



# New Coursework Assessments Policy and Procedures: Subject Checklist

The revised UTS Coursework Assessments Policy and Procedures must be implemented for subjects commencing after January 2018. UTS recognises that assessment is a key influence on students' learning, so the new policy builds on the previous one in supporting assessment practices that promote learning.

This checklist highlights some new requirements. On the back, there's a checklist of continuing requirements from the old policy and the Subject Descriptions and Outlines Policy. Your practices may already be consistent with these policies, particularly if your subject is learning.futures certified. If you wish to change your assessment design, your new assessment pattern must be approved by the faculty. Please check your faculty deadlines for approval in time for 2018.

## Assessment design

---

**Does your subject include a substantial authentic task or task component?**

Policy 3.2, 4.2 If your current subject is learning.futures certified, it's fine. If it is not appropriate to have any authentic assessment (and the faculty approves this), the subject must have a substantial performance-based task or component ie a task where students need to produce responses to the task rather than select from given responses.

**If your subject has a final exam, is it worth 50% or less of the subject mark?**

Procedures 4.4. Faculties must approve any exceptional circumstances in which the exam is worth more than 50%.

**If your subject has a final exam, is it open book?**

Policy 4.2. Open book exams should be used wherever these are appropriate.

**Is it possible for students to gain feedback on each summative task prior to submission of the next one? Are there opportunities for feedback on learning, including before the census date?**

Policy 3.5, 4.13 Feedback on assessment tasks should be timely to facilitate learning. Early feedback on learning may include feedback in class or online, or automated feedback, not just feedback on summative assessment. See the definition of feedback in the policy.

**Does the assessment involve reasonable workloads for students and staff? Is the number, type and timing of assessment tasks designed to allow reasonable time for task completion, marking and feedback?**

Policy 3.8 This interacts with the point above. Too much summative assessment doesn't allow time for students to gain and respond to feedback between tasks.

**Does your assessment promote academic integrity?**

Policy 3.6, Procedures 4.6, See also Policy 4.28 You may include in-class tasks as part of your assessment pattern to confirm the integrity of out-of-class tasks. You may also use vivas or other invigilated tasks to verify an individual student's achievement of learning outcomes.

## Assignment task submission and marking

---

**Are assessment tasks submitted online where it is practical to do so?**

Procedures 4.8 Written tasks and others that can be submitted online should be. Students should not be required to provide additional hard copies of tasks that are submitted to Turnitin or other online sites.

**Are marking and feedback conducted online?**

Procedures 4.33 Online marking and feedback should be used where it is reasonable to do so.

The following requirements continue from the previous Coursework Assessment Policy and Procedures or the Subject Descriptions and Outlines policy.

## Assessment design

---

**Are your assessment tasks and criteria aligned with the subject learning objectives and any relevant Course Intended Learning Outcomes or Graduate Attributes? Are your marking and the marks and grades assigned to students, criterion-referenced and not norm-referenced?**

Alignment of assessment with learning objectives, and criterion-referenced assessment have been part of UTS policy for more than 25 years.

**Does the subject have 2-3 pieces of assessment, none of which is worth more than 65% (unless it's a project subject)?**

Procedures 4.2. Detailed information on assessment patterns has been moved from the Policy to the Procedures. Assessment patterns should normally include 2-3 pieces of assessment, but fewer or more pieces of assessment are allowed where this is consistent with having assessment that promotes learning (Policy 3.1) and is approved by the faculty.

**Are there at least two different kinds of assessment tasks (unless it's a project subject)?**

Procedures 4.3.

**Is a minimum of 70% of the total mark/grade awarded for individually-assessed work?**

Procedures 4.5. It's OK to have a group project worth more than 30%, provided no more than 30% is group marked (eg a 50% task that includes a 20% individually-marked component).

## Assessment information and guidance

---

**Do you provide students with clear information about assessment requirements?**

Policy 3.3, Subject Descriptions and Outlines Policy. Check whether your outline includes all the required information. If you have additional assessment material, refer students to it in your subject outline. Also check the faculty-provided information in your outline (eg about late penalties or plagiarism), to make sure you're not duplicating this material.

**Do you provide students with clear assessment criteria in the subject outline, or in additional material that is available by the first teaching week?**

Policy 3.4, Subject Descriptions and Outlines policy. Students need to know the criteria before they do the work. If you use rubrics in Turnitin or REVIEW, make these available to students when you make the outline or additional material available.

## Need help or ideas for assessment design or online submission and marking?

---

IML will provide a series of assessment workshops, along with online marking and feedback workshops and drop-in sessions to assist staff in developing and implementing new assessment practices.

Check the Futures blog <https://futures.uts.edu.au> events calendar for assessment session and drop-in times.