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S.R.

A3 [18]

# The University of Abetiaue

## 'On Dit' Referendum Special

Surname.....

Other Names..... *Assessment Week 6-10 Oct*

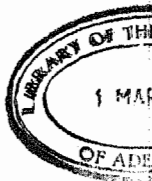
Faculty or Course..... *Progress in Education*

Subject..... *A better deal and greater say*

Paper (1st, 2nd, etc.)..... *The Start*

Section or Part..... *Long Overdue Change*

(If Section or Part is to be handed up in a separate book)



Use Block Letters

To be filled in by Candidate

Name.....

Book used:

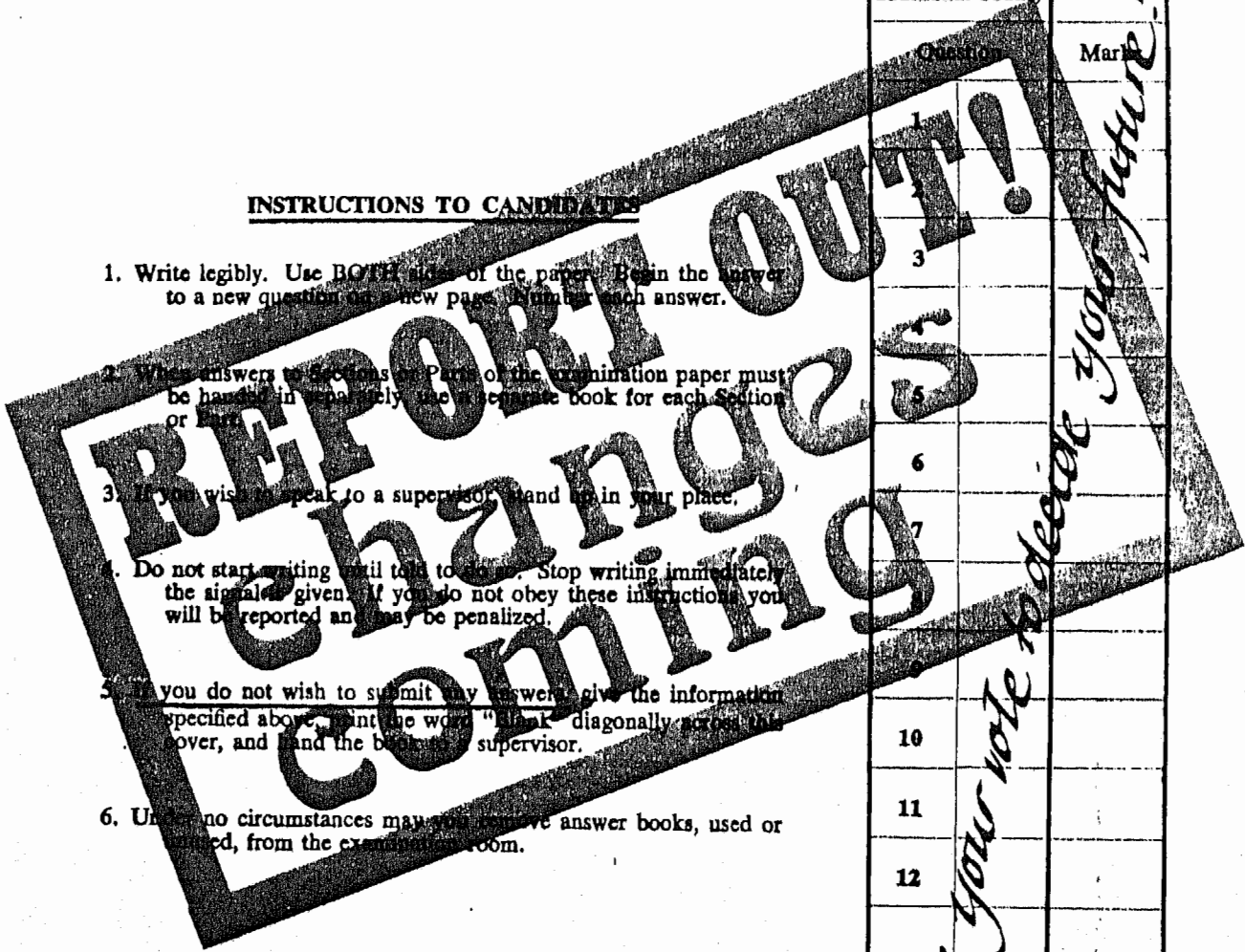
Candidate must place tick beside questions answered. (Include questions answered in any additional books)

Examiner's use only

Question	Mark
1	
2	
3	
4	
5	
6	
7	
8	
9	
10	
11	
12	
Total	
%	

### INSTRUCTIONS TO CANDIDATES

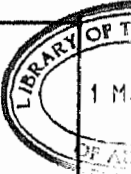
- Write legibly. Use BOTH sides of the paper. Begin the answer to a new question on a new page. Number each answer.
- When answers to Sections or Parts of the examination paper must be handed in separately, use a separate book for each Section or Part.
- If you wish to speak to a supervisor, stand up in your place.
- Do not start writing until told to do so. Stop writing immediately the signal is given. If you do not obey these instructions you will be reported and may be penalized.
- If you do not wish to submit any answers, give the information specified above, print the word "Blank" diagonally across the cover, and hand the book to the supervisor.
- Under no circumstances may you remove answer books, used or unused, from the examination room.



*Tertiary Allowance Rally!*  
*Thursday 9<sup>th</sup> Oct. 5pm.*

# REFERENDUM

8th-10th Oct



These are the Recommendations of the University Staff-Student Assessment Committee - the full report can be obtained from the Students Association. From the 8th-10th October you will be asked to accept or reject the Report or accept or reject specific Resolutions.

## 1. DEPARTMENTAL ASSESSMENT COMMITTEES

1.1 A joint staff-student assessment committee comprising an equal number of staff and students should be constituted within each Department. The assessment committee should attempt:

- to advise both staff and students on proposed new assessment schemes;
- to monitor the operation of assessment schemes;
- to co-ordinate the assessment schemes of parallel subjects;
- to receive complaints relating to assessment matters generally.

## 2. DECIDING ON ASSESSMENT SCHEMES

2.1 Departments and Faculties should attempt to ensure that students are not required to undertake assessment tasks which are so frequent or demanding as to deny them reasonable time to follow their own interests, curricular and extra-curricular.

2.2 In determining the methods of assessment to be used for a particular subject, coverage of the course content and aims achieved by each method (its content validity) should be considered. After methods have been chosen, appropriate steps should be taken to increase the content validity of methods overall as much as possible.

2.3 The reliability of each method used should also be considered. Where it is not possible to ensure reasonable reliability, the method should normally be given a low weighting in any final result.

2.4 It is desirable that each student should have available to him, in each course, as many optional forms of assessment as are consistent with the stated aims of the course and which are practically and administratively reasonable.

2.5 If each student cannot be offered a choice of assessment methods in a course, for any reason other than that the course aims are incompatible with only one assessment method then it is desirable that the achievement of all students be assessed by more than one method. In particular, a November examination should not normally be the sole method of assessment.

Whenever practicable, assessment methods should include a component based on pieces of work of a substantial nature of value to the student, such as a thesis, research project, report, research essay, film, tape, etc.

2.7 When appropriate to the course undertaken, and particularly when course aims involve professional competence, choice in assessment forms might allow for the assessment of performance in "working situations". If necessary, and if adequate supervision and assessment arrangements can be made, this work could be external to the University.

## 3. INFORMING STUDENTS OF ASSESSMENT SCHEMES

3.1 A written statement of the provisional aims of each course (in terms of what a student is expected to achieve as a result of a course of study) and a description of how it is proposed to assess achievement of those aims should be made available to every student who is contemplating enrolling for that course, either before or during the enrolment period.

3.2 Teachers should discuss with classes at the beginning of each year the aims of the course and the methods of assessment which are consistent with those aims and which are otherwise practicable and reasonable.

3.3 Each student enrolled in each course should be provided with a written statement setting out:

- the aims of the course (in terms of what a student is expected to achieve as a result of the course of study);
- details of the procedures to be used to assess achievement of each of the course aims and in particular;

- details of optional forms of assessment;
- details of the degree to which each form of and of the basis upon which each assessment is redeemable (i.e. the highest mark counts, the final mark counts, the marks will be averaged etc.
- details, if possible, of the scheduling of assessment;

(iv) details, if possible, of the format of each form of assessment such as the number, weighting and type of questions and degree of choice as between questions on an examination paper, the duration of examinations, the materials which may be taken into an examination, and the expected length, if any, of essays;

(v) details of what is considered to be unacceptable dependence by students on the work or the assistance of others in the preparation of material for assessment (e.g. plagiarism, unacceptable group work, improper use of aids, etc.);

(vi) details of any standardisation procedures which it is proposed to use to arrive at a final result, and

(vii) any special requirements concerning particular parts of the subject (e.g. if a student must achieve a certain minimum level of competence in both theoretical and practical parts of a subject);

(c) precise information about the tasks (e.g. tutorial or lecture attendance) to be performed, but not assessed, in order that a result in a subject can be obtained.

This statement should be provided to students as soon as is practicable after the teacher of the course has discussed the proposed course aims and assessment scheme with the students concerned at the beginning of the course, but always in sufficient time to give students a reasonable opportunity to exercise any available assessment options.

3.4 Any changes to the statement detailing the course assessment scheme, and any details of the scheme that could not be provided at the beginning of the course (e.g. the weighting of questions on examination papers) should be communicated to all students enrolled in the course at the earliest possible time but always in sufficient time to give every student a reasonable opportunity to exercise any available assessment options.

3.5 Any student who claims to have been prejudiced through a failure by a teacher to make a timely disclosure of details of assessment schemes or of changes to announced details of assessment schemes should have the right to refer the matter to the appropriate departmental assessment committee.

## 4. ORGANISING ASSESSMENTS

4.1 Every effort should be made to ensure that students are not required to sit more than three hours of examination (excluding reading time) in any day. Any student who finds that he is required to sit for more than three hours of examinations in a day should notify the Chairman of the Department, and, where appropriate, the University's Examinations Officer.

4.2 It is desirable that the University Faculties and Departments make every reasonable effort to ensure that students undertake examinations, and other formal assessments, in physical surroundings likely to alleviate assessment stress and facilitate reliable assessments. To this end it is recommended that:

(a) Faculties and Departments should be encouraged to conduct their own assessments, preferably within the familiar physical surroundings of the Faculties or Departments; and

(b) special arrangements should, where possible, be made for individual students, who for medical or similar reasons, cannot work satisfactorily under the normal conditions of assessment.

4.3 Examination papers and, where appropriate, other tasks for assessment set by a member of staff, should be checked by at least one other member of staff in the department.

4.4 In general, it is desirable for assessors responsible for particular assignments to be reasonably accessible in order to answer questions related to the assignments.

4.5 Whenever possible, it is desirable for the assessors responsible for an examination to be either present or easily accessible throughout the duration of the examination.

## 5. MAKING ASSESSMENTS

5.1 It is desirable that the name of a student should be concealed from an assessor while he is assessing that student's written work. A student should, whenever practicable, place an identification number (e.g. student enrolment number) instead of his name on all written work submitted for assessment purposes. An assessor should not have access to the student's name until the particular assessment has been completed. At that stage relevant factors pertaining to the student (e.g. illness) may be taken into account and the assessment, if necessary, adjusted accordingly.

5.2 Marks or grades for each piece of work that may contribute to a final result should be as accurate as the assessor can reasonably achieve.

5.3 It is undesirable for the major part of a student's work in a subject to be assessed by only one person. In any case, no student should be given a "fail" classification for a subject unless at least two members of staff have examined a major part of a student's work, and agree that the classification is justified.

5.4 Whenever possible, a student's work which has been given an initial classification near a "borderline" for a subject (i.e. fail/pass, pass/credit, credit/distinction, or other) should be assessed by a second assessor.

5.5 Theses for Honours degrees, and other similar work which has been closely supervised, should normally be assessed by the supervisor and by a second assessor. The second assessor should not normally know the results of the supervisor's assessment.

5.6 Departments should inform students about procedures to be adopted in the event of disagreements between assessors.

5.7 Whenever practicable, all work submitted for assessment purposes should be returned to students; moreover, each student should be informed of any marks or grades awarded for every piece of assessed work. Each student should be provided also with sufficient information to enable him to determine the strengths and weaknesses of the work, and the ways in which any deficiencies might be overcome.

5.8 If any work of a student has only been assessed by one assessor, that student should be so informed.

5.9 When a piece of work has been assessed by only one assessor, a student should be entitled to request that another assessor assess the work. Such a request should normally be granted if another assessor is reasonably available.

5.10 If a piece of work has not been assessed by at least two assessors and cannot, at the request of a student, be assessed by two assessors, it is desirable that the student should normally be allowed to redeem that piece of work by other work which is assessed by at least two persons.

5.11 Wherever practicable, students should be given the opportunity to discuss all their assessed work with the assessors.

5.12 A student who remains dissatisfied with the assessment of a piece of work after it has been assessed by a second assessor may exercise his right of appeal to the Departmental Assessment Committee.

## 6. REDEEMABILITY

6.1 It is desirable that each student should, if it is practically and administratively reasonable, be afforded at least one opportunity to redeem any work undertaken for assessment purposes, by undertaking further work in the same academic year, which includes the period up to the end of the present post-November supplementary assessment period.

6.2 The opportunity to redeem should be available in respect of all assessed work, including any work done in November.

6.3 The opportunity to redeem should not be limited to students seeking to improve upon a failure or unsatisfactory result, but should be available to all students seeking to improve their result.

6.4 Where a final result in a subject is determined by considering the results of more than one piece of work done on different occasions, students should not normally be compelled to redeem any piece of work which has been satisfactorily completed.

6.5 In courses where all students are required to demonstrate their achievement of specific course aims, students should be able to redeem an assessment of those aims only by undertaking further assessment of those same aims. The assessment method used to redeem the earlier performance should differ from the first-used assessment method only if both methods test the same, or substantially similar, course aims.

- 6.6 In courses where students have a choice as to which course aims they achieve, students should be able to redeem an assessment of one or more of those optional course aims by an assessment of other optional course aims.
- 6.7 A student who fails to undertake an assessment task (other than one designed to allow the student to redeem an earlier result), without adequate medical or compassionate reasons, should be afforded at least one further opportunity to undertake that task.
- 6.8 A student who fails to undertake an assessment task for adequate medical or compassionate reasons, should be afforded at least one further opportunity to undertake that task.
- 6.9 Where a student undertakes an assessment task, but produces adequate evidence that his performance was impaired by illness, the relevant Faculty or Department should determine whether the student should be afforded another opportunity to undertake the assessment or whether the student's mark should be adjusted to allow for the impairment.
- 7.2 The requirement that assessors indicate each candidate's final result by a percentage mark on the Final Marksheet should be amended to allow the optional use of inter alia a percentage mark, or a position on a five-category scale, or a position on a two-category scale.
- 7.3 Lists showing students' results should not be public knowledge; a student's result should be a private matter between the individual student and the University. This implies that the practice of displaying students' names with marks or grades on notice boards should be stopped, although the present
- 7.4 All Honours students should be informed of their position on rankings prepared for the award of scholarships.
- 7.5 Any official statement or certificate which lists grades should be accompanied by a statement defining such grades.
- 7.6 It is desirable for the University Administration to continue its current practice of mailing results slips to students in late December. It is, therefore, recommended that:
- every reasonable attempt should be made to finalise results before the results slips are mailed to students;
  - where this is not possible or reasonable, the results slips should contain details of the current status of the student's results in each subject (e.g. that a result is final subject to the student not exercising an option to improve upon the results);
  - results not finalised in time for inclusion in the December results slips should be finalised by the earliest practicable date and, preferably, no later than the second week of February in the year following the year in which the course was undertaken. When results are finalised, it would seem appropriate for the University Administration to mail a final result slip to those students whose results had changed after the mailing of the December result slips.
- 7.7 Where assessment is solely for diagnostic and feedback purposes, the student should have responsibility for determining the use of any information resulting from such assessment. Persons who are directly involved in such processes, e.g., lecturers, tutors, other students, etc. should consider information that relates to particular individuals as confidential and should not reveal this information to other persons not directly involved in that assessment.
- 7.8 The number of persons who have information or access to information resulting from assessment about individual students should be kept as small as possible. This includes persons who are involved in awarding a result (Board of Examiners) and those responsible for any related clerical work.
- 7.9 Information of a general nature and information which does not identify particular students (e.g. copies of examination papers, numbers doing the course etc.) should be available for inspection in Faculties, Departments, the Administration or the Library.
- 7.10 Statistical information concerning annual results in subjects and courses should be regularly prepared and freely made available for inspection by interested persons.

## 7. FINALISING, PUBLISHING AND RECORDING RESULTS

- 7.1 When determining the final results in a subject, consideration should be given to whether
- marks or grades for pieces of work contributing to the final result should be scaled or standardised;
  - the marking or grading system accurately represents the degree of precision that can reasonably be achieved in assessing a student's overall performance; and
  - marks should be 'rounded' (i.e. taken to the nearest whole number).

# ASSESSMENT WEEK

- TUESDAY 7TH:** Assessment Seminar on the changes proposed by the University Committee.
- WEDNESDAY 8TH:** Tertiary Allowances G.S.M. and meet the Assessment Committee - on the lawns.  
Voting on the Assessment REFERENDUM - you decide if you support the changes.
- THURSDAY 9TH:** Tertiary Allowances Rally (all S.A. Campuses)  
5.30 p.m.
- FRIDAY 10TH:** Voting ends for Assessment Referendum.

