SUPPLEMENTARY AGENDA

SECTION I: MATTERS FOR DEBATE AND DECISION

34.0 ASSESSMENT SUBMISSION AND RETURN PROCEDURES

34.1 The University Assessment Committee is working on a new Assessment Policy and related procedures in response to the AUQA Recommendation 7 (urgent):

'AUQA recommends that more attention be paid by Griffith University to quality control aspects such as moderation policy and procedures and the calibration of standards for the awarding of grades'.

34.2 A key feature of the draft Assessment policy is the following statement about moderation

Consensus moderation processes are used to develop a common disciplinary understanding of the course standards that underpin comparability and ensure consistency of marking. Systematic moderation and other assessment processes are designed to ensure, so far as possible, that:

- the award of marks and grades is according to the quality of the work students produce in response to assessment tasks, irrespective of how other students in their group perform, or their own previous histories of performance;
- comparability of achievement standards occurs across relevant courses;
- standards are stable from year to year to protect the value of qualifications; and
- the bases for marking and grading judgments are transparent and meaningful to students so they can understand and use the information to improve their performance.

The ways in which a consensus moderation process may be conducted include the following:

- examiners practice marking assessment exemplars of previous student responses to the same or similar tasks, or practice marking a sample of papers that have been selected by the Course Convenor to represent different standards of student achievement. Practice marking includes explanation, justification and, where necessary, revision of assessment judgements. The process continues until consensus among examiners is reached, and takes place prior to independent marking of other allocated papers.
- examiners reviewing assessment exemplars of different standards throughout the course or at the end of a course to assure consistency of assessment judgements.
- examiners double marking assessment exemplars of different standards throughout the course or the Course Convenor double marking assessment exemplars of different standards at the end of a course.
The Course Convenor documents the moderation process with the teaching team for consideration by the School Assessment Board in conjunction with the recommended grades.

34.3 To facilitate implementation of this policy the University has to put in place a process for collecting assessment exemplars and the attached Draft Assessment Submission and Return Procedures proposes to achieve this by using a Student Consent statement on Assessment Cover Sheets. The Draft Assessment Submission and Return procedures reflect existing practices across the University, collating them into one document for the first time and as a result a number and a varied range of options for submission and return of assessment items are included. The other key change is the procedure requires that ‘where assessment tasks are submitted electronically, a system confirming their receipt must be in place’. It also brings a number of existing procedural items such as extensions, final due date for major assessment items, inability to locate an assessment item and retention and disposal of assessment items into a coherent document about assessment items rather than being spread across a range of policy and procedural documents.

34.4 The draft Assessment Policy includes the following statement about Assessment Submission and Return

Assessment information is to be generated and processed in a timely way. This applies to all aspects of assessment practice including: submitting assessment on time, providing feedback to students; processing of marks and grades; supplementary assessment; appeals and matters to do with maintaining academic integrity.

All staff who, through their involvement in the assessment process, handle student assessment items (assignments, examination scripts, for example) are required to exercise due diligence in handling these items.

Students are to undertake assessment tasks in an honest and trustworthy manner consistent with the purpose of the assessment item. Each student is required to attest to that effect on every assessment item submitted by completing the University’s Academic Integrity Declaration. See Institutional Framework for Promoting Academic Integrity. In addition, students are asked to give their consent, on every assessment item submitted, for their work, without disclosure of the contributor’s identity, to be used, and reproduced as an assessment exemplar for standard setting and moderation activities. See Assessment Submission and Return Procedures.

34.5 The University Assessment Committee seeks feedback on the attached Draft Assessment Submission and Return Procedures (2011/0002503) from Group Boards at August meetings and by other Group/School based committees that might be appropriate with a view to responding no later than 12 September 2011.

For consideration