



Faculty of Medicine, Dentistry & Health Sciences

**Melbourne School of Psychological
Sciences**

SUBJECT COORDINATOR MANUAL SEMESTER 2, 2017

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Introduction

As the Subject Coordinator, you are responsible for ensuring that your students receive a first class learning experience. To do this will require passion and commitment. Additionally, you will need to follow the 9 Principles of Teaching and Learning, which are central to all learning experiences at the University of Melbourne. For your convenience, we list them below:

- Principle 1: An atmosphere of intellectual excitement
- Principle 2: An intensive research and knowledge transfer culture permeating all teaching and learning activities
- Principle 3: A vibrant and embracing social context
- Principle 4: An international and culturally diverse learning environment
- Principle 5: Explicit concern and support for individual development
- Principle 6: Clear academic expectations and standards
- Principle 7: Learning cycles of experimentation, feedback and assessment
- Principle 8: Premium quality learning spaces, resources and technologies
- Principle 9: An adaptive curriculum

A detailed description and justification of this teaching framework is described in the resources section of the Melbourne Centre for the Study of Higher Education (CSHE), under the link “A framework for teaching”. The CSHE resource section also contains a large number of other resources for teachers, especially those starting out on their teaching career:

<http://melbourne-cshe.unimelb.edu.au/resources>

While these principles must guide your day-to-day interactions with students and determine how you coordinate your subject, this is a large amount of practical information that you will also need to master if you are to be an effective coordinator. This reference manual represents an attempt to collect together in one place as much of this information as possible. It is a work in progress, so please alert the Director of Teaching and Learning to any omissions that you find. The manual is roughly organised in the order in which you will need this information. While it is designed primarily for new members of academic staff, given the large number of changes to procedures that have occurred in the last few years, we hope that this manual will also help ensure consistency in coordination across all subjects. *We assume that staff members are also familiar with the student manuals relevant to their course (e.g. Years 1-3 student manual, the 4th year student manual and the Graduate Diploma student manual), so we will not repeat any information contained in those manuals.* Each section of the Subject Coordinator manual is designed to be read on its own and is hyperlinked to the contents page.

While a number of people will work with you in the delivery of the subject, ultimately, you are responsible for all aspects of it. In particular, you need to ensure that the lectures follow a coherent and logical plan, the tutorials and assessments are appropriately aligned with the lectures, and that the assessments are sufficiently varied to ensure that the stated learning objectives of the subject, as detailed in the University handbook, are achieved. You need to ensure that if there is a final exam it adequately and appropriately assesses the subject content and that it is free from errors, including any that may be introduced in the printing process. When the Convenor of Undergraduate Studies sends

you the final marks for the subject, it is your responsibility to check that they are correct and accurately represent what occurred in your subject, including any penalties or special considerations that occurred. Finally, you need to report the SES results and distribution of grades to your students, after this information is released.

If you have any questions, please address them to the Director of Teaching and Learning.

Contact Information

Director of Learning and Teaching (DOTL)

A/Prof. Piers Howe

pdhowe@unimelb.edu.au

Deputy Director of Teaching and Learning (Deputy DOTL)

Dr. Daniel Little

daniel.little@unimelb.edu.au

Undergraduate Programs Convenor

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1st Year/Grad Dip Convenor

Dr Simon Cropper

Email: scropper@unimelb.edu.au

4th Year Convenor

Dr Luke Smillie

Email: lsmillie@unimelb.edu.au

Psychology International Student Liaison

Dr Jason Forte

Email: jdf@unimelb.edu.au

Academic Skills Unit

Phone: 13 MELB (13 6352)

Website:

www.services.unimelb.edu.au/academicskills

Location: 723 Swanston St

Hours: 8:45am – 5pm weekdays

Counselling Service

Phone: 8344 6927 or 8344 6928

Website:

www.services.unimelb.edu.au/counsel

Location: Level 2, 138 Cardigan Street, Carlton

Hours: 9am – 5pm Mon and Fri

9am – 6pm Tues, Wed, & Thurs

Daily drop in service 2pm – 3pm

Stop 1

Stop 1 is designed to be the one stop shop for student support services. Generally, if a student requires assistance, they should be referred to Stop 1. The exception is that Graduate Diploma students should be referred to the 12th Floor for any matter regarding course administration as the Graduate Diploma is administered by the School of Psychological Sciences. The services provided by Stop 1 include:

- **Administrative and information services** including student ID cards, enrolment queries, fees, transcripts, scholarships, and graduations.
- **Skills and development services** including study skills, communication skills, academic skills, and workshops.
- **Support services** including special consideration, disability services, housing, financial aid, and the Safer Community Program.

Web: <http://students.unimelb.edu.au/stop1>

Setting up LMS

Subject Coordinators are required to:

1. Ensure that the contact details of each lecturer in your subject are displayed on the subject website in LMS.
2. Ensure that a subject information document is posted (see below).
3. Partition the discussion board into appropriate folders and arrange for these folders to be monitored appropriately.
4. Ensure that the required readings are made available.
5. Set up (or oversee the setting up of) Turnitin links for each assessment task. If submissions are to be made on the day of the lab class, there should be a Turnitin link for each day of the submission week, closing at 8.00 am on that day. Please note that the 'Post Date' in Turnitin refers to the date and time after which students can view the feedback comments on their work.
6. Set up links for each assessment task: one for late submissions and one for assignments that have been granted an extension. These will not have a closing date/time.
7. Make sure that the lecture capture link is active in their LMS. If not, you will need to visit this website: <https://le.unimelb.edu.au/lms-and-lecture-capture/>.

Subject Information Document

Subject Coordinators are expected to compile a subject information document and make it available on the subject website (see point 2 in Setting up LMS, above). At a minimum this document must include:

1. A brief overview of the subject;
2. A list of the topics that will be covered in each week and the required readings for that week;
3. A list of the academic staff that will be teaching into the subject, their responsibilities, and contact information;
4. A list of the lecture times;
5. A description of the assessments and their weightings

Staff are requested **NOT** to duplicate any material covered in the student manual. In particular, they are requested not to discuss late penalties, word count penalties, extensions, or special consideration. Instead, students should be referred to the relevant student manual.

Potentially Confronting Material

Academic staff are asked to be considerate and sensitive when presenting material that may potentially provoke phobic or post-traumatic reactions in some students, recognising that it may be difficult to predict when such reactions will occur.

Please take particular care to avoid graphic and/or gratuitous images of sexual assault, blood, self-harm, suicide, combat/war, or violence. Please include only the images that are essential for the educational point that you wish to make. Any potentially confronting material, such as images or content in particular lectures, should be identified in both the LMS subject description and verbally at the start of the first lecture of the subject, but it is recognised that this will not always be possible. Please take particular care to avoid including potentially confronting material in assignments and exams, except where absolutely required by the nature of the subject matter (e.g., some clinical psychology subjects).

If gratuitous content of the types listed above is not presented, and graphic images or discussion of such content is appropriately flagged in advance, students will not be considered by the School to have grounds for being excused from assigned academic tasks or assessments or for seeking alternative tasks and assessments. If students believe that there are exceptional reasons why they require alternative tasks or assessments, they will need to apply for special consideration rather than seeking such alternatives directly from the relevant teaching staff. Similarly, although staff should make efforts to avoid gratuitously confronting material, they are not expected to provide prior warning of the many kinds of content outside those listed above that may offend or upset some students. Neither are staff expected to avoid potentially contentious topics in class if these are educationally justified, nor provide alternative academic tasks or assessments to students who object to such other forms of confronting content.

Should a student experience a phobic or traumatic reaction to subject content please email a short description of the incident to the DOTL and refer the student to the Counselling and Psychological Services: <http://services.unimelb.edu.au/counsel/emergencies>

For the University Guidelines please see:

https://provost.unimelb.edu.au/_data/assets/pdf_file/0003/575553/Student_Exposure_to_Explicit_or_Confronting_Material_Guidelines.pdf

Hurdle Requirements

All subjects in the accredited psychology major sequence have a hurdle requirement of 80% attendance at laboratory classes. This requirement is typically not waived, even when special consideration is granted. Completion of **ALL** assessment tasks is also a requirement to pass any level 1-4 psychology subject and this requirement cannot be waived. If necessary, alternative assignments may need to be set. If a student has obtained special consideration for laboratory attendance, please do not waive the attendance requirement. Instead, the student will automatically be given the opportunity to do a make-up assessment in lieu of the requirement.

Privacy Policy

Student's personal information must be safe guarded. A summary of the University's privacy policy can be found here:

<http://www.unimelb.edu.au/governance/compliance/privacy/privacy-resources#summary-of-universitys-privacy-responsibilities>

In brief, you may disclose a student's personal information when necessary, for the purpose for which the personal information was explicitly collected for and to those University staff members whose job it is to deal with that information, without re-seeking the student's permission to do so. For example, you are allowed to forward a student's Academic Adjustment plan to the DOTL if you need advice on it, without first seeking permission from the student. The students were explicitly told that the information that they supplied would be made available to authorised staff in their academic division (faculty or graduate school) for the purposes of deciding reasonable adjustments.

If a student wishes to obtain adjustments but does not wish to reveal his/her AAP to you (or has redacted parts of it), please do not make any adjustments and instruct the student to return to Stop 1 to have their AAP appropriately edited so it can be shared with the appropriate members of staff.

Ad Hoc Arrangements

The university is very keen that we do not make any ad hoc arrangements with students. If a student needs an adjustment (e.g. an extension), they must apply through the official channels so they can be monitored, or they may not receive the additional help to which they are entitled. Ad hoc arrangements often disadvantage the student in the long term and may mean that we fail to support the student to the extent to which the student is reasonably entitled.

Leave Of Absence

Subject Coordinators sometimes need to respond to certain emails (e.g. special consideration requests) within a day. Thus, if you need to take a period of annual leave that is more than one day, please find another member of academic staff who is willing to fill in for you.

When absent, please set up an automated email to inform people a) what type of leave of absence you are taking (e.g. conference leave, annual leave or sick) and (if appropriate) b) which member of academic staff will be covering for you. You should consider leaving emergency contact details with this member of staff. If you are taking conference leave you are still required to perform your duties as the Subject Coordinator.

In this automated email please do NOT direct students to contact your head tutor or any member of professional staff if they have questions. Please do not ask your head tutor or members of professional staff to cover for you in your absence.

Please inform your supervisor, the Academic Programs Manager and your head tutor of the dates for which you will be absent and which faculty member will be covering for you.

Running Your Subject

Tutors

Subject Coordinators are required to provide tutors with the following:

1. An overview of the general subject content including lectures, reading materials, and assessment requirements;
2. Written materials or detailed verbal guidance outlining the relevant background, educational objectives, and content of tutorials in a timely manner prior to the tutorial;
3. Clear assessment guidelines for marking assignments, lab reports, or examinations to allow an adequate level of feedback to be provided to each student (see below);
4. Flexible availability and responsiveness to Tutor queries and concerns as they arise.

In addition, it is the responsibility of the Subject Coordinator to:

1. Provide tutors with an explicit set of marking criteria and train tutors on these criteria so that they all mark consistently. This can be done by having them all mark three sample pieces and then providing “model” markings of these three pieces. Alternatively, tutors can blind cross-mark a number of assignments to check their calibration.
2. Ensure that all tutors are aware of the policies on late submission, word count, and the process for checking and reporting plagiarism to the Subject Coordinator.
3. Ensure that all tutors provide feedback on assignments in the same manner. It is recommended that all tutors use the same subheadings for the general comments section and these subheadings match those in the marking criteria.
4. Ensure tutors understand that the tone of their comments must match the letter grade they award (see below).
5. Ensure that all assessments that receive a fail grade (i.e. less than 50%) are double marked
6. Prior to the release of the grades, check that the average mark and the range is approximately the same across all tutors. If the marks for particular tutors seem to be discrepant, the tutor(s) should be contacted to determine whether there is a plausible reason for this (e.g., a high performing Grad Dip class). Otherwise, the marks for that tutor will need to be adjusted and the affected grades altered in Turnitin.
7. Reminding tutors to email any student in their tutorial who has not submitted their assignment within three days of the submission date. The suggested text of the email is in the Appendix.
8. Remind tutors that they need to monitor tutorial attendance and email any student who misses a tutorial to remind the student of the attendance requirements.

If a student misses more than 20% of their tutorials they will need to do a make-up assessment before being certified as meeting the attendance requirements for the subject. The Subject Coordinator does not need to organise this but, when contacted by the Principal tutor, will need to supply an alternative assignment. The Principal tutor will administer this assignment to the appropriate students arrange for the marking to occur etc. No further involvement from the Subject Coordinator will be necessary.

In-Class Experiments

While in-class experiments are encouraged, please be particularly sensitive in how they are administered, especially if they are a mandatory part of the subject. In particular, if you require students to self-identify their gender, please give them the opportunity to select “other” or “prefer not to specify”. Similar considerations should be given to other categorical questions of a personal nature such as race or age. In the past, students have raised concerns about being required to answer personal questions.

PeerWise

It is recommended that subjects with an enrolment of more than 200 students that have a multiple choice component to the final exam utilise a web-based tool known as PeerWise. PeerWise is a free, independent website that allows students to create, share, and answer multiple choice questions authored by other students. In this way, it allows students to revise subject-specific content in a collaborative and supportive environment. PeerWise has been shown to be an effective revision aid for our specific courses and is actively promoted by the University. The initial webpage can be set-up by the Subject Coordinator in less than 2 minutes and from that point on the website is almost entirely managed by the students themselves. However, the Subject Coordinator will need to actively promote it for it to be successful.

Please see the Appendix for details on how to set-up a PeerWise website for your course. For a brief overview of PeerWise please see https://peerwise.cs.auckland.ac.nz/docs/1min_Intro.php

Submission of Work

All undergraduate assignments are to be submitted via LMS (Turnitin) **before** 8:00am on the due date. There is **no** grace period. Technology failure and slow internet connections are not sufficient excuses for late submission. If a student contacts you with a valid reason for submitting late please advise them to apply either for an extension or special consideration.

Assessment Criteria

According to university policy (MPF1326, section 4.47), for each assessment you must ensure that

- a) clear assessment criteria are published with the details of each assessment task in the subject outline; and
- (b) assessment standards are explicit, and provide an explanation or example of the qualities of work required to achieve particular grades. Explanations of assessment criteria are:
 - i. specific to each task;
 - ii. clearly worded in plain English;
 - iii. sufficiently detailed so as to provide guidance to students undertaking assessment tasks, but not so detailed as to make the task meaningless (i.e., by providing 'the answer');
 - iv. justifiable (i.e., linked to the learning objectives of the subject);
 - v. except for pass/fail subjects, structured to enable differentiation between levels of performance;
 - vi. appropriate to assessment weightings (i.e., of sufficient detail given the relative importance of the task); and
 - vii. supported by a verbal or written statement about what constitutes the various levels of performance (e.g., what constitutes 'outstanding' versus 'adequate' level work and examples of each where practical) [Please see the Appendix for an example of this statement that could be adapted to your course]

MSPS recommends that all assessment criteria include a mark for Overall Communication & Originality. This will allow some flexibility in determining the overall mark and will allow minor acts of plagiarism to be punished without having to resort to formal proceedings.

For any major active of plagiarism, please follow the procedure outlined in the section Academic Integrity and Plagiarism.

Assessment Information

Where possible, please take care to place all the documents relating to an assessment (e.g. marking scheme, data files, supplementary information, supporting documents, FAQs etc.) in a single location.

Feedback on Assessment Tasks

MSPS recommends that the assessment criteria use subheadings and that these same subheadings are used in the feedback provided to students in the general comments section of Turnitin. If this is done, then students are much more likely to understand how the comments reflect their mark and are less likely to assume that their work has not been marked according to the assessment criteria. The assessment criteria for the Honours thesis are an example of a set of assessment criteria that fulfil all these requirements.

Where possible, feedback to students should also explicitly state how they can **improve their performance in future work**.

Only the letter grade (e.g., H1, H2A, H2B) should appear on assignments. **For year 4, the H1 band should be subdivided into H1 high (90+), H1 medium (90-85) and H1 low (84-80).** For years 1-3, the H1 band should not be subdivided.

The **tone** of the comments to students must reflect their grade. The most common reason for requesting a remark is that the tone of the comments does not match the letter grade. Examples of the appropriate tone are listed below:

Grade	Example Opening Comment
H1	Excellent! Very good work!
H2A	Mostly good.
H2B	While some sections were good, in other areas it was noticeably weaker. Substantial improvement is needed.
H3	This assignment did not adequately address many of the marking criteria.
P	This assignment failed to adequately address most of the marking criteria. There were numerous significant/substantial weakness throughout the assignment.
N	This assignment failed to adequately address almost all of the marking criteria. It was substantially flawed.

Penalty for Late Work

For assignments submitted after the due date without an approved extension, the awarded mark will be reduced by 10% of the total marks available for each working day the work is late. Assignments submitted more than 5 working days after the due date without an approved extension should receive no marks.

However, these assignments should still be marked in case the student obtains a waiver of the late penalty by applying for special consideration. In the comments section of Turnitin such students should be told "Original grade X. As this assignment is more than 5 days late, final grade: N. If you have a legitimate reason why your assignment was late, you should apply for special consideration."

Extensions

Extensions can only be granted up to **10 working days**. If a student requires a longer period, they should be instructed to apply for special consideration (see below). Students apply for extensions by clicking on the extensions link on each subject's LMS webpage. (The extension link will be set-up by Undergraduate Programs Convenor.) Extensions are approved by professional staff according to a strict set of criteria. If students are experiencing difficulties of an ongoing or recurring episodic nature, please advise them to seek support and advice from the Student Equity and Disability Unit so that they can obtain an Academic Adjustment Plan: <http://services.unimelb.edu.au/disability>.

If a student is awarded an extension, the relevant tutor will be notified automatically to remove the late penalty.

Due Diligence on Assignment Submission

At the start of their course, Subject Coordinators should remind students that they are required to take screen shots of the receipts produced by Turnitin so that they can prove when they have submitted their assignments.

Please ensure tutors contact any student who has not submitted an assignment within **3** days of the submission date, informing them that their assignment has not been received and advising them to apply for an extension or special consideration if they have a valid reason for submitting late. Example email included in appendix.

Special Consideration

Students that have experienced a hardship that has significantly impacted their performance during the academic semester and require something more than a 10 day extension may apply for special consideration. The eligibility of such requests is assessed by the Student Equity team at Stop 1. If Stop 1 deems a request eligible, they will forward their decision to both the DOTL and you as the Subject Coordinator. It is not your job to reassess eligibility and for this reason you will not be provided with the supporting documentation.

Each request for special consideration is unique and should be judged on its own merits. Here are some guidelines that may help with your decision-making process. These guidelines have been reviewed by the Student Union Advocacy Service, the Student Equity team at Stop1, the Academic Secretary and the Academic Programs Committee at the MSPS.

While students are not technically allowed to request specific outcomes, they often do. Even if they do not, you will at least be told which assessment item(s) they are seeking special consideration for. If the student requests removal of late penalties or a late withdrawal, we would almost always grant that. If a student requests an extension, we would first determine when the assignment would be handed back (i.e. the assignment return date). If the revised submission date is before the assignment return date, we would normally grant the extension through Special Consideration. If not, we would consider if it is possible to offer an alternative assessment.

Making the judgement of whether or not to offer an alternative assignment is probably the most difficult decision a Subject Coordinator can make. Here are some pointers to help guide your thought process:

- 1) Has the student already handed in the assignment? Sometimes students apply for unfeasibly long extensions but then hand in the assignment before the assignment return date. If this has occurred, typically you would just remove the late penalty.
- 2) In the special consideration summary, you will be told the dates for which the hardship occurred. You should look to see if the condition that caused the need for special consideration is listed as ongoing. Given that the condition was severe enough to prevent the initial assignment being handed in, if the condition is listed as ongoing, it is unlikely the student would be able to complete an alternative assignment, so you would normally not offer an alternative assessment and instead offer a late withdrawal. To be clear, an ongoing condition is not a license for the student to choose when he/she wishes to submit an assignment.
- 3) Could the student finish the alternative assignment before the following semester? If not, we would typically not offer an alternative assessment and instead offer a late withdrawal.
- 4) Students sometimes ask for alternative assignments in multiple subjects. As a rule of thumb, we would typically not award more than two alternative assignments due in the same period (e.g. in the exam period), on the grounds that the student is likely to be overwhelmed, given their other responsibilities (e.g. their exams) and given that they may still be recovering from the circumstances that caused them to require special consideration in the first place. If the student asks for more than two alternative assignments, we would typically not grant this request and instead offer a late withdrawal.
- 5) If you do offer an alternative assignment, it should not clash with the student's exam in that subject. If necessary, the student should be offered an exam in the special exam period.
- 6) No assessment may be due during SWOT-Vac.

Only Stop 1 is allowed to assess whether a student is eligible for special consideration. If a student approaches you directly to ask for special consideration you must insist that they apply to Stop 1 in the official manner. Coming to an ad hoc agreement with the student outside the official process is not allowed under any circumstances. If a student has difficulty applying for special consideration (e.g. they cannot access the student portal), in the first instance they should be told to contact Stop 1. If they cannot do this, they should be referred to the Director of Teaching and Learning to discuss the matter.

When you receive the official notification of a special consideration outcome, please make sure you forward the email to the head tutor (or the relevant tutor if you do not have a head tutor) to ensure the special consideration is acted on, or else the tutor will have no way of knowing which late penalties to waive etc. as the official outcome emails are not sent to tutors.

Academic Adjustment Plans (AAP)

The AAP outlines the range of potential adjustments that may be made to in-semester assessment tasks, exams, and attendance requirements (including priority access to requested class times). Please accommodate these adjustments if possible, but students are made aware that this cannot occur in all cases. Although AAPs encourage students to meet with Subject Coordinators to discuss their circumstances, in the straightforward cases it is likely an email response will suffice. Students with AAPs are still required to apply for extensions in the usual manner and would still need to attend 80% of the tutorials or submit extra work to meet this hurdle requirement, unless they negotiate an alternative arrangement with the Convenor of Undergraduate Studies. It is the student's responsibility to liaise with the examination team after the examination timetable has been released to discuss their special examination arrangements (examinationsaea@unimelb.edu.au). In the first lecture of the subject please request all students with AAPs to immediately email you their AAPs. If the student requires an unusual adjustment, for example an extension in excess of 10 working days or an alternative assignment, please discuss this with the DOTL before promising this adjustment.

Academic Integrity and Plagiarism

Tutors should be instructed to check for plagiarism. While Turnitin can help with this, the algorithm it uses is rather crude so you need to manually check work that Turnitin flags as having a high overlap with other sources.

If you believe that plagiarism has occurred, please notify the deputy DOTL, Daniel Little, who will discuss the next steps with you.

Please note that you are no longer allowed to administer any penalty or reduction of marks unless you formally charge the student with plagiarism via an appropriately convened committee. If two students have colluded, both should be penalised, regardless of who copied who's work. For further details, please see: <http://academicintegrity.unimelb.edu.au/>

Because we have recently experienced a large number of plagiarism cases, we request that all Subject Coordinators do the following:

- 1) In the SAME folder in which student submit their assignments, please add this video directly above the Turnitin submission links:
<https://www.youtube.com/watch?v=boz1IFAxpZg>.
- 2) In the caption of the video, please write the following text: "The University takes plagiarism very seriously and the penalties for plagiarism are severe. Because this issue is so important, we have created a short video to remind students of the different forms of plagiarism. IT IS CRUCIAL THAT YOU WATCH THIS VIDEO BEFORE SUBMITTING YOUR ASSIGNMENT."

Resubmitting Assignments

When students retake a course, they are not allowed to hand in an assignment that they handed in the first time they took the course. Doing so would be self-plagiarism or “recycling”:

<http://academicintegrity.unimelb.edu.au/>.

In keeping with Academic Board regulation 28.6 students must be set and perform an alternative assignment. In particular, they cannot be allowed to carry over their assignment mark from when they previously did the course.

http://www.unimelb.edu.au/data/assets/pdf_file/0007/2024548/Academic-Board-Regulation.pdf

The alternative assignment needs to be equivalent to the assignment that it replaces (MPF1326, section 4.39-4.40). In particular, it should have the same word length and weighting. It should also have the same format. Thus, if the original assessment was multiple choice, the alternative should also be multiple choice.

<http://policy.unimelb.edu.au/MPF1326#section-4.8>

By the end of Week 3, the Subject Coordinator should obtain from the Academic Programs Manager as list of all the students who have previously taken the course. These students must be individually contacted and informed that they will need to do an alternative assignment for any assignment that they have previously submitted, regardless of whether or not they received feedback on that assignment.

Remarking Procedures

As discussed in the Assessment and Results Policy (MPF1326), students are not automatically entitled to have their result reviewed or their work marked by a different marker. Requests for a remark will be assessed on an individual basis. Requests for remarking must be made within **10 business days** of receiving the initial feedback. However, before the request can be made, students must first meet with their marker to discuss their feedback. The procedure is as follows:

1. Students must wait **a full business day** after receiving the initial feedback and grade to ensure that they have had adequate time to consider the initial feedback. In particular, they must **not** approach their tutor before, during, or after a tutorial to discuss their feedback. After one full business day they may email their marker to request a time to review their assignment. Students are required to email their marker within **three business days** of receiving their initial feedback.
2. Within **one business day** of receiving a request to review an assignment, the marker should contact the student to arrange a time to meet. This meeting must occur within **eight business days** of the student receiving the initial feedback. If students are unable to arrange the meeting within this timeframe, they have been instructed to contact the Deputy Director of Teaching and Learning. The student should bring the marked assignment and a copy of the marking criteria to the meeting.

3. At the meeting, the marker will discuss the feedback against the criteria. The marker will not provide a numerical breakdown of marks for each section of the report, but instead will discuss each section qualitatively against the criteria. No change to the original grade will be discussed at this meeting to prevent the marker from being unduly influenced by the student.
4. Subsequent to the meeting, within **one business day**, the marker may advise the Subject Coordinator that they recommend the grade be revised upward. If this occurs, the Subject Coordinator will advise the student in writing when the change of grade has been actioned.
5. If the student is not satisfied with the feedback provided at the meeting and still believes that there has been an error of academic judgment in the application of the marking criteria, then they may request a formal re-mark by emailing the Deputy Director of Teaching and Learning, Daniel Little (daniel.little@unimelb.edu.au), within **10 business days** of having received the initial feedback on the assignment. Late requests will be considered only in exceptional circumstances.
6. The Deputy DOTL will “determine whether the original mark was appropriately reached according to established marking criteria” (MPF132, 4.103). In doing this the Deputy DOTL will also determine if the original marker has made objective mistakes. Arguments against the subjective judgment of the original marker are not grounds for a remark.
7. If the Deputy DOTL decides there are sufficient grounds for remarking the assessment, he will inform the Academic Programs Manager. If the Deputy DOTL decides there are insufficient grounds for a remark, he will inform the student and the mark will not be reviewed further.
8. The Academic Programs manager will coordinate the remarking with the Subject Coordinator. **The Subject Coordinator must check to see if the original marker has already revised the mark after meeting with the student.** If the student’s grade has been changed, the student must be advised of their new grade and be asked if they would still like to have a remark. If the student still wishes to have a remark, the subject coordinator should nominate a new marker and inform the Academic Programs manager of this. The re-marker will provide a detailed justification of their grade against the original marking criteria.
9. Feedback about the outcome of the re-mark will be provided to the original marker.
10. The remarked result will be the final result for the assessment task regardless of whether it is higher or lower than the original result (MPF1326, 4.105).

Be sure to communicate with your tutors that if they are contacted by a student to review their assignment, they must reply within one business day and make every effort to meet with the student within eight business days of the student receiving the initial feedback on their assignment. Tutors should plan ahead to be able to do this.

Exam Papers

As the Subject Coordinator, you are responsible for preparing and proofreading the final exam. Please email a ****pdf**** of this exam to the Academic Programs manager in time for it to be printed. You are responsible for proofreading the printing proofs. In particular, please ensure that any mathematical equations have printed correctly and all questions are correct. Please also check for typos and consistent spelling. Please be aware that in the past the printing process has occasionally introduced errors, so the proofreading is not a formality.

Calculators in Exams

Currently the university allows only one type of calculator in exams: Casio FX82 (any suffix). Spot checks will occur for all other calculators. It is no longer good enough for students just to get an "approved" sticker from Stop 1. If you choose to allow calculators in your exam, please remind students of this.

http://ask.unimelb.edu.au/app/answers/detail/a_id/6175/~calculators-in-examinations

Wrapping Up Your Subject

Subject Experience Survey

Students will receive an email notifying them when the Subject Experience Surveys are available to be completed and can be accessed from the Student Portal. This will typically happen in Week 11. We ask for your help in encouraging students to take part in these surveys.

Please give students 10 minutes in either a lecture or in a tutorial in Week 11 or Week 12 to complete the survey on any mobile device (e.g. smartphone, laptop). If you do not do this it is very difficult to achieve the university mandated 50% response rate. Teaching staff may not be in the room while they do this. You might even consider booking a computer room for this tutorial.
<https://ses.unimelb.edu.au/staff/promotion>

When the results become available, you will be notified and asked to publish them on your subject's LMS webpage together with details of any action taken to address the issues raised as a result of the feedback process. Additionally, the school also holds staff-student liaison meetings for each year level in the middle of each semester. You are requested to attend these, if possible.

Examinations

It is the responsibility of the students to find out the correct information regarding the time, date and location of their examinations by using this following link www.unimelb.edu/sis/. This information will typically become available in week 10 of each semester. **Please do not tell students when or where their examination is as this opens up the possibility of a miscommunication.**

Board of Examiner's Meeting

As the Subject Coordinator, you are required to attend the board of examiner's meeting, which will be held after the examination period. Before this meeting, the undergraduate programs convenor will send you a spreadsheet of the results for your subject and any suggested correction to the final mark. This correction may involve 1) adding or subtracting a fixed amount onto all final marks, 2) stretching or contracting all marks above 80 by a fixed scaling factor, and 3) capping the adjusted mark (typically capping the maximum at 99 and the minimum at 0). The purpose of the correction is to ensure 1) the average final mark is an H2B, 2) approximately 20-25% of the students score an H1, and 3) approximately 5% of the students score above 90. Please be prepared to discuss the results of your subject. At this meeting any student who has otherwise passed the course but has a score of 48 or 49 will have their adjusted final mark increased to 50. For the purposes of meeting hurdle requirements an assignment is considered submitted if anything was submitted, regardless of whether it scored any marks.

<p><u>After the Board of Examiner's meeting the Subject Coordinator should contact any student who failed due to late penalties and suggest that, if the student had a legitimate reason for submitting late, they should apply for special consideration. Example text for this email is included in the Appendix.</u></p>

Due Diligence on Final Marks

At the end of the semester, any student who has sat the exam but failed to submit an assignment should be emailed and told they cannot pass the subject without submitting the assignment as submitting all assignments is a hurdle requirement.

Additionally, at the end of the semester, any first year student (or any level 2-4 student who has sat the final exam) who has a combined penalty of 50% or more should be contacted and reminded to apply for special consideration if they have a valid reason and haven't already done so.

Final Feedback

1. Please complete the “Final Marks Distribution” form and upload it to your subject’s LMS website within 2 weeks of the Board of Examiners’ meeting. The information on the final adjustment can be obtained from the finalized Excel spread sheet of marks that the Convenor of Undergraduate Programs will send you after the Board of Examiners’ meeting.
2. Please complete the official SES feedback form to students form within 2 weeks of access to the student responses. On the form you will need to indicate how the course will be modified in future in light of this feedback.
3. Copies of both these forms are available from the Director of Teaching and Learning. Please email a copy of each form to the Academic Programs Manager. Please post a copy on the LMS subject site, and send an email to notify the students that this feedback is now available.
4. Once the student results have been finalised, students may request a meeting to go through the exam paper and/or receive a breakdown of their marks for each component of the subject. The exam paper may not leave the room, the student may not make any notes nor take any photographs.

Appendix

Example Email to Students Who Have Not Submitted an Assignment

“Dear Student,

I have no record of you submitting your X assignment in Turnitin, nor any record of you having had an extension approved. If this information is incorrect, please notify me. Otherwise, please submit your assignment as soon as possible, bearing in mind that penalties accrue at the rate of 10% of the available marks per day late, and that no marks can be awarded for your assignment once it is more than 5 working days late without an extension. If you are experiencing difficulties or illness that have prevented you from submitting your work, but you wish to continue to complete the subject, you should apply for an adjustment to the due date, or for an alternative assignment, through special consideration. If you wish to withdraw from the subject, you may do so yourself through your student portal without any required documentation and without incurring a fail grade providing you do it before the census date as indicated in the student manual. After this date, you must apply via special consideration to withdraw from the subject. Information about the special consideration process can be found here: <https://students.unimelb.edu.au/admin/special>. Please also feel free to get in touch with the Subject Coordinator to discuss your circumstances if you would like to do so. Kind Regards, etc.”

Example Email to Students Who Have Failed Due to Late Penalties

(No need to send this email to those student who have previously been sent the above email. Students will need a valid reason for applying late for special consideration)

“Dear Student,

I have noticed that you have failed this subject due to late penalties. If you experienced difficulties or illness that prevented you from submitting your work on time and if, in addition, there is some reason why you have not previously been able to apply for special consideration with regards to this, you should consider applying for a reduction of these late penalties through special consideration at this point. Please also feel free to get in touch with me to discuss your circumstances if you would like to do so. Kind Regards, etc.”

Setting up PeerWise for your Subject

1. Register for a PeerWise instructor account <https://peerwise.cs.auckland.ac.nz/join/>
2. Wait until the start of Week 3, so that enrolments have closed and students have stopped joining your course.
3. In the “Full Grade Centre” in your subject’s LMS course website, click on “Work Offline” and “Download” (See Figure 1)
4. Download the full grade centre as a spread sheet.
5. The 4th column will give you all the student ID’s – you will need these to create your PeerWise website.
6. Follow the instructions in the short video on how to create a PeerWise website for your course https://peerwise.cs.auckland.ac.nz/docs/screencasts_newcourse.php
7. Email your students the student instructions created by PeerWise, as explained in the video. (These can be found in the “Administration” section under the “Course” column in PeerWise.)
8. If a student loses their password, you can reset it by going to “Administration” and “Reset user password” in the “Students” column.
9. For further documentation on PeerWise, please see <https://peerwise.cs.auckland.ac.nz/docs/>

The screenshot shows the 'Grade Centre : Full Grade Centre' interface. At the top, there is a navigation bar with buttons for 'Create Column', 'Create Calculated Column', 'Manage', 'Reports', 'Filter', and 'Work Offline'. Below this is a table with columns for 'Last Name', 'First Name', 'Student ID', 'Lab Class', 'Week 2', and 'Week 4'. A red dashed box highlights the 'Download' button in the top right corner of the table area. The table contains 15 rows of student data. At the bottom of the table, there is a 'Selected Rows: 0' indicator and a 'Move To Top' button.

Last Name	First Name	Student ID	Lab Class	Week 2	Week 4
Abben	George	775354	27	0.00(AB)	1.00(PR)
About Hosn	Dana	785513	6	1.00(PR)	1.00(PR)
Acar	Esra	636645	20	0.00(AB)	1.00(PR)
Agathos	James	759862	10	1.00(PR)	1.00(PR)
Agus	Natalia	668101	16	1.00(PR)	1.00(PR)
Aitken	Connor	761344	32	0.00(AB)	1.00(PR)
Ali	Ahmed	762849	32	1.00(PR)	1.00(PR)
Allan	Kate	739764	1	1.00(PR)	1.00(PR)
Allen	Carina	762921	19	1.00(PR)	1.00(PR)
Alonso	Jennah	763311	17	1.00(PR)	1.00(PR)
Alphonso	Christian	761515	31	1.00(PR)	1.00(PR)
Ampil	Robert	780677	9	1.00(PR)	1.00(PR)
Ananthothai	Panatchakorn	731836	24	1.00(PR)	1.00(PR)
Ang	Tsui Lin Amanda	791561	20	1.00(PR)	1.00(PR)

Figure 1. How to download a spread sheet of the full grade centre. This gives you the student ID numbers, which you will need to set-up a PeerWise website for your subject.

Example Description of Levels of Performance for Inclusion with Marking Criteria

Subject Coordinators may wish to adapt the following for their assignment and attach it to the marking criteria that they supply to students. This would satisfy the university requirement of informing students as to what constitutes various levels of performance. For years 1-3, the H1 category should NOT be subdivided.

Grade & Range	Guide for awarding of grades.
H1 high (90-100)	Meets all marking criteria to an <i>exceptional</i> standard. The assignment is especially written and is particularly well integrated. Additionally, there is evidence of: <ol style="list-style-type: none"> 1. a sophisticated evaluation of the existing literature 2. a clear understanding of the limitations of their work 3. highly developed original thought (e.g. principled suggestions for future work)
H1 mid (85-89)	Meets marking criteria to a high standard. The assignment is clearly written and is well integrated. Additionally, it demonstrates a sophisticated evaluation of the existing literature
H1 low (80-84)	Meets all marking criteria. The assignment is clearly written and is well integrated.
H2A (75-79)	Does not adequately address all the marking criteria <u>or</u> the assignment is not as clearly written and as well integrated as would be expected for an H1.
H2B (70-74)	Does not adequately address many of the marking criteria <u>or</u> some of the marking criteria have not been met and the assignment is not as clearly written and as well integrated as would be expected for an H2A.
H3 (65-69)	Does not adequately address many of the marking criteria. The clarity of writing and the integration are poor.
Pass (50-64)	Does not adequately address most of the marking criteria. The clarity of writing and the integration are likely to be very poor.
N (<50)	Does not adequately address most of the marking criteria. The student probably displays fundamental misunderstandings, little original thought and minimal knowledge of the literature. It is likely that the writing is incoherent.