

UWA Business School Guidelines on assessment practice

These Guidelines have been developed to assist staff in the preparation and implementation of assessment tasks in the units for which they are responsible. They take into account University policy on assessment and assist in standardizing practices relating to assessment.

Proposed changes are presented under two headings - *Requirements* which are mandatory requirements for all units and are reflected in the standard unit outline template. *Suggestions*, are recommendations of best practice. Unit coordinators who choose not to follow the suggestions may wish to discuss this with an appropriate member of faculty such as the Sub-Dean or Associate Dean T&L.

Requirements

- The general description, due date and time as well as the weighting assigned to all assessment components should be made available in the unit outline with none of these particulars left for later release.
- The assessment mechanism statement and all deadlines should not be amended once they have been published.
- The due dates for submission of assignments in undergraduate units should not fall on weekends, University recognized public holidays or Prosh.
- Details should be included of how and where assignments are to be submitted.
- The time and date of any mid-semester test should be specified.
- Advice should be included to state that applications for deferred mid-semester tests and deferred end-of-semester examinations needs to be lodged in writing using the appropriate form, at the Business School Student Centre or Myers Street Student Centre no later than three (3) working days after the date of the test/examination, unless acceptable extenuating circumstances have prevented such an application being made within the requisite three (3) working day limit.
- Advice should be included to state that applications for extensions on assignments should be made in writing to the Unit Coordinator and be only granted in exceptional circumstances.
- Where a tutorial mark forms part of the assessment, the manner in which these are assessed should be explained in the Unit Outline as should any component structure from which they are derived (e.g., attendance, in class discussion, preparation and so forth).

MBA Units only

- For MBA units no more than 30% of any of the core unit's assessable work can be allocated to team work. If the team work in non-core units is a significant task which in the opinion of the lecturer should constitute more than 30% of the total marks then either:
 - a) the mark for the team project should also include an explicit individual component within it, having the effect of limiting the collective component of the overall unit mark is no more than 30%
 - or
 - b) the lecturer makes a case to the MBA Program Director that a team mark of more than 30% is appropriate.

- The MBA program has a policy that students who do not attend at least 80% of both lectures and tutorials may be deemed not to have met the course requirements and a statement to this effect should be put in the unit outline. University Regulation 5 states:

“5(1) To complete a course or unit a student shall

- a) attend prescribed classes, lectures, seminars, tutorials, practicals and Clinical practice;
- b) complete the prescribed work of the course or unit at a satisfactory standard; and
- c) pass prescribed examinations.

Failure to meet the requirements of (1) (a) and 1(b) above may result in exclusion by a faculty from further study or from examinations in the area concerned.”

Suggestions

- The assessment mechanism for the unit should normally embody at least three different forms of assessment (such as an assignment, tutorial mark and examination) including the final examination.
- It is better to avoid requiring major (say >5% total weighting) assessable components to be handed in at tutorials, as this has proven prone to administrative error and allows different students differing completion times.
- Where it is felt necessary to impose a condition that students must achieve a certain level of performance in a particular assessment component such as the final examination, the outcome for students whose marks total over 50%, but who have failed to meet the required condition must be clearly stated. For example: *To pass this unit, students are required to achieve a score of at least 45% in the final exam. Student's who fail to achieve the minimum standard in the final exam but achieve an accumulated score based on all assessment components for the unit of 50 and above, will be awarded a final mark of 48.*
- The due time for submission for undergraduate units should be no later than 4pm and no earlier than 9am on the chosen day for work submitted in hard copy format.
- Assuming there are no exceptional circumstances (eg, staff illness, WebCT technical difficulties), or it is impracticable to do so, all continuous assessment feedback should be returned to students within two weeks of the submission.
- To facilitate the return of continuous assessment prior to the commencement of examinations, lecturers should aim to have all continuous assessment components due for submission by week 12 of the relevant semester.
- No mid semester tests or examinations should be held after the 9th week of teaching or the mid-semester break, whichever is the later.
- Unless an approved extension is given, a recommended standard late penalty of 10% of the awarded mark per calendar day or part thereof should apply. Assignments should thus be accepted up to ten days late but no further.
- A penalty should be imposed for exceeding word limits in assignments. The penalty may be based on words or pages. For example *The penalty will be 10% for each 200 words or part thereof over the word limit OR The penalty will be 10% for each one page or part thereof over the page limit. An alternative approach is to not mark work that exceeds the allowed limit.*
- Where optional assessment components are set, consideration should be given to those components forming part of the student's final result wherever they are submitted and not only where they increase that result.
- Where team assignments are set, guidance should be given on working in teams. This should include details on how team assignment results will be distributed between team members and procedures for students to resolve difficulties with team members should be clearly set out. There should be no fewer than 3 and no more than 6 in a team. Team assignment marks should be allocated equally to all students unless a formal peer assessment exercise forms part of the assignment.
- Tutorial assessments should be based so far as practicable on clear quantifiable component marks.