ASSESSMENT GUIDELINES (ACADEMIC AND ELICOS)

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Responsible Officer:	Academic Quality Coordinator		Document No:	UOWC-AQ-GUI-04

Purpose:	1. UOW College Australia (the College) is committed to providing a quality learning environment through a range of courses designed to advance students' learning. To achieve this, the College ensures its assessment policies, rules, and procedures are fair for all students.
	2. Assessment is an essential part of the teaching and learning process. It promotes learning, measures student progress and helps to improve student performance. The reporting of assessment also provides an official record of student learning achievements that leads to issuing a qualification or a Certificate of Achievement.
	3. The College's assessment methods and content are designed to measure student learning outcomes against the stated subject and course objectives.
	4. The Assessment Guidelines establish the assessment principles and requirements, including assessment design, at a course/subject level.
	5. These Guidelines set out the specific responsibilities of parties in relation to assessment, as well as processes for teaching staff and students

Scope:	UOWCA ✔	UOWCHK	UOWD	UOWGE	UOWM	
	These guidelines apply to all students enrolled in the College's:					
	a. English Language Programs; and					
	b. Higher Education and Non-Award Programs.					
	The College's approach to assessment practices in vocational programs is outlined separately in the Vocational Assessment Guidelines.					

Related Documents:	Academic Quality Standards Assessment Committee and Declaration of Results Procedure

	Assessment Marking Audit Procedure
	Assessment Validation Checklist
	Final Exam Procedure
	Information Release Form
	Higher Education Diplomas Quality Assurance Checklist for UOW Assessors
	Making Changes to Subject Outlines Procedure - Academic and ELICOS
	Marking Moderation Procedure - Academic
	Moderation, Audit and Review Schedule
	Remark Request Form
	Remark Request Procedure
	Scaling Guidelines
	Academic Consideration Policy
	Academic Integrity and Student Conduct Policy
	Student Grievance and Appeals Procedure
	Vocational Assessment Guidelines
References & Legislation:	Tertiary Education Quality Standards Agency (TEQSA)

Contents

1. Definitions

Word/Term	Definition
Academic Quality Coordinator	A staff member with nominated responsibility for the oversight and coordination of quality assurance in the delivery of UOW College Australia Programs.
Academic Transcript	An official record of a students' enrolment and grades (withdrawn subjects are not shown).
Assessment	A task which provides a basis for an official record of student achievement or certification of competence in a subject, as stipulated in the Subject Outline.
Assessment Committee	The Committee of staff responsible for declaration of final results.
Audit	The systematic, independent and documented process for obtaining evidence and evaluating it objectively to determine the extent to which the audit criteria are fulfilled.
Cluster Coordinator	A staff member with nominated responsibility for the coordination of a cluster of subjects.
Competent	The consistent application of knowledge and skill to the standard of performance required in the workplace. It embodies the ability to transfer and apply skills and knowledge to the new situations and environments.
Course	A program of study.
Course Coordinator	A staff member with nominated responsibility for the coordination of a course/s.
Course Outline	The document in hard copy and/or electronic format governing content, delivery and assessment of material for a Course.
Final Examination	A formal examination conducted during the College's designated examination period, normally at the end of the teaching session, or a supplementary examination approved in place of an examination during the designated examination period.
Group Work	An assessment task that involves a group of students jointly producing a single assessable item.
Head of Program	A staff member with nominated responsibility for the coordination of a program. Refers to the Academic Program Manager, ELICOS Program Manager and Academic Program Coordinator of UOW College Australia.

In Writing	Written task delivered in hard copy and/or electronically.
In-Session Assessment	Any assessment conducted during the session or cycle, excluding the final examination period.
Learning Outcomes	Statements of the knowledge, understandings, and skills students are expected to achieve as a result of engaging with the content of the subject.
Moderation	Quality assurance, control processes and activities such as peer review that aim to assure consistency or comparability, appropriateness, and fairness of assessment judgments; and the validity and reliability of assessment tasks, criteria and standards. Moderation of assessment processes establishes comparability of standards of student performance across, for example, different markers, locations, subjects, providers and/or courses of study.
Not Yet Competent	Inability or absence of evidence that demonstrates application of knowledge and skill to the standard of performance required.
Pass Supplementary	A grade of "PS" is awarded in higher education programs where students undertake an offer of a supplementary examination and successfully complete the examination. In this case only a maximum result of 50% only be received.
Reasonable Adjustment	A measure or action (or group of measures of actions) taken by an education provider that has the effect of assisting a student with a disability on the same basis as a student without a disability, and includes an aid, a facility, or a service that the student requires because of his or her disability.
Student	Any person who is enrolled in any course or program offered at, or in conjunction with, the College. For Vocational, this may be referred to as 'learner'.
Subject	A self-contained unit of study identified by a unique code.
Subject Coordinator	A staff member with nominated responsibility for coordination of a subject.
Subject Outlines	The document governing content, delivery, and assessment of material for a Subject.
Supplementary Examination	An examination conducted in place of a formal examination as a result of an approved academic consideration request. It is normally conducted during the relevant examination period.

Teaching Staff	Staff of the College (whether permanent, sessional or casual) who carry out teaching responsibilities under the authority of the Program Manager.
Trainers/ Assessors	Staff of the College (whether permanent, sessional or casual) who carry out training and assessment responsibilities as per legislative and industry requirements and under the authority of the Program Manager/ Educator.
Validation	The quality review of the assessment process. Validation involves checking that the assessment tool/s produce/s valid, reliable, sufficient, current and authentic evidence to enable reasonable judgments to be made as to whether the requirements of the course/subject are met. It includes reviewing a statistically valid sample of the assessments and making recommendations for future improvements to the assessment tool, process, and/or outcomes and acting upon such recommendations.

2. Principles

1. The principles of these Guidelines are as follows:

    a. all students shall be treated fairly and openly,

    b. all students are responsible for understanding the requirements of their course,

    c. appropriate information shall be made available to all students to assist them in understanding and completing their assessments, and

    d. quality assessment methods and practices shall be applied throughout all courses.

2. Underlying the requirements, definitions, and procedures of these Guidelines are the principles of validity, equity, consistency, transparency, and natural justice.

3. If a student does not believe that the requirements in these Guidelines are being adhered to, the student should first discuss the matter with the relevant Head of Program. If the matter remains unresolved, the student should refer to the Student Grievance and Appeals Policy.

3. Purpose of Assessment

1. The purpose of assessment is to:

    a. promote learning,

b.   measure performance to indicate whether, and how well a student has met the stated learning outcomes of the course/subject, and award marks/grades accordingly,

c.   provide feedback to students which indicates levels of progress and attainment, and which indicate and assists in the diagnosis of learning difficulties,

d.   provide feedback to teaching staff indicating areas in which students are experiencing difficulties, and to identify and improve ineffective teaching,

e.   provide feedback to other stakeholders who are involved in a student's learning (e.g. sponsor). For this feedback to be given to a stakeholder, the student will first need to have signed an Information Release Form, and

f.   provide information that allows a decision to be made whether the student has met the requirement that leads to the award of a qualification or a certificate of achievement/ statement of attainment.

2.   Students are responsible for ensuring they are aware of and understand the assessment requirements for the courses in which they are enrolled.

3.   Students should contact their teacher or the Subject/Cluster/Course Coordinator if they do not understand the assessment requirements for a subject/course.

4.   Teaching staff are responsible for outlining the content of the Subject/Course outline with students during the first week of each subject.

4. Assessment Design Principles

1.   Assessment tasks must be valid and only assess what they claim to assess. For an assessment task to be valid, it should be designed with a focus on the learning outcomes documented in the subject outline and enable the assessor to obtain sufficient evidence of a student's performance to make a valid decision of student competency.

2.   Assessment tasks should be reliable. To be reliable, the design of the tasks should enable consistent judgments of a student's performance. To ensure reliability, a range of assessment methods and tools should be used at different points throughout the course.

3.   When planning teaching, learning, and assessment activities, teaching staff need to take into consideration the total time that students will need to allocate to all major and

related tasks required to engage with the subject/course content and successfully achieve the desired learning outcomes. This includes attendance at lectures, tutorials, practicals, laboratory sessions, participation in online activities and completion of assessment tasks and self-directed, independent course-related reading, research and reflection to enable meaningful engagement with theories and concepts. Teaching staff must ensure an appropriate balance between time allocated to teaching and time allocated to completing assessment tasks.

4. Heads of Programs are responsible for monitoring assessment within subject/ courses to ensure that assessment requirements are compliant with these Guidelines.

5. Subjects are required to have a range of assessment tasks that allow the assessment of all learning outcomes enabling students to demonstrate achievement.

6. Additional requirements, conditions for passing a subject or assessment task other than by achieving an overall passing grade, may be used. These include, but are not limited to, such things as achievement of a specified minimum in a particular assessment, or attendance requirements. The inclusion of additional assessment requirements must be approved through the course/subject outline approval process and must be kept to an absolute minimum. Failure by a student to comply with such mandatory requirements will constitute grounds for failure / not yet competent in that subject.

7. Unless a specific case is made for variation to the following, and this is approved by the Head of Program, the following requirements will apply.

    4.7.1   Every effort will be made to identify students who are likely to require support during the relevant session, and to offer appropriate support to these students.

    4.7.2   Where results are awarded for participation as an assessment task, clear criteria must be specified and stated in the course/subject outline. It is the responsibility of teaching staff to maintain regular and complete records of participation results awarded, and to inform students of their current participation result regularly throughout session. Results will not be awarded for participation in lectures. Participation will not count for more than 10% of the total mark for the subject.

    4.7.3   No single assessment task will count for more than 50% of the total mark for a subject in higher education courses.

    4.7.4   No single assessment task will count for more than 60% of the total mark for a subject in English language programs.

4.7.5 Unless the assessment task is for a language subject, all assessment tasks must be submitted in the language of instruction, i.e. English.

8. Design of assessment tasks should take into consideration the need to minimise opportunities for plagiarism and other forms of cheating.

9. Assessments that involve group work must be designed to allow individual contributions to be reflected in the final result awarded to each student.

10. Final exams and final major tasks (for subjects where there is no final exam) should be validated initially and each session using the Assessment Validation Checklist as a guide.

11. For Higher Education programs, final exams or final major tasks (for subjects where there is no final exam) should be externally validated annually according to the Validation Schedule using the Higher Education Diplomas Quality Assurance Checklist for Assessors as a guide.

12. The College will endeavour, where possible, to coordinate assessment tasks across a course to ensure students are not unreasonably overloaded at any one time during a study period.

5. Management of Assessments

1. Where practical, students are required to keep and maintain a copy of their work until the final subject results are recorded, submitted and released. Students should be prepared to re-submit a copy of work previously submitted if requested to do so by teaching staff or the Head of Program.

2. Subject Coordinators in the Academic Program are required to submit copies of the highest weighted assessment task for the subject with related marking criteria (electronic format) prior to the delivery of the assessment. This generally refers to the main assessment. This information is submitted to the Academic Quality Coordinator.

3. For Higher Education courses the Academic Quality Coordinator will ensure that a quality assurance process of major assessments is conducted by Faculty moderators using the Higher Education Diplomas Quality Assurance Checklist for Assessors.

4. For English language programs, teachers ensure validation processes are conducted using the Assessment Validation Checklist.

5.   Final exams or final major tasks (for subjects where there is no final exam) undergo a documented marking moderation process each year on an at-risk basis. In the case of the Foundations Studies Program, the Academic Quality Coordinator and Subject Coordinators determine which subjects are moderated each session. Refer to the Marking Moderation Procedure - Academic.

6.   College staff will take reasonable steps to handle and protect the personal information they have access to against loss, misuse, unauthorised access, modification or disclosure in accordance with UOW Global Enterprises Privacy Policy. This personal information includes assessment tasks, results, and feedback.

7.   College staff may use assessment work submitted by students for educational purposes within College programs, however, in such cases any information that identifies the student/s must be removed.

8.   College staff must not use assessment work submitted by students for their personal use (e.g. research or personal study purposes) without obtaining an ethics clearance from the relevant UOW Ethics Committee.

6.   Managing Final Exams (Excluding Vocational Courses)

1.   Responsibility for writing and assessing final examinations for each subject is communicated to teaching staff by Subject Coordinators following approval by the Cluster Coordinator/Course Coordinator/Subject Coordinator.

2.   Final examinations must be prepared in accordance with the Final Exam Procedure.

3.   A sample of marked final examination papers will be audited by an internal assessor for reliability. Any identified issues are recorded and outcomes actioned as required.

4.   For all subjects in TEQSA accredited Diploma courses, the final examination and a sample of marked final examination papers is audited by a member of UOW teaching staff from the relevant faculty.

5.   Where a subject is due to be audited, papers are submitted to the Academic Quality Coordinator.

6.   College Administration is responsible for the storage of all final examination papers for at least one year after the release of final results for the relevant session and for the secure disposal of all final examination papers and assessment related information after the required storage periods have expired. Refer to the Final Exam Procedure.

7.   Submission of In-Session Assessments

1.   Unless permission is first obtained from the relevant Head of Program, students must submit the prescribed assessment work in accordance with the requirements set out or referred to in the relevant course/subject outline. Failure to meet the requirements for an assessment task as set out in the course/subject outline will result in a reduction in marks, a fail, a technical fail, or an unsatisfactory grade for that assessment unless academic consideration has been granted.

2.   Each course/subject outline must include details of the submission process and due dates for in-session assessment tasks as outlined in the Subject Outlines Quality Assurance Procedure. Such details must be clearly communicated to students and must include possible method/s of submission, and the format and procedure for submission. Submission criteria must be outlined during class in the first week.

3.   All in-session assessment tasks, excluding those completed in the classroom, must be submitted as specified in the course/subject outline.

4.   In the case of written submission for group assessment tasks, each member of the group is required to complete and sign the cover sheet attached to the hard copy.

5.   The requirement to use cover sheets for assessment tasks electronically is determined by the Subject Coordinator and Assessment Guidelines. Use of a student's UOW username and password to access the required system is equivalent to their signature when used to submit an assessment task electronically.

8.   Penalties for Late and Non-Submission

1.   Students who do not meet the specified deadline for an assessment will be penalised for late submission, unless an academic consideration request is approved prior to the due date by the Subject Coordinator, granting an extension for the task. In such cases, if the submission is outside the approved academic consideration extension period, standard penalties for lateness will apply.

2.   Penalties for late submission of assessment tasks are specified in the Subject Outline and the Assessment and Examination Guidelines for Students.

3.   A mark of zero will be awarded where a student fails to submit an assessment task unless student applies for an Academic Consideration and this request is approved in accordance with the Academic Consideration Policy.

4.   Students have the right to appeal a penalty for late or non-submission if they believe it is unreasonable, as outlined in the Student Grievance and Appeals Policy.

9.   Marking and Feedback

1.   For all in-session assessment tasks, the College is committed to providing results and feedback that reflect and assist student progress towards the stated learning outcomes.

2.   Teaching staff will provide useful, timely, appropriate, and explanatory feedback to students on work submitted for assessments to allow students to revise and improve learning. Constructive feedback, on assessment is important in order to:

   a.   assist learning,

   b.   recognise achievement,

   c.   provide encouragement,

   d.   explain results, and/or

   e.   identify students' strengths and weaknesses and advise them how they can improve in order to help them in future assessments.

3.   Cluster Coordinators/Course Coordinators/Subject Coordinators are responsible for developing clear criteria for the marking of each assessment task, and making this criteria available to students.

4.   Feedback is provided in a variety of ways, which may include:

   a.   model answers to questions,

   b.   comments from teaching staff, both individually and to the whole class,

   c.   emails and online discussion comments, both individually and to the whole class,

   d.   oral comments on presentations and participation in class discussions,

   e.   preliminary assessment task advice,

   f.   face-to-face assessment task discussion, individually and in groups, and/or

   g.   written/ oral feedback comments on drafts and assessment tasks.

5.   All in-session assessment task feedback will normally be provided within two weeks of the due date of the assessment task, or the date of submission, whichever is later. Where students are enrolled in subjects delivered directly by UOW, the timelines for feedback for those subjects will be governed by the UOW Teaching and Assessment: Assessment

and Feedback Policy. Whenever students require feedback from one task in order to inform their performance in a subsequent task, all efforts will be made to provide that feedback a minimum of one week before the due date of the subsequent task. Where generalised feedback is provided to a whole cohort to meet this requirement, it must be formalised and available to the entire cohort, e.g., by publication on the Subject Moodle site.

6. Assessment results cannot be released to students until Cluster Coordinators/Course Coordinators/Subject Coordinators give approval.

7. Final examination feedback can be obtained on application to the Head of Program within two weeks of the release of final results for that study period. As part of this process students have the right to the supervised sighting of their examination scripts, but are not entitled to retain either original or a copy. Students wanting to see their examination script need to submit their request in writing to the Head of Program.

8. The College does not routinely scale marks, however it reserves the right to scale marks with approval by the relevant College Assessment Committee.

9. Feedback for assessments excluding final examinations will include as a minimum:

    a. results and/or comments in response to key components of the task, and

    b. a summary comment and/or result.

10. For Academic subject/courses feedback will be provided in time to enable students to improve their performance before further assessment.

11. In ELICOS courses, marking rubrics for written and spoken tasks must be aligned with the appropriate Common European Framework of Reference for Languages (CEFR) appropriate to the language level of the subject.

10. Late Enrolment

1. Students who commence a session or subject/course late may apply for academic consideration for any assessment tasks affected by the late start. Refer to the Student Academic Consideration Policy.

11. Extension of Time

1. If a student is granted an extension for an assessment task with a new approved due date, then where applicable late penalties will be applied from the new due date. Refer to the Student Academic Consideration Policy for details.

12. Supplementary Examinations/Assessments

1. In some circumstances a student who has an academic consideration request approved may be offered a supplementary examination/assessment in addition to, or instead of, the final examination/assessment. Supplementary examinations/assessments will normally be scheduled as close to the scheduled examination/assessment time as possible.

2. Completing a supplementary examination/assessment may delay the release of final results for those students who undertake supplementary examination/assessment.

13. Remark Requests

1. A student can apply for a remark of any assessable work by completing a Remark Request Form which is available on the College website or from College Reception. The request must be submitted no later than two working days after the release of the assessment result. The remark request must be processed as outlined in the Remark Request Procedure.

2. The Head of Program is required to approve the outcome of all remarks prior to the student being notified of the awarded result. In cases where the final subject result changes after the release of final results, this change must be approved by the Assessment Committee.

3. A processing fee applies to all remark requests. In cases where the assessment result increases as a result of a remark request, the processing fee will be refunded to the student upon request.

4. If a student is not satisfied with the outcome of the remark request, the student may appeal the outcome as per the Student Grievance and Appeals Policy.

14. Determination of Final Results

1. The College must follow the process for determining and declaring students' results as stipulated in the Assessment Committee and Declaration of Results Procedure.

2. There are a range of grades that a student might receive for an assessment task, or when a student completes a subject. The table below lists the grades, and in some cases includes some further explanatory information (where relevant, these may be based on rounded marks):

Grade	Name
TF	Technical Fail
F	Fail (0%-49%)
P	Pass (50%-64%)
C	Credit (65%-74%)
D	Distinction (75%-84%)
HD	High Distinction (85%-100%)
S	Satisfactory/Competent
U	Unsatisfactory/Not Yet Competent
PS	Pass Supplementary
ND	Not Declared

3. The TF (Technical Fail) grade and the PS (Pass Supplementary) grade may only be applied to double-badged Diploma subjects i.e. Diploma subjects with equivalent subjects at UOW. In these cases, the TF will replicate the TF grade for the subject at UOW. Application of the PS grade is at the discretion of the Assessment Committee.

4. Students must not have a blank declaration of results. A withheld result must be given when a grade has not been allocated. Withheld results may be granted where:

   a. a fee or charge imposed by the College or UOW has not been paid by the student after due notice has been given. A student will receive an interim grade of WH (withheld) until all fees and/or charges have been paid in full,

b. a student is offered a supplementary end of session exam as a result of a final mark achieved. A student will receive an interim grade of WS (withheld supplementary) until supplementary exam/assessment marks are settled,

c. a student is offered a deferred exam or final assessment in response to a successful academic consideration application. An interim grade of WD (withheld deferred) will be recorded until deferred exam/assessment marks are settled, or

d. an extension for the non-declaration of results, including a reason, has been approved by the delegated authority. An interim grade of WHE (withheld extension) will be recorded until the final results are declared.

WH	Withheld
WD	Withheld - Academic Consideration, Supplementary Assessment organised by UOW Student Services Division
WS	Withheld - Supplementary Assessment organised by UOW Student Services Division
WHE	Withheld Extension

15. Version Control and Change History

Version Control	Date Effective	Approved By	Amendment
1	28/06/10	WCA Academic Board	New Guidelines
2	02/07/10	Program Manager – Curriculum	Correction to references in 23.3
3	10/08/10	ITC Quality Manager	Migrated to new template
4	20/06/11	ITC Quality Manager	Updated for name change
5	19/10/11	Ian Tobin	Section 21.3 reworded to reflect current practice, sections on Academic Consideration, Academic Integrity and Disability Support amended to refer to relevant Guidelines.

6	11/06/15	UOWC Academic Board	Review to reflect restructure, rebranding, revised templates, and inclusion of Vocational courses.
7	22/02/16 (start of Academic Autumn 2016 session)	UOWC Academic Board	Amendments as per Academic Board approval 15/09/2015 that all Diploma subjects will be moved to the UOW grade scheme, from Autumn 2016.
8	21/07/2016	Compliance Officer	College branding and document formatting updated.
9	23/11/2017	Academic Board	Reclassification as guidelines as part of the transitional arrangements for the introduction of the Academic Quality Standards.
10	12-Sept-19	Academic Board	Scheduled review. Nomenclature updates and application on new policy template. Principles relating to Vocational programs were removed and inserted into the Vocational Assessment Guidelines.