


# Developing shared understandings

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Developing shared understandings around assessment is an important, iterative process that can enhance fairness and consistency in the assessment items that students engage with and also in marking and moderation processes between Australian staff and transnational academic partner staff. Shared understandings are not limited to marking and grading alone. They can also extend to the setting of assessment, as well as learning and teaching arrangements.

## Approaches in use

- Providing course/subject outlines with enough detail about learning, outcomes and assessments
- Providing of marking guides that are specific
- Establishing of and communication of marking guides before the start of the semester and also early in the semester to students
- Providing of model/sample answers and examples of marked work to TNE partner
- Having easy and regular communication between Australian and TNE partner academics
- Using 'consensus moderation' by having markers reach agreement ("consensus") on standards by marking the same scripts independently and then discussing their marking to reach an agreement on an appropriate mark.




"We have a really good relationship before we set the assessments ... and then afterwards we do like a bit of a trial and error marking sheet, rubric kind of thing for it and it takes a lot of time but then when you actually get to the marking we tend to say I've got roughly this percentage for this question and my students struggled with this, so ... I think over the two years or so we built up a bit of a way of coordinating the assessments, both in setting them and maybe marking them as well."

*Australian academic*

## Problems currently faced

- Having little or no communication
- Communicating far too late
- Late appointments of TNE partner staff
- Turnover of Australian and TNE partner staff
- Poor functioning of information technologies.



"There is not a system or framework for communication. They need to make staff have connections with uniform information for tutors and a clear understanding of teaching, assessment and examination."

*Transnational partner academic*

## Developing shared understandings

- Setting up a process to bring together Australian and TNE partner academics to have conversations about assessment including design and marking standards
- Having a framework for easy and regular communication between TNE teaching teams
- Establishing early contact between TNE teaching teams
- Providing institutional support to limit staffing changes where appropriate.