Students’ attention is drawn to the Student Related Policies and Procedures Manual 2013 (http://www.flinders.edu.au/ppmanual/student.html), which outlines the University’s Assessment Policy.

Topic number and title: EDUC9902 ASSESSMENT & EVALUATION IN HIGHER EDUCATION
Units: 4.5
Date on which this statement was provided to students: 2 April 2013
Duration of topic: Non-semester 1
School(s) responsible for topic: School of Education
Topic Coordinator: Dr Lisa Schmidt
Telephone number of Topic Coordinator: 820 13519

Expected student workload* (http://www.flinders.edu.au/ppmanual/student/SecC_expected.html): number of hours per week or in total (specify).

Total student commitment time of 135 hours for the topic. Workshops = 28hrs; Assignment#1 = ~15hrs; Assignment#2 part (a, b, c, e + 2hr negotiation meeting) = ~22hrs; Assignment #3 = ~10hrs. Implies ~60hrs for Assignment #2 part(d) - the learning contract.

* Indicative only of the estimated minimum time commitment necessary to achieve an average grade in the topic. Expected student workload should be based on the standard student workload of approximately 30 hours of student time commitment per unit.

Details of assessable work in the topic. (Optional forms of assessment, where permitted, are also detailed):

<table>
<thead>
<tr>
<th>Format of each form of assessable work</th>
<th>Proportion of total marks</th>
<th>Deadline for submission*</th>
<th>Penalties to be applied if deadline is not met</th>
<th>Date work is expected to be returned to students</th>
</tr>
</thead>
<tbody>
<tr>
<td>Assignment #1: The meaning of assessment - Part (a): Contribution to a glossary of assessment terms</td>
<td>N/A. Required for progression to part(b).</td>
<td>11:55pm 16 April 2013 on FLO</td>
<td>Cannot submit Assignment#1 part(b). However, the student may submit an academic recovery plan to the Topic Coordinator in accordance with the instructions below.</td>
<td>30 April 2013</td>
</tr>
<tr>
<td>Assignment #1: The meaning of assessment - Part (b): Enriching a glossary of assessment terms</td>
<td>N/A. All assessable items must be passed for successful completion of the topic.</td>
<td>11:55pm 22 April 2013 on FLO</td>
<td>The student may submit an academic recovery plan to the Topic Coordinator in accordance with the instructions below.</td>
<td>30 April 2013</td>
</tr>
<tr>
<td>Assignment #2: Negotiated Learning Contract to address Gaps in Learning about Assessment - Part (a): Reflective SWOT analysis on your current position in the field of assessment</td>
<td>N/A. Required for progression to part(b).</td>
<td>11:55pm 22 April 2013 on FLO</td>
<td>Cannot submit Assignment#1 part(b). However, the student may submit an academic recovery plan to the Topic Coordinator in accordance with the instructions below.</td>
<td>30 April 2013</td>
</tr>
</tbody>
</table>
| Assignment #2: Negotiated Learning Contract to address Gaps in Learning about Assessment - Part (b): Presentation of draft learning contract to the class. Choice of format:  
  - In class  
  - Online presentation on FLO | N/A. Required for progression to part(c). | For in class submission: 16 May 2013  
For online submission: 11:55pm 15 | Cannot submit Assignment#1 part(c). However, the student may submit an academic recovery plan to the Topic Coordinator in accordance with the instructions below. | After class 16 May 2013 |
| Assignment #2: Negotiated Learning Contract to address Gaps in Learning about Assessment - Part (c): Submission of draft learning contract | N/A. Required for progression to part(d). | 11:55pm 21 May 2013 on FLO | Cannot submit Assignment#1 part(d). However, the student may submit an academic recovery plan to the Topic Coordinator in accordance with the instructions below. | During the learning contract negotiation meeting. |
| Assignment #2: Negotiated Learning Contract to address Gaps in Learning about Assessment - Part (d): Completion of the learning contract | N/A. Required for progression to part(e). | To be negotiated. 15 July 2013 at the latest. | Cannot submit Assignment#1 part(e). However, the student may submit an academic recovery plan to the Topic Coordinator in accordance with the instructions below. | 22 July 2013 |
| Assignment #2: Negotiated Learning Contract to address Gaps in Learning about Assessment - Part (e): Reflection on learning about assessment | N/A. All assessable items must be passed for successful completion of the topic. | 11:55pm 15 July 2013 on FLO | The student may submit an academic recovery plan to the Topic Coordinator in accordance with the instructions below. | 22 July 2013 |
| Assignment #3 Evaluation design. Choice of format:  • In class  • Online written submission on FLO | N/A. All assessable items must be passed for successful completion of the topic. | For in class submission: 27 June 2013 For online submission 11:55pm 26 June 2013 on FLO | The student may submit an academic recovery plan to the Topic Coordinator in accordance with the instructions below. | In class 27 June 2013 |

*Extensions may be granted by a topic coordinator where the following criteria apply:*  
- the student has made a written request for an extension prior to the due date for the assessment item;  
- the student has justified the request on the basis of unforeseen individual circumstances that are reasonably likely to prevent completion of the assessment by the specified due date.

If any assessable item is not submitted by the due date, or does not receive a pass grade, then the student may submit an academic recovery plan to the Topic Coordinator. The student will email the recovery plan to the Topic Coordinator, make an appointment with the Topic Coordinator to negotiate the recovery plan, and execute the recovery plan that has been approved by the Topic Coordinator within the agreed timeframe. The Topic Coordinator reserves the right to reject the proffered recovery plan and award a fail. The maximum mark obtainable will be a non-graded pass.

The criteria for successful completion of the topic (including, where appropriate, the achievement of a certain minimum level of competence in both the theoretical and practical components of the topic and details of special requirements concerning particular elements or aspects of the topic such as attendance/participation requirements, group activity) are as follows:

All assessable work must be submitted. All assessment items will be graded as ‘non-graded pass’ or fail. The following items must be passed for successful completion of the topic:
  - Assignment #1: The meaning of assessment - Part (b): Enriching a glossary of assessment terms  
  - Assignment #2: Negotiated Learning Contract to address Gaps in Learning about Assessment - Part (d): Completion of the learning contract  
  - Assignment #2: Negotiated Learning Contract to address Gaps in Learning about Assessment - Part (e): Reflection on learning about assessment  
  - Assignment #3 Evaluation design

In most cases, these assignments may not be submitted unless prior exercises are satisfactorily completed. Therefore, all assessable items must be passed in order to pass the topic.
STATEMENT OF ASSESSMENT METHODS – 2013

Alignment of Assessment with Expected Topic Learning Outcomes

<table>
<thead>
<tr>
<th>On completion of this topic, students will be expected to be able to:</th>
<th>Assessment items relating to each Learning Outcome</th>
</tr>
</thead>
<tbody>
<tr>
<td>LO1: critically evaluate assessment from a range of different perspectives, particularly from the student perspective</td>
<td>Assignment #2: Negotiated Learning Contract to address Gaps in Learning about Assessment</td>
</tr>
<tr>
<td>LO2: critically review assessment literature and learning theory and identify key principles for enhancing and supporting student learning in higher education in general and in their particular discipline</td>
<td>Assignment #1: The meaning of assessment Assignment #2: Negotiated Learning Contract to address Gaps in Learning about Assessment</td>
</tr>
<tr>
<td>LO3: analyse, evaluate and reflect on the effectiveness of the current assessment practices within their own teaching environment in supporting student learning</td>
<td>Assignment #2: Negotiated Learning Contract to address Gaps in Learning about Assessment Assignment #3: Evaluation design</td>
</tr>
<tr>
<td>LO4: develop appropriate teaching and assessment practices that direct, support and encourage student learning</td>
<td>Assignment #2: Negotiated Learning Contract to address Gaps in Learning about Assessment</td>
</tr>
</tbody>
</table>

Detection of Breaches of Academic Integrity

Staff may use a range of methods (including electronic means) to assist in the detection of breaches of academic integrity. In addition, the University makes available for staff and student use the electronic text matching software application – Turnitin.

Will the electronic text matching software application Turnitin be used? Yes / No

If Yes, students will receive a written statement describing how the software will be used and be advised about the Flinders Learning Online Academic Integrity site.

Will scaling procedures be used in determining marks for each piece of work or for determining the final topic grade? Yes / No

Details of scaling procedures:

May assessment exercises be resubmitted after revision for re-marking? Yes / No

The circumstances under which assessment exercises may be resubmitted, the form this may take and the maximum mark obtainable are as follows:

If any assessable item is not submitted by the due date, or does not receive a pass grade, then the student may submit an academic recovery plan to the Topic Coordinator. The student will email the recovery plan to the Topic Coordinator, make an appointment with the Topic Coordinator to negotiate the recovery plan, and execute the recovery plan that has been approved by the Topic Coordinator within the agreed timeframe. The Topic Coordinator reserves the right to reject the proffered recovery plan and award a fail. The maximum mark obtainable will be a non-graded pass.

Students who believe that their ability to satisfy the assessment requirements for this topic has been or will be affected by medical, compassionate or other special circumstances and who want these circumstances to be taken into consideration in determining the mark for an assessment exercise may apply to the Topic Coordinator of the topic for special consideration. The preferred method of application is: email lisa.schmidt@flinders.edu.au

Supplementary assessment for this topic may be approved on the following grounds:

- Medical/Compassionate – a student who is unable to sit or remain for the duration of the original examination due to medical or compassionate reasons may apply for supplementary assessment. If illness or special circumstance prevents the student from sitting or remaining for the duration of the scheduled supplementary examination, or from submitting by the agreed deadline a supplementary assessment exercise, the student will be either: awarded a result in the topic of Withdraw, Not Fail (WN); or be offered the opportunity to demonstrate competence through an alternative mechanism. If illness or special circumstance is demonstrated to persist up to the commencement of the next academic year, then the student will be awarded a result in the topic of WN.
• **Academic** – a student will be granted supplementary assessment if he/she: achieves an overall result in the topic of between 45 and 49%, (or between 40 and 49% where a student obtains a fail grade in the last 12 units required for completion of a course) or the equivalent where percentage marks are not awarded; has completed all required work for the topic; has met all attendance requirements; and obtains at least a pass level grade in any specific component of assessment (other than an examination) for the topic where this is explicitly stated to be a formal requirement for the successful completion of the course or topic. If illness or special circumstance prevents the student from sitting or remaining for the duration of the scheduled supplementary assessment, the student will be either: awarded a result in the topic of Withdraw, Not Fail (WN); or be offered the opportunity to demonstrate competence through an alternative mechanism. If illness or special circumstance is demonstrated to persist up to the commencement of the next academic year, then the student will be awarded a result in the topic of WN.

A student with a disability, impairment, or medical condition who seeks reasonable adjustments in the teaching or assessment methods of a topic on the basis of his/her disability may make a request to the Topic Coordinator or the Disability Advisor as soon as practicable after enrolment in the topic. Any such reasonable adjustments must be agreed in writing between the student and the Topic Coordinator and must be in accordance with related University policy. A student who is dissatisfied with the response from the Topic Coordinator or with provisions made for reasonable adjustments to teaching or assessment methods may appeal in writing to the Faculty Board.

.....................................................       ..2 Apr 2013...
Signature of Topic Coordinator        Date

.....................................................       ......................
Signature of Course Coordinator       Date

[Faculty of Health Science Only
DVCA:   27.11.12]