

ASSESSMENT IN COURSEWORK UNITS: FEEDBACK PROCEDURE

SCOPE

This procedure applies to all coursework units at the former Monash South Africa campus, excluding the thesis component or equivalent of a graduate research course.

PROCEDURE STATEMENT

These procedures must be read in conjunction with [Monash University \(Academic Board\) Regulations Part 3](#), and [Assessment in Coursework Units Policy](#).

1. Timing of feedback

- 1.1 The design of the assessment regime must take into account the requirement for effective feedback to be given to students on their assessments. Effective assessment must provide meaningful and timely feedback to students in order to facilitate and enhance learning.
- 1.2 Tasks must be scheduled at an appropriate time to assess student achievement against learning outcomes and to provide feedback that is constructive and supportive of further learning.
- 1.3 Where possible, assessments will be designed to enable students to apply feedback provided on an earlier assessment task to a later task. As such, feedback must look ahead to the next assessment with a focus on constructive guidance on how to improve.
- 1.4 Faculties must nominate a period of time within which work is normally returned to students, and inform students of this commitment in the learning management system.
- 1.5 Chief examiners of first year units offered in a standard semester are expected to ensure that at least one assessment task in the unit is submitted and returned with appropriate feedback by the end of teaching week six of the semester in order to support further learning.

2. Feedback modes

- 2.1 Depending on the nature of the assessment task, feedback may take the form of:
 - written comments on student work; and/or
 - rubrics or marking guides given to students, with meaningful details of their performance against the criteria; and/or
 - oral comments from teaching staff to commend, guide and/or correct the student's learning, including video or audio comments; and/or
 - oral comments in group sessions; and/or
 - provision of sample answers for the assessment tasks (provided the questions are not re-used in a major assessment task); and/or
 - predictive or generic feedback that outlines typical mistakes or areas in which students do well prior to or following the assessment task.

3. Quality of feedback

- 3.1 For in-semester assessment tasks, feedback must address the learning outcomes and assessment criteria of the task, and include grades/marks and/or comments about the student's performance on each criterion.

- 3.2 Feedback must be provided in clear language that is not difficult to understand and be sufficiently detailed to support further learning.
- 3.3 The nature of the feedback provided on an assessment task must be consistent across all members of the teaching and marking team.

4. Requests for additional feedback

- 4.1 Where a student is not satisfied with the adequacy of the feedback about their work and requires additional feedback, the student must avail themselves of all forms of feedback available, as communicated to students in the learning management system.
- 4.2 If after this the student is still dissatisfied, they may seek further detailed feedback by making a written request to the chief examiner, which outlines:
- what feedback has been received and why it is considered inadequate to support the student's learning;
 - the steps that they have taken to obtain additional feedback; and/or
 - any exceptional circumstances that have prevented the student from accessing all available feedback.

5. Feedback on final assessments

- 5.1 Chief examiners must ensure that students are informed of the arrangements to obtain feedback on their performance in examinations and other final assessments. This may take the form of feedback classes, provision of the examination questions with marking guides or sample answers, or other forms of group feedback. Chief examiners may require students to take advantage of the group feedback opportunities before requesting individual consultations with staff.
- 5.2 Faculties must inform students about processes for accessing their examination script or other assessment material submitted by them and held by the faculty.

6. Using feedback to inform teaching practice

- 6.1 Feedback given to students should be used by staff to reflect on and identify areas that require improvement in unit assessment, teaching materials and practices.

DEFINITIONS

Assessment regime	The set of assignments, tests, examinations or other assessment tasks that comprise the assessment for a unit and the percentage contribution of each task to the final unit result.
Chief examiner	The academic staff member responsible for the implementation of a unit's assessment regime and for recommending the final result for each student. A dean must appoint a chief examiner for each unit taught by the faculty.
Major assessment task	An assessment task that represents 20 per cent or more of the total assessment in a unit. Minor, regular assessed activities (e.g. weekly quizzes) may be categorised collectively as a major task.
Standard semester	Semester 1 or semester 2 in any year as approved by the Academic Board from time to time.
Unit	A component of a course represented by a unit code that is taught as a discrete entity but is not a thesis for a graduate research degree.

GOVERNANCE

Parent policy	Assessment in Coursework Units Policy
Supporting schedules	
Associated procedures	Assessment in Coursework Units: Development and Implementation of an Assessment Regime Procedures Assessment in Coursework Units: Examination Procedures Assessment in Coursework Units: Grading and Marking Procedures Assessment in Coursework Units: Adjustments to Assessment Procedures Assessment in Coursework Units: Security and Record Keeping Procedures

Legislation mandating compliance	Monash University (Academic Board) Regulations Disability Discrimination Act 1992 Higher Education Standards Framework (Threshold Standards) 2015
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