The University of Western Australia

**Revisions to University Policy on Assessment (UP15/5) - Policy Revision Log**

| Item No. | Policy Section | Current section wording | Rationale for change | Suggested change (where relevant changes are underlined) |
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| **1.** | Definition | **assessment criteria** specify how markers evaluate students' knowledge, understanding and capabilities, and are based on intended learning outcomes | Learning outcomes should be specific therefore, replace intended with specified. This change is undertaken throughout the policy. | **assessment criteria** specify how markers evaluate students' knowledge, understanding and capabilities, and are based on ~~intended~~ specified learning outcomes |
| **2.** | Definition | **assessment item** is a body of work used to gauge student learning, e.g. an essay, project, assignment or examination | To provide clarity between an assessment item and sub-tasks within an item | **assessment item** is a body of work or combination of aligned sub-tasks used to gauge student learning, e.g. an essay, project, assignment or examination |
| **3.** | Definition | **criterion-referenced assessment** is designed to provide a measure of students' performance that is directly relevant to the learning outcomes. This approach to assessment provides an indication of the specific knowledge and skills each student can demonstrate through an assessment task (e.g. students will be able to create an argument including a claim, data, warrant, backing and qualifier). This approach is consistent with the Australian Higher Education Standards Framework (Threshold Statements) 2015 that require the learning outcomes for each course of study to be specified (Standard 1.4.1) and that any grades awarded reflect the level of student attainment (Standard 1.4.3) | To reinforce the point that criterion-referenced assessment is not based on performance of other students or on predetermined distribution of grades | **criterion-referenced assessment** is designed to provide a measure of students' performance that is directly relevant to the learning outcomes and not determined in relation to the performance of other students, nor in relation to predetermined distribution of grades/marks. This approach to assessment provides an indication of the specific knowledge and skills each student can demonstrate through an assessment task ~~(e.g. students will be able to create an argument including a claim, data, warrant, backing and qualifier)~~. This approach is consistent with the Australian Higher Education Standards Framework (Threshold Statements) 2015 that require the learning outcomes for each course of study to be specified (Standard 1.4.1) and that any grades awarded reflect the level of student attainment (Standard 1.4.3) |
| **4.** | Definition | **examination** includes end of semester (initial), mid-semester and summer session examinations, tests run by faculties, and practical laboratory examinations, but does not include assignments | Inclusion of faculty-administered exams | **examination** includes end of semester (initial), mid-semester and summer session examinations, tests/exams run by faculties, and practical laboratory examinations, but does not include assignments |
| **5.** | Definition | **marking scheme**, which is made available to students, is a scoring tool that provides information about how a student's work will be judged. It is a system for assigning marks that may take the form of a marking guide, marking matrices, marking key and/or marking rubrics. A marking scheme explicitly states the standards or level of achievement against which a student's work is assessed at varying levels of mastery, and is used for a wide array of assignments (e.g. papers, projects, oral presentations, artistic performances, group projects, etc.). A marking scheme can be used as a scoring guide to provide formative feedback to support and guide ongoing learning efforts, or both. | Clarifying that a marking scheme should exist for each assessed item/task | **marking scheme**, which is made available to students, is a scoring tool that provides information about how a student's work will be judged for each individual assessed item/task. It is a system for assigning marks that may take the form of a marking guide, marking matrices, marking key and/or marking rubrics. A marking scheme explicitly states the standards or level of achievement against which a student's work is assessed at varying levels of mastery, and is used for ~~a wide array of~~ all assignments (e.g. papers, projects, oral presentations, artistic performances, group projects, etc.). A marking scheme can be used as a scoring guide to provide formative feedback to support and guide ongoing learning efforts, or both. |

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| 6. | Definition | **moderation of marking** is a process to ensure consistent, fair and reliable marking against academic standards | To clarify the level at which moderation should occur within a unit. | **Moderation** ~~of marking~~ is a process to ensure consistent, fair and reliable marking ~~against academic standards~~ of each individual assessment item/task consistent with the marking scheme |
| 7. | Definition | Preliminary marks - Not currently defined | New definition | **preliminary marks** refer to marks assigned prior to a moderation exercise and confirmation by the faculty Board of Examiners |
| 8. | Definition | Unit Outline – Not currently defined | New definition | **unit outline** provides information, as set out in Section 9.42 of this policy, that is published in an University approved template and format via the Learning Management System |
| 9. | Section 2.1 | The University ensures that assessment processes and practices:<br>a) are consistent and maintain high standards;<br>b) report performance against the intended learning outcomes; and<br>c) are regularly evaluated (with feedback from staff, students and others). | Reinforcing the point that the University's standards are aligned with requirements of external regulatory bodies | The University ensures that assessment processes and practices:<br>a) are consistent and maintain high standards in compliance with external regulatory requirement(s);<br>b) report performance against the ~~intended~~ specified learning outcomes; and<br>c) are regularly evaluated (with feedback from staff, students and others). |
| 10. | Section 3.1 | Assessment and academic achievement standards are monitored at the school/discipline/faculty levels. | Monitoring also occurs at the University level | Assessment and academic achievement standards are monitored at the school/discipline/faculty/University levels. |
| 11. | Section 3.2 | Student - A person who is enrolled in a course at the University and has a responsibility to participate actively, positively and with integrity in learning, teaching and research activities; complete and submit all required assessment tasks within specified timeframes; and undertake assessment tasks in an honest and trustworthy manner. | To clarify that a student may be enrolled in an award and non-award course. | A person who is enrolled at the University. This person has a responsibility to participate actively, positively and with integrity in learning, teaching and research activities; complete and submit all required assessment tasks within specified timeframes; and undertake assessment tasks in an honest and trustworthy manner. |
| 12. | Section 3.2 | Invigilator - A person internal or external to the University, who is employed on a casual basis, is responsible under instructions from the Examinations Office (Student Administration) for the proper and efficient conduct of an examination. | Editorial changes | A person internal or external to the University, who is ~~employed on a casual basis, is~~ responsible under instructions from the Examinations Office (Student Administration) for the proper and efficient conduct of an examination. |
| 13. | Section 3.2 | Head of School/Discipline/Department - A person, appointed by the Faculty Dean, responsible to the Associate Dean (Teaching and Learning) or equivalent for ensuring compliance with University and professional accreditation processes and the quality assurance of units and courses including assessment. | Consequential editorial changes | A person, appointed by the Faculty Executive Dean, responsible to the Associate Dean (~~Teaching and~~ Learning/~~Education~~ and Teaching) or equivalent for ensuring compliance with University and professional accreditation processes and the quality assurance of units and courses including assessment. |
| 14. | Section 3.2 | Associate Dean (Student Affairs) or equivalent | Consequential changes | Associate Dean (~~Student Affairs~~ Learning and Teaching) or equivalent |

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| **15.** | Section 4.1 | A faculty must appoint a board or boards of examiners to carry out the following roles including, but not limited, to the following:<br>a) consider students' results in units, majors and courses offered by the faculty;<br>b) decide on student progression;<br>c) monitor assessment quality in units, majors and courses by reviewing survey and feedback data from students and peers;<br>d) assure the quality of course/unit assessment plans and moderation processes undertaken within majors/courses;<br>e) identify units, majors and courses with unsatisfactory assessment outcomes and advise the unit/major/course coordinator on actions to improve outcomes;<br>f) monitor and compare grade distributions across units, majors and courses by consulting and negotiating with other relevant faculties, where relevant, and reporting annually on this comparison to the Dean of Coursework Studies;<br>g) monitor school processes for safe, secure assessment submission and return, and ensure the quality and security of exam questions, and exam papers;<br>h) consider students' unit results and ensure they are reported to Student Administration for recording and publication, and carry out any other task relating to students' results that may be delegated to them by the faculty concerned; and<br>i) determine prize and award recipients, and report its decisions to the Prizes Unit within Student Administration. | Editorial and consequential changes. Also includes an additional clause to provide for adjustment of marks which could be undertaken only by the Board of Examiners | A faculty must appoint a board ~~or boards~~ of examiners to carry out the following roles ~~including, but not limited, to the following~~:<br>a) consider students' results in units, majors and courses offered by the faculty;<br>b) decide on student progression;<br>c) monitor assessment quality in units, majors and courses by reviewing survey and feedback data from students and peers;<br>d) assure the quality of course/unit assessment plans and moderation processes undertaken within majors/courses;<br>e) identify units, majors and courses with unsatisfactory assessment outcomes and advise the unit/major/course coordinator on actions to improve outcomes;<br>f) monitor and compare grade distributions across units, majors and courses by consulting and negotiating with other relevant faculties, where relevant, and reporting annually on this comparison to the ~~Dean of Coursework Studies~~ Pro Vice-Chancellor (Education);<br>g) monitor school processes for safe, secure assessment submission and return, and ensure the quality and security of exam questions, and exam papers;<br>h) consider students' unit results and ensure they are reported to Student Administration for recording and publication, and carry out any other task relating to students' results that may be delegated to them by the faculty concerned;<br>i) determine prize and award recipients, and report its decisions to the Prizes Unit within Student Administration; and<br>j) <u>where applicable, adjust marks in a unit consistent with criterion-referenced approaches to assessment</u>. |
| **16.** | Section 7.1 | The Faculty Dean or delegate has the authority to consider and approve exemptions as provided for in the following clauses of this policy: 9.2.1(b); 9.2.2 (a); 9.2.2 (b); 10.2.2; 11.3.4; 12.3; 14.4; 30.4.1; and 30.4.2. | <mark>A list of the exemptions will be captured in the procedures section</mark>. Policy statement revised to reflect new governance arrangement for approval of exemptions.<br><br><mark>Flagged for consultation with regard to number and range of exceptions.</mark> | Where relevant, approval for an exemption to the policy must be obtained from the Pro Vice-Chancellor (Education) on the recommendation of the relevant Associate Dean (Learning and Teaching). |
| **17.** | Section 7.1.1 | Any approved variation referred to in 7.1 must be recorded and reported annually to the Dean of Coursework Studies for monitoring purposes. | Deleted – no longer required | NA |
| **18.** | Section 8.2 | An assessment item may be designed to determine:<br>a) students' understanding and skills prior to the teaching / learning process; or<br>b) the effectiveness of the teaching / learning process. | Deleted – not required | NA |

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| **19.** | Section 9.2.1(b) | Unless an exception has been granted in accordance with part 2 (section 7) of this policy, and with the exemption of dissertation units, each six-credit point unit must employ at least two summative assessment items and normally up to three summative assessment items (or proportional number of assessment items for units with multiples of six credit points (e.g. four to six assessment items for twelve-credit point unit)) of different methods including, but not limited to, the following:<br>(i) examinations and tests: selected and/or constructed response, practical and oral examinations;<br>(ii) assignments: written, oral, planning, problem-solving, reports, research-based, practice-based, reviews, research (e.g. dissertations)<br>(iii) assessment based on:<br>- observation or record of practice;<br>- performance, creation or discussion; and<br>- active participation, which does not include attendance alone. | Rephrased | With the exemption of dissertation units, each six-credit point unit must employ at least two summative assessment items and up to three summative assessment items, <u>unless an exception has been granted</u> (or proportional number of assessment items for units with multiples of six credit points (e.g. four to six assessment items for twelve- credit point unit)) of different methods including, but not limited to, the following:<br>(i) examinations and tests: selected and/or constructed response, practical and oral examinations;<br>(ii) assignments: written, oral, planning, problem-solving, reports, research-based, practice-based, reviews, research (e.g. dissertations)<br>(iii) assessment based on:<br>- observation or record of practice;<br>- performance, creation or discussion; and<br>- active participation, which does not include attendance alone. |
| **20.** | Section 9.2.1(c) | An assessment item may comprise a number of tasks completed at different times in a unit (for example, a knowledge quiz assessment item may consist of a set of short weekly quiz tasks, exams may comprise a mid-semester exam and a final semester exam or a two-part final semester exam). | The example can be confusing and misleading, hence its deletion. | An assessment item may comprise a number of tasks completed at different times in a unit. |
| **21.** | Section 9.2.1(e) | All undergraduate students must have an opportunity to receive formative feedback in the first half or earlier of the duration of their course of study in a teaching period. | The policy provides for both undergraduate and postgraduate coursework students and hence the proposed change. | All <u>coursework</u> students must <u>be provided with</u> formative feedback in the first half of a teaching period <u>in each unit</u>. |
| **22.** | Section 9.2.2(a) | Unless an exception has been granted in accordance with part 2 (section 7) of this policy, and with the exemption of dissertation/project/folio units, an assessment item comprises at least 10 per cent and <mark>up to 70 per cent</mark> of a unit's final mark. | Rephrased for clarity<br><br><mark>Flagged for consultation with regard to assigning high weightage (i.e. 70%) for exams) and for the need to establish principles for assessing creative outputs.</mark> | An assessment item comprises at least 10 per cent and <mark>up to 70 per cent</mark> of a unit's final mark. Exemption may be considered for <mark>folio</mark> and project units. Dissertation units which are set in accordance with the University Policy on Courses: Coursework Dissertation (UP15/6) are also exempt from this requirement. |
| **23.** | Section 9.2.3(b) | Each assessment item has assessment criteria aligned with the learning outcomes that provide the basis for evaluating and differentiating the quality of a student's work. | Editorial change and to provide for clarity | Each assessment item has <u>explicit</u> assessment criteria <u>expressed in the marking scheme</u> and aligned with the learning outcomes that provide the basis for evaluating and differentiating the quality of a student's work. |

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| **24.** | Section 9.3.2 | Each unit includes an Assessment Mechanism Statement that:<br>a) lists summative assessment items, their weighting and requirements, if any, for passing the items;<br>b) explains how assessment items relate to the unit learning outcomes;<br>c) identifies the requirement(s) of any failed component, where relevant in a unit, and the consequences for not meeting that/those requirement(s);<br>d) specifies submission procedures and deadlines, and consequences of late, incomplete or non-submission;<br>e) outlines academic conduct requirements such as referencing of sources and consequences of academic misconduct as indicated in the University Policy on Academic Conduct (UP07/21);<br>f) notes constraints (e.g. word limits) where applicable, and consequences of breach of constraints;<br>g) specifies minimum requirements relating to tutorial attendance and active participation where applicable, and consequences for failing to meet minimum requirements;<br>h) provides information about any marks adjustment process, if applicable, and a link to this process; and<br>i) informs about the location of marking schemes and/or grade criteria for each assessment task which must be published either before or at the time the assessment task is made available to students. | Split (d) into two separate statements for clarity for students | Each unit includes an Assessment Mechanism Statement that:<br>a) lists summative assessment items, their weighting and requirements, if any, for passing the items;<br>b) explains how assessment items relate to the unit learning outcomes;<br>c) identifies the requirement(s) of any failed component, where relevant in a unit, and the consequences for not meeting that/those requirement(s);<br>d) specifies submission procedures and deadlines;<br>e) <u>specifies</u> consequences of late, incomplete or non-submission;<br>f) outlines academic conduct requirements such as referencing of sources and consequences of academic misconduct as indicated in the University Policy on Academic Conduct (UP07/21);<br>g notes constraints (e.g. word limits) where applicable, and consequences of breach of constraints;<br>h) specifies minimum requirements relating to tutorial attendance and active participation where applicable, and consequences for failing to meet minimum requirements;<br>i) provides information about any marks adjustment process, if applicable, and a link to this process; and<br>j) informs about the location of marking schemes and/or grade criteria for each assessment task which must be published either before or at the time the assessment task is made available to students. |
| **25.** | Section 9.33 | Once the Assessment Mechanism Statement is published in the Unit Outline, it may only be altered in minor details (e.g. delayed due dates), with such changes communicated to all affected students via their student in writing email and the Learning Management System. | Editorial change | Once the Assessment Mechanism Statement is published in the Unit Outline, it may only be altered in minor details (e.g. delayed due dates), with such changes communicated to all affected students ~~in writing~~ via their student email and the Learning Management System. |
| **26.** | Section 9.4.1 | Faculties must ensure that unit outlines for all units are available to students electronically via the Learning Management System at least <mark>one working day</mark> prior to commencement of the semester or teaching period. | Change in requirement to improve the student learning experience.<br><br><mark>Flagged for consultation</mark> | Faculties must ensure that <u>all</u> unit outlines ~~for all units~~ are available to students electronically via the Learning Management System at least one working day prior to commencement of the semester or teaching period. |

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| **27.** | Section 9.4.2 | Unit outlines must include:<br>a) unit aims and learning outcomes consistent with UWA Handbook content;<br>b) an Assessment Mechanism Statement;<br>c) confirmation as to whether recorded lectures will be available via the University's Lecture Capture System;<br>d) a schedule of topics, readings and other unit activities;<br>e) the web address for the UWA Charter of Student Rights and Responsibilities (UP07/132);<br>f) advice on the review and appeals process;<br>g) links to information on Academic Conduct Essentials (ACE) and reference to the University Policy on Academic Conduct (UP07/21);<br>h) contact details of the unit coordinator;<br>i) contact details of the Student Guild and Student Services; and<br>j) information on learning support through STUDYSmarter, UniAccess and the UWA Library. | Delete (c) as the University now requires all lectures to be automatically captured unless approval has been granted to opt-out. | Unit outlines must include:<br>a) unit aims and learning outcomes consistent with UWA Handbook content;<br>b) an Assessment Mechanism Statement;<br>c) <u>a description about teaching mode</u>, including schedule of topics, readings and other unit activities;<br>d) the web address for the <u>UWA Charter of Student Rights and Responsibilities (UP07/132);</u><br>e advice on the review and appeals process;<br>f links to information on Academic Conduct Essentials (ACE) and reference to the <u>University Policy on Academic Conduct (UP07/21);</u><br>g contact details of the unit coordinator;<br>h) contact details of the Student Guild and Student Services; and<br>i) information on learning support through STUDYSmarter, UniAccess and the UWA Library. |
| **28.** | Section 10.1.3 | Where practical and possible, all summative assessments referred to in 10.1.1, which are worth 10 per cent or more, submitted via the Learning Management System are passed through text-matching software. A range of programs may be used for checking other forms of assessment items. Where a piece of assessment 'passes' an automated checking program, this does not in itself confirm that academic misconduct has not occurred. Markers may make other checks as appropriate. | Editorial change. Summative assessments must be weighted between 10% and 70% unless an exemption has been provided. | Where practical and possible, all summative assessments ~~referred to in 10.1.1, which are worth 10 per cent or more~~, are submitted via the Learning Management System <u>and</u> are passed through <u>the University's approved</u> text-matching software. A range of programs may be used for checking other forms of assessment items. Where a piece of assessment 'passes' an automated checking program, this does not in itself confirm that academic misconduct has not occurred. Markers may make other checks as appropriate. |
| **29.** | Section 10.1.4 | Preliminary marks finalised for each summative assessment task are to be entered into and published via the Learning Management System, which is the University's approved secure repository, in a timely manner. | Editorial change | Preliminary marks for each summative assessment task are to be entered into and published via the Learning Management System, which is the University's approved secure repository, <u>in accordance with Section 15.5A of this policy</u>. |
| **30.** | Section 10.2.2.1 | Deadlines for an assessment task due for a unit that does not comprise an exam component administered by the University or administration of faculty-based exams (e.g., laboratory exams) may occur during the formal University exam period. | Rephrased for clarity | Where a unit does not include a faculty or formal University examination it may have an assessment task due during the formal University exam period. |

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| **31.** | Section 10.2.3 | Methods for granting of extensions to the submission deadline for assessed work must ensure that all students are treated fairly and consistently. The following circumstances are not acceptable grounds for extensions:<br>a) inability to have an assignment word processed by the due date;<br>b) other assignments due on or about the due date;<br>c) computer, printer or internet break-down;<br>d) foreseeable work commitments;<br>e) holiday travels including overseas. | To clarify that University system or database breakdown may be treated as an exception to the rule for extensions. | Methods for granting of extensions to the submission deadline for assessed work must ensure that all students are treated fairly and consistently. The following circumstances are not acceptable grounds for extensions:<br>a) inability to have an assignment word processed by the due date;<br>b) other assignments due on or about the due date;<br>c) computer, printer or internet break-down <u>with the exception of a University system or database essential to that assessment item</u>;<br>d) foreseeable work commitments;<br>e) holiday travels including overseas. |
| **32.** | Section 10.2.4 (a) | The following consequences of late or non-submission must be made clear to students:<br>a) <mark>a penalty of 10 per cent</mark> of the possible mark allocated for the assessment item is deducted per day for the first 7 days (including weekends and public holidays), after which the assigned work is not accepted. Each 24-hour block is recorded from the time the assignment is due. For example, a student, who has submitted a piece of work for an assessment item late by three days and was scored a mark of 45 out of a possible mark of 50, receives after penalty a mark of 30 out of 50 (a mark of 5 is deducted per day as a penalty for each student from the mark obtained). Where there are a number of tasks within an assessment item, the late penalty may be applied holistically to the assessment item after all tasks have been completed. | The late penalty of 10 per cent has raised some concerns and hence this will need to be discussed during consultations<br><br><mark>Flagged for consultation</mark> | TBA |
| **33.** | Section 10.2.4(b) | The following consequences of late or non-submission must be made clear to students:<br>(b) where assignments are graded Pass/Fail, failure to submit the assignment in time may result in the student not being permitted to take the final exam at the end of the semester or a teaching period and being unable to progress to the next level of the course or to graduate in the case where it is the final unit of the course; | Editorial change for clarity | where assignments are graded Pass/Fail, failure to submit the assignment in time may result in the student not being permitted to take the unit's subsequent summative assessment item(s) and being unable to progress to the next level of the course or to graduate in the case where it is the final unit of the course; |
| **34.** | Section 10.3.1 | For all written assessments, where relevant, guidance is given to students on the maximum word limit in order for the learning outcomes to be assessed. | Maximum word limits are to be expressed numerically to ensure consistency across the University. | For all written assessments, where relevant, guidance is given to students on the maximum word limit, <u>expressed numerically (not as a percentage variation)</u>, in order for the learning outcomes to be assessed. |
| **35.** | Section 11.1 | Anonymous Marking | Heading removed and included a new policy statement | Marking of all assessment items/tasks must occur on the basis of pre-specified criteria consistent with a criterion-referenced framework, and not determined in relation to the performance of other students, nor in relation to predetermined distribution of grades/marks. |

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| **36.** | Section 11.1.1 | Wherever possible and practical information identifying students (other than student numbers) are kept anonymous during the marking process. | Section renumbered to 11.2, no change to policy statement | NA |
| **37.** | Section 11.2.1 | Negative marking is normally not permitted to be used as part of any assessment. | Section renumbered to 11.3 and minor amendment to policy statement | Negative marking is not permitted to be used as part of any assessment <u>unless an exception has been granted by the Pro Vice-Chancellor (Education) on the recommendation of the relevant Associate Dean (Learning and Teaching)</u>. |
| **38.** | Section 11.3 | Standardisation/moderation of marking | Section renumbered to 11.4 and Sub-heading amended to remove the word 'standardisation' | Moderation of marking |
| **39.** | Section 11.3.1 | Moderation is employed to ensure appropriate and consistent marking standards within units, and that assessment outcomes are fair and reliable. Outcomes of a moderation process for an assessment item/task are confidential only to assessor(s) and direct reporting lines. | Section renumbered to 11.4.1 and removal of the word 'standards' | Moderation is employed to ensure appropriate and consistent marking ~~standards~~ <u>occurs</u> within units, and that assessment outcomes are fair and reliable. Outcomes of a moderation process for an assessment item/task are confidential only to assessor(s) and direct reporting lines. |
| **40.** | Section 11.3.2 | A range of different models of practice in relation to standardisation and moderation of marking may be used, reflecting discipline differences and conventions. These include, but are not limited to, the following: a) marking standardisation exercises: where a group of assessors independently mark sample pieces of work, then compare and discuss the marks to establish consistent marking standards. b) double blind marking: where two assessors independently mark a piece of work, then agree on a mark; c) double open marking: where two assessors jointly mark a piece of work; and d) second marking: where a second assessor reviews a marked piece of work to confirm or challenge the mark. | Section renumbered to 11.4.2 and editorial changes | Approaches to moderation of marking must be consistent with criterion-referenced assessment and may reflect discipline differences and conventions. These approaches include, but are not limited to, the following: a) marking moderation exercises: where a group of assessors independently mark sample pieces of work, then compare and discuss the marks to establish consistent marking standards. b) double blind marking: where two assessors independently mark a piece of work, then agree on a mark; c) double open marking: where two assessors jointly mark a piece of work; and d) second marking: where a second assessor reviews a marked piece of work to confirm or challenge the mark. |
| **41.** | Section 11.3.3 | Standardisation/moderation of marking, using appropriate marking scheme, applies to all units, with unit coordinator(s) selecting which moderation model(s) to use by considering the: a) nature of the material or task to be assessed; b) number, experience and role of staff involved in the marking process; c) level of study of the unit; d) relative importance in terms of weighting of the assessment item; e) significance of the decision arising from the mark awarded; f) norms of the discipline; and g) expertise and views of any external examiner(s). | Section renumbered to 11.4.3 and undertaking editorial changes | Moderation of marking, using appropriate marking scheme consistent with criterion-referenced assessment, applies to all units, with unit coordinator(s) applying appropriate moderation model(s) by considering the: a) nature of the material or task to be assessed; b) number, experience and role of staff involved in the marking process; c) level of study of the unit; d) relative importance in terms of weighting of the assessment item; e) significance of the decision arising from the mark awarded; and f) expertise and views of any external examiner(s). |

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| **42.** | Section 11.4 – 11.4.4 | Adjustment of marks | As is this section is not consistent with criterion referenced assessment. | NA |
| **43.** | Section 12.2 | Failed component requirements must be:<br>a) determined on pedagogical grounds;<br>b) measurable; and<br>c) used only where necessary to enhance student performance and to ensure mastery of core discipline elements, especially in disciplines where there are professional and/or technical applications that require students to demonstrate minimum competency standards or 'fitness to practice'. | The University grading system states that the pass mark is 50% and therefore the pass mark in a failed component must be set to alignment with the University grading system. This means no failed component should have a pass mark set higher than the 50% threshold. | Failed component requirements must be:<br>a) determined on pedagogical grounds;<br>b) measurable;<br>c) used only where necessary to enhance student performance and to ensure mastery of core discipline elements, especially in disciplines where there are professional and/or technical applications that require students to demonstrate minimum competency standards or 'fitness to practice'; and<br>d) must be consistent with the University grading system as set out in Part 5 of this policy. |
| **44.** | Section 15.1 | Students are entitled to feedback on all assessed work. | To reinforce the importance of students receiving feedback. | Students must be provided with feedback on all assessed work. |
| **45.** | Section 15.3 | Each unit must provide opportunities for students to receive feedback on their ongoing performance and achievements for each assessment item. | Editorial change | Each unit must provide feedback to students on their ongoing performance and achievements for each assessment item. |
| **46.** | Section 17.4 | Non-digital assessment tasks that have not been collected by the student are retained by the University for six months, after which time they may be disposed of. Arrangements for the disposal of such work are the responsibility of the relevant School. | Due to storage problems it is not practical to store large object related assessment tasks for up to six months.<br><br>==Flagged for consultation== | Non-digital assessment tasks that have not been collected by the student are retained by the University for ~~six~~ one month, after which time they may be disposed of. Arrangements for the disposal of such work are the responsibility of the relevant School. |
| **47.** | Section 17.5 | NA | New policy statement to align the University's practices with regard to disposal of examination scripts with that of the external body. | In accordance with the Western Australian University Sector Disposal requirements, all examination scripts completed by students are stored for a period of one year after action, and then destroyed. |
| **48.** | Section 20.4 | In extreme mitigating circumstances, the Senior Deputy Vice-Chancellor and Registrar's delegate (Associate Director, Student Administration) may approve a venue other than as in 20.3. | Consequential changes to align with portfolio realignments and structural changes | In extreme mitigating circumstances, the Deputy Vice-Chancellor's delegate (Associate Director, Service and Engagement, Student Services) may approve a venue other than as in 20.3 |
| **49.** | Section 21.2.1 | Where an examination in a unit requires a longer duration than that specified in 21.2, the examination component may be redesigned with a view to adopting a blended approach of a faculty/school administered mid-semester examination and a University administered semester examination of 2 hours. | Section deleted as this is covered elsewhere in the policy and also to avoid any misread of the policy to interpret that it is acceptable to have two part exams of two hours each. | NA |
| **Item No.** | **Policy Section** | **Current section wording** | **Rationale for change** | **Suggested change** (where relevant changes are underlined) |

| 50. | Section 24.1 | Student Administration must:<br>a) organise all supplementary, deferred formal and standard duration examinations, regardless of the number of students sitting the examination;<br>b) provide an examination timetable to students including the times, dates and places for initial, supplementary and deferred examinations;<br>c) notify students via email when the examination timetable is available within the timeframes as follows:<br><br>| Examination types | Release of timetable to students |<br>|---|---|<br>| Initial | 5 weeks before the examination period |<br>| Deferred | 3 days before the scheduled examination |<br>| Supplementary | 3 days before the scheduled examination |<br><br>d) process and issue of final unit results in accordance with Part 5 (Grading System) of this policy as soon as possible after completion of the unit; and<br>e) provide feedback to heads of schools on matters within the school's control that contribute to difficulties in examinations. | Flagged for consultation – request from Student Guild to change to 10 days | TBA |
| 51. | Section 28.3 | Students are not permitted to keep any electronic devices including mobile telephones, music players, or smart watches, on their person during examinations unless with the prior written permission of the Examinations Officer (see section 28.5 on use of calculators in Examinations). | Making it explicit that both smart and digital watches must be kept away. | Students are not permitted to keep any electronic devices including mobile telephones, music players, digital watches or smart watches, on their person or on their desk during examinations unless with the prior written permission of the Examinations Officer (see section 28.5 on use of calculators in Examinations). |