Hardcopy submission policy

Context

The School of Engineering are committed to adopting electronic submission as the preferred method of submitting formative and summative assessments, where pedagogically appropriate, by semester one of academic year 2016/17.

Purpose

This policy aims to help formally distinguish the cases where it is not pedagogically appropriate to enforce electronic submission, and what compromises should be made in terms of submission and marking in those instances.

Benefits

This policy aims to ensure that only assessments which have benefit to gain from electronic submission will use it as their preferred method of submission. Those assessments where this is not the case will remain as hardcopy submissions but where beneficial should actively seek to provide feedback electronically.

Principles

1. For an assessment to qualify for use as a hardcopy submission it must fit one or more of the following requirements:
    1.1. Be created as part of a lab or group activity where computers are not suitable and where the assessment needs to be handed in as soon as, or shortly after the activity is done.
        1.1.1. A good example of this is lab books, or diagrams sketched during a lab.
    1.2. Is a physical model and attempting to make it otherwise would mean loss of the intended learning outcomes.
        1.2.1. A good example of this is where the thing being assessed is a physical model built by the student which cannot take electronic form.
    1.3. Is a large hand drawn sketch or diagram that would be too time consuming to reproduce on a computer, and would lose detail and significance if photographed or scanned.
        1.3.1. A good example of this is a hand drawn A3 Gannt chart.
    1.4. Is an assessment where over 15% of the content is math formulas and calculations where the calculation steps are the main thing assessed.
        1.4.1. A good example of this is a tutorial question sheet where each of the answers require multiple steps to calculate the answer and where the tutor needs to know the steps the student followed to get to their answer.

2. If a piece of assessment qualifies as a hardcopy submission (as defined in detail in point 1) then the submission process should follow the workflow for a standard hardcopy submission.[1]
   2.1. The physical drop-box should be set up according to the guidelines set out in the Drop-Box Creation Policy.[2]
   2.2. The marking can be done using a Performa, a Rubric or any other method[3] the course organiser sees fit as long as the final feedback and marks are added to Learn for the student to access along with all their other marks from that course.

Responsibilities

The course organiser and the academic staff in charge of creating the assessment for the given course are responsible for making the decision (after consulting the guidelines outlined under Principles in this document) whether a piece of assessment will be a hardcopy submission or not. When this decision has been made, as highlighted in the workflow for a standard hardcopy submission, they will inform their course secretary in the ETO of all the necessary assignment requirements so that a drop-box can be created.

Related Documents

a) Workflow for standard hardcopy submission – School of Engineering
   a. This workflow goes through the steps of the entire hardcopy submission process and where the responsibilities fall throughout that process.
b) Drop-Box Creation Policy
   a. This policy outlines the steps of how a drop-box (both physical and electronic) is created and where the responsibilities fall throughout that process.
c) Performa template and marking guidelines documentation
   a. The Performa template is developed by the course organiser to give a structured document containing the learning outcomes of the assessment and can be used to provide a framework throughout the marking process, this can be issued to the students as part of their feedback.
   b. The marking guidelines documentation goes through the various options available for marking and feedback and some advice on choosing which option suits the assessment best and how to use it.

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[1] See related documents (a) for details.
[2] See related documents (b) for details.
[3] See related documents (c) for details.