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<b>ACADEMIC</b>	<b>1</b>	
<b>TEACHING AND LEARNING</b>	<b>1</b>	
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## **Guidelines for Interpreting the Different Instances of a Subject – Policy and Procedures.**

### **Section 1 – Subject Coordinator**

*The Subject Coordinator will consult with different instance teaching staff to determine the set of learning outcomes, the assessment criteria and standards, the subject outline, the textbooks to be used and the materials to be presented. The Subject Coordinator has overall responsibility for ensuring equivalence of learning outcomes, assessment criteria and standards. This will involve taking responsibility for defining and setting the assessment criteria and standards clearly enough so that the desirable level of achievement is upheld in marking.*

Subject Coordinators must consult with other teaching staff to ensure a level of consistency is achieved in the substance and delivery of any given subject. All teaching staff should see this as an opportunity to have a collaborative approach to their teaching and a chance to build a collegial approach to their work. In the end students and staff will benefit from this approach.

### **Section 2 – Appointment of the Subject Coordinator**

*The Head of School will appoint the Subject Coordinator. Where the subject is taught in more than one School, the Subject Coordinator will be appointed by agreement between the relevant Heads of School or ultimately the relevant Associate Pro Vice-Chancellor (Coursework).*

The Subject Coordinator is responsible for development and delivery of the subject in compliance with University and College Policy (see Responsibilities of a Subject Coordinator Guidelines). The Subject Coordinator will take into account requirements for co-ordination of teaching multiple instances of the subject when developing the subject and its assessment.

The appointment of the subject should reflect that he or she is the best person for the job of Subject Coordinator. This person should possess, among other things:

- Knowledge in the subject area
- Excellent organisational skills
- Excellent teaching skills
- Excellent interpersonal skills
- Excellent skills in working with and building teams
- Enthusiasm to be the subject Coordinator

### **Section 3 – Autonomy in Teaching**


*Other teaching staff may deliver lectures and tutorials prepared by the Subject Coordinator or prepare lectures and tutorials based on the subject outline agreed with the Subject Coordinator.*

The Subject Coordinator and other teaching staff should discuss how the subject will be delivered and what teaching materials will be prepared by all teaching staff in an equitable and fair manner. The Subject Coordinator and the teaching team will take into account factors relevant to different campuses or teaching delivery times with the aim of providing a consistent and comparable experience for all students enrolled in the subject.

### **Section 4 – Required Course Materials**

*Required course materials may be prescribed for all instances by the Subject Coordinator or varied after consultation between Subject Coordinator and other instance teaching staff.*

As with all University academic policy, this policy seeks a fair and reasonable collaborative approach to the preparation and delivery of the subject that will benefit students and staff. No one person should be overburdened with work – the work in delivering an engaging subject should be shared by all the teaching staff with one person, the Subject Coordinator, taking overall responsibility for the subject (see Academic Workload Policy).

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### **Section 5 – Assessment**

*Details of major assessable tasks (requirements and assessment criteria) should be agreed in advance and included in subject outlines. At least 50% of assessment tasks should be identical. Assessment criteria must be identical between instances.*

Assessment tasks in different instances must be equivalent and comparable and the tasks must be agreed between staff teaching in the subject before teaching begins. At least 50% of the available marks in any subject should be derived by the same piece or pieces of assessment. All (100%) of the available marks must be awarded using the same criteria and standards for assessment. In other words all students will be assessed on the same criteria despite the fact that their assessment tasks may differ.

### **Section 6 – Marking, including exchange- or double-marking**

*Exchange marking or some degree of double-marking must be routine in different instances of the same subject. This may be exchange or check-marking of samples, such as:*

- *Exchange marking of examinations scripts*
- *Exchange marking of a major piece of assessment*
- *Double marking of all A results and Fails.*

This section does not require all pieces of marking within the framework to be cross- or double-marked. For example, some “A” and “Fail” results should be double-marked, not all such results unless the teaching team agrees to double-mark all such results.

#### **Definitions:**

**Double marking:** requiring two different staff to mark the same piece of work submitted for assessment, where the original marks and comments are seen by the second marker.

**Blind Marking:** Double marking where the second marker does not see the original comments or marks.

**Exchange marking:** requiring two staff members to exchange certain pieces of work for marking so that for example, the Bundoora lecturer in the subject marks examination scripts for the Albury Wodonga lecturer and vice versa.

### **Section 7 – Differences in cross-marking outcomes**

*Major differences in outcomes after exchange- or double-marking should be resolved between the parties. If this is not possible, a third party should be provided with both earlier reports and asked to adjudicate.*

The third party should be the Subject Coordinator, or if the Subject Coordinator is already an assessor, the matter should be referred to the Head of School.

### **Section 8 – Differences between Subject Coordinators and Instance Teaching Staff**

*Where the Subject Coordinator and other instance teaching staff are unable to agree on matters including the setting of learning outcomes, the assessment criteria and standards, the subject outline, the textbooks to be used and the materials to be presented, the matter is to be resolved by the Head of School or all Heads of School concerned or ultimately the relevant Associate Pro Vice-Chancellor (Coursework).*

This section is self-explanatory.

Last amended: October 2014 (Education Committee approval)

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