

Additional Guidelines for Specific Assessment Situations

The following guidelines are provided to assist faculties in handling specific assessment situations not covered explicitly in this policy. These guidelines will be added to as further situations are identified.

1 Marking and Returning Practical, Classroom Based Assessments

As most practical, classroom based assessments (e.g. projects carried out in an engineering or science lab, many assessments in a restaurant or kitchen setting) are not ‘paper and pencil’ assignments that are marked outside class time and then returned to the learner, an alternative way of providing learners with an opportunity to question/disagree with a mark is needed.

It is suggested that such assessments are marked ‘on the spot’, discussed with each learner, and the record of the mark initialled by the learner before the assessed item is destroyed or taken away by the learner.

2 Returning Results from Multiple Choice Tests

With assessments such as multiple-choice tests, where confidentiality of item banks is important to maintain, the timeframe in which learners are able to query their grades/marks may need to be the class session at which the assessment is returned (rather than allowing learners to take the assessed work away with them). Adequate time needs to be given during or immediately following the class to ensure learners have sufficient time to raise any questions.

3 Formative Feedback for Major Assessments

As a matter of ‘good practice’, learner projects accounting for more than 75% of the final course result (in courses 15 credits or more) should have at least one progress point built in, to ensure that learners receive formal, formative feedback prior to the summative assessment. This feedback is preferably given in writing, with a copy of the feedback maintained in the faculty in case of staff changes or lost/damaged work.