

Assessment Procedure

1. Purpose

The Assessment Procedure is designed to implement the UNSW College (College) [Assessment Policy](#). This document should be read in conjunction with that Policy.

2. Scope

The Procedure applies to all students undertaking a Diploma or Foundation Studies Program at UNSW College and all academic staff involved in teaching those programs.

3. Communication of assessment requirements

- (a) Students are expected to be actively involved in their learning at the College. Assessment is an integral part of that learning and students are expected to attempt all assessment tasks set out for any course they are undertaking.
- (b) In order to maximise student participation in the assessment, all Course Outlines available to students during the week of Orientation must include a description of:
 - i. all hurdle requirements that must be completed to pass the course;
 - ii. all assessment tasks within each course, together with the due date, weighting towards the final grade, task description, method of submission and the associated marking rubric or criteria;
 - iii. the relevant course learning outcome(s) to which each assessment task relates.

4. Examinations

Examinations are a form of assessment and conducted in keeping with the following:

4.1 Dates for final examinations

- (a) The College holds exams at the end of each teaching Term, with the key dates published in the Academic Calendar at the beginning of every academic year.
- (b) Students and staff must ensure they are available for the duration of the published examination period in each Term.

4.2 Examination timetables

- (a) Examinations can be held from Monday to Saturday across three (3) sessions a day (morning, afternoon and evening).
- (b) Examinations may be online or on campus.
- (c) Students should not normally be required to sit more than two (2) exams in a day.



- (d) Examinations cannot be scheduled:
 - i. in the last week of teaching in any academic study period; or
 - ii. during a recess week.
- (e) Provisional and final examination timetables, are emailed to students' official College email address at least two weeks prior to the commencement of the exam period;
- (f) Students must view their personal examination timetable and attend at the published time, date and examination venue;
- (g) If the examination cannot be held as scheduled because of unforeseen circumstances, it will be rescheduled within the published examination period where possible.
- (h) Students are expected to familiarise themselves and comply with the examination rules in the College Examination Procedure.

4.3 Alternative examinations

- (a) If a student is unable to undertake an examination at the scheduled time, an alternative examination may be scheduled. This could occur if:
 - i. a recommendation is made by the Student Support team, in keeping with advice from UNSW Equitable Learning Services;
 - ii. a student has two examinations scheduled at the same time;
 - iii. a student's religious faith prohibits them from undertaking an examination at the scheduled time;
 - iv. a student has submitted a Special Consideration application which has been approved by the Education Manager or their nominee.
- (b) Except in the case of a sudden onset of illness during an examination, students may not apply for Special Consideration for an examination unless such an application has been submitted prior to the start of the examination.

4.4 Exam papers

- (a) All final exams must be completed by the Course Convenor and sent to the QARC for review and approval no later than 5 weeks before the examination date;
- (b) A supplementary / alternative examination should also be developed for each course in which a final examination is required.
- (c) At all stages in the preparation, administration and post-processing of examinations, all examination material, including electronic material, will be managed securely.



5. Assessment tasks other than examinations

5.1 Group tasks

- (a) Group (or collaborative) work is only used when unit learning outcomes require collaborative work. In designing such tasks, staff must make clear in the Course Outline the responsibilities of each member of the group.
- (b) Responsibilities of each student within the group must be agreed by students prior to commencement of the task.
- (c) A record of the agreed responsibilities must be retained by each student and the Course Convenor. This will allow resolution of any dispute that might arise, particularly in relation to perceived inequality of effort in completing the assessment task.
- (d) Normally, the individual contribution of each student within the group must be clearly discernible so appropriate marks can be made to individual members of the group. However, if a group / collaborative task can only be effectively completed by equal contributions from every group member, the same group mark can be awarded to each student within the group.

5.2 Feedback on assessment tasks other than examinations

- (a) Staff will ensure that students are provided with timely written feedback, no later than two weeks after submission, on any assessment task in order to provide students with the opportunity to improve.
- (b) Academic staff will be available for student consultations to discuss feedback from a particular assessment task. This can provide a valuable learning opportunity for the student.
- (c) The feedback process will assist academic staff identify students who may be at risk of not maintaining satisfactory progression and hence, the opportunity to initiate the at-risk processes identified in the [Academic Progression and Exclusion Policy](#) and [Academic Progression and Exclusion Procedure](#).

5.3 Academic integrity

- (a) While assessment tasks are designed to encourage and uphold academic honesty and integrity, the College also undertakes ongoing monitoring of assessments to detect possible breaches.
- (b) The [Academic Integrity Policy](#) details various ways in which this is detected, including:
 - i. data matching software or web search engines to identify use of unacknowledged sources, copying and collusion, use of the same content, in whole or in part, in different assessments;
 - ii. verifying authenticity of sources cited in assessments;



- iii. identification of unacknowledged sources;
- iv. unusually high levels of competence relative to the form for a student's program.
- (c) The College approach to investigating alleged breaches and the imposition of penalties is set out in the [Academic Integrity Policy](#) or, in the case of serious or repeated breaches of academic integrity, in the [Student Misconduct Procedure](#).
- (d) There are various levels of penalty for breaches of academic integrity depending on the severity of the breach or if it is a repeated breach.
- (e) Any investigation of and subsequent penalty of a case of a breach of academic integrity, must be handled with procedural fairness.

6. Submission and return of assessment tasks

6.1 Submission

- (a) Dates for and methods of submission of assessment tasks must be clearly identified in the Course Outline.
- (b) Unless Special Consideration has been applied for and an extension of the submission date has been granted, students must ensure they submit all assessment tasks on or before the specified date.
- (c) Penalties may apply for late submission. The penalty or penalties will be consistent across all courses and programs and will be stated in the Course Outlines.

6.2 Return of and feedback on assessment undertaken during the term

- (a) College staff must return submitted assessment tasks in a timely manner and in such a way as to preserve the privacy of the students. Feedback must be provided to students no later than three weeks after the submission of the assessment task and no later than five weeks in the case of final exams.
- (b) If students give permission for another person to collect their assessment pieces, this permission must be given in writing and the staff member must retain the permission for the duration of the course.
- (c) Uncollected assignment tasks should be retained by the staff member for the duration of that academic study period or, if the submission date is late in the academic study period, for the duration of the following study period.

7. Educational adjustments

- (a) Students who are admitted under the Access and Equity provisions of the [Admissions Policy](#) are entitled to receive reasonable educational adjustments to support their success.



- (b) Students seeking support based on educational or social disadvantage, a disability or long term medical or mental health illness are requested to advise the College, either through the application process or subsequent to enrolment. This assists the College to work with UNSW Equitable Learning Services to determine the most appropriate support that can be provided.
- (c) An equitable learning plan is then devised, which may include assignment extensions, submitting assignments in alternative formats, exam adjustments, use of assistive technology and health and welfare support, based on the documentation provided by the student.
- (d) Academic staff are advised of the equitable learning plan by the College Student Support team.
- (e) Implementation of educational adjustments should not compromise the academic integrity of the course or program.

8. Special consideration

8.1 Eligibility for special consideration

- (a) In certain circumstances a student may apply for special consideration. Students can suffer short-term unforeseen or unpreventable circumstances such as illness or the death of a close family member that prevent them from completing an assessment task by the due date or undertaking an examination.
- (b) Special Consideration will only be granted when the applicant makes a properly documented and timely application.
- (c) Special consideration is not designed to deal with long-term disability or illness.
- (d) Students can apply for Special Consideration if the circumstances on which they are claiming Special Consideration could not have been reasonably anticipated, avoided or guarded against by the student and either:
 - i. The circumstances occurred during a critical study period and spanned three consecutive days or more in duration, or a total of five days within the critical study period; or
 - ii. The circumstances prevented the ability to complete, attend or submit an assessment task for a specific date (for example, a final exam, in class test / quiz or in class presentation).
- (e) Work commitments are not usually regarded as a reason for granting special circumstances adjustments.
- (f) Student Support Advisers are available to help students who are experiencing difficulties or illness.



8.2 How and when to apply for special consideration

- (a) Applications for special consideration must be:
 - i. made as soon as practicable after the problem occurs and at the latest, within three working days of the assessment or period covered by the supporting documentation; and
 - ii. made by completing a Special Consideration form and be accompanied by a medical certificate or other evidence that clearly indicates the basis on which the student is applying for Special Consideration, which is in keeping with the eligibility criteria advised above;
 - iii. submitted to enquiries@unswcollege.edu.au.

8.3 Outcomes of Special Consideration application:

- (a) Special Consideration is primarily intended to provide an extra opportunity for students to demonstrate the level of performance of which they are capable.
- (b) Applications are considered by the relevant Education Manager or their nominee and if a Special Consideration application is approved:
 - i. the deadline of the assessment may be extended;
 - ii. where feasible, a supplementary assessment or a deferred exam may be offered to a student; or
 - iii. marks derived from other completed assessment tasks may be aggregated or averaged to achieve an overall mark.

8.4 Applications for an extension of assignment submission

- (a) The length of the extension given will not be such that it will impinge on the student's ability to complete the course in a timely manner.
- (b) Academic staff teaching a student who has been granted Special Consideration must be notified in order to grant the extension or make any other approved adjustment to the assessment task.

8.5 Deferred examinations

- (a) Students may apply for a deferred examination if they have been affected by a recent occurrence which has caused a temporary disability or condition requiring an examination adjustment.
- (b) Except in the case of a sudden onset of illness during an examination, students may not apply for Special Consideration for an examination unless such an application is made prior to the start of the examination.



9. Supplementary assessment

- (a) The Course Outline must provide information on the availability, or otherwise, of supplementary assessments.
- (b) The supplementary assessment must be different to the original assessment, but it must assess the same learning outcomes.
- (c) If a student has been granted an extension of time for the submission of an assessment task under the provisions of Special Consideration, this will not preclude them from being eligible for a supplementary assessment if they fail the original assessment.
- (d) The mark awarded for the supplementary assessment task will be that given to the supplementary task alone.
- (e) If a supplementary assessment task is given to a student in order for that student to complete a program, the mark given for the course needed to graduate will be capped at 50%.
- (f) Students who become ill during an examination or who have been granted special consideration prior to the examination may be allowed to sit an alternative examination paper. However, a student who commences and completes an examination without incident, cannot be awarded a supplementary exam, as they are deemed to be fit to sit the exam.

10. Results

10.1 Marks

- (a) Marking should be undertaken in a fair and equitable manner and according to the rubric or guidelines supplied to the students with the course outline.
- (b) Staff must ensure marks are provided to students in accordance with College protocols.

10.2 Moderation of marks

- (a) Moderation of marks may be undertaken across a course or an assessment for various reasons, such as to ensure consistency across all staff teaching and or marking in a course.
- (b) Moderation of marks must be completed prior to submission of grades to the Assessment and Integrity Committee for approval.

10.3 Recording of results

- (a) Staff must ensure they keep an accurate record of all marks allocated to students for particular assessment pieces in order to ensure an accurate calculation of the final grade for the course.



- (b) Results in a course must be recorded on the College system by the date mandated by the College.
- (c) This will ensure the timely release of final grades to the student and will facilitate students' enrolment in further courses.
- (d) Timely submission of grades is also necessary to facilitate the conferral process.

11. Review of 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 released.
- (b) A student may request a review of their final mark or grade by completing a [Review of Results Form](#) within ten (10) working days of the results being published and follow the steps outlined in the [Student Review and Appeal Policy](#).
- (c) Should an appeal against a result or final grade be successful, the grade will be changed in the College's record-keeping system and reflected on the student's transcript.

12. Quality Control of Assessment Tasks

- (a) The quality assurance of assessment tasks in variety, appropriateness, and efficacy in assessing course learning outcomes will be undertaken by the Assessment and Integrity Committee.
- (b) Moderation of up to 10% of examination scripts for formal examinations which contribute more than 20% of the total weighting for a course, is also conducted.
- (c) Final grades are approved by the Assessment and Integrity Committee, on the recommendation of the Course Convenor and the UNSW Quality Assurance and Review Consultant (QARC).

13. Roles and responsibilities

13.1 Students

In addition to responsibilities outlined in preceding sections, students:

- (a) have a responsibility in the learning and assessment cycle to engage with course materials and complete all assessments and exams;
- (b) must submit all assessment tasks by the specified date;
- (c) must take responsibility for applying for Special Consideration should that be necessary; and
- (d) must ensure they meet the expectations of academic honesty and integrity outlined by the College in the [Academic Integrity Policy](#).

13.2 Staff

In addition to responsibilities outlined in preceding sections, staff must provide students with information regarding:

- (a) the rationale for the assessment within the course which has been used and how it supports student learning and the achievement of the course learning outcomes;
- (b) an assessment schedule, specifying the weighting of each assessment component and due dates for submission;
- (c) the style guide and referencing system required in the course; and
- (d) the implications of breaches of academic integrity.

14. Procedural roles and responsibilities

Role	Responsibility
Assessment and Integrity Committee	Provide oversight of assessment quality and integrity.
Academic staff	Responsible for: <ul style="list-style-type: none"> • assessment oversight of specific programs; • design of quality and equitable assessment tasks; • monitoring and identification of academic integrity breaches; • marking assessment tasks against the marking criteria provided to students; • providing directed and timely feedback to students, within three weeks of submission of the assessment task and within five weeks for a final exam; • discussing with students any queries they may have regarding the grade assigned for any assessment task.
Teaching and Learning Quality	Overview of the quality of assessment tasks.
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.

15. Definitions

Definitions and Acronyms	
Academic Staff	Academic staff refers to any staff member who teaches in a unit of study.
Assessment	Assessment evaluates each student's performance against the prescribed learning outcomes for a unit of study.
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 the purpose of the assessment being to provide information that supports and guides student's further learning.
Learning Outcomes	Learning outcomes set out the knowledge and skills a student has acquired as a result of the learning in a unit of study. 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.
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 Foundation Program Standards</u> • <u>National Code of Practice for Providers of Education and Training to Overseas Students 2018 (Cth)</u>

	<ul style="list-style-type: none"> • TEQSA Guidance Note: Academic Integrity, Version 1.2
Policy	<ul style="list-style-type: none"> • Assessment Policy • Academic Integrity Policy • Student Grievances and Complaints Policy • Student Review and Appeal Policy • Quality Assurance Framework
Procedures	<ul style="list-style-type: none"> • Student Grievances and Complaints Procedure • Student Review and Appeal Procedure • Examinations Procedure
Forms	<ul style="list-style-type: none"> • UNSW Academic Integrity Policy

16. Procedure Governance

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