



ASSESSMENT GUIDELINES

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Supporting Documents, Procedures & Forms:	Academic Quality Standards Assessment Committee Guidelines Assessment Marking Audit Procedure Assessment Validation Checklist Declaration of Results Guidelines 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 Student Academic Consideration Guidelines Student Academic Integrity Guidelines Student Grievance Guidelines UOW College Student Handbook Validation of Major Assessments (Academic) Procedure Validation Schedule Vocational Validation and Moderation Schedule		
References & Legislation:	Tertiary Education Quality Standards Agency (TEQSA)		



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1 Purpose

- 1.1 UOW College (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.
- 1.2 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.
- 1.3 The College's assessment methods and content are designed to measure student learning outcomes against the stated subject and course objectives.
- 1.4 The Assessment Guidelines establish the assessment principles and requirements, including assessment design, at a course/subject level.
- 1.5 This Guidelines sets out the specific responsibilities of parties in relation to assessment, as well as processes for teaching staff and students.

2 Definitions

Word/Term	Definition
Academic Quality Manager	A staff member with nominated responsibility for the oversight and coordination of quality assurance in the delivery of UOW College Programs.
Academic Transcript	An official record of your enrolment and grades (withdrawn subjects are not shown).
Assessment	An academic task which a student is required to complete to provide a basis for an official record of 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 of a course/s



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	Refers to the Academic Program Manager, English Language Centre Manager, English Language Coordinator, Academic Support Coordinator, and Relevant Vocational Program Coordinator of UOW College.
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	The absence of an application of knowledge and skill to the standard of performance required in the workplace. This may be through failing units of competency.
Pass Supplementary	A grade of "PS" is awarded where students who undertake an offer of a supplementary examination and successfully complete the examination, however a maximum result of 50% can 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 the subject.
Subject Outlines	The document governing content, delivery, and assessment of material for a Subject. For vocational, this may be referred to as a Unit Outline.
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.
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.

3 **Scope**

3.1 This Guidelines applies to all students enrolled at the College.

4 **Principles**

4.1 The principles guiding this Guidelines are:

- 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.
- 4.2 Underlying the requirements, definitions, and procedures of this Guidelines are the principles of equity, consistency, transparency, and natural justice.
- 4.3 If a student does not believe that the requirements in this 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 Guidelines.

5 Purpose of Assessment

- 5.1 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.
- 5.2 Students are responsible for ensuring they are aware of and understand the assessment requirements for the courses in which they are enrolled.
- 5.3 Students should speak to their teacher or to the Subject/Cluster/Course Coordinator if they do not understand the assessment requirements for a subject.
- 5.4 Teaching staff are responsible for outlining the content of the Subject/Course outline with students during the first week of each subject.



6 Assessment Design

- 6.1 Assessment tasks must be valid. That is, they must assess what they claim to assess. In order to be valid, assessments must focus on the learning outcomes documented in the subject outline. Furthermore, they should allow assessors to be able to obtain sufficient evidence of a student's performance to be able to make a valid decision.
- 6.2 Assessment tasks should be reliable. To be reliable, the design of the tasks should enable consistent judgments of a student's performance to be made. To ensure reliability, a range of assessment methods and tools should be used at different points throughout the course.
- 6.3 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 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.
- 6.4 Heads of Programs are responsible for monitoring assessment within courses to ensure that assessment requirements are compliant with this Guidelines.
- 6.5 Excluding some vocational subjects, all subjects are required to have a range of assessment tasks that allow the assessment of all learning outcomes enabling students to demonstrate achievement.
- 6.6 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.
- 6.7 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.
 - 6.7.1 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.



- 6.7.2 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.
- 6.7.3 No single assessment task will count for more than 50% of the total mark for a subject in Higher Education courses.
- 6.7.4 No single assessment task will count for more than 60% of the total mark for a subject in English language programs.
- 6.7.5 A single assessment task may count for 100% of the subject in some instances for vocational courses.
- 6.7.6 Unless a language subject, all assessment tasks must be submitted in the language of instruction, i.e. English.
- 6.8 Design of assessment tasks should take into consideration the need to minimise opportunities for plagiarism and other forms of cheating.
- 6.9 Assessments that involve group work must be designed to allow individual contributions to be reflected in the final result awarded to each student.
- 6.10 Assessments should be validated initially and annually according to the Validation Schedule and using the Assessment Validation Checklist as a guide.
- 6.11 UOW 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.

7 Management of Assessments

- 7.1 Where practical, students are required to keep a copy of all work submitted and marked work returned, and maintain it 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.
- 7.2 Cluster Coordinators / Course Coordinators / Subject Coordinators are required to submit copies of the two highest weighted assessment tasks for the subject with related marking criteria (electronic format) prior to the delivery of the assessment. This



generally refers to the main assessment and one other assessment. This information is submitted to the Academic Quality Manager.

- 7.3 For Higher Education courses the Academic Quality Manager will ensure that a quality assurance process of assessments in accordance with the Validation of Major Assessments Procedure (Academic).
- 7.4 For English language programs and vocational courses the Academic Quality Manager will ensure that validation processes are carried out in accordance with the Moderation and Validation Procedure.
- 7.5 Final exams or final major tasks (for subjects where there is no final exam) undergo a documented moderation process each year according to the Moderation Schedule. In the case of the Foundations Studies Program, the Academic Quality Manager and Subject Coordinators determine which subjects are moderated each session. Refer to the Marking Moderation Procedure - Academic.
- 7.6 For vocational courses, all assessments undergo initial validation, validation after the assessment is used for the first time and then annual validation and moderation according to the Vocational Validation and Moderation Schedule.
- 7.7 College staff will take reasonable steps to protect the personal information they have access to against loss, unauthorised access, use, modification, disclosure and misuse. This personal information includes assessment tasks, results, and feedback.
- 7.8 College staff may use assessment work submitted by students for educational purposes within College programs, however, in such cases all information that may identify the student/s must be removed.
- 7.9 College staff must not use assessment work submitted by students for their personal use (e.g. research or personal study purposes) without prior consent.

8 Managing Final Exams (excluding vocational courses)

- 8.1 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.
- 8.2 Final examinations must be prepared in accordance with the Final Exam Procedure.
- 8.3 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.



- 8.4 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 University of Wollongong teaching staff from the relevant faculty.
- 8.5 Where a subject is due to be audited, papers are submitted to the Academic Quality Manager.
- 8.6 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.

9 Submission of In-Session Assessments

- 9.1 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, or an unsatisfactory grade for that assessment unless academic consideration has been granted.
- 9.2 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.
- 9.3 All in-session assessment tasks, excluding those completed in the classroom, must be submitted as specified in the course/subject outline.
- 9.4 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.
- 9.5 The requirement to use cover sheets for assessment tasks electronically is determined by the Subject Coordinator and Assessment Guidelines. Use of a student's University of Wollongong username and password to access the required system is equivalent to their signature when used to submit an assessment task electronically.

10 Penalties for Late and Non-Submission

- 10.1 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. In vocational courses, students who do not meet the specified deadline for assessment without prior approval by the Head of Program will be deemed not yet competent.

- 10.2 Penalties for late submission of assessment tasks are specified in the UOW College Student Handbook.
- 10.3 A mark of zero or result of not yet competent will be awarded where a student fails to submit an assessment task unless a student applies for academic consideration and this request is approved. Please refer to the Student Academic Consideration Guidelines for further information.
- 10.4 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 Guidelines.

11 Marking and Feedback

- 11.1 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.
- 11.2 All teaching staff will provide useful, timely, appropriate, and explanatory feedback to all students on all work submitted for assessment to allow students to revise and improve learning. Constructive and timely 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.
- 11.3 Cluster Coordinators/Course Coordinators/Subject Coordinators are responsible for developing clear criteria for the marking of each assessment task, and making these criteria available to students.
- 11.4 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.
- 11.5 In vocational courses students must be provided with feedback for every assessment task.
- 11.6 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.
- 11.7 Assessment results cannot be released to students until Cluster Coordinators/Course Coordinators/Subject Coordinators give approval.
- 11.8 Excluding vocational, 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 sight 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.
- 11.9 Excluding vocational courses (which consist of competency based assessment and therefore do not in any circumstances scale marks) the College does not routinely scale marks, however, it reserves the right to scale.
- 11.10 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.
- 11.11 For higher education courses feedback will be provided in time to enable students to improve their performance before further assessment.

12 Late Enrolment

- 12.1 Students who commence a session or subject late may apply for academic consideration for any assessment tasks affected by the late start. Refer to the Student Academic Consideration Guidelines.



13 Extension of Time

- 13.1 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 Guidelines for details.

14 Supplementary Examinations/Assessments

- 14.1 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.
- 14.2 Completing a supplementary examination/assessment may delay the release of final results for those students who undertake supplementary examination/assessment.

15 Marking Requests

- 15.1 A student can apply for a remark of any assessable work by completing a Remark Request Form which is available on the UOW College website or from the 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.
- 15.2 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.
- 15.3 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.
- 15.4 If a student is not satisfied with the outcome of the remark request, the student may appeal the outcome as per the Student Grievance Guidelines.



16 Determination of Final Results

- 16.1 The College must follow the process for determining and declaring students' results as stipulated in the Assessment Committee Guidelines and the Declaration of Results Guidelines.
- 16.2 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%)
CO	Complete
S	Satisfactory/Competent
U	Unsatisfactory/Not Yet Competent
NC	Not Complete
PS	Pass Supplementary
ND	Not Declared

- 16.3 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.
- 16.4 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 fee or charge imposed by UOW College or the University of Wollongong 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 (organised and conducted by UOW Student Services Division) 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 centrally administered (by UOW Student Services Division) 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

17 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.