



FACULTY OF ARTS

**GUIDE FOR THE TEACHING AND ASSESSMENT OF UNDERGRADUATE UNITS**

This guide brings together the main principles and policies that the Faculty has adopted or reaffirmed since a 1997 review of assessment practices in the former Faculty of Humanities and Social Science and subsequent modifications proposed and accepted by the Boards of Humanities and Social Science, Visual and Performing Arts and the Faculty of Arts. The guide refers to assessment in all undergraduate programs: associate degrees, diplomas and bachelor degrees and the Arts component of combined degrees.

This guide can be accessed electronically on the Faculty's website at:

**<http://utas.edu.au/arts>**

## The University Context

All Faculties and Schools are obliged to follow Rule 2 of Academic Assessment and Rule 3 of Admission and Student Progress. [Formerly Rules 111 Of Academic Assessment and Rule Number 112 of Student Progress Assessment]. Rule 2 makes Faculties responsible for assessment of their courses and makes the Head of a School responsible for assessment in that School. Both Faculties and Schools are required to follow the University's Rules of Academic Assessment. In addition, Faculties and Schools are responsible for monitoring their courses and units, for reporting their monitoring to the University Teaching & Learning Committee and Academic Senate, and for attending to specific aspects of the implementation of the assessment policies and practices as they may be part of the University's Operational Plans.

## Guiding Principles

- 1 The Faculty accepts the principle that assessment serves the learning objectives of units and courses, and that as objectives change so may methods of assessment.
- 2 The Faculty accepts the principle that the prime responsibility for the integrity of learning and assessment in a unit resides with the people co-ordinating and teaching the unit under the oversight of the Head of School and the Faculty.
- 3 The Faculty accepts the principle that because the units that are taught by its members together (in many combinations) make up an award, individual unit co-ordinators and teachers have an obligation to contribute to the coherence of the award, and to the readiness with which students may experience that coherence.
- 4 The Faculty accepts the principle that whatever forms of assessment are used, their rationale and practice must be open to scrutiny at all stages from the point of their proposal; and they must be stated in accessible printed form before teaching of a unit commences.
- 5 The Faculty accepts the obligation regularly to convey, principally through Heads of Schools and Heads of Disciplines, clear and up to date statements of any assessment policy that it may form, consistent with University policies, ordinances and rules.

## Proportions of Continuous Assessment and Assessment by Examinations

**Humanities and Social Sciences:** The Faculty requires all units in the first three years of undergraduate awards in Humanities and Social Sciences to be assessed by a minimum of 40% of continuous assessment and a minimum of 40% by formal examination with exceptions permitted by the Faculty on a unit by unit basis, not by discipline lots.

**Visual and Performing Arts:** The Faculty requires all units in the first three years of undergraduate awards in Visual and Performing Arts to be assessed by a mixture of continuous assessment, formal examination, formal presentations, folios, performances. Exceptions are permitted by the Faculty on a unit by unit basis, not by discipline lots.

## Definitions

The Faculty has approved the following kinds of **formal examinations** (that is, examinations conducted in the formal examination periods prescribed by the University);

- 1 A *standard examination* is one in which students are given no prior announcement of the examination questions and take into the examination room only writing instruments and other basic aids as specified by the examiners.
- 2 An *open book examination* is a standard examination but with the added permission to take into the examination room such printed sources and/or brief manuscript notes as the examiners may specify.
- 3 A *seen examination* is either a standard or an open book examination in which all students eligible to sit the examination have been given prior knowledge of the examination questions by the co-ordinator of the unit.
- 4 An *oral/aural examination* is a substantial testing of students' oral/aural language skills that is a necessary part of final assessment in a language unit, or a formal viva voce examination in a unit other than a language unit.
- 5 Such presentations of portfolios, performances, assessed by a formally constituted panel of examiners.

**By continuous assessment, the Faculty has agreed to mean:**

Such forms as have been approved by the Faculty of written assignments, tests (written, aural and oral), practical and laboratory work, tutorial performance, oral presentations, that are required normally to be done in teaching weeks and always outside the formal examination periods. Continuous assessment implies a progressive strategy of evaluation within a unit through which students are given evaluative feedback that identifies their level of progress (i.e. grade), and further enables them to address their strengths and weaknesses.

## Workload Standards

### **Principles**

A standard unit is deemed equivalent to a 12.5% HECS loading.

Schools wishing to depart from the agreed standards must apply on a case-by-case basis to the Faculty through the Teaching and Learning Committee.

### **Unit Differentiation**

During progress to generic degree structures, the Faculty has considered unit differentiation into introductory, intermediate and advanced level (previously Level 100/first year units; Level 200/second year units; Level 300/third year units). The Faculty has in the past offered units at Level 200/300 with some Schools making no differentiation between the levels in terms of assessment or generic skills, whilst other Schools have used different marking criteria for the different levels.

To progress this matter, three models have been endorsed:

- 1 Minimalist
- 2 Specific Unit model A where there is differentiation between levels and changes to assessment questions, but not word length in 2008.
- 3 Specific Unit Model B where there is differentiation between levels but no change of assessment for 2008.

### **Humanities and Social Sciences**

For the purposes of agreeing on workload for undergraduate units in Humanities and Social Science, units are classified into three broad groups:

**Group a)** Aboriginal Studies, Ancient Civilisations, Asian and Comparative Philosophy, Asian Studies, Criminology, English, Gender Studies, History, International Relations, Philosophy, Political Science, Public Policy, Screen Studies, Social Ecology, Sociology, Literature units in language programs where the essay is in English.

**Group b)** Languages, Journalism, Media and Communications, some Philosophy units, Social Work, some Sociology units.

**Group c)** Special Topic/Research Project units that have no formal examination.

#### **Level 100 Units (Introductory)**

- (i) there shall be a minimum of 39 contact hours per semester for units taught on-campus. Units in Group b) are exempted from this minimum;
- (ii) the standard work load for Level 100 units in Group a) shall be:  
2,500 words plus a two-hour examination, or 2,000 words plus a three-hour examination;
- (iii) Heads of Schools with disciplines in Group b) should establish that such units have an equivalent work-load to units in Group a).

#### **Level 200 units (Intermediate)**

- (i) there shall be a minimum of 32.5 contact hours per semester for Level 200 units for units taught on-campus. Units in groups b) and c) are exempted from this minimum;
- (ii) the standard workload for 12.5% units in group a) is 3,000 words plus a two-hour examination or 2,500 words plus a three-hour examination;
- (iii) for units exempted from examination in group c) the standard workload is 5,000 words for 12.5% units. Group c) units which are examined should conform to (ii) above;
- (iv) Heads of Schools teaching group b) units will ensure that these units have equivalent workloads to those of the other groups.

#### **Level 300 units (Advanced)**

- (i) a minimum of 32.5 contact hours per semester for Level 300 units for units taught on-campus. Units in groups b) and c) are exempted from this minimum;

- (ii) the standard workload for 12.5% units in group a) is:  
3,500 words plus a two-hour examination or 3,000 words plus a three-hour examination;
- (iii) for units exempted from examination in group c) the standard workload is 5,500 words for 12.5% units. Group c) units which are examined should conform to (ii) above;
- (iv) Heads of Schools teaching group b) units will ensure that these units have equivalent workloads to those of the other groups.

## **Visual and Performing Arts**

For the purposes of agreeing on workload for undergraduate units in Visual and Performing Arts, units are classified into two groups:

**Group a)** Theory units taught in a classroom situation, eg Art Theory, Music Theory etc (normally 12.5% units)

**Group b)** Practical skills-based units eg, performance units, studio-based units (12.5% or 25% units).

### **Level 100 Units (Introductory)**

#### **Group a)**

- (i) there shall be a minimum of 39 contact hours per semester for 12.5% units taught on-campus;
- (ii) the standard work load for 12.5% units in Group a) shall be:  
2,500 words plus a two-hour examination, or 2,000 words plus a three-hour examination or the equivalent of 4,500 words which may be made up of a combination of essays, assignments, class tests, examinations, group activities such as Art forum or concerts or film screenings;

#### **Group b)**

- (i) there shall be a minimum of 39 contact hours per semester for units taught on-campus which may be made up of lectures, demonstrations, presentations, individual/group tuition or supervision, excursions, practical work, critiques;
- (ii) the standard work load for Level 100 12.5% units in Group b) shall be:  
the equivalent of 5,000 words which may comprise journals, group work, essays, assignments, folio of practical projects, performances.

### **Level 200 units (Intermediate)**

#### **Group a)**

- (i) there shall be a minimum of 39 contact hours per semester for units taught on-campus;
- (ii) the standard workload for units in group a) shall be:  
3,000 words plus a two-hour examination or 2,500 words plus a three-hour examination or the equivalent of 5,000 words which may be made up of a combination of essays, assignments, examinations, class tests, group activities such as Art forum or concerts or film screenings;

#### **Group b)**

##### 12.5% units

- (i) there shall be a minimum of 39 contact hours per semester for units taught on-campus which may be made up of lectures, demonstrations, presentations, practical work, critiques, group work;
- (ii) the standard work load for Level 200 12.5% units in Group b) shall be:  
the equivalent of 5,000 words which may comprise journals, examinations, group work, essays, assignments, exhibitions and/or folio of practical projects, performances;

##### 25% units

- (i) there shall be a minimum of 39 contact hours per semester for 25% units taught on-campus which may be made up of lectures, demonstrations, presentations, practical work, critiques, group work;
- (iv) the standard work load for Level 200 25% units in Group b) shall be:  
the equivalent of 10,000 words which may comprise journals, examinations, group work, essays, assignments, exhibitions and/or folio of practical projects, performances.

## **Level 300 units (Advanced)**

### **Group a)**

- (i) there shall be a minimum of 39 contact hours per semester for 12.5% units taught on-campus;
- (ii) the standard workload for 12.5% units in group a) is:  
3,500 words plus a two-hour examination or 2,500 words plus a three-hour examination or the equivalent of 5,500 words which may be made up of a combination of essays, assignments, examinations, class tests, group activities such as Art forum or concerts or film screenings;

### **Group b)**

#### 12.5% units

- (i) there shall be a minimum of 39 contact hours per semester for 12.5% units taught on-campus which may be made up of lectures, demonstrations, presentations, practical work, critiques, group work, exhibitions;
- (ii) the standard work load for Level 300 12.5% units in Group b) shall be:  
the equivalent of 5,000 words which may comprise journals, group work, essays, assignments, exhibitions and/or folio of practical projects, performances;

#### 25% units

- (i) there shall be a minimum of 39 contact hours per semester for units taught on-campus which may be made up of lectures, demonstrations, presentations, practical work, critiques, group work;
- (ii) the standard work load for Level 300 25% units in Group b) shall be:  
the equivalent of 10,000 words which may comprise journals, group work, essays, assignments, exhibitions and/or folio of practical projects, performances.

## **Assignments (Continuous assessment)**

The Faculty has adopted (2007) a common cover sheet for students to lodge assessment. The document is available on the Faculty of Arts website under 'Academic Administration'.

## **Late Submission of Assignments**

The Faculty has not determined penalties/codes of conduct for late submission of assignments. However, it is normally expected for all continuous assessment to be received by the due date as displayed in unit outlines. Schools may apply penalties for late submission of assignments only where the unit outline clearly indicates that such penalties will be applied. Where a student has negotiated an extension, or has a Learning Access Plan (LAP), then penalties should not apply.

## **Remarking Of Assignments**

The University Ordinances provide for remarking of examinations but not assignments. In the case of a student demonstrating reasonable grounds for the remarking of an assignment, the Head of School should, in consultation with the lecturer concerned, nominate a new marker, with the consent of the original lecturer.

## Examinations

### Supplementary Examinations

The criteria on which Supplementary Examinations may be granted are stated in the University Rules of Academic Assessment:

- 14.1 Semester 1 deferred ordinary and supplementary examinations are to be conducted, on dates set by the Academic Registrar, after the end of that semester but before the start of the second week of the Semester 2.
- 14.2 Semester 2 deferred ordinary and supplementary examinations are to be conducted, on dates set by the Academic Registrar, not later than the end of the current year.
- 14.3 Deferred ordinary and supplementary examinations for semesters other than Semester 1 and Semester 2 are to be conducted on dates set by the Academic Registrar, after the end of the relevant semester in Paragraphs 10, 14, 19, 20, 21.

Additionally, students are permitted to take only one supplementary examination per semester.

### Withheld Results

Heads of Schools should keep these to an absolute minimum before the Assessors Meeting. An explanation of any WT results may be requested at an Assessors Meeting. The deadline for reporting WT results to the Examinations Office is **the commencement of the deferred ordinary and supplementary examination period for that semester.**

### Grade Distribution Maxima and Moderation

Note that these maxima apply at each of Level 100, 200 and 300 (including Level 400 non-Honours units in Social Work) in each discipline.

HD 10%-Level 100 units in each discipline\*  
HD + DN 30%-Level 100 units in each discipline\*

HD 15%-Level 200 units in each discipline\*  
HD + DN 40%-Level 200 units in each discipline\*  
HD 15%-Level 300 units in each discipline\*  
HD + DN 40%-Level 300 units in each discipline\*

NN, WN, AN & NE 40% for each Level in each discipline\*

NN 25% for each Level in each discipline\*

The following grades should not be included in the above calculations: NC, ND, XX, XE, WW, WO, WF, WC, WE and WR.

\* for Visual and Performing Arts, 'discipline' is defined as all units in a particular year level in Fine Arts, Music, Visual and Performing Arts; for example all first year students enrolled in the BFA degree are considered for these purposes as constituting a discipline.

These maxima also apply to those units taught without formal examination.

Heads of School must provide (in consultation with discipline heads) written justification for departures from these maxima. This information should be reported to the Manager, Academic Administration by 5.00 pm on the day results are notified to the Examinations Office.

### Moderation

Further principles relating to moderation of units were adopted during 2008.

- 1 Units taught in **Spring, Summer and Winter** Schools should be moderated in the semester in which they are conducted, to conform with Faculty maxima, and should be reported to the closest Assessors meeting. For Winter School units (sem 4) this will be the Semester 2 Assessors meeting. For Spring and Summer School units (Sem 5 and Sem 3) this will be the Semester 1 Assessors meeting.

- 2 In-country language units** are exempted from inclusion in semester 1 and semester 2 moderation.
- 3 First year language units** are to be moderated at the end of semester 2 only, rather than at the end of semester 1 and semester 2.

### Variation of Results

When results are varied after the publication of the examination schedule and the assessors meeting, a change of assessment form should be completed by the examiner in the unit, signed by the Head of School, and sent for approval to the Associate Dean (Teaching and Learning) who will forward them to the Examinations Office.

### Exam Result Codes

HD: High Distinction	<i>programs which list sub-units and codes rather than umbrella codes only)</i>
DN: Distinction	WW: Withdrawal without academic penalty
CR: Credit	WN: Withdrawn deemed failed
PP: Pass	W0: Withdrawn before teaching began
UP: Ungraded pass	WR: Withdrawal without academic or HECS penalty
TP*: Terminating pass	WF: Withdrawn by Faculty
TS*: Terminating pass- Supp exam granted	WC: Withdrawn Cancelled
FS: Faculty pass - Supp exam granted	WE: Withdrawn, Processing Error
FP: Faculty pass - no Supp exam granted	HF: Honours first class
NS: Failure - permission to enter Supp exams	HU: Honours second class upper division
NN: Failure- no Supp exam granted	HL: Honours second class lower division
WT: Result withheld	HT: Honours third class
NE: Not eligible to sit examination	HN: Honours failure
NC: Subject not completed-used particularly for part-time Honours results at the end of Year 1	SA: Absent from Supp exam
DO: Deferred ordinary examination granted	SP: Supp exam pass
AN: Absent deemed failed	ST: Terminating pass, Supp exam
XE: Unit not examined- <i>(Used for overseas exchange students who do not to sit the examination or submit any assessment in a particular unit)</i>	SN: Failure Supp exam
XX: Result incorporated in another unit's result <i>(Used particularly for Honours</i>	SC: Supp exam, Supp not completed
	SF: Supp exam, Faculty pass
	TA: Absent from exam-original exam result =TS
	TN: Supp exam failure - original result = TS
	FN: Supp exam failure - original result = FS

\*In May 2009, Academic Senate approved the discontinuation of the use of the Terminating Pass/Terminating Pass, Supplementary Examination Granted results combination.

### University Result Grade Ranges

The University mandates the following passing grades in Rule 2:

HD:	80+%
DN:	70-79%
CR:	60-69%
PP:	50-59%

The University does not currently have a rule that spells out Fail grades in Rule 2. However, these are currently under discussion. The Faculty has had a convention that the following guidelines be followed:

- NS: 45+% (To be used where a clear pass is required for progression to the next level of study, or for cases where students have a strong chance of passing the unit at a second attempt.)
- TP\*: 48-49% (Pass grade but the unit cannot be used as a prerequisite for the next level of study). The use of TP/TS results is strongly discouraged in units that are not prerequisites for continuation in the discipline, or in elective units. Eg TP/TS results would not be given in FST102 Art and Design Theory 1B, because Art Theory is a

core area in Fine Arts degrees. An NS would be granted instead because the student must gain a clear pass to continue.

Schools may award a TP for First Year unit/s on the understanding that the student will be required to repeat the unit/s if they wish to continue the discipline into Second Year. If the student does not continue in the discipline, the pass result would stand. At Second/Third year level, the use of a TP result is strongly discouraged in elective units or in disciplines where there is no limitation on progress to further units in the discipline if a TP is granted. For example, it would be inappropriate to award a TP result for a Public Policy Level 200/300 unit as the result would not prevent continuation in the discipline. In core language units, or performance/studio units, a TP result at First or Second Year level would require the student to repeat the unit/s before continuing into the Second or Third Year Level. Schools in this situation may decide to use either NS or TS, depending upon whether or not the student will continue in the discipline.

TS\* 45-49% Terminating Pass, Supplementary exam granted Pass grade. The student has the opportunity to sit a supp exam in order to gain a full pass.

NN: below 45%. An NS grade may be granted in exceptional circumstances.

FP Awarded at an Assessors meeting for a potential graduate with one outstanding unit required to graduate. Actual mark may vary but normally 40%+.

\*In May 2009, Academic Senate approved the discontinuation of the use of the Terminating Pass/Terminating Pass, Supplementary Examination Granted results combination.

### **Code of Practice for Assessors' Meetings**

- i. The decisions of the Assessors' Meeting shall at all times be non-discriminatory and in accordance with the principles of natural justice, equity, consistency and fairness.
- ii. Heads of School or nominee and assessors as instructed by the Head of School shall attend the Assessors' Meeting. Other members of the Faculty may attend if they wish.
- iii. The objective of the Assessors' Meeting is to facilitate inter-school not intra-school consultation. Time will not be allocated to the latter.
- iv. Assessors shall supply the meeting with hard copies of results finalised after publication of the Schedule, signed by the Head of School.
- v. Decisions of the Assessors' Meeting re departures from norms shall be applied consistently.
- vi. Where an assessor is unable to provide a result without further consultation with colleagues within the school, the result for the unit shall be withheld until the assessor supplies the correct result, with the endorsement of the Head of School, to the Associate Dean (Teaching and Learning) at a later date.
- vii. The Heads of School shall provide before the Assessors' Meeting, written justification for departures from the approved distribution of grades.
- vii. The Assessors' Meeting shall nominate the winners of the various prizes donated to the Faculty according to the rules attached to the prizes.
- viii. The Assessors' Meeting shall make recommendations regarding possible winners of the University Medal within the Faculty.
- (ix) Discussion about the credentials, probity, integrity, and conscientiousness etc of the assessor of a unit or course (or any member of the Faculty for that matter), is not the province of the Assessors' Meeting and shall be out of order.

## APPENDIX A UNIT DIFFERENTIATION

### MODELS

Three models are offered below; both acknowledge the need for a staged transition to the new degree structure. In some respects, these models are consequent on rather than alternatives to one another. Note actions under Follow up.

Model A provides minimalist formula that is generally applicable. Model B provides a specific example of a unit outline revised according to the generic attributes identified by the Faculty; differentiates between levels and changes assessment questions but not word length in 2008. Model C also provides a specific example of a unit outline revised according to the generic attributes identified by the Faculty; acknowledges the situation where assessment criteria for 2008 are already published online; originates within a program needing to accommodate smaller units.

#### **A Minimalist model suitable for all units**

*Assessment* requirements in the order of, say, different essay and exam questions for 200 and 300 levels.

From 2009

*Unit Description,*

*Unit Aims and Objectives*

*Assessment*

Level 200 = 3000 + 2h or 2500 + 3 h

Level 300 = 3500 + 2h or 3000 + 3h

*Follow up*

Will need to be revised in line with the (new) flexible core structure to differentiate between Intermediate and Advanced level units; even where units will be taught as combined cohorts [see follow up for model below].

#### **B SPECIFIC UNIT MODEL**

Differentiates between levels and changes assessment questions but not word length in 2008

*HGA 262/362 Social Inequality*

D. Habibis Oct 07

##### **Unit description**

This unit explores the issues of power and inequality in contemporary society, with a particular focus on Australia. The unit examines theoretical debates and empirical patterns associated with the concept of class, while also considering its effects on life chances.

##### **Learning outcomes**

*Level 200*

On completion of this unit, you should be able to:

1. Understand classical and contemporary debates and frameworks for understanding inequality;
2. Understand how a wide range of social determinants intersect to produce inequality;
3. Understand how globalisation influences patterns of inequality;
4. Develop your own informed perspectives on everyday social issues relating to social inequality;
5. Develop your skills of selective reading and synthesis of sociological literature;
6. Demonstrate these understanding and skills in written work and oral communication.

*Level 300*

In addition to the learning outcomes identified for Level 200 there is an expectation of:

1. An advanced theoretical breadth and depth. In particular, greater and more sophisticated understanding of relevant contemporary theories is expected, especially the work of cultural theorists such as Bourdieu and Savage;
2. Advanced research of topics, both for tutorials and written assessment. Research should go beyond the recommended reading to include relevant databases, web sites and search engines;
3. Greater critical appraisal of arguments and debates and a capacity to identify and defend your own view.

### **Generic graduate attributes**

The University has defined a set of generic graduate attributes (GGAs) that can be expected of all graduates (see <http://www.utas.edu.au/ti/policies/index.htm>).

By undertaking this unit you should make progress in attaining the following attributes:

**Knowledge:** This refers to the development of knowledge of sociological arguments about social inequality, social division and difference. You are expected to have understanding of the major arguments relating to social inequality in contemporary society and of the issues relating to specific social groups including Indigenous Australians, migrants and refugees and women. Your progress in this area will be facilitated through the completion of written assignments, exam and tutorial discussion.

#### *Level 200 (Intermediate)*

This knowledge will build on learning achieved at Level 100. It will be demonstrated through the appropriate use of:

- general sociological concepts and theories including: positivism, class, gender, ethnicity, detraditionalisation, postmodernity and globalisation
- sociological concepts and theories specific to the field of social inequality including: Marx's theory of class, Weber's theory of power, the death of class, social capital, cultural capital, social mobility, the underclass, social exclusion and the 'Other'.

#### *Level 300 (Advanced)*

This knowledge will build on learning achieved at Level 200.

It will be demonstrated through the appropriate use of:

- general sociological concepts and theories including: class, gender, ethnicity, globalisation, positivism, structuralism, postmodernity, post-structuralism, liquid society, risk, the cultural turn, reflexive modernity, detraditionalisation and individualisation
- sociological concepts and theories specific to the field of social inequality including: Marx's theory of class, Weber's theory of power, Bourdieu's theory of social inequality, social reproduction, the cultural omnivore, the habitus, the death of class, social capital, cultural capital, social mobility, social exclusion and the 'Other'.

**Communication skills:** This involves the ability to communicate effectively and appropriately in a range of contexts using different media and formats. Most importantly, it includes a capacity to articulate/present ideas in a clear, consistent and organised way. Your progress in this area will be facilitated through the completion of written assignments and feedback on them and verbal discussion in lectures and tutorials.

#### *Level 200 (Intermediate)*

- Writing skills will:
  - conform to normal conventions of essay writing (correct grammar and spelling, development of an argument, supporting these with evidence and correct referencing)
  - refer to appropriate sociological theories, concepts and knowledge.
- Verbal skills will involve reference to sociological theories and concepts; a capacity to summarise arguments and to present the findings of small group discussion to all lecture/tutorial participants.

#### *Level 300 (Advanced)*

- Writing skills will include those described for Level 200 as well as presentation of well developed arguments, involving a sophisticated use of sociological language and illustrated with original examples.
- Verbal skills will:
  - include those described for Level 200 as well as use of sociological language to illustrate points, summarise arguments and to present the findings of small group discussion to all the lecture/tutorial participants.

**Problem-solving skills:** This refers to your ability to undertake research. It involves using (1) critical, analytical thinking when approaching different types of problems and (2) information literacy skills.

These skills will be developed through essay and exam writing and in preparation for tutorials.

### *Level 200 (Intermediate)*

This involves learning to:

- identify the issues raised by a topic and to use sociological concepts and theories to understand and critique these
- investigate these issues drawing on the unit material provided (reading lists, lecture notes and slides, tutorial readings, WebCT Vista guides) as well as library sources, including the library catalogue and web-based electronic resources (databases, e-journals)
- supplementing this material with appropriate, academic content from web-based sources including web-sites such as 'Australian Policy Online', and search engines such as Google Scholar.

### *Level 300 (Advanced)*

This involves achieving the learning outcomes described for Level 200 but at a more advanced level. Ideas and issues will be explored in greater depth and with greater theoretical and analytical sophistication. Specifically, it will involve:

- an ability to apply the ideas of influential contemporary theorists of inequality including Bourdieu, Skeggs, Savage, Connell and Devine and Cowlshaw to contemporary issues
- extensive use of recent empirical data to support arguments (where relevant)
- extensive research using a wide range of electronic and printed sources

**Global perspective:** This refers to your ability to appreciate global issues and inter-cultural perspectives. This will be facilitated through learning:

1. How globalisation is implicated in the creation and sustainment of contemporary forms of inequality
2. The forms that global inequality takes and Australia's position in relation to other nations.

These skills will be developed through essay and exam writing and through participation in discussion in tutorials and lectures.

### **Assessment schedule**

Assessment task	Date due	Value
Assignment 1: 2,000 word essay		40%
End of semester exam: 3-hour examination		60%

To pass this unit you must complete all items of assessment AND gain an overall mark of at least 50 per cent.

### **Assessment details**

#### *Level 200 (Intermediate)*

##### Assessment task 1

##### Task description

Write an essay on the following topic:  
Explain how and why theories of social inequality have undergone significant transformation in recent decades.

##### Task length

2,000 words

Links to unit's learning outcomes  
Assessment criteria / guidelines

This assignment is linked to the Learning Outcomes identified above.  
Critical and accurate discussion of the strengths and weaknesses of contemporary and classical theories of inequality.  
Accurate identification and discussion of the social transformations that have occurred since the 1950s which have challenged traditional theories of social inequality.  
Depth of understanding of the theoretical issues demonstrated  
Breadth and appropriateness of research.  
Strength of writing skills (logical argument, accurate written expression, clarity of ideas).  
Arguments supported by appropriate citations.

Date due

*Level 300 (Advanced)*  
Assessment task 1  
Task description

Write an essay on the following topic:  
Explain how and why theories of social inequality have undergone significant transformation in recent decades, focusing especially on the contribution of Bourdieu.  
2,000 words  
This assignment is linked to the Learning Outcomes identified above  
1. Critical and accurate discussion of the strengths and weaknesses of contemporary and classical theories of inequality, paying special attention to the ideas and influence of Bourdieu.  
2. Accurate identification and discussion of the social transformations that have occurred since the 1950s which have challenged traditional theories of social inequality, locating this within sociological arguments about the cultural turn.  
3. Depth of understanding of the theoretical issues, drawing on a range of theorists such as Giddens, Beck, Bourdieu, Devine, Skeggs and Savage.  
4. Use of a wide range of sources which include but go beyond the recommended reading list, including use of electronic and print media. Strength of writing skills including use of sociological language to identify and analyse the issues.  
6. Well-developed and well-informed argument, supported by evidence and appropriate citations and expressing your own view.

Task length  
Links to unit's learning outcomes  
Assessment criteria / guidelines

Date due

## **C SPECIFIC UNIT MODEL**

Differentiate but no change of assessment for 2008

### **Unit Outline for HAF2/328 Religion & Gender 2008**

L. Tatman 26 Sept 07

#### **Learning outcomes**

On completion of this unit, you should be able to:

- identify the core elements within any given religious world;

- identify and analyse the gendered dimensions of any given religious world, in particular the gendered assumptions and practices present within its myths and rituals;
- give a plausible account of how and why different religious communities respond the way they do to both local and global events, highlighting the implications their responses have on the daily practices of women and men within those communities.

### **Generic graduate attributes**

The University has defined a set of generic graduate attributes (GGAs) that can be expected of all graduates (see <http://www.utas.edu.au/tl/policies/index.htm>). By undertaking this unit students should make progress in attaining the following attributes:

*Knowledge:* Students will learn an array of theoretical concepts used within religious studies to identify and analyse the components of any given religious tradition, e.g., myth, ritual, sacred, divinity, transcendence, immanence. They will also learn core theoretical concepts within the area of gender studies, including sex, gender, subjectivity, power, and agency.

Students taking this unit at the intermediate (200) level will demonstrate competence in explaining the theoretical concepts used in the unit and in identifying the core elements of specific religious worlds. At the advanced level (300) students will be able to compare different theoretical perspectives on both religion and gender, and to assess critically the advantages and disadvantages of various approaches to the topic.

**Communication skills:** Students will further develop their ability to write well-argued and well-structured academic essays and they will further develop their competence as presenters/speakers in both large and small forums.

Students taking this unit at the intermediate (200) level will demonstrate in their written work the ability to engage in independent research, including identifying resources pertinent to their research, accessing information efficiently, and evaluating its usefulness to their project. At the advanced (300) level students will demonstrate a capacity to present complex analyses of their research topic, drawing effectively on a wide range of information resources.

**Global perspective:** Students will gain an understanding of various religious traditions as these have developed and are practiced around the world. They will gain an insight into the complexity of historical relations between different religious communities and traditions, and will become familiar with the geo-political influence certain religious communities are wielding today.

Students taking this unit at the intermediate (200) level will be able to identify and discuss transnational religious practices such as missionary work, religious education, faith-based terrorist activity, and charity assistance programs, and will comprehend the sacred significance of different geographical sites to different religious traditions. At the advanced (300) level students will demonstrate a nuanced understanding of transnational religious practices and of the religious and geo-political significance of various sacred sites around the world.

**Social responsibility:** Students will encounter in this unit living religious traditions and practices. By developing a complex understanding of various faiths as these are enacted in the world today, students will be able to discern numerous commonalities, differences and tensions within as well as between each of these traditions. These commonalities and tensions are present everywhere in the world, and every attempt to foster respectful, responsible relations between persons of different faiths as well as between different religious traditions must begin by acknowledging them.

Students taking this unit at the intermediate (200) level will begin to analyse points of tension and conflict between international human rights discourse and various religious claims about the proper nature and/or roles of males and females in society. They will grapple with the ethical and political question of how to affirm both religious worldviews and the western secular affirmation of the equality of all persons. At the advanced (300) level students will demonstrate a more complex understanding of these issues, and will engage in in-depth analyses of the reciprocal relations between different (ever-changing) religious traditions and their broader social contexts.

*Follow up*

In 2008 I will stress during lectures that: 300 level students should be engaging in more extensive research for their essays than they undertook as 200 level students.

In 2009 intermediate and advanced level students will have entirely different assessment packages: different essay/exam questions and different word-count/bibliography length expectations with regard to their essays.

## APPENDIX B

### Generic Skills

The University of Tasmania has identified 5 core attributes as the foundation of its Policy on Generic Attributes of Graduates of the University of Tasmania:

- Knowledge
- Communication skills
- Problem solving skills
- Global perspective
- Social responsibility

The intention is that these attributes/skills will be actively developed over a student's time at university, and will be embedded in the curriculum and identified in unit outlines.

The Faculty has identified three generic skills that it wished to particularly implement within units in the Faculty. These generic skills are:

- Analytical skills/problem solving
- Communication skills
- Information Literacy

General guidelines were developed with the intention that they should help in more systematic incorporation of Academic Generic Skills into teaching practices and assessment methods. Each school, discipline and area was directed to adjust the recommended measures to their specific requirements. [*While flexibility is necessary, no discipline and area are absolved from implementation*]

#### 1. ANALYTICAL SKILLS

Basic analytical skills involve the capacity to understand and apply disciplinary and general abstract concepts to local, national and global issues and in professional practice. At more advanced levels, analytical skills involve the capacity to use concepts in theoretical contexts, and to recognise the ways they assist in solving theoretical and practical problems. Advanced analytic skills also involve the breaking down of complex issues into their component parts, as well as developing alternative approaches that assist in framing solutions.

All units, especially the introductory units in key disciplines, should introduce the key concepts in a systematic manner, preferably situating them in their theoretical contexts. At more advanced levels, key concepts and theories should be highlighted as analytical 'tools of inquiry' and subjected to critical assessment in the light of available evidence. While different disciplinary areas have different 'analytical tool boxes', students should know not less than a dozen key concepts, and should be able to define, apply and use them in a variety of contexts.

Expectations with respect to analytic skills should be mentioned explicitly in unit outlines (including assessment), and communicated to students in a variety of different ways. Unit outlines may list the key concepts and theoretical constructs, and assessment exercises may explicitly refer to them. Or they may be introduced implicitly and contextually. The expectations should be graded (introductory, intermediate, advanced), and the acquisition of the skills should be cumulative. The new 'tiered' structure of Bachelor degrees (100, 200, 300) should make this grading easier.

Key questions that an academic staff member might pose when considering explicitly integrating analytic skills into the unit outline are:

- What are the key analytic concepts that are taught in this unit?
- At what level should students be able to apply these concepts?
- How should the assessments be designed to test that students have learned these key analytic concepts and their application?

- How should I explicitly communicate to the students the linkages between the key concepts and assessment procedures?

It is recommended that the key concepts are explicitly defined, and that their application is highlighted in lectures and tutorials. Exercises that could assist in teaching analytical skills include: (a) the use of actual scenarios, with parameters given for required solution; (b) discussions in tutorials and workshops that enable students to apply the concepts to past and current events and situations; (c) critical evaluation of the work of other students; the presentation of real world problems with the requirement to find individual and group solutions; and (d) the practice (action) of doing something followed by reflection on the deployment of concepts, theoretical framework and methodology.

Some examples of assessment exercises are:

### **1<sup>st</sup> year (introductory level 100)**

- **Essay:** students required to use a small number of key concepts drawn from a single sub-field of inquiry to analyse a specific text or situation.
- **Presentation:** students required to use a small number of key concepts drawn from a single sub-field of inquiry (but perhaps different from the essay above) to analyse a specific text or situation.
- **Group Work:** students required to employ the entirety of the unit's key concepts (with different students drawing on different conceptual frameworks) to analyse specific text or situation.
- **Exam:** students required to define all of the key concepts taught in the unit and to be able to apply different subsets to analyse a specific text or situation.

### **2<sup>nd</sup> year (intermediate level 200)**

- **Essay:** students required to apply all key concepts in the field when analysing more complex texts or patterns of conduct and to compare and contrast the major conceptual frameworks in the field.
- **Presentation:** students required to use all of the key concepts in two/three major conceptual frameworks in the field to offer different theoretical accounts.
- **Group Work:** students required to argue in favour of their preferred conceptual framework and against alternatives presented by other students.
- **Exam:** students required to employ not only the key concepts in the field but associated sub-concepts drawn from their preferred conceptual frameworks to analyse a specific text or situation.

### **3<sup>rd</sup> year (advanced level 300)**

- **Essay:** students required to apply the set of core concepts and sub-concepts drawn from a specific discipline in the field, while simultaneously defending this approach vis-à-vis other approaches that might have been adopted.
- **Presentation:** students required to be able to compare and contrast different interpretations (different analytic approaches) and discuss their advantages and disadvantages.
- **Group Work:** students required to defend their preferred approach ("warts and all") while understanding the variety of alternative approaches that could be taken to "solve" a particular problem.
- **Exam:** students required to employ the key concepts associated with any specific theoretical framework, demonstrating a high-level appreciation of the stakes involved in selecting one theoretical approach over others.

## **2. COMMUNICATION SKILLS**

This involves the ability to communicate effectively and appropriately in a range of contexts using different media and formats. Most importantly, it includes a capacity to articulate/present one's ideas in a clear, consistent and organised way. On more advanced levels, it includes a capacity to adjust the presentation to the character of the audience and

the requirements of situations. Communication skills include writing and speaking skills, as well as listening and reading skills.

Unit outlines should specify which skills will be developed and how (through what tasks and assessments). It is important to diagnose deficiencies in communication skills early, so that students are alerted to the problems and can seek assistance. The acquisition of communication skills should aggregate across majors, not necessarily within individual units. A flow chart demonstrating the incremental acquisition of communication skills across a major may be as helpful as a list.

### **Writing:**

**Introductory Level (100):** The expectations on this level include: writing fluently and succinctly (essay form), using correct grammar and spelling; an understanding of the passive voice and its limitations; proofreading; essay planning; recognition of an essay's constituent elements: introduction, body, and conclusion; structuring the argument; understanding correct referencing and familiarity with different referencing styles; familiarity with other forms, in particular note taking (within lectures and when conducting research); commence acquiring the skills to develop an argument and to sustain it logically throughout an essay.

**Intermediate Level (200):** Greater sophistication in utilising level 100 skills; less description and greater levels of analysis integrated into essays; development of different writing skills, including reviews, research reports, and greater competency in note taking.

**Advanced Level (300):** Capacity to present and defend (with well mastered evidence) complex arguments, capacity to use a variety of styles and modes of expression, capacity to format texts for different purposes and for different audiences.

### **Oral:**

**Introductory Level (100):** capacity to summarise arguments, commenting on a topic and presenting findings to a group; skills in listening to (and understanding) the opinion of others; skills in debating issues in group situations.

**Intermediate Level (200):** increasing sophistication in utilising level 100 skills; capacity to construct and defend an argument, confidence in facilitating discussion and debate; confidence in answering questions based on presentation.

**Advanced Level (300):** confident speaking in group situations; responding to contrary opinion; taking the role of Chair in discussions.

### **Assessment tasks where above skills might be utilised:**

Essays; assignments (could include reviews and report writing amongst other exercises); tutorial presentations; debates (participant and chairing); oral defence of essay/research project; note taking (all forms—an important skill where it is usual for no training to be provided); seminar participation (delivery and audience); group participation; facilitating discussion in group activities.

### **Example of outcomes:**

- Students will be competent presenters of specialised information in both written and verbal forms to a variety of audiences in professional and non-specialist environments.
- Students will have the capacity to research, collate and present their findings in different situations including one-to-one discussions, small group presentations and in seminars and workshops where larger audiences will be present.
- Students will be proficient as writers and presenters of formal papers, reports and summaries.
- Students will have the capacity to proof-read written material in a variety of forms using a range of styles and systems of referencing.
- Students will have the skills to offer constructive criticism, comment and advice when presented with others' written and oral presentations.

- Students will have a good understanding of the cultural and ethical dimensions of presenting written and oral communications in a variety of forms.
- Students will be able to work effectively in teams, both as leaders and as collaborators.
- Students will have the ability to plan, implement and report formal meetings and other forms of group discussion.

### 3. INFORMATION LITERACY

Information literacy involves ability to identify, process and utilise information, especially in electronic forms. More specifically, it includes competence in using computers and relevant software, accessing library, and internet search. Information literacy covers skills relevant to efficient and clear referencing, keeping of files and records, presenting data and attending to data protection procedures. It enables us to recognise when and what information is needed, and to locate, evaluate, acknowledge and use information effectively and efficiently. It is a prerequisite for research and lifelong learning.

The Information Literacy Policy defines information literacy and aims to ensure that all students in the University of Tasmania develop information literacy skills (see Appendix 2).

According to the policy, information literate graduates of the University of Tasmania will be able to:

- recognise a need for information
- recognise the need to contextualise information
- determine the extent of information needed
- access information efficiently
- critically evaluate information and its sources
- recognise the distinction between information and knowledge
- classify, store, manipulate and redraft information collected or generated
- \* incorporate selected information into their knowledge base
- \* use information effectively to learn, solve problems and make decisions, and
- obtain and use information ethically and legally

These standards are discussed in more details on the web site of the Australian and New Zealand Information Literacy Framework  
[http://www.anziil.org/resources/Info lit 2nd edition.pdf](http://www.anziil.org/resources/Info%20lit%202nd%20edition.pdf)

It was suggested that we focus primarily on info-literacy skills relevant for using our (Library's) Online Resources: Catalogue information, E-Journals, Databases, CrossSearch, Guide to eReserve for staff and students, Document delivery, Online Reference Collection, Remote access to electronic resources.

The UTAS Information Literacy Framework is in the process of development. When fully developed, it will provide a guide in planning the implementation of info literacy skills. Some elements of it are already operational. Thus, our existing online tutorial resources allow for a systematic inclusion of some of these skills into courses and units. The online modules that are either completed or in advanced development stage include:

1. Analyse the question
2. Identify sources
3. Catalogue search
4. Search databases
5. Search the Web
6. Cite the sources

This extends online material, such as that used in Government and Asian Studies, into a more comprehensive, interactive learning resource that can be contextualised for particular disciplines.