

## P11: SETTING ASSESSMENT ITEMS

Overseer: PBC Dean of Academics and Research

Approval Authority: PBC Academic Council

Review Schedule: 3 yearly

Next Review Due:

Aug 2020

Review Table			
Date	Review Type <ul style="list-style-type: none"> <li>Scheduled</li> <li>Policy amendment</li> <li>Admin update</li> </ul>	Summary of Changes	Review person/group
29/06/09	Admin Update	Conversion from Policy Manual to new format.	Adam Niven
05/10/10	Policy amendment	Section 9.6 updated to reflect definition of key terms as adoption of key terms outlined in Guideline 05.	Adam Niven Andre van Oudtshoorn
27/02/14	Scheduled	Section 2 Updated as per AC approval. 4.3 added.	Adam Niven
18/12/14	Admin	Repeated paragraph removed. Clarity of Exam definition wording.	Adam Niven
9/6/17	Scheduled	T&L to review exams. Lecturers can't invigilate own exams. 9.9.4 added. 9.6.3.4 shortened	Academic Council

### 1. Guidelines

- 1.1. The College has a policy of evaluating student academic progress by continuous assessment.
- 1.2. Assessment is seen as an integral aspect of the educative process in all units and is interpreted in the widest context.
- 1.3. Assessment items emphasise critical and creative abilities and not merely the ability to recall facts.
- 1.4. Assessment modes are varied to suit the objectives of the particular unit.
- 1.5. Regular appraisal and re-adjustment of the assessment system is the responsibility of the Teaching and Learning Committee.

## 2. Demand Hours

- 2.1. Demand Hours are the time to which each student is notionally committed. In the case of full-time students this is 40-41 hours per week. Over a semester a 3 credit point unit is allocated 142 demand hours. A typical breakdown could include 32.5 hours face to face in the classroom (2.5 hours per week), 65 hours devoted to assessment tasks, and 43.5 hours set aside for non-assessable tasks. When determining the assessment items in any unit, lecturers should initially calculate the workload (in demand hours) for each assessment item. Then calculate percentage of the unit grade for each item so that the marks allocated for each reflects the number of demand hours required.
- 2.2. Demand hours for assessment tasks in the Diploma and Advanced Diploma programs (500 and 600 levels) are allocated on the basis of:
  - 12 demand hours per 1000 words essay or report
  - 12 demand hours per 2000 words class review
  - 12 demand hours per 15 mins class presentation
  - 18 demand hours per 30 mins of oral examination
  - 18 demand hours per 1½ hours examination
  - 1 hour per 10 pages of reading
- 2.3. Demand hours for assessment tasks in the BMin Degree program (700 level) are allocated on the basis of:
  - 10 demand hours per 1000 words essay or report
  - 10 demand hours per 2000 words class review
  - 10 demand hours per 15 mins class presentation
  - 18 demand hours per 30 mins of oral examination
  - 18 demand hours per 2 hours examination
  - 1 hour per 12 pages of reading
- 2.4. Demand hours in 800 and 900 levels Graduate Diploma program (800 and 900) are notionally allocated on the basis of:
  - 8 demand hours per 1000 words essay or report
  - 8 demand hours per 2000 words class review
  - 8 demand hours per 15 mins class presentation
  - 12 demand hours per 30 mins of oral examination
  - 15 demand hours per 2 hours examination
  - 1 hour per 15 pages of reading
- 2.5. The total number of demand hours for all assessment items in any unit should not exceed 65 demand hours for the subject.

### 3. Assessment Weightings

- 3.1. Assessment Weightings are the percentage value of the overall assessment for the unit an item has.
- 3.2. Generally, items should not exceed 50% percent weighting for a unit.
- 3.3. Assessment tasks are weighted in light of the following tables:

#### Diploma and Advanced Diploma programs (500 and 600 levels) course units

%	Essays and reports	Class Reviews	Written Exams	Oral exam	Posters
60%	3000-3500 words	6000-7000 words			
50%	2500-3000 words	5000-6000 words			
40%	2000-2500 words	4000-5000 words			
30%	1500-2000 words	3000-4000 words	1½ hours	30 min	
20%	1000-1500 words	2000-3000 words	1 hour	20 min	
10%				10 min	

#### BMin Degree program (700 level) course units

%	Essays and reports	Class Reviews	Written Exams	Oral exam	Posters
60%	3500-4000 words	7000-8000 words			
50%	3000-3500 words	6000-7000 words			
40%	2500-3000 words	5000-6000 words			
30%	1500-2000 words	4000-5000 words	2 hours	30 min	
20%	1000-1500 words	3000-4000 words	1½ hour	20 min	
10%				10 min	

## Graduate Diploma program (800 and 900 levels) course units

%	Essays and reports	Class Reviews	Written Exams	Oral exam	Posters
60%	4000-4500 words	8000-9000 words			
50%	3500-4000 words	7000-8000 words			
40%	3000-3500 words	6000-7000 words			
30%	2000-2500 words	4000-5000 words	2½ hour		
20%	1500-2000 words	3000-4000 words	2 hours	30 min	
10%				15 min	

### 4. Assessment Modes

- 4.1. Different assessment modes are used in different units so that students have the opportunity to reveal their competency. Such modes include class exercises, essays, oral reports, observations, performance tasks, portfolios, group assignments, research, tests and examinations.
- 4.2. Students are assessed in each unit as determined by the Teaching & Learning Committee (in liaison with the lecturer).
- 4.3. Units should normally have a minimum of three (3) assessment items with any one item having a maximum weighting of 60%. Research units/projects are exempt from this clause.
- 4.4. Ideally competencies are sampled throughout the semester so that early indications of student progress are available by the middle of the semester.

### 5. Role of Teaching and Learning Committee

- 5.1. The Teaching and Learning Committee is responsible for the approval of all assessment items.
- 5.2. The Teaching and Learning Committee shall review all requested changes to assessment items through the Unit Evaluation process.
- 5.3. The Teaching and Learning Committee is responsible for the approval of all examination papers and ensuring they are set to test Unit Outcomes as outlined in the Unit Plan.

## **6. Role of Unit Lecturer**

- 6.1. Unit Lecturers are responsible reviewing and revising the set assessment items through the unit evaluation process.
- 6.2. In revising assessment items, Unit Lecturers should ensure that the assessment is in line with the level of the unit, the learning objectives of the unit (as listed in the unit plan), and the standard of the specific course.
- 6.3. Assessment items should enable students to show evidence of wide up-to-date relevant reading, in-depth understanding and critical appraisal of the topic.
- 6.4. Unit Lecturers are responsible for writing examination papers for all set examination assessment items.

## **7. Role of the College Office**

- 7.1. The College Office is responsible for ensuring that all Unit Lecturers have the latest Examination paper template in electronic format.
- 7.2. The lecturer is responsible for supplying the draft Examination papers to be reviewed by the Teaching and Learning Committee
- 7.3. The College Office is responsible for the collection of Examination Papers from invigilators and distribution to lecturers for grading.

## **8. Submitted Assessment Item**

- 8.1. Apart from the guidelines directly following, lecturers should also be familiar with G04 Assessment Items Guidelines for revising assessment items.
- 8.2. Objectives being tested
  - 8.2.1. In setting topics for assessment items, lecturers should ensure that the questions asked are in line with the objectives set for the unit, the level of the unit, and the overall standard of the course.
  - 8.2.2. Assessment items should seek to assess candidates' abilities in appropriate analysis, synthesis, and evaluation and as well as knowledge, comprehension and application. Objectives are described in the Unit Plan for each subject.
- 8.3. Breadth of Research
  - 8.3.1. Research assignments should expect students to show evidence of broad up-to-date relevant reading, in-depth understanding and critical appraisal of the topic.

- 8.3.2. Research papers should normally give evidence of consulting a minimum of:
- For 500 level units At least 5 references
  - For 600 level units: At least 7 references (including 1 journal article)
  - For 700 level units: At least 8 references (including 2 journal articles)
  - For 800 level units: At least 12 references (including 3 journal articles)
- 8.3.3. All other assessment items should give clear direction of the expectations in relation to the amount students should be referencing the work of others (e.g. for an exegetical exercise, referencing 3 commentaries specific to the passage may be appropriate).
- 8.4. Unit Plans
- 8.4.1. All assessment items are to be outlined within the Unit Plan as per P06 Unit Plans Policy.
- 8.4.2. It is important that clear direction is given for each assessment item which is to be submitted.
- 8.4.3. For each item there should be a clear outline including but not limited to:
- The type of assessment item (e.g. Research Paper, Practical Exercise)
  - The required length in words (for Research Papers/Essays) appropriate guidelines for other types of assessment items (e.g. time for presentations, clear expectations of practical assessment)
  - An indication of sources and/or reference requirements for each assignment
  - Any particular or specific sources or references requiring interaction
  - The style of presentation or format required; and
  - Assessment due dates and places for submission of assignments.
- 8.5. Setting Submission dates for Assessment
- 8.5.1. As per P06 Unit Plans Policy section 6.8 once assessment items are set they are not to be altered during the course of the semester without the approval of the Teaching & Learning Committee.
- 8.5.2. When assessment items directly relate to material that is part of the final examination it is important for students to have marked assessment items for their final examination

preparation. In these cases it is necessary that all assessment items are returned to students no later than two full weeks prior to the commencement of the examination period. For these items lecturers should ensure that submission dates are no later than one month before the commencement of the examination period. This should be indicated to the Dean of Studies who is responsible for finalising the due dates as per section 2.5 of P06 Unit Plans Policy.

- 8.5.3. For all other items, lecturers should, as much as possible, ensure that assessment items are spread throughout the semester in a way which would allow a student to establish a general idea of where they are situated within their progress in the unit.
- 8.5.4. All units should have at least one item which will have been returned to students prior to week 8 of the semester.

## **9. Examination Assessment Item Preparation**

- 9.1. Apart from the guidelines directly following, lecturers should also be familiar with G04 Assessment Items Guidelines.
- 9.2. All Examination Questions must be completed on the current electronic Examination Paper Template and submitted to the office.
- 9.3. Degree of choice
  - 9.3.1. Students are generally not to be given a choice in answering questions to ensure all relevant unit outcomes are being tested.
  - 9.3.2. If choice is given, lecturers need to ensure students cannot choose to answer questions such that a unit outcome to be tested is avoided.
- 9.4. Objectives being tested
  - 9.4.1. In setting the Examination Questions unit lecturers should re-visit the Unit Plan and ensure that the questions asked on the paper are in line with the objectives set for the unit, and the standard of the course.
  - 9.4.2. Examination Questions should seek to assess candidates' abilities in analysis, synthesis, and evaluation as well as knowledge, comprehension and application.
- 9.5. Wording of Questions
  - 9.5.1. Examination Questions should avoid merely testing knowledge and/or a good memory.

- 9.5.2. Key terms are outlined in G05: ASSESSMENT ITEM KEY TERMS AND FORMAT OUTLINES and should be referenced for setting examination questions suitable for the study level being examined. Terms like What, why, how, etc. are often unsuitable for examination questions as they do not provide enough clarity in directing the student.
- 9.5.3. Lecturers should review questions to ensure students are not able to answer questions in a way which is “technically” correct but does not engage with the intention of the question (e.g. Does how we read the Bible influence our understanding of the text? Can technically be answered yes/no. Therefore, it would be better to write: Discuss if how we read the Bible will influence our understanding of the text.)
- 9.6. Types of Examinations
  - 9.6.1. The type of examination should be in line with the objectives of the Unit.
  - 9.6.2. The Unit Plan should clearly indicate the type and scope of the examination.
  - 9.6.3. Examinations may take different forms, including:
    - 9.6.3.1. **Unsighted Paper:** Traditional written essay (or objective) examination where questions are not revealed in advance.
    - 9.6.3.2. **Sighted Paper:** Normal written essay, but the paper has been distributed to students at least two weeks prior to the examination date.
    - 9.6.3.3. **Take-home Paper:** Candidates complete answers within a specified time limit. Questions are limited to examining the application of a process, which could not reasonably be completed within a 3hr time limit.
    - 9.6.3.4. **Prepared Questions Paper:** A list of questions from which the actual examination questions will be selected is given to candidates in advance.
    - 9.6.3.5. **Open-Book Paper:** Candidates may take texts and/or prepared notes into the examination room.
    - 9.6.3.6. **Oral Examination:** Candidates are requested to respond orally to questions in the presence of the examiner.



## 9.7. Examination Expectations

- 9.7.1. Lecturers who use examinations other than an “unsighted paper” should expect a higher standard in answers than that expected for answers to an unsighted paper.
- 9.7.2. Where the candidate has had more information about the examination, it is assumed that their examination preparation would have covered less breadth of material and will therefore supply more depth in their answers.
- 9.7.3. For “open book” or “take-home” examinations the candidate has access to more information (and in the take-home examination, more time) and so more detailed information in answers would be expected.
- 9.7.4. For “take-home” examinations lecturers should set the time for completing the examination in relation to the time they would expect the examination should take to complete. As a guide “take-home” examination periods are defined as either:
  - 9.7.4.1. a day = 8hrs. Students would be expected to return their completed examination 8hrs after it was given. Of this 8hrs students would be expected to be working on the examination for ~ 6-7hrs providing for food and rest breaks or
  - 9.7.4.2. overnight/s = 24hrs/night. Students would be expected to return their completed examination in 24hr intervals after it was released. For each 24hr period students would be expected to be working on the examination for ~12-13hrs providing for food and rest breaks.

## 9.8. Date and Time of Examination

- 9.8.1. Mid semester examinations should not be held earlier than week 5 of the semester. This allows time for the Examination Questions to be approved.
- 9.8.2. Unit lecturers are responsible for setting the time and date of a mid-semester examination.
- 9.8.3. The Dean of Studies will release the Examination Timetable for all end of semester examinations no later than week 9 of the semester.

## **9.9. Bibles and Dictionaries and other Aids**

- 9.9.1. The unit lecturer must indicate permission for the use of unmarked NIV Bibles on the Examination paper, otherwise candidates will not be provided with Bibles. Students with first language other than English are permitted an unmarked Bible in their mother tongue (candidate to supply: must be hard copy – electronic Bibles are not permitted).
- 9.9.2. Overseas and International students will be permitted to use a dictionary (candidate to supply: must be hard copy – electronic dictionaries are not permitted).
- 9.9.3. All other aids permitted to be used during the Examination must be outlined by the unit lecturer on the Examination paper. If they are not outlined candidates will not be permitted to use any other aids.
- 9.9.4. All electronic devices, including electronic watches are prohibited from the examination room.

## **9.10. Examination Papers in Library**

- 9.10.1. When setting examinations, lecturers should remember that all previous examination papers are lodged in the Library and are available for consultation by current students.
- 9.10.2. Unless there is a justifiable reason lecturers should ensure that the examination for the current semester is not an exact copy of the examination which was held the last time the unit was run.

## **10. Supplementary Assessment Items**

- 10.1. Supplementary items should only be prepared in line with the Supplementary Assessment Policy.
- 10.2. Supplementary items should be similar to the item for which they are supplementing and should provide the student with the opportunity to demonstrate the skills, knowledge and mastery of the unit objectives which were required for the original assessment item.