.1.2. Where a hard copy is required the assessment item must have a completed coversheet.

15.2. Penalties for Late Submission of Assessment Items

15.2.1. The mark for an assessment item submitted after the designated time on the due date, without an approved extension of time, will be reduced by 10% of the possible maximum mark for that assessment item for each day or part day that the assessment item is late. Note: this applies equally to week and weekend days.

15.2.2. With the approval of the Head of School, a Course Coordinator may determine that an assessment item cannot be submitted after its due date e.g. an online quiz or a laboratory test may only be available for a set period of time. The course outline must advise that failure to complete such an item within the set period of time will result in a zero mark for the assessment item. Exceptions for such items will only be possible if the student has an approved Adverse Circumstances application.

15.3. Return of Assessment Items

15.3.1. Except for exam papers, assessment items are usually returned following marking. Details of how they will be returned, if by collection from a Hub or via other means, will be in the course outline. Similarly, if other assessment items will not be returned after marking, this will be indicated in the course outline.

15.3.2. Items not returned to students (e.g. multiple choice questions and other exam scripts) will be made available for review by the student, upon request, in a controlled and monitored setting.

15.4. Retention of Assessment Items

15.4.1. Assessment items will be retained for six months after the fully graded date for the term and may then be destroyed.

15.4.2. Examination scripts will be retained by the relevant School for six months after the final result is published. After this period the examination scripts may be destroyed.

16. Assessment Item Marking

16.1. Assessment Criteria

16.1.1. Assessment criteria must:

- i. inform students of the knowledge, skills and other outcomes they are required to demonstrate in an assessment task;
- ii. describe the level or standard of achievement a student must demonstrate to achieve a specific grade;
- iii. align with the learning outcomes of a course;
- iv. be consistent with appropriate course levels; and
- v. be written in clear and simple language.

16.2. Marking Assessment Items

16.2.1. Assessment marking must be based on the assessment criteria made available to students in the course outline and/or other materials. That is, norm-referenced marking is not acceptable.

16.2.2. All markers must have identical information to provide a shared framework for judgments and to facilitate marking consistency.

16.2.3. Staff marking items must be familiar with the criteria for all assessment items as early as possible in the delivery of a course.

16.2.4. When the same assessment is being conducted at multiple locations the same marking criteria must be used.

16.2.5. Markers must ensure the marking process produces feedback that contributes to student learning.

16.3. Quality Assurance and Marking

16.3.1. Quality assurance of marking (grading) is important to safeguard the academic integrity of a course and ensure fairness for students through processes of formal or informal moderation. This is primarily a responsibility of the Course Coordinator, as is the design of the assessment for a course (see Course Coordinator Role and Responsibilities).

16.3.2. All marking related quality assurance outcomes and processes are to be documented and available if required.

16.3.3. Single Marker

Many assessment items will be marked by a single marker using the assessment criteria provided to students in the course. If issues are identified with the marking of an item, it may be re-marked or a process of moderation implemented.

A single marker responsible for all or most items in a course should regularly seek confirmation of their marking. They may provide peers in the University, or externally, with a sample of assessment items to review. This enables them to examine their consistency and reliability.

16.3.4. Double Marking

Two markers provide a jointly agreed mark or separate individual marks. If the latter, the process for establishing the final result must be described in advance. Double marking is usually used only for marking Honours theses (see section on marking the Honours research component).

16.3.5. Multiple Markers

Where more than one marker is marking assessment items within a course, 'calibration' meetings should be held prior to the commencement of formal marking. Calibration is a simple moderation process designed to promote consistency of judgement between markers. Each marker reviews the ratings of others of the same selected set of student assignments or examination scripts. The items should have been chosen to represent a range of marks obtained in the item.

16.3.6. Re-marking

A single assessment item, or part of an assessment item, may be re-marked. This usually follows the identification of concerns about the mark(s) awarded.

A re-mark of an assessment item may be initiated at the request of the Course Coordinator, the Program Convenor, the Head of School, the School Assessment Committee, the Faculty Progress and Appeals Committee or the Pro Vice-Chancellor.

Details of how the issue will be resolved must be provided to the student in advance of the re-marking. Options include:

- i. using only the results of the second marker; or
- ii. using an average of all marks for the assessment item; or
- iii. variations on these options.

The Course Coordinator is responsible for managing the re-marking process and recording the outcome.

If the Course Coordinator is the initial marker of an item, they will usually ask an independent marker to do the re-marking. The independent marker is to be provided with the assessment criteria for marking the assessment item and the course details. The independent marker is not to be provided with the original mark prior to marking the item. The Course Coordinator must also provide the independent marker with a copy of the student's answer(s) with all initial marks, comments and annotations removed.

The resultant mark may remain the same, or be higher or lower than the original mark.

The Course Coordinator is to provide the mark and a recommendation to the initiator of the re-mark and to advise the initial marker of the outcome. If the Course Coordinator initiated the re-mark, they must be able to justify the final mark to the Head of School or Pro Vice-Chancellor, if requested.

16.3.7. Moderation

Informal moderation is the process of independent review of the marks of all, or a randomly selected set, of students for one or more assessment items in a course. This may be routinely done to ensure consistency across multiple markers.

Formal moderation is the process of independent review of the marks of all, or a randomly selected set, of students for one or more assessment items in a course. This may be used when a Course Coordinator, Head of School, Pro Vice-Chancellor or the University requires a formal investigation of marking in a course. If initiated by a Course Coordinator a formal moderation requires the prior approval of the Head of School.

A formal moderation might be initiated in response to the identification of major discrepancies or other issues to address uncertainty about the validity of an assessment outcome, or to confirm equivalence of the University's expectations with national or international benchmarks.

16.4. Student Request for a Review of Assessment Item Mark

This section applies only to marks achieved in an assessment item. For a review of a *final result in a course* refer to Section 20.0 Review of Final Result in a Course.

- 16.4.1.** A student who believes that an error has been made in the determination of their mark for an assessment item should email the Course Coordinator no later than three University working days after their mark has been made available.

- 16.4.2.** The student must clearly specify the error that they believe has been made in the determination of their mark and how they reached this conclusion, providing evidence and specific examples wherever possible.
- 16.4.3.** The Course Coordinator may elect to seek a recommendation from the original marker.
- 16.4.4.** The Course Coordinator will respond to the review request in a timely manner, and may determine to:
 - i. leave the original mark unchanged;
 - ii. amend the mark; or
 - iii. ask an independent marker to undertake a re-mark of the assessment item.
- 16.4.5.** The Course Coordinator will email the student and marker once a determination has been made.
- 16.4.6.** Students unable to contact the Course Coordinator within three University working days after their mark has become available should contact the Head of School. The student must provide evidence of their attempts to contact the Course Coordinator, and the details provided to support their request.

16.5. Examination of the Research Component in Bachelor Honours Degrees

This section applies in 2013 to programs approved for transition to the new Honours Policy [000990] or programs which opt to use this method of examination.

- 16.5.1.** For a research component that is 40 units or more in the Bachelor Honours Program:
 - i. there will be a minimum of two examiners of the research component, selected following advice from the supervisor(s);
 - ii. at least one of the two examiners is to be external to the School unless an external moderator is appointed by the relevant Faculty Pro Vice-Chancellor to monitor the quality of research dissertations in the field of study;
 - iii. the supervisor is not to be an examiner of their students' research component. The supervisor may provide a report to the Program Convenor, for consideration by the markers, when the research component is submitted for examination; and
 - iv. the Faculty will provide the student and examiners, including the moderators, with the assessment criteria for the research component.

- 16.5.2.** For a research component that is less than 40 units in the Bachelor Honours program:
- i. all individual research components larger than 10 units must have at least two markers. The supervisor may be one of those markers. When the research component is submitted, the supervisor should provide a report to the Program Convenor (or nominee), for consideration by all markers;
 - ii. where the research component is aggregated across multiple 10 unit courses, or elements thereof; a single marker is sufficient for any 10 unit course providing that no single marker contributes marks for more than 10 units of the overall research component of the degree program;
 - iii. the Faculty will have a regular process of moderating the quality and grading of the research component with an external moderator appointed by the relevant Faculty Pro Vice-Chancellor (or nominee); and
 - iv. the Faculty will provide the student and examiners, including the moderators, with the assessment criteria for the research component.

16.6. Marking the Research Component in Bachelor Honours Degrees

This section applies in 2013 to programs approved for transition to the new Honours Policy [000990] or programs which opt to use this method of examination.

- 16.6.1.** If there are two examiners, the final mark will be an average of their marks.
- 16.6.2.** If the difference between examiners' marks is more than ten marks (from 100 total marks), a third examiner is to be appointed (not the supervisor).
- 16.6.3.** If the mark from a third examiner is more than ten marks from either original marker, the final mark will be as decided by the relevant Faculty Pro-Vice-Chancellor (or nominee).

16.7. Adverse Circumstances

- 16.7.1.** The University acknowledges the right of students to seek consideration for the possible impact of allowable Adverse Circumstances that may affect their performance in assessment item(s), including formal examinations. For further information refer to the Adverse Circumstances Policy [000939] and Procedure [000940].

17. Feedback on Assessment Items

Effective feedback is integral to the learning process and can greatly enhance student engagement and success.

17.1. General Provisions

- 17.1.1. The Course Coordinator is responsible for ensuring that feedback is provided to students.
- 17.1.2. Students must be advised in the course outline of when and how feedback will be provided.
- 17.1.3. Formative feedback should be provided to students when possible. Depending on the type of assessment item, this may be individualised or given to the group of students enrolled in a course.
- 17.1.4. Feedback should be provided to students within 15 University working days of submission of an assessment item so that they can incorporate it into their learning and future assessment items.
- 17.1.5. Feedback can be provided to individuals, or to a group of students in a variety of ways. It may be:
 - i. provided verbally by the teaching staff ;
 - ii. by peer interaction and self reflection, provided appropriate prior preparation of students has occurred; or it may be
 - iii. written and provided online or in hard copy on the item or in a separate report.
- 17.1.6. Feedback should identify student strengths and weaknesses in relation to the specific assessment criteria.
- 17.1.7. All feedback must:
 - i. refer to the assessment expectations and criteria provided to the student prior to their commencing the assessment;
 - ii. be in constructive and supportive language; and
 - iii. advise what students need to do to improve (formative) and/or provide a statement of how the student performed against the assignment criteria (summative).

18. Formal Examinations

This section describes the end of term examinations held in the scheduled examination and supplementary examination periods each term.

18.1. General Provisions

- 18.1.1.** Students are required to be available during the scheduled examination and supplementary examination periods each term. This includes being available for examinations scheduled on Saturdays and in the evenings.
- 18.1.2.** Students are expected to sit for all examinations prescribed for the courses in which they are enrolled.
- 18.1.3.** Students are expected to sit examinations at the site of their enrolment.
- 18.1.4.** Examinations undertaken at all venues and organised on behalf of the University must comply with all University approved policies and procedures.
- 18.1.5.** Examinations conducted outside of the scheduled examination and supplementary examination periods are the responsibility of the Head of School (or nominee).
- 18.1.6.** Unless granted a rescheduled examination under the Adverse Circumstances policy, students who fail to attend an examination identified on the examination timetable will be awarded a mark of zero for that examination.

18.2. Preparation and Quality Assurance of Examination Scripts

- 18.2.1.** Course Coordinators are responsible for the preparation of examination scripts, including an alternate examination script, for their course in accordance with the requirements and timelines specified by Examinations & Timetabling.
- 18.2.2.** An examination script must be the same for each course taught within the same term, irrespective of location of offer or mode of delivery. The content may be contextualised for specific offshore requirements with approval from the relevant Head of School.
- 18.2.3.** The Head of School must ensure that all examination scripts, including alternate examination scripts, are quality reviewed (see Appendix 8, Examination Papers Review Checklist). This review must ensure that the:
 - i. review is conducted by an individual from the appropriate discipline area;
 - ii. scripts are reviewed for clarity, spelling, grammar, format and content, and all mark allocations are checked; and

- iii. review is completed in time to allow the examination scripts to be corrected and transmitted to Examinations & Timetabling if required.

18.3. Supervised Examinations

- 18.3.1.** The Deputy Vice-Chancellor (Services) is responsible for administering formal examinations held within the scheduled examination and supplementary examination periods. Unless advised by the School such examinations will be supervised by Examinations & Timetabling and must:
 - i. be identified by the Head of School as being the responsibility of the Deputy Vice-Chancellor (Services);
 - ii. be of two, two and a half, or three hours duration; and
 - iii. contribute at least 20% to the final result in the course.
- 18.3.2.** The responsible officer will publish timetables showing when and where examinations will be held prior to the examination period.
- 18.3.3.** Students must comply with all requirements and instructions relating to materials that can be taken into an examination room. Taking material that breaches these requirements into an examination room will be deemed as student misconduct.
- 18.3.4.** If asked, the student must be able to demonstrate to the satisfaction of the supervisor of their examination that material they have does comply with requirements and instructions.
- 18.3.5.** Unless notified in advance by the School, communication devices such as mobile phones, laptop computers, electronic dictionaries, electronic tablets or similar devices are not permitted in the examination room.
- 18.3.6.** Students may be required to supply their own aids in some circumstances.
- 18.3.7.** Where students are permitted to bring aids into an examination the following will apply:
 - i. the Head of School will specify in advance the type of aid which may be used; and
 - ii. it is the responsibility of the School offering the course to scrutinise the aid to be used in the examination at the request of an examination supervisor.
- 18.3.8.** Students cannot take a thesaurus or standard English language dictionary into an examination room.

18.4. Procedures for Supervised Examinations

18.4.1. All examinations undertaken on behalf of the University must comply with the provisions for Formal Examinations within this document.

18.4.2. Supervised examinations will be conducted in accordance with the following procedures:

- i. students may only enter the examination room within the first thirty minutes of the commencement of the examination;
- ii. students must provide suitable photo identification (e.g. student card, driver's licence, passport);
- iii. students must comply with all instructions given by an examination supervisor;
- iv. a student may bring into the examination room only those papers, books, written materials, devices, calculators, aids or other items which have been approved in advance for the particular examination and which do not contain additional markings, e.g. notes;
- v. any student found to be involved in an activity which is deemed to be academic fraud, cheating, plagiarism or any other dishonest conduct will be dealt with under the Student Misconduct Rule [000935];
- vi. students may not leave the examination room during the first thirty minutes or the last ten minutes of an examination;
- vii. students may not begin reading their examination paper until granted permission by the supervisor;
- viii. a student may not remove from the examination room any examination answer book, examination paper, graph paper, drawing paper or other material issued during the examination unless the Course Coordinator has expressly permitted their removal;
- ix. students may re-enter the examination room after leaving it only if they had approved supervision throughout the full period of their absence;
- x. students must comply with any other requirements specified by the University; and
- xi. examination supervisors may record and report student absences from examination rooms.

18.4.3. The procedures for supervised examinations may be relaxed by the appropriate officer in the event of an emergency.

- 18.4.4.** All instances in which procedures are relaxed during an examination must be reported in writing to the Deputy Vice-Chancellor, Head of School and the Course Coordinator immediately following the examination.
- 18.4.5.** The Manager of Examinations & Timetabling will be responsible for the development and maintenance of a set of guidelines to be made available to all examination supervisors.

18.5. Materials and Devices

- 18.5.1.** Students from non-English language backgrounds may apply to the Head of School or Course Coordinator to use a translation dictionary during an examination. The process is as follows:
 - i. the application form must be completed by the student at least five University working days before the examination, listing the full title and ISBN of the dictionary to be used; the course code and name; and the examination date, time and room;
 - ii. the dictionary listed on the form must be a translation-only dictionary and not contain any definitions or explanations of terms;
 - iii. before approving the application, the Head of School or Course Coordinator must check the dictionary and ensure that it meets the criteria and is correctly described on the form;
 - iv. the dictionary and the approved application form must be presented by the student to the Examination Supervisor 30 minutes prior to the examination starting time;
 - v. students need a signed approval form for each examination and a dictionary that matches the description on the form or they will not be permitted to take that dictionary into the examination room.
- 18.5.2.** Books and notes may be used by students in an examination if approved by the appropriate Course Coordinator. The Course Coordinator must:
 - i. advise students in advance and in writing of the specific book, or books or a detailed description of the exact nature of the notes that can be used, including allowable content, the number of pages, single/double sided print, etc;
 - ii. include a detailed description of the book, or books and/or the type and form of notes permitted on the Examination Cover Sheet and use the following categories:
 - a. Closed Book. No materials may be taken into the examination room.

- b. Open Book. Any written material may be taken into the examination room.
 - c. Restricted Open Book. Only specified written materials may be taken into the examination room.
- iii. be mindful of changing technologies and practices, such as the use of eBooks, and the impact this may have on examination supervision and student compliance.
- 18.5.3.** Calculators, except calculators within mobile phones and similar devices, may be used by students in an examination if approved by the appropriate Course Coordinator. The Course Coordinator must:
- i. advise students in advance and in writing of the type of calculator permitted, such as programmable or non-programmable calculators, and that instruction booklets or cards (e.g. reference cards) on the operation of calculators are not permitted in the examination room as students are expected to familiarise themselves with the calculator's operations beforehand;
 - ii. include a detailed description on the Examination Cover Sheet of the types of calculator permitted, providing sufficient information for examination supervisors without technical knowledge to assess the appropriateness of calculators students take into examination rooms;
 - iii. consider specifying calculators listed as approved scientific calculators by the Board of Studies NSW.

18.6. Rescheduled Examinations

- 18.6.1.** Rescheduled examinations may only be granted in accordance with the Adverse Circumstances Policy.
- 18.6.2.** Rescheduled examinations will only be supervised by Examinations & Timetabling if held within the formal examination period.
- 18.6.3.** Rescheduled examinations held outside the supplementary examination period are the responsibility of the School.

19. Course – Final Results and Completion

19.1. Final Course Results

- 19.1.1. The Course Coordinator is responsible for finalising and collating the marks for all assessment items and for ensuring that the final results are available for publication on myHub.
- 19.1.2. All marks for individual assessment item results and final results, including those provided via Blackboard, are “unofficial results” prior to their confirmation by the Head of School (or nominee).
- 19.1.3. The Head of School (or nominee) is responsible for the confirmation of final results. They will usually appoint a School Assessment Committee to assist with this task (see Appendix 7, School Assessment Body Responsibilities Guideline [000771]).
- 19.1.4. Following confirmation by the Head of School (or nominee) the course results become the official results for the course. They will be available on the fully graded date for the term via myHub.
- 19.1.5. Final results will be provided as a mark and a grade for each course (see Table 1, Grading Scale – Coursework) except when the course is:
 - i. awarded an ungraded pass, in which case the student will receive a UP; or
 - ii. the first part of a multi-term sequence. The student will be awarded an N/A in this instance.
- 19.1.6. Results pending finalisation may be recorded using an administrative code (see Table 2 – Administrative Codes).
- 19.1.7. Final results for Bachelor Honours will be as shown in Table 3, Grading Scale – End-On-Honours programs, and Table 4, Grading Scale – Embedded Honours Programs respectively. See Bachelor Honours policy [000990] for details during the 2013 and 2014 transition process. Table 5, shows the attributes of classes of Bachelor Honours.

19.2. Successful Course Completion

- 19.2.1. A student will be deemed to have successfully completed a course where they have met all three of the following criteria:
 - i. have enrolled and accepted all enrolment terms and conditions;
 - ii. have satisfactorily completed all compulsory course components; and
 - iii. obtained a passing mark, being either:

- a. a mark of 50% or greater; or
- b. an ungraded pass.

19.3. Unsuccessful Course Completion

19.3.1. A student will be deemed to have unsuccessfully completed a course where they have not met the criteria listed as those required for successful course completion.

19.4. Grading Scales and Administrative Codes

Table 1 - Grading Scale – Coursework (except for Bachelor Honours)

Range of marks	Grade	Attributes of Grading Scale
85-100	High Distinction (HD)	Outstanding standard indicating comprehensive knowledge and understanding of the relevant materials; demonstration of an outstanding level of academic achievement; mastery of skills*; and achievement of all learning outcomes.
75-84	Distinction (D)	Excellent standard indicating a very high level of knowledge and understanding of the relevant materials; demonstration of a very high level of academic ability; sound development of skills*; and achievement of all learning outcomes.
65-74	Credit (C)	Good standard indicating a high level of knowledge and understanding of the relevant materials; demonstration of a high level of academic achievement; reasonable development of skills*; and achievement of all learning outcomes.
50-64	Pass (P)	Satisfactory standard indicating an adequate knowledge and understanding of the relevant materials; demonstration of an adequate level of academic achievement; satisfactory development of skills*; and achievement of all learning outcomes.
0-49	Fail (FF)	Failure to satisfactorily achieve learning outcomes. If all compulsory course components are not completed the mark will be zero. A fail grade may also be awarded following disciplinary action.
	Ungraded Pass (UP)	A grade awarded in a course for which only a pass or fail is available. No marks are provided.

* Skills are those identified for the purposes of assessment item(s).

Table 2 – Administrative Codes

Code	Short description	Long description
I	Incomplete	Used where: <ul style="list-style-type: none"> • a student has not completed all aspects of the course and the result in the course is yet to be finalised; or • a placement or practicum does not align with the term dates and is continuing at the fully graded date;

		Incomplete (I) results will become Fail (FF) grades 90 days after the fully graded date of a term for which the result was entered. <i>Note: A pilot program in place during 2012 is allowing I grades to stand for 365 days.</i>
For courses which have been identified as practicum/placement courses, Incomplete (I) results will become Fail (FF) grades 365 days after the fully graded date of a term for which the result was entered.		
For all other courses (ie those which have not been identified as practicum/placement courses) Incomplete (I) results will become Fail (FF) grades 90 days after the fully graded date of a term for which the result was entered.		
S	Special Consideration	Used where: <ul style="list-style-type: none"> a student has been granted special consideration under the <i>Adverse Circumstances Affecting Assessment Items Policy</i> [000939]. Unless resolved, Special Consideration (S) results will become Fail (FF) grades 180 days after the fully graded date of the term for which the result has been entered.
NA	Not Applicable	Used only for some components of Research Higher Degrees, honours courses and multi-term sequence courses.
WW	Withdrawn Without Penalty	Used where: <ul style="list-style-type: none"> a student withdraws from a course by the relevant prescribed date; or a student is permitted to withdraw without penalty by the Pro Vice-Chancellor of the relevant Faculty and/or the Academic Senate in accordance with the relevant University policy or procedure; or a student is permitted by the Head of School to withdraw without penalty due to an administrative error.
EX	Credit Awarded	Indicates that credit has been approved and added to the student's record in accordance with the University policy.

Table 3- Grading Scale - End-on Honours

Criterion One Overall Mark	and	Criterion Two Research Dissertation	=	Class Awarded
85% plus		75% plus	=	Class I
75 – 84%		65% plus	=	Class II Division 1
65 – 74%		75% plus	=	Class II Division 1
65% plus		65% plus	=	Class II Division 2
50 – 64%		50% plus	=	Class III
0 – 49%			=	Fail

Table 4 – Grading Scale - Embedded Honours

Criterion One WAM	+	Criterion Two Research Component Mark	=	Class Awarded
77 – 100	+	75 – 100%	=	Class I
72 – 100	+	65 – 100%	=	Class II Division 1
67 – 76	+	75 – 100%	=	Class II Division 1

67 – 71	+	65 – 74%	=	Class II Division 2
50 – 66	+	64 – 100%	=	Ungraded
50 – 100	+	50 – 64%	=	Ungraded

Table 5 - Attributes of Classes of Bachelor Honours

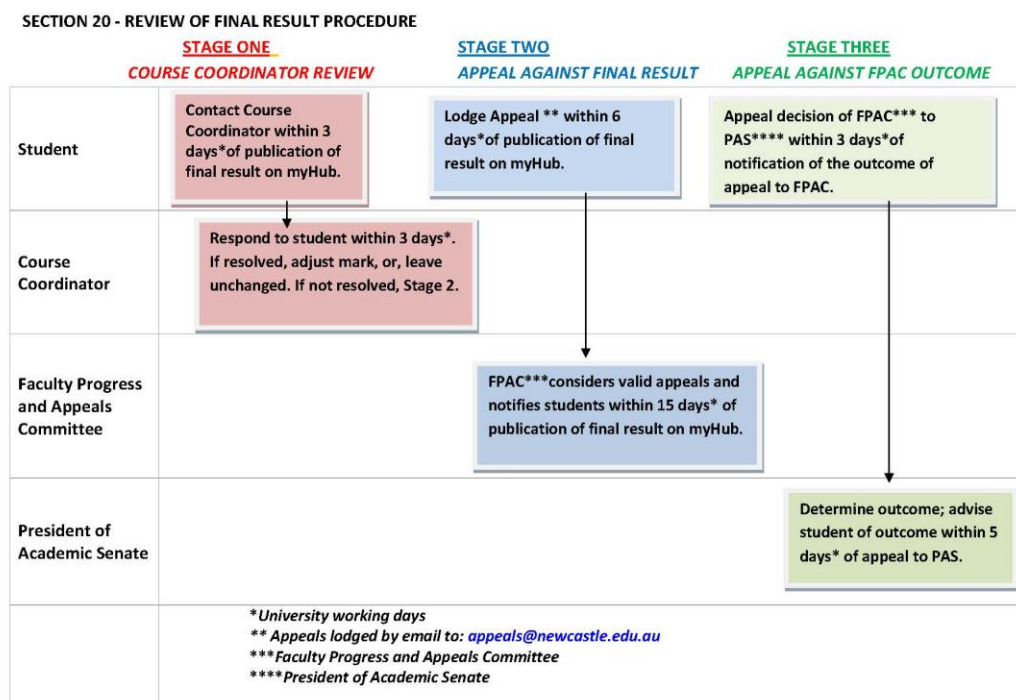
Honours Class I	Outstanding standard in research and reporting indicating comprehensive knowledge and understanding of the relevant field of study; demonstration of an outstanding level of academic ability; mastery of skills*; and achievement of all assessment objectives. In addition, if embedded Honours, an outstanding performance throughout the program.
Honours Class II Division 1	Excellent standard in research and reporting indicating a very high level of knowledge and understanding of the relevant field of study; demonstration of a very high level of academic ability; sound development of skills*; and achievement of all assessment objectives. In addition, if embedded Honours, an excellent or outstanding performance throughout the program.
Honours Class II Division 2	Very good standard in research and reporting indicating a high level of knowledge and understanding of the relevant field of study; demonstration of a high level of academic ability; reasonable development of skills*; and achievement of all assessment objectives. In addition, if embedded Honours, a very good to excellent performance throughout the program.
Honours Class III Available only to students in <i>End-On</i> Honours.	Satisfactory standard in research and reporting indicating an adequate knowledge and understanding of the relevant materials; demonstration of an adequate level of academic ability; satisfactory development of skills*; and achievement of most assessment objectives.

* Skills are those identified as required to meet the AQF level 8 program learning outcomes.

20. Review of Final Result in a Course

Students wishing to obtain further information relating to a final result in a course must follow the process described below. Refer to Clause 20.8 for 2013 transition arrangements.

20.1. Figure 3 – Summary of the appeals procedure for a Review of Final Result



20.2. Stage One – Course Coordinator Review

- 20.2.1.** A student who wishes to seek advice or clarification of their final results in a course must email the Course Coordinator for that course within three University working days of their final result being published on myHub.
- 20.2.2.** The student must clearly specify why they believe that an error has been made in the determination of their final grade and how they reached this conclusion, providing evidence and specific examples wherever possible.
- 20.2.3.** The Course Coordinator (or nominee) must be available to consult with students during the three University working days following the publication of the final result in myHub. In the absence of the Course Coordinator, the relevant Head of School is responsible for ensuring that appropriate assistance is available to students during this period.

20.2.4. The Course Coordinator (or nominee) will respond to the request within three University working days of receipt and after reviewing the result will either:

- i. leave the original mark unchanged; or
- ii. recommend an adjusted mark to the Head of School; and
- iii. submit an *Amendment to Final Result Form* if required.

20.2.5. The Course Coordinator will email the student with the outcome once a determination has been made.

20.3. Stage Two - Appeal Against Final Result

After seeking a review by the Course Coordinator a student may lodge an appeal against their final result for a course.

20.3.1. To lodge an appeal a student must use the *Appeal Against a Final Result* online system within six University working days of the publication of the final result on myHub. Appeals must be submitted through this system to be considered by the Faculty Progress and Appeals Committee.

20.3.2. The Faculty Progress and Appeals Committee will consider all valid appeals on behalf of the Pro Vice-Chancellor and determine an outcome for:

- i. appeals by students against a final result in a course; and
- ii. appeals by potential graduates against a failure in a course.

20.3.3. A valid appeal is one which addresses one or more of the following appeal criteria and includes relevant supporting evidence in writing:

- i. the mark for an assessment item(s) (including the final examination) is inconsistent with stated marking criteria;
- ii. the type or weighting of an assessment item(s) differs from information in the course outline;
- iii. the content or topic of an assessment item(s) does not reflect the content of the course; and
- iv. extreme circumstances (such as extended hospitalisation) prevented the student from submitting an Adverse Circumstances application at the appropriate time.

20.3.4. Appeals that do not provide evidence of the student having:

- i. contacted or attempted to contact the Course Coordinator (or nominee); and

- ii. addressed at least one of the above appeal criteria and included relevant supporting evidence in writing;

will be rejected by the Chair of the Faculty Progress and Appeals Committee (or nominee) and the final result for the course will stand.

20.3.5. The Faculty Progress and Appeals Committee may request any additional information required to determine the outcome of an appeal.

20.3.6. Appeals against a final result in a course

The Faculty Progress and Appeals Committee may determine that:

- i. no amendment to the final result is required; or
- ii. an amendment to the final result is required; or
- iii. an amendment to the final result **may** be required due to a significant error in the assessment processes. The Faculty Progress and Appeals Committee will then determine what remedial action (such as moderation of marking) may be required. When a moderation process is initiated all students who may be affected will be informed by the Head of School (or nominee) that the process is being undertaken and warned that their marks may be varied upwards or downwards; or
- iv. an amendment to the final result **may** be required, subject to the student completing a supplementary assessment item to be set by the relevant Course Coordinator. *This determination will be used only when extreme extenuating circumstances have prevented timely action by the student under the provisions within the Adverse Circumstances Affecting Assessment Items Policy [000939].*

20.3.7. In accordance with the Delegation Schedule for Academic Governance and Support (AUB1) the Chair of the Faculty Progress and Appeals Committee may undertake urgent business between scheduled meetings. Actions taken under delegation must be ratified by the Faculty Progress and Appeals Committee at the next meeting.

20.3.8. The outcome of an Appeal Against Final Result request will be forwarded to the Assistant Academic Registrar (or nominee) for action. The student should usually receive notification of the outcome within fifteen University working days after **publication of the final result on myHub**. The notification should identify which appeal criteria formed the basis of the decision.

20.3.9. A late appeal will only be accepted in exceptional circumstances and not more than two months after the publication of the final result on myHub. A student lodging such an appeal must complete and submit the *Appeal*

Against Final Result Form and must provide evidence of having contacted the Course Coordinator and, supporting documentation including information about the **exceptional circumstances** that precipitated late submission.

20.3.10. A review of a final result request against a mark or grade awarded as a consequence of academic misconduct must be made in accordance with the Student Misconduct Rule [000935].

20.4. Stage Three – Appeal Against Faculty Progress and Appeals Committee Outcome

20.4.1. Student appeals against a Faculty Progress and Appeal Committee outcome must be:

- i. made on procedural grounds (i.e. the student must be able to demonstrate that correct process was not followed);
- ii. submitted via NUmail;
- iii. addressed to the President of Academic Senate; and
- iv. submitted within three University working days of the receipt of the official written notification of the outcome of their Appeal Against Final Result request.

20.4.2. Students will be notified of the outcome of their appeal via NUmail within five University working days.

20.5. Appeals lodged by a Potential Graduate following Failure in a Course

20.5.1. A potential graduate may lodge an appeal against a final result when a failure prevents them from completing their degree.

20.5.2. The appeal must meet ALL of the following criteria to be considered by the Faculty Progress and Appeals Committee:

- i. the course is a ten unit course;
- ii. the student has not previously failed this course;
- iii. the student has undertaken the course in their last year of study and all other program requirements have been satisfied;
- iv. the final result achieved for the course is greater than 40% and less than 50% of the total marks for the course;
- v. the student has not already undertaken supplementary assessment (other than on the basis of Adverse Circumstances) in the course; and
- vi. the student has submitted all required assessment items throughout the relevant term on time (subject to any applications under the Adverse Circumstances Affecting Assessment Items Procedure [000940]).

20.5.3. The Faculty Progress and Appeals Committee shall determine the legitimacy of the appeal.

20.5.4. If the appeal is upheld, the appeal will be referred to the Course Coordinator who will determine the nature, timing and content of a supplementary assessment item. The outcome of the supplementary assessment item will ensure that:

- i. the student will not be awarded a final mark greater than 50% (a minimum pass) in the course irrespective of the marks awarded for the supplementary assessment item;
- ii. the marks awarded in the supplementary assessment item may result in a fail grade being changed to a pass grade; and
- iii. if the student does not obtain a pass grade as a result of the marks given for the supplementary assessment item, the fail grade will remain and the student will not be eligible to graduate.

20.6. Administrative Error

20.6.1. If an administrative error is identified in a final result an *Amendment to Result Form* will be completed by the Course Coordinator (e.g. not all required items of assessment were included in the final determination of the result). This will be submitted to the Head of School for approval and notification of the student affected.

20.7. Reporting

20.7.1. Each Faculty Progress and Appeals Committee will report to their Faculty Board annually on the activities initiated under this section. These reports must be available for compliance and monitoring if requested by Academic Senate.

20.8. Transition Arrangements

As a transition arrangement for 2013, Clause 20.0 applies to all courses completed from Trimester 1 and Semester 1 2013.

21. Essential Supporting Documents

[Rules Governing Courses and Assessment \[000993\]](#)

[Course Management Policy \[000994\]](#)

[Assessment Policy \[000995\]](#)

[Timetabling Policy \[000918\]](#)

[Timetabling Procedure \[000919\]](#)

22. Related Documents

[Rules Governing Awards and Programs \[000958\]](#)

[Program Management Policy – Coursework \[000964\]](#)

[Program Management Procedure Manual – Coursework \[000967\]](#)

[Rules Governing Admission and Enrolment \[000966\]](#)

[Admission and Enrolment Policy – Coursework Program \[000963\]](#)

[Admission and Enrolment Procedure Manual – Coursework Program \[000965\]](#)

23. Appendices

23.1 [Appendix 1 – Academic Reflection on Courses](#)

23.2 [Appendix 2 – Course Reflection Summary](#)

23.3 [Appendix 3 – Course Coordinator Checklist](#)

23.4 [Appendix 4 – Course Outline Content Checklist](#)

23.5 [Appendix 5 – Assessment Types and Combinations](#)

23.6 [Appendix 6 – Assessment Design Checklist](#)

23.7 [Appendix 7 – School Assessment Body Responsibilities Guideline](#)

23.8 [Appendix 8 – Examination Papers Review Checklist](#)

Approval Authority	Academic Senate
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Date for Review	24 July 2013
Policy Sponsor	President of Academic Senate
Policy Owner	Deputy Vice-Chancellor (Academic)
Policy Contact	Deputy Academic Registrar, Governance and Academic Administration
Amendment History	<p>Minor amendment to 20.3.1. indicating that appeals against a final result must now be lodged electronically, Secretariat, 4 September 2013.</p> <p>Appendices 5 and 7 have been amended as approved by Academic Senate Resolution AS13:057 (DocAS13:033) 22 May 2013.</p> <p>Minor amendment in Clause 20 changing transition arrangements reference to 20.8, The Secretariat, 16 May 2013.</p> <p>Amendment to the I grade process, endorsed by the Teaching and Learning Committee 12 February 2013, approved by President of Academic Senate, under delegated authority, 7 March 2013.</p> <p>5 March 2013 - The Secretariat corrected an administrative error in clause 5.6.2 - sub-clause previously omitted.</p> <p>Amended title to Procedure Manual to align with legal advice, Governance and Policy, 25 January 2013.</p> <p>Approved by President of Academic Senate under delegated authority – 11 December 2012 for implementation from 1 January 2013, following endorsement by Academic Senate on 19 September 2012.</p>