

Purpose

The primary purpose of this checklist is to ensure the equivalence of learning outcomes, at the unit level, between Swinburne Online (SOL) and Swinburne University of Technology (SUT).

Note: SOL undertakes all assessment as per the **Assessment Procedure - Higher Education** and the **SOL addendum** to that procedure. This checklist summarises activities that are in addition to the assessment procedure.

Definitions

Assessment training	Training that focuses on ensuring a consistent understanding of assessment standards by SOL staff. Training includes how to use assessment materials, including marking guides and rubrics.
Outcomes units	Units that are nominated as demonstrating the attainment of course learning outcomes at the required AQF level. These are identified through the accreditation process and typically will be final year and capstone units.
Review marking	An SUT process of reviewing graded assessments prior to finalisation of results. Review marking as a minimum will involve a general review of a marked assessment by the SUT moderator to confirm that the marking is consistent with the marking guides and that the grade allocated is appropriate. In some cases SUT may choose to undertake blind marking of selected/all parts of the assessment.
QEA classification	Each unit delivered by SOL receives a QEA classification according to the following criteria.

Type of QEA	Criteria for inclusion
Initial	Units in the first period of delivery by SOL
Outcome	Units will undergo Outcome QEA if they fall into any of the following categories: <ul style="list-style-type: none"> Outcome units - capstones (each delivery) - non capstone (annually) Units where professional accreditation requires review marking eg psychology and accounting Units identified by either SUT or SOL as requiring special attention, for reasons such as: issues identified from student feedback, high fail rates, high student non-completion, or significant unit redevelopment
Standard	Units will be subject to Standard QEA if they are not classified as requiring either Initial or Outcome QEA.

Process

Action (timeline)		Responsibility
1.0 Developing a QEA schedule		
1.1	Complete a <i>SOL QEA Schedule Proforma</i> which details all units being offered by SOL in the current year, their QEA classification, key unit contact details of SUT and SOL unit staff, and critical timelines required for QEA eg assessment dates. Subsequently the schedule should be reviewed for accuracy prior to the commencement of the each teaching period. (4 weeks prior to commencement of the first teaching period of the calendar year).	SOL Academic Director (AD) and SUT Associate Deans Learning Innovation (ADLI)
1.2	Ensure that SUT Unit Conveners and SOL Unit Coordinators are: <ul style="list-style-type: none"> provided with a copy of the relevant QEA checklist (see appendices 1, 2 & 3) and briefed on the requirements detailed in the checklist aware of key timelines for the unit as detailed in the QEA schedule. (1 week prior to commencement of the unit)	SOL AD and SUT ADLI
2.0 Undertaking QEA		
2.1	Undertake QEA as detailed in the relevant QEA checklist (see appendices 1, 2 & 3).	SUT Unit Conveners and SOL Unit Coordinators

APPENDIX 1 – INITIAL QEA ARRANGEMENTS

Instructions

1. Applies to units that are being offered for the first time.
2. Responsibilities are designated by a ✓. Where both SUT and SOL share the QEA responsibility, then SUT will initiate the activity.
3. Unless specified otherwise, SOL refers to the SOL Program Director and SUT refers to the SUT Unit Convenor.
4. Additional activities, over and above those included in Standard QEA, are shaded. Differences from Intensive are bolded.

Activity		SUT	SOL
Prior to commencement of delivery			
P1	Provide SOL with relevant experience that may assist SOL in improving student learning outcomes.	✓	
P2	Review the SOL Unit Outline ("About this Unit" and "Schedule") and confirm that unit details and learning outcomes are the same as accredited, and that assessment structures are equivalent. Consider and agree on the changes to assessments required to enable the assessments to meet the specific needs of an online student. These changes must be consistent with the unit's accredited assessment structure.	✓	✓
P3	Provide SOL with valid unit assessment materials, including two copies of the final examination (the intended and special examination) and their moderation certificates, as well as marking guides and/or rubrics for all assessments.	✓	
P4	Provide SOL with samples of similar assessments (where available) that have been marked and contribute 30% or more to the overall grade. The sample should as a minimum include a marginal fail, marginal pass and high distinction.	✓	
P5	Agree on dates* for assessment training for SOL staff and review marking. All assessment tasks that contribute more than 30% are subject to review marking as per the sampling methodology detailed in D4 *Any timelines must allow SOL to meet their marks release timelines.	✓	✓
P6	Agree on timeline for provision of final results to SUT.	✓	✓
Delivery of training and assessment			
D1	Ensure that SUT staff are available to provide advice during the SOL exam period.	✓	
D2	Train new tutors about the appropriate marking standard for a given assessment, using samples provided by SUT (see P4).		✓
D3	Undertake assessment training of SOL staff as per timelines agreed in P5. Marking guides for current assessments should be adjusted to clarify any issues which are identified during the training.	✓	✓
D4	Provide SUT with assessments for review marking as per timelines agreed in P5. The sample size is the √ (no of assessments) with a minimum sample of 3 and a maximum of 10. The sample should include, as a minimum, graded assessments within 5 marks of the fail/pass threshold and a high distinction.		✓
D5	Review mark sample assessments as per agreed timelines (see P5) and resolve any discrepancies with SOL. Note any units where major discrepancies have been identified will normally be subject to Outcome QA in the following delivery cycle. Review marking must be completed prior to approval of results.	✓	
D6	Forward a grade distribution, completed <i>Results Certificate</i> and a <i>Results Explanation Report</i> (where fail rates greater than 30% or any unusual results distributions) to the appropriate Faculty Assessments and Progression Team Leader. Results cannot be released, until the results have been approved by the Executive Dean via the committee.		✓
Review of unit			
R1	Undertake a review of the unit and document strengths and opportunities in a <i>Unit Review Report</i> .		✓
R2	Discuss any SUT related improvement opportunities, such as changes to accredited unit details* and improvements to assessment tasks. Where opportunities are identified, then document appropriate actions and responsibilities in a <i>unit review report</i> and forward to the Faculty Curriculum and Quality Coordinator for processing. In circumstances where agreement cannot be reached, then the issue can be escalated to the Department Chair. *Changes to the unit that involve accreditation cannot be implemented until they have been approved through the accreditation process.	✓	✓
R3	Participate in the DUET review of the design of the unit.	✓	✓

APPENDIX 2 – STANDARD QEA ARRANGEMENTS

Instructions

1. Applies to units that haven't been categorized as requiring Initial or Outcome QEA
2. Responsibilities are designated by a ✓. Where both SUT and SOL share the QEA responsibility then SUT will initiate the activity.
3. Unless specified otherwise, SOL refers to the SOL Program Director and SUT refers to the SUT Unit Convenor.

Activity		SUT	SOL
Prior to commencement of delivery			
P1	Confer with SOL on any <u>proposed</u> accreditation changes to a unit.	✓	
P2	Review the SOL Unit Outline ("About this Unit" and "Schedule") and confirm that unit details and learning outcomes are the same as accredited, and that assessment structures are equivalent. Consider and agree on the changes to assessments required to enable the assessments to meet the specific needs of an online student. These changes must be consistent with the unit's accredited assessment structure.	✓	✓
P3	Provide SOL with valid unit assessment materials, including two copies of the final examination (the intended and special examination) and their moderation certificates, as well as marking guides and/or rubrics for all assessments.	✓	
P4	Agree on dates for assessment training for SOL staff.	✓	✓
P5	Agree on timeline for provision of final results to SUT.	✓	✓
Delivery of training and assessment			
D1	Ensure that SUT staff are available to provide advice during the SOL exam period.	✓	
D2	Undertake assessment training of SOL staff as per timelines agreed in P4. Marking guides for current assessments should be adjusted to clarify any issues which are identified during the training.	✓	✓
D3	Forward a grade distribution, completed <i>Results Certificate</i> and a <i>Results Explanation Report</i> (where fail rates greater than 30% or any unusual results distributions) to the appropriate Faculty Assessments and Progression Team Leader. Results cannot be released, until the results have been approved by the Executive Dean via the committee.		✓
Review of unit			
R1	Undertake a review of the unit and document strengths and opportunities in a <i>Unit Review Report</i> .		✓
R2	Discuss any SUT related improvement opportunities, such as changes to accredited unit details* and improvements to assessment tasks. Where opportunities are identified, then document appropriate actions and responsibilities in a <i>unit review report</i> and forward to the Faculty Curriculum and Quality Coordinator for processing. In circumstances where agreement cannot be reached, then the issue can be escalated to the Department Chair. *Changes to the unit that involve accreditation cannot be implemented until they have been approved through the accreditation process.	✓	✓

APPENDIX 3 –OUTCOME QEA ARRANGEMENTS

Instructions

1. Applies to units that haven't been categorized as requiring Initial or Standard QEA
2. Responsibilities are designated by a ✓. Where both SUT and SOL share the QEA responsibility then SUT will initiate the activity.
3. Unless specified otherwise, SOL refers to the SOL Program Director and SUT refers to the SUT Unit Convenor.
4. Additional activities, over and above those included in Standard QEA, are shaded. Differences from Initial QEA are bolded.

Activity		SUT	SOL
Prior to commencement of delivery			
P1	Confer with SOL on any <u>proposed</u> accreditation changes to a unit.	✓	
P2	Review the SOL Unit Outline ("About this Unit" and "Schedule") and confirm that unit details and learning outcomes are the same as accredited, and that assessment structures are equivalent. Consider and agree on the changes to assessments required to enable the assessments to meet the specific needs of an online student. These changes must be consistent with the unit's accredited assessment structure.	✓	✓
P3	Provide SOL with valid unit assessment materials, including two copies of the final examination (the intended and special examination) and their moderation certificates, as well as marking guides and/or rubrics for all assessments.	✓	
P4	Advise SOL which assessment (typically 1 only) will be subject to review marking as per the sampling methodology detailed in D3. Typically this will be the most subjective assessment that contributes more than 30% to the final grade.	✓	
P5	Agree on dates for assessment training and review marking. These timelines must allow SOL to meet their marks release timelines.	✓	✓
P6	Agree on timeline for provision of final results to SUT.	✓	✓
Delivery of training and assessment			
D1	Ensure that SUT staff are available to provide advice during the SOL exam period.	✓	
D2	Undertake assessment training of SOL staff as per timelines agreed in P5. Marking guides for current assessments should be adjusted to clarify any issues which are identified during the training.	✓	✓
D3	Provide SUT with assessments for review marking as per the timeline agreed to in P5. The sample size is the ✓ (no of assessments) with a minimum sample of 3 and a maximum of 10. The sample should include, as a minimum, graded assessments within 5 marks of the fail/pass threshold and a high distinction.		✓
D4	Review mark sample assessments as per agreed timelines (see P5) and resolve any discrepancies with SOL. Note any units where major discrepancies have been identified will normally be subject to Outcome QA in the following delivery cycle. Review marking must be completed prior to approval of results.	✓	
D5	Forward a grade distribution, completed <i>Results Certificate</i> and a <i>Results Explanation Report</i> (where fail rates greater than 30% or any unusual results distributions) to the appropriate Faculty Assessments and Progression Team Leader. Results cannot be released, until the results have been approved by the Executive Dean via the committee.		✓
Review of unit			
R1	Undertake a review of the unit and document strengths and opportunities in a <i>Unit Review Report</i> .		✓
R2	Discuss any SUT related improvement opportunities, such as changes to accredited unit details* and improvements to assessment tasks. Where opportunities are identified, then document appropriate actions and responsibilities in a <i>unit review report</i> and forward to the Faculty Curriculum and Quality Coordinator for processing. In circumstances where agreement cannot be reached, then the issue can be escalated to the Department Chair. *Changes to the unit that involve accreditation cannot be implemented until they have been approved through the accreditation process.	✓	✓