

## EMERGENCY SEIT UNDERGRADUATE ASSESSMENT PROCEDURE FOR S1 2020

### 1. Purpose and Scope

This procedure is an emergency procedure for implementation in Semester 1 2020 in response to the COVID-19 pandemic crisis for UNDERGRADUATE COURSES in the School of Engineering and IT (SEIT). This procedure has no scope outside SEIT or after the end of Semester 1. Postgraduate courses are unaffected.

This procedure is subordinate to the UNSW Canberra Assessment Procedure for Semester 1 2020.

### 2. Definitions:

**Course:** An individual offering laid out in the UNSW Handbook. All SEIT courses are ZEITXXXX, and are 6 Units of Credit. Please note that a Course is different to a Program as defined below.

**Course Learning Outcomes (CLOs):** The learning outcomes of a course as laid out in the Course Outline and the UNSW Handbook.

**Faculty:** For the context of this document, Faculty refers to UNSW Canberra.

**Fail:** A standard UNSW term that indicates that a student has not passed the course. A student will not receive credit for the course, and the result will not impact their WAM. For S1 2020, the course will not appear on their transcripts (this is a UNSW-wide decision).

**Honours:** A one-year research-based degree program taken after the completion of a 3-year bachelor's degree. The only program of this type in SEIT is the BCCS Honours Program.

**Integrated Honours:** A 4-year program that includes the Honours content throughout the program. All of our 4-year Engineering degrees are integrated Honours.

**Program:** A degree program laid out in the UNSW Handbook that is named on the testamur.

**Satisfactory:** A standard UNSW term that indicates that a student has passed the course. A student will receive credit for the course, but will not receive a numerical mark. Satisfactory results have no impact on a student's WAM.

**Satisfactory/Fail (S/F) Grading System:** A system by which S or F are the only possible outcomes for a course.

**The School:** In this context, the School refers to SEIT.

### 3. Satisfactory/Fail (S/F) Grading

All undergraduate courses will be graded on a S/F basis in Semester 1 2020. It is deemed that this is the only fair way to deal with what is a significant special consideration situation affecting all staff and students. This includes all courses in the SEIT Integrated Honours programs. The only exceptions to S/F will be Honours Thesis Classes (ZEIT 4500/4501/4297, 4901/4902, and 4115/4116). Decisions about marks in courses for students in the BCCS Honours Program are outside the scope of this procedure.

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### a. Expectation Regarding S/F Grading

It is the expectation of the Faculty that the pass rates for Semester 1 2020 will be equivalent to our typical pass rates on a course-by-course basis. However, the School acknowledges that UNSW Canberra is concerned about the integrity of programs as a whole, and that for most students there will be ample opportunity to identify shortfalls from their learning in Semester 1 2020 in subsequent semesters.

## 4. Assessment Design

### a. Alignment with Course Learning Outcomes (CLOs)

All summative assessment tasks must be aligned with one or more CLO. This alignment must be clearly communicated to the students as soon as possible. It is acceptable to deviate from the course outline and remove assessment pieces originally planned and add assessment pieces not originally anticipated. No changes are to be made in ASTRA or AIMS, and use of the Moodle gradebook is **STRONGLY DISCOURAGED**. Please keep your assessment scores off line and maintain records.

### b. Publication of a modified assessment schedule

All classes must publish an updated schedule of assessments (as listed in the course outline) that reflects the assessment design in place for S1 2020. These must be distributed to students through Moodle pages not later than **16:00 on Friday, April 3, 2020**.

### c. All assessment pieces should be designed for S/F

Normal assessments are designed to identify both threshold and mastery of the content. We recognize that in the current semester, most students are likely to underperform due to circumstances beyond their control. For that reason, major summative assessment pieces should be redesigned to primarily differentiate between Satisfactory and Failing performance. Rubrics must be published that clearly indicate the passing criteria. Higher level differentiation (CR/DN/HD) should not be included.

### d. Determination of S/F

Determination of what constitutes satisfactory performance is at the discretion of the course convener. In general, the level for satisfactory performance should be the same as that for the "Pass" grade at 50% in a normal term. However, it is possible that for individual assessment pieces, satisfactory performance might be defined at a different numerical threshold. The only requirement is that the reasoning is justifiable and clearly communicated to the students in the assessment instructions and/or rubric.

For Example: A multiple choice quiz might be designed at the THRESHOLD level, i.e. all questions constitute material that must be known in order to demonstrate satisfactory performance. It is reasonable for the "Satisfactory" level to be set for that assessment piece at a numerical value greater than 50%.

### e. Weighting of Assessment Items

Students must satisfactorily address each CLO at least once to receive a grade of S. Together the assessment pieces must allow the students an opportunity to

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demonstrate each CLO at least once. It is desirable that all courses should be designed give each student at least two separate opportunities to demonstrate each CLO.

f. Final Summary Assessment Piece

The requirement for a final summary assessment piece in the regular UNSW Canberra Assessment Procedure has been waived, and there will be no final examinations during the scheduled final exam period. In SEIT, final examinations are discouraged for S1 2020. Instructors are encouraged to consider a final summary assessment that provides an additional opportunity for students to demonstrate CLOs as needed. All assessment pieces will be due no later than June 19, 2020 (the last day of study week) except those approved by the HoS **before April 3, 2020**.

5. Administration of assessment pieces

a. Moratorium on major summative assessment pieces

There is a moratorium on all major summative assessment pieces being due before April 21, 2020. This will give students a chance to normalize to the new environment and will allow staff ample time to thoughtfully deploy their assessment. A major summative assessment piece is defined as a single piece of assessment that is worth 15% of the final grade or more.

i. Exceptions to the April 4 moratorium

Any assessment piece that can be carried out as originally envisioned on the course outline (i.e. a report, project, or essay that is due before April 4, or an on-line assessment that was already anticipated) may go ahead. Any continuous assessment may continue during the moratorium. All formative assessment is encouraged to continue.

ii. Assessments may be assigned that span the teaching recess, so long as at least 48 hours are given once classes recommence on April 20.

b. On-Line Assessment

All assessment pieces shall be designed to be administered on-line.

c. Open/Closed Book

Due to the difficulties associated with invigilation in the present circumstances, all summative assessment pieces shall be open book.

d. Time Periods for Assessment Pieces

The minimum time period provided to students to complete any summative assessment piece shall be 24 hours. It is preferable to provide 48 hours or more where practical.

e. On-Line interviews

On-line interviews may be part of, or the totality of, any summative assessment piece, so long as the 24-hour requirement above is observed, both in terms of providing scheduling flexibility and time for consideration to the students.

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6. Feedback on major summative assessment pieces
  - a. Formative Feedback

Staff should provide the typical level of formative feedback that they would under normal circumstances. Formative feedback should be given where appropriate on summative assessment tasks (i.e. essay questions or long-form mathematical solutions).
  - b. Summative feedback is to be S/F only at the individual assessment level. Staff shall not provide any numerical mark or grade to the student on individual assessment pieces.
  
7. Academic Integrity
  - a. Academics and students are reminded of the UNSW Code of Conduct and the UNSW Policies and Procedures on Academic Integrity and Plagiarism. In the current circumstances, monitoring of academic integrity will be challenging. However, instructors are encouraged to use innovative assessment design such as individualized test papers or oral interviews to help mitigate this issue. Any such methods must be fair to all students.
  - b. Violations of UNSW Academic Integrity policies will be dealt with through normal systems.