Context and Purpose

This Procedure prescribes the assessment requirements at course and program level, including student workload.

If a student believes that the requirements in this section are not being complied with, they should discuss this with the relevant Program Director.

This Procedure should be read in conjunction with the Assessment Policy and related Procedures.

This Procedure applies to all courses offered as part of:

- enabling programs
- undergraduate and postgraduate coursework programs
- single course and cross-institutional enrolments
- UniSA units delivered through Open Universities Australia (OUA) or other authorised third party

In this Procedure references to Program Director or Course Coordinator may be read to refer to the equivalent UniSA Online positions.

Responsibility

The Provost and Chief Academic Officer is responsible for organisation-wide adherence to this Procedure.

Procedure

A. General requirements

1. The following requirements apply unless a specific variation is approved by Academic Unit Board:
   a. All courses must have more than one summative assessment. The length, depth and complexity of each assessment task should reflect the unit value of the course and be consistent with word count requirements in 5 (f) below.
   b. A summative assessment must be worth no more than 70 percent of the final mark.
   c. There will be no more than three assessments in any course, plus the option of one set of continuous assessment tasks.
   d. All courses must provide students with early feedback on their progression towards course or program learning objectives.
   e. If assessment based on group work exceeds 30 per cent of the total marks available for a course, individual contributions will also be assessed.
   f. For a 4.5 unit course, students will be required to complete learning activities that are equivalent to no more than 4,500 words of assessed writing. This word count

should be adjusted proportionately for less complex forms of writing such as journals and examination answers.

    g. If participation is assessed, it should be clear how it relates to course objectives and on which type of criteria it will be judged. In undergraduate courses, the percentage weighting given to participation in class or designated online activities will be no more than ten per cent and will count as one assessment.

2. The requirements set out in clause 1 above apply to courses where assessment is principally text-based. In courses where assessment is of a different kind, the requirements should be adjusted, but aim to be equivalent in complexity and workload. This requires being aware of the workload involved (for example, in group work, or the creation and development of a performance) and the degree of intellectual independence and creativity required.

3. It may be appropriate to designate *additional assessment requirements* (or 'assessment hurdles') for a course. These are conditions for passing a course or assessment task other than the overall mark. They include, but are not limited to, achieving a specified outcome in a particular aspect of the course, or specified participation requirements.

4. When planning teaching, learning and assessment activities, academic staff must take into consideration the total time that students will need to allocate to all major and related tasks required to engage with the course content and successfully achieve the desired course outcomes. This includes attendance at all face-to-face delivery components, participation in online activities, participation in work integrated learning activities, completion of assessment tasks, and self-directed, independent course related reading, research and reflection. In total, the time students need to spend on all activities should not exceed 35 hours per unit within a course. For example, a 4.5 unit course x 35 hours = 157.5 hours.

5. Mapping assessment load and intensity across a program is essential. Unless a specific variation is approved by Academic Unit Boards, Program Directors will monitor due dates for assessment tasks in core courses to ensure students are not unreasonably overloaded at any one time during a study period.

6. With the exception of results for secondary assessments and examinations, results for all summative assessment tasks, including examinations, must be recorded in *learnonline*. Results linked to student names or ID must not be made publicly available.

B. Communication of assessment requirements to students

7. The course outline explains the authentic design of each assessment task, the expectations of each assessment task, its relationship to the program Graduate Qualities, and the criteria and standards by which performance will be judged.

8. The learn**online** site will meet the minimum standards for course site design.

C. Feedback to students

9. Feedback is one of the most important aspects of the learning process. It enables students to make timely and informed judgements about their performance, so that subsequent assessment can be undertaken with improved likelihood of success.

10. Feedback can be provided in a variety of ways, including:

      a.   model answers to questions
      b.   verbal comments to individuals and/or a class
      c.   comments via email and/or online forums, to individuals and/or a class
      d.   comments on presentations and participation in class discussions
      e.   preliminary discussion about an assessment task
      f.   written feedback on drafts of an assessment task
      g.   written comments on feedback forms
      h.   via the University's electronic assignment management system within *learnonline*.

11. Each student who has contributed to a group assessment task that exceeds 30 per cent of the total marks available for a course, will receive individual feedback.

12. Feedback on assessment tasks will normally be provided within ten working days, but no longer than 15 working days following the deadline for submission of the assessment task. For offshore students, feedback will be provided within 15 working days.

13. Staff are responsible for making academic judgements on a student's work submitted for assessment and for drafting feedback. Generative artificial intelligence (genAI), accessed via the University's secure platform, may be used to enhance the quality of the feedback. The use of genAI tools as the sole means to assign grades and provide feedback for summative assessments is prohibited.

14. If a subsequent assessment task builds on earlier assessment tasks, the earlier assessment task will be returned at least ten working days before the deadline for submission of the later assessment task.

15. Feedback must be provided for all summative assessment tasks (excluding final examinations). Feedback must include comments in response to key components of the task and/or a summary comment. Course Coordinators must determine the most appropriate mechanism for providing feedback, for example via *learnonline* or in person where this is more practical or appropriate.

16. If summative examinations are used in a course, Course Coordinators are required to ensure that appropriate feedback is available to students, for example provision of worked solutions on the *learnonline* course site or group feedback sessions.

17. In the case of summative examinations, students have the right to sight their examination scripts, but are not entitled to either the original or a copy. This will be arranged on a case-by-case basis.

18. Students seeking individual feedback about a summative examination must contact their course coordinator within ten working days following the finalisation of results for that study period.

19. Students undertaking practice-based learning activities should receive regular and constructive feedback about their performance, either from the Course Coordinator, designated UniSA placement supervisor, and/or the supervising professional in the workplace.

D. Examinations as an assessment technique

20. Summative examinations must not contribute more than 70 per cent of the marks on which final grades for any course are based.

21. If a professional association requires that summative examinations in any course count for more than 70 per cent, approval must be sought from the Academic Unit Board as part of the program approval process.

E. Management of assessment

22. In accordance with the University's *Privacy Policy* the University will take reasonable steps to protect students' personal information against loss, unauthorised access, use, modification or disclosure, and misuse. This includes assessment processes, submission of assessment tasks including cover sheets, and providing results and feedback to students.

23. Text-based assessment tasks should be submitted electronically using the University's electronic assignment management system within *learnonline*.

24. A cover sheet will be automatically generated for assessment tasks submitted via *learnonline*. For tasks that are not submitted via *learnonline* students must include a signed and completed coversheet with their assessment submission.

25. Assessment tasks that have been submitted via *learnonline* must be returned electronically via *learnonline*. Other marked assessment tasks can be returned to students by any one of the following methods:
    a. collection during class, only by the student
    b. collection from the Academic Unit office (students must present their student ID card)
    c. collection from Course Coordinator, lecturer or tutor by prior arrangement
    d. by post, if students attach an A4 stamped, self-addressed envelope to their assessment task, with correct postage

    Marked assessment tasks must not be left unattended for collection.

26. Students must retain a copy of all work submitted until the final grades are released.

Further Assistance

Student and Academic Services Policy Team

Related Documentation:

Assessment Policy

Program Approval Manual

Course Outline Procedure

Variations to Assessment Procedure

Officer Responsible for Update and Review: Registrar and Director: Student and Academic Services

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