

DOCUMENT TYPE	D	 LA TROBE UNIVERSITY
ACADEMIC	1	
TEACHING AND LEARNING	1	
ASSESSMENT	2	
NUMBER	006	

DIFFERENT INSTANCES OF A SUBJECT – PROCEDURES

Parent Policy Title	Different Instances of a Subject Policy																			
Associated Documents	Assessment Policy Assessment Procedures Responsibilities of Subject Co-ordinators Guidelines Comparability of Assessment and Subject Review Form																			
Preamble	A student taking different instances of a subject must be assured that they are working towards equivalent learning outcomes regardless of the delivery location, method or mode.																			
General	La Trobe University subjects offered in different instances must have common assessment criteria and share some common assessment tasks.																			
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1. Subject Coordinator	<p>The Subject Co-ordinator 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.</p> <p>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.</p>																			
2. Appointment of the Subject Co-ordinator	<p>The Head of School will appoint the Subject Co-ordinator. Where the subject is taught in more than one School/Department, the Subject Co-ordinator will be appointed by agreement between the relevant Heads of School/Department or ultimately the relevant Associate Dean(s) Academic.</p>																			
3. Autonomy in teaching	<p>Instance 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.</p>																			

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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.
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.
6. Marking, including cross- or double-marking	Cross 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: <ul style="list-style-type: none"> • Exchange marking of examinations scripts • Exchange marking of a major piece of assessment • Double marking of all A results and Fails.
7. Differences in cross-marking outcomes	Major differences in outcomes after cross- 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.
8. Differences between Subject Co-ordinators and instance teaching staff	Where the Subject Co-ordinator 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 Dean(s) Academic.
Status	Revised content and format. Prior approval Academic Board 29 March 2001. The implementation of the latest version of these procedures supersedes all previous versions of these procedures.
Approval Body	Academic Board 19 November 2008 Minute 428.3.5(g)
Initiating Body	Academic Committee
Definitions	<p>Subject outline: the document distributed or provided online to students at the beginning of semester with substance including details of subject content, expected learning outcomes, assessment and assessment criteria, reading guide, staff contact information, advice on plagiarism.</p> <p>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.</p> <p>Blind Marking: Double marking where the second marker does not see the original comments or marks.</p> <p>Exchange marking: requiring two staff members to exchange certain pieces</p>

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	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.
Date Effective	November 2008
Next Review Date	October 2009
Owner/Sponsor	Deputy Vice-Chancellor
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