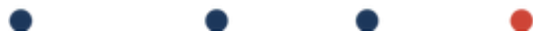




UNIVERSITY ENGLISH CENTRES AUSTRALIA



## Benchmarking 2020 - Phase 2 (No)

**Did your Centre participate in the 2018-2019 UECA Benchmarking Project?**

**Name**

**Email**

**Centre Name**

**My institution consents that the responses to the following questions may be collated and reported on by UECA where they are de-identified. I am aware I can request to withdraw my responses from the data pool once they have been submitted.**

# **Section 1**

**1.1 Theme 1. Internal policies and procedures are in place for moderating assessment in the Direct Entry Program.**

**1.1a. Assessment moderation policies are in place.**

**1.1b. Assessment moderation procedures are documented and shared with all teaching staff.**

**1.1c. A pre-course induction meeting covering assessment tasks is given to sessional teachers.**

**1.1d. Assessment moderation procedures are led by experienced staff.**

**1.1e. Assessment moderation procedures (e.g. meetings) are consistent across locations.**

**1.1f. Assessment moderation (standardisation/rater training) takes place prior to staff marking.**

**1.1g. Assessment moderation (calibration) takes place during staff marking.**

**1.1h. Assessment moderation records are kept.**

**1.1h. Assessment moderation records are kept.**

**1.1i. A pod marking system; or double/triple marking; or panel marking; or buddy marking is used.**

**1.1j. Assessment team/academic or English Committee review/formally approve marks/grades.**

**1.1k. Automated process for marking and scoring are reviewed and are working well.**

**1.1l. Clearly articulated guidelines referencing statistical moderation techniques for assessing inter-rater reliability.**

**1.1m. Other**

**1.2. Theme 2. External reference points are used to validate assessment in Direct Entry Programs.**

**1.2a. Assessment team/academic or English Committee review and formally approve tasks/rubrics.**

**1.2b. University committee or board (e.g. Teaching & Learning or Accreditation) review and approve assessment tasks.**

**1.2c. University faculty/school academics are consulted on appropriateness of assessment tasks.**

**1.2d. Curriculum and assessment is articulated in terms of IELTS band scores, Pearson's Global Scale of English, Cambridge English Scale Score (CESSS) or ToEFL.**

**1.2e. Curriculum and assessment is articulated in terms of CEFR.**

**1.2f. Sufficient evidence for curriculum/assessment levels is available (e.g. external tests of cohort).**

**1.2g. Sufficient evidence for curriculum/assessment levels is available (e.g. external peer review/ benchmarking).**

**1.2h. Evidence for curriculum/assessment levels can be presented (e.g. tracking studies).**

**1.2i. NEAS Quality Endorsement Process or other external endorsement of assessment.**

**1.2j.**

**Other**

**1.3. Theme 3. Both formative and summative assessment tasks map against the stated learning outcomes.**

**1.3a. Course/units learning outcomes are appropriate for this direct entry program.**

**1.3b. Assessments both formative and summative are aligned with learning outcomes.**

**1.3c. Assessments both formative and summative are aligned with CEFR.**

**1.3d. Assessments both formative and summative have rubrics which align with learning outcomes.**

**1.3e. Assessments both formative and summative have rubrics which align with CEFR.**

**1.3f. Other**

**1.4. Theme 4. Processes are in place to monitor student progress and assist students at risk in Direct Entry Programs.**

**1.4a. Policies on monitoring student progress and assisting students at risk are in place.**

**1.4b. Practices for monitoring student progress and assisting students at risk are documented and routinely shared with all teaching staff.**

**1.4c. Teachers know how to identify students at risk, (co)develop a personalised action plan and counsel those students.**

**1.4d. Students are informed when they are at risk and have to respond to this communication.**

**1.4e. Additional workshops or drop-in sessions are used to support students at risk.**

**1.4f. Formative and summative assessment submission rates and marks are monitored by a staff member and interventions are in place where issues arise.**

**1.4g. Technology is leveraged to provide appropriate levels of support.**

**1.4h. Attendance rates are monitored by a staff member and interventions are in place where issues arise.**

**1.4i. Other**

**1.5. Theme 5. Data are collected and analysed from students and other stakeholders to ensure continual improvement in the Direct Entry Programs.**

**1.5a. Student feedback surveys on the program and teaching are routinely collected to feed into program review.**

**1.5b. In-program student achievement data are routinely collected to include in program review.**

**1.5c. Post-program student achievement data are routinely collected to include in program review.**

**1.5d. External review (e.g. English Language Barometer, networking groups, or NEAS) feedback is routinely used in program review.**

**1.5e. Technology is sufficiently leveraged to ensure continual improvement (e.g. LMS engagement data).**

**1.5f. Statistical analysis is routinely employed (e.g. Rasch measurement tools) to feedback into program review.**

**1.5g. Other**

## **Section 2**

**2.1. Please identify five key areas of good policy or practice your Centre has identified.**

**2.2. Please identify some areas of policy or practice improvement your Centre has identified.**

## **Section 3**

**3.1 Thank you for your participation in this project. Before submitting your Centre's information, please take a moment to provide us with feedback about this phase of the project.**