



Assessment Policy

1. Purpose

This Policy details the principles that underpin UNSW College's approach to assessment.

Assessment is a fundamental academic activity and essential to the learning and teaching process. Assessment includes:

- (a) design and specification of activities or tasks that students undertake to support and demonstrate their learning and progress. These may include but are not limited to essays, group assignments, examinations, quizzes, class presentations and laboratory practicals;
- (b) provision of feedback to provide guidance for students' learning and progress;
- (c) moderation of assessment activities;
- (d) award of marks for assessment undertaken during Term; and
- (e) determination and award of final result grades at the end of Term.

2. Scope

The policy applies to all academic staff and students delivering or enrolled in programs delivered by UNSW College.

3. Policy statement

3.1 Principles

- (a) UNSW College provides learning and assessment that allow students to demonstrate their achievement of the learning outcomes specified for the courses in which the student is enrolled.
- (b) Assessments are clearly aligned with the relevant course and program learning outcomes.
- (c) The assessment process is transparent and easy for students to understand and measure their level of achievement.
- (d) Assessment is fair and achievable by all students who have engaged with the courses in which they are enrolled and have made genuine attempts to learn the course materials.
- (e) Assessment tasks are designed to encourage and uphold academic honesty and integrity.



- (f) Timely feedback for assessment tasks completed within the teaching period is provided, to enable students to make judgements about their learning and how they can improve.
- (g) Assessment workloads in each course must be in keeping with the Units of Credit allocated to that course and its weighting towards the final grade.
- (h) No piece of assessment should be worth more than 50% of the total marks available for each course.
- (i) Marking rubrics for each assessment item within each course will distinguish assigned levels of grading / student achievement.
- (j) Moderation of marking is undertaken to ensure consistency of assessment decisions in accordance with the criteria defined for the assessment item.
- (k) Each course will include a variety of assessment types, both formative and summative, to support different learning outcomes of the course
- (l) There is no pre-determined distribution of grades for any assessment task or course.
- (m) Each course will embed one 'low stakes' formative assessment prior to the census date to provide early feedback to students on their progress and assist the College in timely identification of 'at risk' students.

4. Communication of assessment requirements

4.1 Hurdle requirements

- (a) A hurdle requirement within a course is a compulsory requirement that must be met for a student to be eligible to receive a 'pass' grade for that course.
- (b) Any hurdle requirements for passing a course, such as the necessity of submitting all assessment tasks or passing all assessment tasks, must be included in the Course Outline.

4.2 Assessment tasks and marking criteria

- (a) Assessment tasks within each course, together with the due date, weighting towards the final grade, task description and method of submission must be included in each Course Outline.
- (b) Marking criteria for each assessment task must be detailed in the Course Outline or available through the Learning Management System (LMS) at the beginning of each teaching period.

4.3 Alignment with learning outcomes

- (a) Assessment tasks take a variety of forms, based on the appropriateness of each in assessing the various course and program learning outcomes.
- (b) Course Outlines should identify the course learning outcome(s) to which each assessment task relates.



5. Submission of assessment tasks

- (a) Students must submit all assessment tasks by the due date.
- (b) No task may be re-submitted unless there are extenuating circumstances. An example of an extenuating circumstance might be a student failing the final assessment task in their final course of a program and the course is not offered in the following academic term. Such a resubmission must be approved by the relevant Education Manager or nominee.
- (c) If penalties apply for late submission, these must be clearly stated in the course outline.

6. Educational adjustments

- (a) Both the [Equity, Diversity and Inclusion Policy](#) and the [Admissions Policy](#) support equity and diversity within the College student body and commit to practices designed to support equitable educational opportunities.
- (b) Students who have been admitted under the Access and Equity provisions of the [Admissions Policy](#), are entitled to receive reasonable adjustments that support their success in College studies but remain aligned with the stated Course Learning Outcomes.
- (c) Educational adjustments can apply to assessments, including assignments and examinations.
- (d) Educational adjustments can include: the provision of enabling staff; the provision of alternative formats and / or the use of assistive technology.
- (e) The UNSW Equitable Learning Service (ELS), together with the College Student Support team, determine adjustments and communicate these to the relevant academic and professional staff.
- (f) Any educational adjustments should not compromise the academic integrity of the course or program.

7. Special consideration for an assessment task, including a final exam

- (a) By undertaking or submitting an assessment on the scheduled assessment date, the student is declaring they are fit to do so and cannot later apply for Special Consideration.
- (b) Special Consideration is the process for assessing and addressing the impact of events beyond the control of the student, that have affected performance in a specific assessment task or tasks, including those within the Term and the final examination.
- (c) The Special Consideration application process and criteria for eligibility, is included in the [Assessment Procedure](#).
- (d) If the request for Special Consideration for a specific assessment task is approved, one of the following will be offered:



- i. the deadline for the assessment may be extended; or
 - ii. a supplementary or alternative assessment may be offered, in which case, the mark awarded for the supplementary or alternative assessment task will be based solely on that assessment item.
- (e) If a student fails an assessment task in any course in the final Term of an Australian Qualifications Framework (AQF) award program but does not have an approved Special Consideration for that task, and this failed assessment results in a course failure which prevents the student from passing the course and completing the program, supplementary assessment may still be offered.

8. Review of final results

- (a) If students wish to query their mark for a particular piece of assessment they should discuss the matter with their lecturer at the time the marks are provided to the student. If the outcome is not to the satisfaction of the student, the next step is to undertake Stage 2 of the [Student Review and Appeal Policy](#) within ten working days of the final grade being released.
- (b) A student may request a review of their final grade by completing a [Review of Result Form](#) within ten (10) working days of the results being published and follow the steps outlined in the [Student Review and Appeal Policy](#).

9. Quality assurance

- (a) Assessment tasks will be subject to peer review periodically to ensure they effectively measure the learning outcomes for that course.
- (b) Quality assurance oversight by the Chief Academic Officer or nominee, and the Assessment and Integrity Committee will ensure that the design of assessment tasks is appropriate and meets required standards.
- (c) Marking criteria for each assessment item informs levels of student achievement, and moderation of marking is undertaken to ensure consistency of assessment decisions in accordance with the defined marking criteria.
- (d) Final grades are approved by the Assessment and Integrity Committee, on the recommendation of the Course Convenor and UNSW Quality Assurance and Review Consultant (QARC).



10. Roles, responsibilities and delegations

Role	Responsibility
Academic Board	Ultimate responsibility for ensuring quality assurance for all academic areas including assessment.
Academic Staff	<ul style="list-style-type: none"> • Designing appropriate assessment tasks that allow students to demonstrate their level of learning. • Marking assessment tasks against the marking rubric provided to students or other relevant criteria. • Providing directed and timely feedback. This must be provided within three weeks of the submission of the assessment task. • Discussing with students any queries they may have regarding the grade allotted for any assessment task.
Teaching and Learning Committee	Provides oversight of all course documents.
Assessment and Integrity Committee	Provides oversight of assessment quality and integrity.
Course Convenor	A Course Convenor has primary responsibility for the curriculum, learning outcomes and assessment for a course.
QARC	A UNSW Quality Assurance and Review Consultant (QARC) is responsible for providing advice and quality assurance of all Diploma, Foundation Studies and UEEC major course assessments.

11. Definitions

Definitions and Acronyms	
Academic Staff	Academic staff refers to any staff member who teaches in a course.
Assessment	Assessment evaluates each student's performance against the prescribed learning outcomes for a course.
AQF Award Program	<p>Award programs include programs that are Australian Qualifications Framework (AQF) awards, such as AQF Level 5 diplomas.</p> <p>Non-award courses like ELICOS and Foundation Studies courses are not included.</p>
Educational adjustment	Measures or actions taken to assist a student with a disability to participate in education, on the same basis as other students. Adjustments may be made in relation to teaching, learning and assessment that assist a student to access course content and assessments.



Formative assessment	Formative assessment refers to an assessment conducted throughout a course that provides information to support and guide students' further learning.
Learning Outcomes	Learning outcomes set out the knowledge and skills a student has acquired as a result of the learning in a course. The expected learning outcomes will be specified in each unit outline.
Moderation	Moderation is a quality assurance process that is used to check that assessment practices are applied equitably to all students in the same program or course. Moderation includes processes put in place prior to marking and grading to ensure assessors understand assessment criteria and performance standards and those put in place subsequently to ensure consistency in their application. Moderation ensures that marks or grades are awarded appropriately and consistently.
Student	A student refers in this policy to both domestic and international students.
Summative Assessment	Refers to an assessment that evaluates how much a student has learnt in a unit or course and typically contributes to a course result.
Supplementary assessment	A supplementary assessment is an additional assessment (resit) that is provided to a student who has failed or was unable to complete an initial assessment.
Marking Rubric or Marking Criteria	A Marking Rubric or Marking Criteria are tables that itemise all aspects of an assessment task on which students are scored and all the levels of achievement students can reach with regard to each aspect.
WAM	Weighted Average Mark
GPA	Grade Point Average

Related Policy Documents and Supporting Documents	
Legislation	<ul style="list-style-type: none"> • <u>Higher Education Standards Framework (Threshold Standards) 2021 (Cth)</u> • <u>Australian Qualifications Framework</u> • <u>Foundation Program Standards 2021</u> • <u>National Code of Practice for Providers of Education and Training to Overseas Students 2018 (Cth)</u>
Policy	<ul style="list-style-type: none"> • <u>Quality Assurance Framework</u> • <u>Student Grievances and Complaints Policy</u> • <u>Student Review and Appeal Policy</u> • <u>Academic Progression and Exclusion Policy</u> • <u>Academic Integrity Policy</u>



Procedures	<ul style="list-style-type: none"> • Assessment Procedure • Examinations Procedure
Forms	<ul style="list-style-type: none"> • UNSW Academic Honesty Policy

Policy Governance

Assessment Policy	
Category/Business Group	Academic Programs
Published Externally (Yes/No)	Yes
Approver	Academic Board
Responsible Officer	Executive Director Academic
Contact Officer	Director, Academic Programs
Effective Date	17/08/2023
Next Review Date	17/08/2026
Version	1.0

Revision History

Version	Approved by	Approval date	Effective date	Sections modified
1	Academic Board	08 August 2023	17 August 2023	N/A

Please visit our website to ensure that you have the latest version of this Policy. Policies are available at: unswcollege.edu.au/about/policies