

Report on Implementation of Review of Assessment Practices and Processes Recommendations

The Review of Assessment Practices and Processes reported to Academic Senate on 13 November 2002. Senate unanimously resolved as follows:

that Academic Senate:

- (i) receive the Report from the Review of Assessment Practices and Processes Committee;*
- (ii) commend the Committee for its work to prepare the Report;*
- (iii) endorse the recommendations contained in the Report; and*
- (iv) establish a co-ordinating committee comprising:-*

Chair of Senate,

Deputy Chair of Senate

Pro Vice-Chancellor (Academic)

Academic Registrar

Dean of Students

One student representative elected by and from the student representatives to Academic Senate

One Faculty Education Committee Chair, elected by and from Faculty Education Committee Chairs

One teaching member of staff, elected by and from Academic Senate

to develop a timetable and plan for implementing the recommendations of the Review of Assessment Practices and Processes Committee and report to Academic Senate at the first meeting of 2003.

(v) forward the Report to the University Council, for information.

Implementation Process

The RAPP Co-ordinating Committee drew up an action plan for the implementation of the recommendations in December 2002. University committees, working parties and officers began to put the action plan into effect in January 2003.

The policy and procedural revisions required to implement the RAPP recommendations are being developed by the following committees and officers:

- Two special University Education Committee (UEC) working parties (Assessment Policies & Honours);
- UEC's Sub-Committees on Educational Policy & Review Committee (EPRS) and Equity & Student Services (ESS);
- Faculty Education Committees (FECs); and
- the Chair of Senate.

Support has been provided by CEDIR, ARD Exams and ARD Secretariat.

The University Education Committee took on the task of considering and recommending the resulting changes to policy and procedures to Senate. The process is charted in the table in the Appendix. In parallel, approved editorial changes (eg standardisation for the name "Assessment Committee") were made to relevant documents. Approved changes are also being progressively made to routine operational procedures (eg ARD processing of marks).

The RAPP Coordinating Committee receives regular progress reports and these will continue to be made available to the wider University community via the web page: <http://www.uow.edu.au/about/teaching/rapp/>

The revisions to policies and procedures have required substantial consultation and careful development. Revisions have been submitted progressively to Academic Senate meetings in 2003. The Appendix details this progress.

While much of the policy change will be completed at the end of this meeting, implementation will require continued and substantial communication and engagement with the academic community.

The unstated but implied significant major recommendation of the RAPP report was an enhancement of a culture of collegiality. This remains key to the ongoing implementation of the RAPP recommendations.

The many members of the University community who have contributed to the process so far are to be congratulated and thanked for the commitment, energy, care and patience shown in their engagement with these changes.

The finalisation of some smaller outstanding issues will be a continuing responsibility of Academic Senate in 2004. The main focus of implementation will move to adoption and operation of policy. A continued collegial approach will be vital in this phase of broad engagement with the whole of the University community.

Action Plan & Updates November 2003

The RAPP Recommendations are available from:

http://www.uow.edu.au/about/teaching/rapp/UoW_RAPP_Report.pdf

Recommendation	Approval pathway	Progress	Implementation
1a – <i>That all assessment/examination committees be referred to as Assessment Committees.</i>	n/a		Web references updated March 2003
1b – <i>That the University clarify the respective roles of Unit and Faculty Assessment Committees when both operate within a Faculty.</i>	EPRS 5 & 11/8 UEC 20/8 SSC 17/9 Senate 19/11	Revised terms of reference included in Consultation Package 2 (circulated June/July 2003)	Proposed to take effect in 2004 Implementation/communication strategy to be developed
1c – <i>That the University develop and implement uniform Assessment Committee guidelines.</i>	EPRS 5 & 11/8 UEC 20/8 SSC 17/9 Senate 19/11	Assessment Committee Guidelines (procedures checklist, core principles, membership requirements) included in Consultation Package 2 (circulated June/July 2003)	Proposed to take effect in 2004 Implementation/communication strategy to be developed Evaluation: after Autumn Session 2004
1d – <i>That all Assessment Committees operate within the University guidelines except as approved otherwise by Academic Senate.</i>	EPRS 5 & 11/8 UEC 20/8 SSC 17/9 Senate 19/11	Assessment Committee Guidelines (procedures checklist, core principles, membership requirements) included in Consultation Package 2 (circulated June/July 2003)	Proposed to take effect in 2004 Implementation/communication strategy to be developed
2a – <i>That no mark be declared or changed and then submitted by a Faculty to the ARD except by decision of an Assessment Committee.</i>	EPRS 5 & 11//8 UEC 20/8 SSC 17/9 Senate 19/11	Assessment Committee Guidelines (procedures checklist, core principles, membership requirements) included in Consultation Package 2 (circulated June/July 2003)	Proposed to take effect in 2004 Implementation/communication strategy to be developed
2b – <i>Where non-standard session, late or amended results for individual students must be submitted then:</i> - <i>Both the Chair of the Assessment Committee and the Pro Vice-Chancellor (Academic) must sign the declaration for submission of result for each individual student; and</i> - <i>Those results will be tabled for discussion at the next Assessment Committee meeting.</i>	EPRS 5 & 11/8 UEC 20/8 SSC 17/9 Senate 19/11	Assessment Committee Guidelines (procedures checklist, core principles, membership requirements) included in Consultation Package 2 (circulated June/July 2003)	Proposed to take effect in 2004 Implementation/communication strategy to be developed

Recommendation	Approval pathway	Progress	Implementation
3a – <i>That the ARD process results, or make changes to student marks, only when these have been approved by the Faculty Assessment Committee.</i>	EPRS 5 & 11/8 UEC 20/8 SSC 17/9 Senate 19/11	Assessment Committee Guidelines (procedures checklist, core principles, membership requirements) included in Consultation Package 2 (circulated June/July 2003)	Proposed to take effect in 2004 Implementation/communication strategy to be developed
3b – <i>That the University cease the process of automatically changing withheld results to zero fail at the end of a specified time after the declaration of results</i>		In Assessment Committee Guidelines	Proposed to take effect in 2004 Implementation/communication strategy to be developed
4 – <i>That the University enhance communication with students about assistance with dispute resolution, through Faculty handbooks, websites and electronic messaging.</i>	ESS UEC SSC 14/5 Senate 4/6	Paper containing options for communication referred to Senate June 2003	Senate has approved recommendations and options. To be implemented in 2004, in conjunction with implementation of Student Academic Grievance Policy
5a – <i>That the University conduct a half day induction session for new academic staff prior to the start of session.</i>	PVC-A		
5b - <i>That a presentation on assessment issues by the Dean of Students and Pro Vice-Chancellor (Academic) be included as part of the induction session.</i>	PVC-A		
5c – <i>That Faculties and Units develop appropriate materials, mentoring and training to educate new members of staff in assessment policies and practices.</i>		To be investigated as part of ESDF grant to assist Faculties	
6a – <i>That Faculties and Units implement appropriate mentoring and training of casual academic staff.</i>		To be investigated as part of ESDF grant to assist Faculties	
6b – <i>That all casual academic staff have access to the University email system and are included in relevant email groups.</i>			Completed Feb 2003
7 – <i>That the Terms of Reference for Faculty Education Committees be changed to give the highest priority to what is currently the second Term of Reference, viz. “to maintain a quality assurance brief for educational programs in the Faculty”.</i>	ESS 22/9 EPRS 23/9 UEC 8/10 SSC 29/10 Senate 19/11	Initial Faculty consultation April 2003 Included for broader consultation in Consultation Package 3 (circulated August/September 2003)	Proposed to take effect in 2004
8 – <i>That all instances of alleged cheating in final examinations be referred to Faculty Investigation Committees, noting that any case can subsequently be referred to the University Academic Investigation Committee.</i>	ESS EPRS UEC SSC Senate Council	To be included in revised Rules for Student Discipline	Proposed to take effect in 2004

Recommendation	Approval pathway	Progress	Implementation
9 – <i>That the University urgently revise its policies on assessment, with particular attention to the contradictions between policies and to correcting the deficiencies noted in section 3.3.</i>	ESS 22/9 EPRS 23/9 UEC 8/10 SSC 29/10 Senate 19/11	Revised Code of Practice – Teaching and Assessment circulated in Package 3 (August/Sept 2003). Academic Grievance Policy and consequential amendments developed. Best Practice Assessment Working Group to be established to develop best practice docs to support Code of Practice – Teaching & Assessment	Proposed to take effect in 2004 Implementation/ communication strategy to be developed Review: March/ June 2005
10 – <i>That the University schedule examinations so that subjects with large enrolments are given priority for scheduling within the first half of the examination period.</i>		Trialled by ARD autumn 2003	Implemented Spring 2003
11 – <i>That the University give priority to scheduling examinations so as to avoid any students having to sit examinations in two subjects on one day.</i>		Trialled by ARD autumn 2003	Implemented Spring 2003
12 – <i>That a sheet for recording variations to marks, as outlined in section 3.4.2, be adopted for use by Assessment Committees.</i>	EPRS 5 & 11/8 UEC 20/8 SSC 17/9 Senate 19/11	Assessment Committee Guidelines (procedures checklist, core principles, membership requirements) included in Consultation Package 2 (circulated June/July 2003)	Proposed to take effect in 2004 Implementation/ communication strategy to be developed
13 – <i>That the proposed process and timeline for the declaration of results for standard sessions, as detailed in section 3.4.3, be adopted.</i>	EPRS 5 & 11/8 UEC 20/8 SSC 17/9 Senate 19/11	Assessment Committee Guidelines (procedures checklist, core principles, membership requirements) included in Consultation Package 2 (circulated June/July 2003). Timeline to be considered in conjunction with ARD (early 2004) to streamline processes and procedures	Proposed to take effect in 2004 Implementation/ communication strategy to be developed
14 – <i>That the proposed schedule of Assessment Committee meetings for late results and submission of marks for non-standard sessions, as detailed in section 3.4.4, be adopted.</i>	EPRS 5 & 11/8 UEC 20/8 SSC 17/9 Senate 19/11	Assessment Committee Guidelines (procedures checklist, core principles, membership requirements) included in Consultation Package 2 (circulated June/July 2003)	Proposed to take effect in 2004 Implementation/ communication strategy to be developed
15a – <i>That supplementary exams should be centrally administered by the ARD to maintain quality in all assessment processes.</i>		Trialled by ARD Autumn session 2003 (taken up by Commerce, Law and some schools in Engineering, H&BS & Informatics)	To be implemented by ARD in Spring session 2003 for all Faculties (8-12 December)
15b – <i>That the process for managing supplementary examinations follow that of the main examination round.</i>		Trialled by ARD Autumn session 2003	To be implemented by ARD in Spring session 2003

Recommendation	Approval pathway	Progress	Implementation
16 – <i>That a policy be established for in-session tests.</i>	ESS 22/9 EPRS 23/9 UEC 8/10 SSC 29/10 Senate 19/11	Revised Code of Practice – Teaching and Assessment circulated for consultation in Package 3 (August/Sept 2003). To be backed up with best practice docs (to be developed by Best Practice Working Group – see Rec 9)	Proposed to take effect in 2004 Implementation/communication strategy to be developed
17 – <i>That a policy be established for online assessment.</i>	ESS 22/9 EPRS 23/9 UEC 8/10 SSC 29/10 Senate 19/11	Revised Code of Practice – Teaching and Assessment circulated for consultation in Package 3 (August/Sept 2003). To be backed up with best practice docs (to be developed by Best Practice Working Group – see Rec 9)	Proposed to take effect in 2004 Implementation/communication strategy to be developed
18 – <i>That the University give high priority to revising the Draft Code of Practice – Honours in light of the issues addressed in section 3.5.2.</i>	EPRS UEC SSC 25/6 Senate 23/7	Draft COP – Hons included in Consultation Package 1 (May 2003)	Proposed to take effect in 2004 Launch new Honours policies 23 Oct 2003 Audit of Honours Guides Autumn 2004
19 – <i>That simplified Rules for determination of the grade of Honours be implemented as: Either (for any Honours degree) 1. the model for end-on Honours should be applied with the grade of Honours determined by results in the Honours year as prescribed in General Course Rules 8.4.2 or (for Honours degrees other than end-on Honours) 2. a single model for calculating Weighted Average Marks be adopted.</i>	EPRS UEC SSC 13/8 Senate 3/9	Included in Consultation Package 1 (May 2003)	Proposed to take effect in 2004 Launch new Honours policies 23 Oct 2003 Review of WAMS: late 2005
20 – <i>That a policy be established for conscientious objection.</i>	ESS EPRS UEC SSC 19/2 Senate 12/3	Policy on ethical objection to use of animals and animal products approved by Senate March 2003	Completed March 2003
21 – <i>That the University adopt one of the standard referencing systems as a default to be used in the absence of Faculty/discipline preferred referencing techniques.</i>	SSC 29/10 Senate 19/11	Faculties/Library consulted on standard referencing system for faculties.	Harvard referencing system recommended as default system to be used in the absence of a faculty/discipline preferred referencing system.
22 – <i>That the Chair of Academic Senate report to Senate on the progress of implementation of the recommendations of this Report at the last meeting of Academic Senate in 2003.</i>			

Consultation Package 1 (Circulated May 2003)

Implementation of RAPP recommendations on Honours Code of Practice, Weighted Average Marks, Scaling, Grievance Procedures

Consultation Package 2 (Circulated 5 June – 25 July 2003)

Implementation of RAPP recommendations on Assessment Committees and Scaling Guidelines

- Draft revised Terms of Reference – Faculty Assessment Committees & Academic Unit Assessment Committees
- Draft Guidelines for Assessment Committees:
 - Core Standards
 - Membership
 - Procedures checklist
- Draft Scaling Guidelines

Consultation Package 3 (Circulated 15 August)

Implementation of RAPP recommendation on University assessment policies

- Revised Code of Practice – Teaching and Assessment
- Amendments to other policies and related documents, as necessary.