

Course Profiles

Section 5 Assessment

Updated September 2019

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Section 5 Assessment

5.1 Assessment Summary

This section should include details of all the assessment items used to measure the attainment of the learning outcomes of the course.

In Section 5.1 you **are required** to:

- provide a summary of both formative and summative assessment items in the course, including the number, type, weighting, the due date and the assessment criteria and processes be applied in marking each item of assessment; students must not be advised that a course has pre-determined grade cut-offs;
- map the assessment items to the Learning Outcomes specified in section 2.2;
- ensure that the total assessment weighting total 0* or 100% (*0 may be used for the first part of multi-component courses, except the final component which must have a weighting of 100%);
- specify the method for the submission and return of each assessment item, including the use of text matching software, for either formative or summative purposes;
- specify an assessment item/s, with a due date prior to week 8, that is used for the Tier 1 Assessment process as outlined in Section 3.1 of the Academic Standing, Progression and Exclusion Policy. This assessment item/s is to identify students at risk of failing the course and losing their good academic standing status of green. The Tier 1 assessment items are to provide opportunities for academic recovery using either resubmit or reattempt;
- ensure that where there is a final examination, no major assessment items fall due after Week 11 of the trimester (the definition of "major assessment items" is one worth 20% or more of the total assessment); any deviation from this requirement must be approved by the Dean (Learning and Teaching);
- ensure that an end of trimester centrally organised exam is of standard duration (120 minutes and 10 minutes perusal) or request an exemption that must be approved by the Dean (Learning and Teaching);
- ensure that school based exams or 'test or quiz' assessment tasks that have a submission date within the official exam period are organised as school based activities for which the School/Department is responsible.
- **Feedback on each Assessment Item** (Section 4 of the Assessment Submission and Return procedures):
Provide information relating to the availability (eg on Learning@Griffith), methods and a timeframe for providing students with feedback on each assessment item, including the management of the Tier 1 Assessment process (Section 3.1 of the Academic Standing, Progress and Exclusion Policy).
- **Reassessment** (Section 7 of the [Assessment Policy](#)):
Resubmission is where a student is permitted to make substantial changes to a nominated assessment task which they have failed, within a specified timeframe for re-examination by the original examiner to achieve a mark no greater than the minimum for a pass standard for the assessment task. The student has five working days from return of the assessment task to resubmit for re-examination. Only one opportunity to resubmit the assessment task is to be awarded. Resubmission is not to be offered for research projects or dissertations.

Re-attempt is where a student is given a second opportunity to demonstrate their achievement of one or more of the course's key learning outcomes before they can progress to new learning or

participate in subsequent learning activities. A student who is given the opportunity to re-attempt assessment may achieve a mark no greater than the minimum for a pass standard for the assessment.

The Course Convenor, following consultation with the Program Convenor, is responsible for awarding students the opportunity to resubmit or re-attempt assessment and advises the student of the decision on return of the assessment, the fail mark and feedback.

Convenors are required to indicate whether resubmission or re-attempt is available for an assessment task by selecting the appropriate response below:

Is resubmission available for this assessment task?

Yes ☐

No ☐

If yes, Convenors are required to specify the conditions under which the assessment item is to be resubmitted.

OR

Are students able to re-attempt this assessment task?

Yes ☐

No ☐

If yes, Convenors are to specify the conditions under which the assessment item can be re-attempted.

•

Notes:

- A 10 credit point course is required to involve more than a single assessment item, and normally includes 2 - 4 summative assessment items.
- In the Course Profile System the Student View of the Profile will present this information as 2 separate items: 5.1, Course Assessment Plan and 5.2, Assessment Detail.

You **are required** to submit proposals to alter the assessment requirements of a course (constituting a major change) to the Dean, Learning and Teaching for approval. The Dean shall determine whether the proposed revised assessment requirements are consistent with those originally approved in terms of their relationship to learning outcomes and its overall demands on the students.

After commencement of the course only in exceptional circumstances can the Dean (Learning and Teaching), on the advice of the Course Convenor, approve a variation of detail in the assessment requirements of a course, providing any such variation maintains the relationship between the

assessment methods and the learning outcomes expected for the course. Notification of the change must be provided to students in written and/or electronic form. In giving approval for the change, the Dean (Learning and Teaching), must be satisfied that students are not disadvantaged by the change or the timing of it.

New functionality and other changes - Set of Tasks and Mandatory Pass Component (with effect from Trimester 3, 2019)

With the implementation of the new Grade Management module in Trimester 3, 2019 there have been a number of changes in the course profile system in support of this new solution.

The following information provides an overview of these changes:

Set of Tasks

Where an assessment item which has multiple components for which separate marks are awarded and where the possible marks to be awarded are of equal value (eg: Test or Quiz, Lab Reports etc..) these items should be configured as a Set of Tasks in the assessment plan.

The new functionality allows you to include the number of sub-tasks, how many sub-tasks will contribute to the overall mark for the task, indicate the 'best of' number of tasks to be completed and the marks which can be awarded for each sub-task.

Using this functionality will ensure the application and calculation of the marks for the item will be less complicated. It will also make the 'mapping of assessment' in the Grade Management module easier and most importantly the information provided to students will be much clearer.

Where the **'marked out of' value for the sub-tasks are not the same**, a separate row should be configured for each sub-task. Configuring these tasks as a one-line item will make the calculation of the final grade complex.

The screenshot shows a form titled "Set of Tasks" with the following fields and options:

- Does this task include a set of subtasks (e.g. set of quizzes, labs, presentations)?(required)
 - ☒ Yes
 - ☐ No
- How many subtasks are in this task?(required)
[] subtasks
- How many subtasks will contribute toward the overall mark for the task?(required)
best [] out of
- How many marks for each subtask?(required)
[] marks ***0 marks for the task overall ***

Guidance Note for setting "Mandatory Pass Components" within Courses across Programs

Why would you choose to set a 'mandatory pass component' in a course?

Mandatory Pass Components (MPCs), or 'assessment hurdles', are most often applied in summative assessment tasks, they usually mandate a minimum level of performance as a condition of passing the course and are often used to ensure students can demonstrate the learning outcomes of a course.

The purpose of having a range of assessment tasks in a course is to allow students to demonstrate their knowledge in a range of ways over the duration of the course. The rationale is that students can often demonstrate their learning outcomes some types of assessment tasks better than others due to personal circumstances. Multiple assessment items spread over the course allows for these variations.

This is the way an employee's performance in professional life is assessed by managers, ie. over time and in a range of ways. So, an authentic assessment regime should allow for these kinds of variations in skills and peaks/troughs in performance. This is not possible when an MPC becomes a 'make or break' hurdle.

In some disciplines mastery of a particular skill(s) can be argued as essential for a qualification to be awarded, and that a particular assessment task is required to assess this skill, in which case a MPC may be justified. MPCs are also often implemented in courses on the grounds of professional accreditation requirements. Similarly, it is sometimes argued that a MPC is the only way that the achievement of certain learning outcomes can be assured.

Guidelines for mapping Mandatory Pass Components across a Program

Program Directors need to be aware of the MPCs in effect across their Programs and the implications of these MPCs for student progression. Where MPCs are used within Programs, Program Directors should take a program view and work with Course Convenors to ensure there is consistency in the application of MPCs or they are only used in specific courses where they may assist in ensuring Program Learning outcomes.

What are the implications of setting Mandatory Pass Components in a course?

The implications of setting MPCs in courses can be severe for the student. For example, if a student achieves an overall mark of 50 or above but does not meet an MPC, the student will either:

1. fail the course if the MPC was a 'must submit' or
2. achieve a Grade of 3 or 4 if the MPC related to obtaining a minimum threshold which was not met in the case where a Supplementary Assessment is offered.

The more MPCs set within a course the higher the risk to the student of not passing. MPCs that include a 'must submit' component are the most severe as students who do not meet this MPC are unable to sit Supplementary Assessment (if offered) as per Assessment Policy.

Guidelines for using Mandatory Pass Components in a course

Assessment Policy does not provide information about the MPCs in general or types of MPCs. Cognisant of the background information above, these Guidelines are provided to assist Course Convenors in making decisions when choosing to implement MPCs in courses.

If setting MPCs, Course Convenors **should** consider the following broad principles:

1. MPCs are typically used to meet minimum competency standards or to demonstrate 'fitness to practice' for courses related to professional practice
2. The use of MPCs should be minimised. For example, it would generally not be appropriate to have an MPC on the final exam AND on any weekly knowledge quizzes.
3. MPCs should be avoided where possible for assessment tasks weighted at less than 20% of the total assessment.
4. Any summative assessment task specified as a MPC should be clearly identified as such within the Course Profile.
5. The consequences of not meeting a MPC should be made explicit to students.

Mandatory Pass Component

A mandatory pass component (otherwise known as a hurdle) is an additional requirement mandating a minimum level of performance as a condition of passing a course. This requirement is in addition to achieving a pass overall for the course.

Does this assessment task have a mandatory pass component?(required)

☒ Yes

☐ No

Is this assessment task required to be submitted to pass this course?(required)

☐ Yes, all tasks

☐ Yes

☒ No (standard practice)

Is a minimum percentage mark required for this task to pass this course?(required)

☐ Yes

☒ No

This course contains a mandatory pass component.

To be eligible to pass this course, students must:

i. achieve an overall pass mark for this course.

Other:

Assessment Groups:

With effect from Trimester 3, 2019 the assessment plan in your course profile will interface with the new grade management module, as will the student marks recorded in the mark centre - Learning@Griffith.

Whilst the assessment group functionality is available in the course profile system, the new grade management module does not accommodate assessment grouping, as it adds complexity to the calculation process and as such requires one assessment plan per profile.

Therefore we ask where there are no differences in the assessment groups - please remove all redundant assessment groups **OR** where there are differences in offerings of the same course code, configure the assessment plan for the relevant profile ie: include the Nathan assessment plan in the Nathan iteration of the profile, Logan assessment in the Logan profile etc..

Add a New Assessment Item



Please ensure the total weighting of your assessment plan adds up to either 0 (for multi component courses) or 100% – otherwise you will be unable to change the status of your profile from draft to submit.



Note

[Assessment Types in Use at Griffith University](#) are outlined in Schedule A of the Assessment Policy

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Course profiles2161EDN - Tri 3 2019 to Tri 3 2019 - Mt Gravatt campus - Mixed Mode - Draft - Viewable >

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Course profiles

- > Course profile
- > Search
- > My access
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- > University
- > News

5. Assessment Plan

For all course profiles from 2017 onwards, Course Convenors will be required to specify the assessment tasks for which resubmission may be available and the conditions under which the item is to be resubmitted. Once entered, these details will be copied from the previous offering. Course Convenors will then be required to check the entered details are still current. To review these details, please select the edit icon for the assessment task.

[Student View](#)

5.1 Assessment Summary

[Add Assessment](#) [Add/Edit Groups](#) [Help](#)

Assessment Task	Due Date	Weighting	Marked out of	Learning Outcomes	Re submit / Re-Attempt	Maximum Extension Period	
Test or quiz Online Science Quizzes (x2)	28 Oct 19 - 27 Dec 19	20%	10 marks (x2) (Must achieve a min of 10 out of 20 overall)	1, 2, 4, 5, 7	No		
Exam - oral TEST ORAL ASSESSMENT	30 Oct 19	50%	Pass / Fail	2, 3, 4, 5	No		
Assignment - Planning Document Science Lesson Plan	2 Dec 19	20%	Competent / Not Competent (Must submit)	1, 2, 4, 6	No		

Figure 27 Assessment window

Adding a non-exam type

Choose [Add Assessment](#) (Add Assessment).

The Assessment Summary: Add Task window will be displayed.

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Course profiles2161EDN - Tri 3 2019 to Tri 3 2019 - Mt Gravatt campus - Mixed Mode - Draft - Viewable >

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Mixed Mode - Draft - Viewable

5.1 Assessment Summary: Add Task

Help

Details

Select Type: **required**

Assignment - Written Assignment

Academic development holistic assessment

Assignment - Laboratory/Laboratory Report

Assignment - Planning Document

Assignment - Practice-based Assignment

Assignment - Problem Solving Assignment

Assignment - Research-based Assignment

Assignment - Written Assignment

Creative Synthesis

Exam - constructed response

Exam - oral

Exam - practical/laboratory/clinical

Exam - selected and constructed responses

Exam - selected response

Guided discussion with peers

Log of Learning Activities

Peer assessment

Peer_Assessment

Performance - artistic

Performance_Artistic

Portfolio - evidence

Next

Figure 28 Assessment Summary: Add Task window

Select the required assessment type from the drop-down list.

Choose **Next** (Next).

- The Assessment Summary: Add Task window will be displayed.
- Select whether the item is a group or individual activity.
- Select if there is a self-assessment activity included in the assessment item
- Indicate whether the item can be resubmitted or reattempted – where yes is selected for either of these please ensure the conditions under which the task is to be resubmitted or reattempted are provided in the free text field provided
- Add an appropriate assessment task title
- Add the weighting of the task
- Select an appropriate mark type (score which is standard); Pass/Fail; Complete/Not Complete; Competent/Not Competent
- Indicate what the assessment task will be marked out of (NB: where the mark types of Pass/Fail; Complete/Not Complete; Competent/Not Competent have been selected the marked out of field will automatically populate with '1')
- Configure Task Description details in the free text field provided
- Provide the due date details – these include Start Due Date, time, finish due date, and/or other due information and the maximum period for an extension
- Map the activity to the appropriate Learning Outcomes by selecting the required check-boxes
- Provide the criteria and marking details for each piece of assessment
- Indicate whether the task includes a set of tasks (eg: set of quizzes, labs, presentations etc) – where Yes is selected you will need to indicate the number of sub tasks in the task; how many

sub tasks will contribute to the overall mark for the task and how many marks will be allocated for each sub task. The system will automatically calculate the marks to be awarded for the task overall. Where there are no sub tasks included please continue on to complete the details for the assessment task

- **Mandatory Pass Component** – A mandatory pass component (hurdle) is an additional requirement mandating a minimum level of performance as a condition of passing a course. This requirement is in addition to achieving a pass overall for the course.
- Where required Select Yes to the question 'does this assessment task have a mandatory pass component?'

If Yes is selected, indicate whether this assessment task is required to be submitted to pass the course by selecting one of:

1. Yes, all tasks
 2. Yes
 3. No (standard practice)
- Where Yes has been selected in response to 'Does this assessment task have a mandatory pass component?' select Yes or No to 'Is a minimum percentage mark required for this task to pass the course? If Yes, indicate the minimum percentage mark in the field provided as well as indicating how the min. percentage mark is to be applied – either to the Overall Task mark or to the Individual Sub Task Mark.
 - Each selection will generate a standard statement which will populate in section 5.4 of the Assessment Plan
 - Choose (save) to save your changes
 - Check the Student View of the profile to ensure the item displays as required

Complete the required fields.

Choose **Save** (Save) to save your changes.

Check the Student View of the profile to ensure the item displays as required.



Note

Always check the Student View of the profile for each assessment item to ensure that it displays correctly.

Adding an exam type (also refer to the details above)

- Choose **+ Add Assessment** (Add Assessment)
- The Assessment Summary: Add Task window will be displayed.
- Select the required assessment type from the drop- down list.
- Choose **Next** (Next)
- The Assessment Summary: Add Task details window will be displayed.
- Select whether the item is centrally organised or a school-based activity.
- Selecting the school-based activity value will display additional timing of exam and due date fields.

- Selecting the centrally organised activity value will display additional standard duration or exemption required fields.
- Complete the required fields.
- Map the activity to the appropriate Learning Outcomes by selecting the required checkboxes.
- Choose (Save) to save your changes or
- Choose (Cancel) to close the screen without saving the changes.

Assessment Fields



Remember

Depending on the assessment type selected, different fields will be displayed.

Assessment details	Explanation
Select Type	The assessment type chosen in previous window will be displayed.
Individual or Group Activity	Select appropriate radio button - is the item a group or individual activity?
Self- Assessment	Select appropriate radio button in response to the question - Does the item contain self-assessment? Self-assessment may be used to develop in students the ability to think critically about their learning, to determine what criteria should be used in judging their work and to apply these objectively to their own work in order to facilitate their continuing learning.
Resubmission	Select an appropriate radio button in response to the question 'Is resubmission available for this assessment task?'. The student has five working days from return of the assessment task to resubmit for re-examination. Only one opportunity to resubmit the assessment task is to be awarded. Where 'Yes' has been selected the conditions under which the item is to be submitted are to be provided in the text field on the page. Course convenors must advise the student of the decision on return of the assessment task.
Re-attempt	Select an appropriate radio button in response to the question 'Are students able to re-attempt this assessment task? The student has a second opportunity to demonstrate their achievement of one or more of the course's key learning outcomes. Re-attempt assessment may achieve a mark no greater than the minimum for pass standard for the assessment. Where 'Yes' has been selected the conditions under which the item is to be re-attempted are to be provided in the text field on the page. You must advise the student of the decision on return of the assessment, the fail mark and feedback.
Title	Title of assessment item.
Weight	Percentage of assessment item. Numerals only (eg 70) Note, total of all assessment items needs to add to 100.

Assessment details	Explanation
Marked out of	Enter total marks for assessment item
Task Description	Summary of the assessment item.
Due Dates	<p>"Start Due Date" is mandatory and refers to the date the assessment item is due. Time may also be added.</p> <p>If you wish to use a date range (eg group presentations may be due over several weeks, then enter the Start and Finish due dates. Time may also be added.</p> <p>"And/Or Other Due Information" is a free-text field and is optional. You may wish to include other details (eg due at end of lab session) in this field.</p>
Criteria and Marking	<p>This field is not visible to non-enrolled students.</p> <p>This field should include the criteria for each piece of assessment.</p> <p>Only brief outline of the criteria and marking should be included. Additional details should be provided on Learning@Griffith.</p>
Set of Tasks	New functionality with effect from Trimester 3, 2019 – use where an assessment item has multiple components for which separate marks are awarded and where the possible marks to be awarded are of equal value. NB: where the possible marks to be awarded are not of equal value a separate row for each item must be configured.
Mandatory Pass Components	Mandatory Pass Components (MPCs), or 'assessment hurdles', are most often applied in summative assessment tasks, they usually mandate a minimum level of performance as a condition of passing the course and are often used to ensure students can demonstrate the learning outcomes of a course.
Submission Guidelines	Identify if the assessment item is to be submitted. Refer below.

Table 5 Assessment fields

Additional Examination Fields

Examination field	Explanation
Examination Details - Centrally organised activity or a School based activity	Select the appropriate radio button – is this examination to be centrally organised – ie. End of Trimester Examination, centrally organised (Standard Duration or Exemption Required) or a School based activity (Timing of Exam).
Total Duration – Reading Time	For end of trimester exams, reading time is 10 minutes standard duration. If an exam is school based or if an exemption has been granted, select the required reading time.
Total Duration – Exam Working Time (excludes reading time)	For end of trimester exams, exam working time is 120 minutes standard duration. If an exam is school based or if an exemption has been granted, select the required exam working time.
Examination Format	Check the appropriate examination format checkbox.

Table 6 Additional examination fields



Note

If the exam is centrally organised and not of standard duration, an exemption is required. The reading time and exam working time for centrally organised exams, regardless if an exemption was granted in the previous trimester, will default to the standard duration. This data interfaces with the exams management system.



Note

If the exam is a school-based activity, indicate if the exam will be offered during the trimester and if so if the exam will be proctored. All school-based exams offered during the trimester require Exams and Timetabling to be notified as they organise accessible exams for students with disabilities.



Note

As some assessment types have different fields that require information, it is important to note that when editing assessment details from a previous offering and you want to replace an assessment item such as an essay with a mid-trimester examination you will need to create a new assessment item and delete the one you are replacing.

Note, changes to assessment requirements for a course constitute a major change which requires **both** Head of School and Dean (Learning and Teaching) approval.

Submission Guidelines


The course profile and course site should clearly indicate the process that students must follow for assessment submission.

How individual assessment tasks should be submitted is indicated for each assessment task in the Submission Guidelines section of the profile by selecting an appropriate check box – NB: more than one check box can be selected:

1. Via the 'Assignments' tool in Learning@Griffith
2. Text Matching Tool – Turnitin
3. Text Matching Tool – SafeAssign
4. Submitting in person at the School/Department
5. Via Australia Post


The Course Convenor is to provide advice to students where they are required to submit an assessment task using text-matching software, for example, Turnitin or SafeAssign. This information is also posted onto the Learning@Griffith course site.

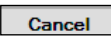
Edit Assessment Task

Choose  (Edit Assessment Item) for the required assessment item.


The Assessment Summary: Add Task window will be displayed.

Make the required changes.


Choose  (Save) to save your changes or

Choose  (Cancel) to close the screen without saving the changes.

Delete an Assessment Item

Choose  (Delete Assessment Item) for the required assessment item.

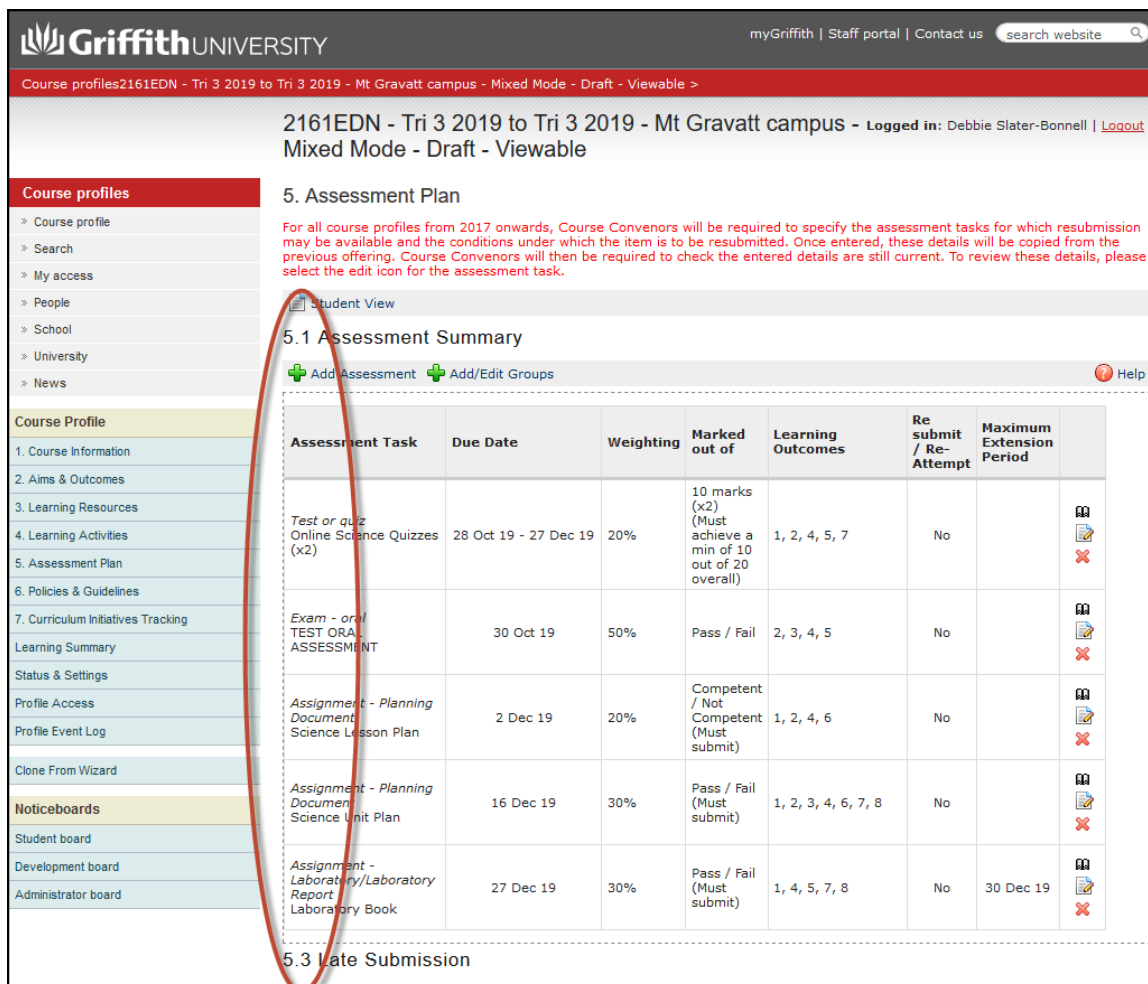
The confirmation dialog box will be displayed.

Choose  (OK) to confirm the deletion.

Assessment Views

The numbering in staff view will skip 5.2.

In student view, assessment is renumbered.



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Course profiles

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Course Profile

- 1. Course Information
- 2. Aims & Outcomes
- 3. Learning Resources
- 4. Learning Activities
- 5. Assessment Plan
- 6. Policies & Guidelines
- 7. Curriculum Initiatives Tracking
- Learning Summary
- Status & Settings
- Profile Access
- Profile Event Log
- Clone From Wizard

Noticeboards

- Student board
- Development board
- Administrator board











5. Assessment Plan

For all course profiles from 2017 onwards, Course Convenors will be required to specify the assessment tasks for which resubmission may be available and the conditions under which the item is to be resubmitted. Once entered, these details will be copied from the previous offering. Course Convenors will then be required to check the entered details are still current. To review these details, please select the edit icon for the assessment task.

[Student View](#)

5.1 Assessment Summary

[Add Assessment](#) [Add/Edit Groups](#) [Help](#)

Assessment Task	Due Date	Weighting	Marked out of	Learning Outcomes	Re submit / Re-Attempt	Maximum Extension Period	
Test or quiz Online Science Quizzes (x2)	28 Oct 19 - 27 Dec 19	20%	10 marks (x2) (Must achieve a min of 10 out of 20 overall)	1, 2, 4, 5, 7	No		 
Exam - oral TEST ORAL ASSESSMENT	30 Oct 19	50%	Pass / Fail	2, 3, 4, 5	No		 
Assignment - Planning Document Science Lesson Plan	2 Dec 19	20%	Competent / Not Competent (Must submit)	1, 2, 4, 6	No		 
Assignment - Planning Document Science Unit Plan	16 Dec 19	30%	Pass / Fail (Must submit)	1, 2, 3, 4, 6, 7, 8	No		 
Assignment - Laboratory/Laboratory Report Laboratory Book	27 Dec 19	30%	Pass / Fail (Must submit)	1, 4, 5, 7, 8	No	30 Dec 19	 

5.3 Late Submission

Figure 29 Assessment - staff view

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Course profiles > Foundation Skills for Special Needs Educators 2161EDN - Tri 3 2019 to Tri 3 2019 - Mt Gravatt campus - Mixed Mode

Foundation Skills for Special Needs Educators 2161EDN - Tri 3 2019 to Tri 3 2019 - Mt Gravatt campus - Mixed Mode **Logged in:** Debbie Slater-Bonnell | [Logout](#)

The published on-line version of the Course Profile is the authoritative version and by the publication of the Course Profile on-line the University deems the student has been notified of and read the course requirements.

5. Assessment Plan

5.1 Assessment Summary

This is a summary of the assessment in the course. For detailed information on each assessment, see [5.2 Assessment Detail](#) below.

Assessment Task	Due Date	Weighting	Marked out of	Learning Outcomes	Maximum Extension Period
Test or quiz Online Science Quizzes (x2)	28 Oct 19 - 27 Dec 19	20%	10 marks (x2) (Must achieve a min of 10 out of 20 overall)	1, 2, 4, 5, 7	
Exam - oral TEST ORAL ASSESSMENT	30 Oct 19	50%	Pass / Fail	2, 3, 4, 5	
Assignment - Planning Document Science Lesson Plan	2 Dec 19	20%	Competent / Not Competent (Must submit)	1, 2, 4, 6	
Assignment - Planning Document Science Unit Plan	16 Dec 19	30%	Pass / Fail (Must submit)	1, 2, 3, 4, 6, 7, 8	
Assignment - Laboratory/Laboratory Report Laboratory Book	27 Dec 19	30%	Pass / Fail (Must submit)	1, 4, 5, 7, 8	30 Dec 19

5.2 Assessment Detail

Title: Online Science Quizzes (x2)
Type: Test or quiz
Learning Outcomes Assessed: 1, 2, 4, 5, 7
Due Date: 28 Oct 19 - 27 Dec 19
Weight: 20%
Marked out of: 20
Task Description:

Figure 30 Assessment in student view

5.2 Assessment Detail (student view)

In this section of a profile published on the course profile, students will see detailed information about each assessment item (ie. assessment type, weighting, task description, criteria and marking, etc.) The section also outlines whether the item is a school-based activity or centrally organised, whether it is a group or individual activity and whether the item includes a self-assessment activity. Convenors cannot edit content into section 5.2 as this only appears in the student view. This is the display of all of the entered information on the add assessment page under section 5.1. Following entry of information in section 5.1, convenors should always check the student view which shows as section 5.2.

5.3 Late Submission

Standard text will appear in all course profiles.

In accordance with University policy, the following statement is to be included:

'An assessment item submitted after the due date, without an approved extension, will be penalised. The standard penalty is the reduction of the mark allocated to the assessment item by 5% of the total weighted mark for the assessment item, for each working day that the item is late. A working day will be defined as Monday to Friday. Assessment items submitted more than five working days after the due date will be awarded zero marks.'

5.4 Other Assessment Information

- Supplementary Assessment** (Section 8 of the Assessment Policy)

Convenors are required to indicate by selecting the appropriate response below, whether supplementary assessment is available in this course in accordance with section 8 of the University Assessment Policy. A pass mark must be achieved in the supplementary assessment or exam to achieve the grade of 4. This information will be extracted from this System for advice to the School Assessment Board when finalising results.

This information will be forward-facing to students on the Student View of the profile.
Changing the status of your profile from Draft to Submitted will not be possible if this section is not completed.

Is supplementary assessment available in this course?

Change to Yes/No

With effect from Trimester 3, 2019 the grading basis for the course is exposed in this section of the course profile.

Each course is linked to the applicable Grading Basis – the options are:

Graded: full set of grades (7,6,5,4,3,2,1,FNS, SUP, SSP, RW, DEF, DEC, W, WF, UNF)

No Supplementary: identical to Graded but without Supplementary Assessment (SUP, SSP)

Honours Dissertation: identical to No Supplementary but without deferred assessment (DEF).
This grading basis must be selected for all dissertation courses offered in the Bachelor Honours degree

Pass/Not Pass: where Non-graded pass (NGP) is the only passing grade available

Multi Term Course: used for a non-final component of a multi-term course where a grade of Continuing (CTG) is the normal outcome

No Grade: where no grade is associated with the course outcome

If the course does not have a grading basis of 'Graded' or 'Medical School Grades' you will not be able to offer Supplementary. If you believe the grading basis to be incorrect, you will need to speak with the Academic Support Officer in your School/Department.

Where sub-tasks or mandatory pass components exist, standard sentences which have been generated from the responses provided or selected will populate this section. These statements cannot be edited as they are system generated. To remove these statements, you will need to edit the details provided or selected for sub-tasks for mandatory pass components.

Griffith University Disclosure Form for students with disabilities and/or health conditions who may wish to identify the need for and negotiate any necessary and reasonable accommodations that are required for the learning activities. The Griffith University Disclosure Statement is provided to all students for the purpose of enabling access to a safe environment with appropriate adjustments, minimising student's exposure to risk and risk to others



Supplementary Assessment responses – will not be copied across to the next offering of the course. This section must be completed as you will not be able to change the status of your profile from '**draft**' to '**submitted**'. Yes/No flags will only display for courses where the grading basis is either 'Graded' or 'Medical School Grades'.