



UOW
COLLEGE
AUSTRALIA

ASSESSMENT POLICY (ACADEMIC AND ELICOS)

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Policy Custodian:	Academic Quality Coordinator	Document No:	UOWC-AQ-GUI-04							
Purpose:	The Assessment Policy establishes principles which underpin assessment at UOW College, assessment design standards, and sets out the specific responsibilities of parties in relation to assessment.									
Scope:	UOWGE	✓	UOWCA	✓	UOWD		UOWCHK		UOWMKDU	
	This Policy applies to all Students enrolled in UOWCA's: <ol style="list-style-type: none">English Language Programs; andHigher Education and Non-Award Programs. This Policy does not apply to Vocational Programs.									
Related Documents:	Academic Quality Standards Assessment Committee and Declaration of Results Procedure Schedule QA Procedure Assessment Validation Checklist 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 Procedure Support for Students Policy Academic Consideration Policy Academic Integrity and Student Conduct Policy Student Grievance and Appeals Procedure									
References and Legislation:	Higher Education Standards Framework (Threshold Standards) 2021 ELICOS Standards 2018									

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1. Definitions

Word/Term/Acronym	Definition
Academic Quality Coordinator	A staff member with nominated responsibility for the oversight and coordination of quality assurance in the delivery of UOWCA's programs.
Academic Consideration	Academic Consideration is intended to help minimise the impact of compassionate, compelling, or extenuating circumstances beyond a Student's control, which significantly impair a Student's ability to complete an assessment task on or by the due date as stipulated in the Subject Outline or Unit Outline; or which affects Academic Progress in a subject relevant to their course of study. Academic consideration may be granted on the basis of compassionate, compelling circumstances and/or extenuating circumstances.
Academic Transcript	An official record of a Student's enrolment and grades.
Access Plans	A set of tailored measures or accommodations provided by UOWCA to support students who may face barriers in their studies, ensuring they can undertake their academic work and meet course requirements on an equal basis with others.
Assessment Task	An activity that 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 (e.g. examination, test, quiz, assignment, essay, laboratory report, demonstration, written or oral presentation, participation).
Assessment Committee	The committee responsible for reviewing, approving and releasing final subject 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.
Common European Framework of Reference for Languages (CEFR)	The CEFR is a guideline used to describe achievements of learners of foreign languages used by educational institutions and employers to evaluate a person's language qualifications. The CEFR describes what a learner can do is now internationally recognized as a common basis for the development of language syllabus, curriculum guidelines, examinations and textbooks.
Constructive Feedback	As well as highlighting the strengths and weaknesses of a given piece of work, it should set out ways in which the student can improve the work.
Course	A program of study consisting of a subject or combination of subjects and other requirements as specified in the relevant course structure or Course Outline. Courses types include higher education award courses, such as

	a Diploma, enabling and non-award courses, such as university preparation or foundation studies, and English language courses.
Course Outline	The official document that describes a course including the structure, learning outcomes, delivery, assessment, progression and performance requirements.
Deferred Assessment	An alternative assessment task offered to a student where the original task could not be completed, subject to an approved application for Academic Consideration. A Deferred Assessment may be the same task completed at an alternative day/time or a new task that meets the same learning outcomes as the original task.
Equivalent Subjects	Subjects in UOWCA Diploma courses that articulate into UOW Bachelor Courses that can result in specified credit being awarded for a UOW Subject code.
Final Examination	A formal examination conducted during UOWCA'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.
Formative Assessment	A task that may or may not be graded and that involves students applying knowledge and skills and on which students obtain timely and constructive feedback to support their continuous development.
Group-based assessment	An assessment task which involves two or more students contributing to a single assessable assessment task.
Head of Program	A staff member with nominated responsibility for the coordination of a program. Refers to the ELICOS Program Manager and Academic Program Manager of UOWCA.
Hurdle Assessment	An assessment task that requires a minimum level of performance to pass a subject.
In-Session Assessment	Any Assessment conducted during the session or cycle, excluding the Final Examination period.
Inherent Requirements	Inherent requirements are the essential components of a subject or course that demonstrate the abilities, knowledge and skills required to achieve the core learning outcomes of the subject or course. A course may have inherent requirements relating to, for example, mobility that must be met in order for a student to be admitted to, and progress in, the course.
Pass Supplementary (PS)	Refers to a passing grade awarded to a student in a subject, following a successful Supplementary Assessment. Where the PS is awarded in a UOW equivalent higher education subject, the maximum mark will be 50%.

Moderation (of Assessment marking)	A process that ensures appropriate, consistent and fair judgments about assessment marking in a subject. Includes marking team preparation and calibration to ensure a shared understanding of the marking criteria and the achievement standards against criteria and may involve: a group marking exercise; double-marking selected sample of student work; and reviewing marked work for triggers e.g. discrepancies between markers, grade distributions (too high or too low) or grade clusters.
Public Holiday	A day that is either a gazetted state public holiday in New South Wales or a gazetted national public holiday in Australia
Reasonable Adjustment	An adjustment is reasonable in relation to a student with a disability if it balances the interests of all parties affected.
Rubric	A set of descriptors which provides information on the criteria on which student work will be judged and the standards against which that work will be assessed.
Session	A period in which subjects may be offered, such as Autumn and Spring
Standards-based Assessment	Standards-based assessment lets students know the criteria against which their work will be judged, and the performance standards attached to each of these criteria. It tells students what performance is required and provides a sense of how students are doing overall, based on their achievement of the standards.
Student	A person registered for a course or program offered at, or in conjunction with UOWCA.
Students at Risk	Students identified as being “At Risk” of not meeting Course Progression requirements at the end of the early monitoring period.
Subject	A self-contained unit of study identified by a unique code.
Subject Coordinator	A teaching staff member with nominated responsibility for coordination of a Subject.
Subject Outline	The document in hard copy or electronic format governing content, delivery and assessment of material for a subject.
Supplementary Assessment	Where a student receives a Fail or Technical Fail grade in a subject, the delegated authority may approve the offer of a Supplementary Assessment for the student to pass the subject. A supplementary Assessment can take different forms (e.g. exam, quiz, assignment) but it must be designed to confirm a student’s attainment of the relevant subject learning outcomes.
Summative Assessment	Assessment of learning for the purposes of assuring progress at key points in the course or for the purpose of warranting/confirming that learning outcomes have been met.

Teaching Staff	Staff of UOWCA (whether permanent, sessional or casual) who carry out teaching responsibilities under the authority of the Program Manager.
Timely Feedback	Feedback provided while the assessed work is still fresh in a student's mind before the student moves on to subsequent tasks.
Validation	An ongoing process which ensures that assessment processes are internally and externally valid and appropriate to the stated outcomes of each academic subject.
Unsatisfactory	Inability or absence of evidence that demonstrates application of knowledge and skill to the standard of performance required.
Universal Design for Learning (UDL) principles	A set of principles for curriculum development that give all individuals equal opportunities to learn. UDL guides the creation of learning outcomes, resources and assessments that work for everyone. This approach is designed to improve the learning experience and outcomes for all students, including students with disabilities, students from diverse cultural and socio-economic backgrounds, mature students and international students.
Working day	A working day according to the ordinary hours of business of the UOWCA.

2. Assessment Principles

1. Assessment design supports student learning:
 - a. Assessment is designed to engage and support students in the learning process. This begins with clearly articulating learning outcomes, task guidelines and grading criteria and extends to opportunities for students to clarify assessment requirements.
 - b. Assessment is designed to encourage students to take responsibility for their learning as they progress through a course by developing their abilities to evaluate their own and peer's work.
 - c. There are explicit performance standards for each assessment task set out in an assessment rubric or other instrument made available to students when the task is set. Performance standards should link back to subject and course learning outcomes.
 - d. Assessments and the provision of associated assessment resources (e.g., guides, annotated examples, rubrics etc.) help to scaffold students' development of academic literacies (including critical thinking, reflection, and communication and English language skills) and supports self-regulated learning.
2. Assessment feedback supports student learning:
 - a. Constructive feedback informs students about their current level of achievement and supports future learning.
 - b. Timely feedback requires that tasks are scheduled to allow sufficient opportunity for students to put feedback into practice.
 - c. Early low stakes formative assessment allows for the practicing of skills and the provision of feedback that helps to identify students' needs and can assist with identifying and supporting At-risk Students.
 - d. Provides teachers with understanding of the extent to which Students are successfully engaging with learning outcomes.
 - e. Students identified as being at risk of not achieving learning outcomes are provided with information and access to academic support services. Refer to UOWCA's *Support for Students Policy*.
3. Assessment upholds academic integrity:
 - a. Assessment tasks are designed to support the development of academic integrity literacy skills and to minimise opportunities for academic misconduct, in accordance with the *Academic Integrity and Student Conduct Policy*.
 - b. Staff take reasonable steps to ensure the authenticity of students' work. Such steps may involve enabling student submission through approved detection software (e.g., Turnitin), confirmation checks, or other similar processes consistent with the discipline. It is important that such processes and technologies are institutionally supported and ethical in accordance with institutional policies and processes.

- c. Key assessments that assure course and subject learning outcomes are secured against possible breaches of academic integrity to provide assurance that students have achieved the course learning outcomes for the award or non-award course. This may include, but is not limited to, ensuring exams and written assessment tasks differ materially from any previous assessment task, restricting the use of generative artificial intelligence (GenAI) or limiting the weighting of open book or non-invigilated assessment tasks.
4. Assessment may provide for the ethical use of artificial intelligence technology:
 - a. Assessment and learning experiences equip students to participate ethically and actively in a society pervaded with technologies such as generative artificial intelligence (GenAI).
 - b. The use of technologies to produce text and other media as part of a student's work submitted for assessment (or part of the process of developing such work) is thoughtfully supported and/or limited and, where allowed, clearly and openly acknowledged and directed.
 - c. Forming judgements about student learning in a time of evolving digital technologies (i.e., GenAI) requires multiple, inclusive and contextualised and educative approach to assessment and academic integrity.
 - d. Assessment tasks that integrate the use GenAI should provide opportunities for students to produce work that reflects critical thinking, judgement, ethical decision-making and reflection on the process.
5. Assessment is authentic, inclusive and equitable:
 - a. Assessment provides opportunities for students to engage in tasks that enable them to demonstrate the application of relevant knowledge and skills to 'real-world' scenarios.
 - b. Assessment tasks are designed to be accessible and inclusive. This can include using a variety of assessment methods, building in flexibility in accordance with Universal Design for Learning (UDL) principles or offering reasonable adjustments to students with an Access Plan (as outlined in Section 6).
 - c. Inclusive assessment design considers the diversity of the student body and avoids inadvertent exclusions or disadvantages to any student sub-group.
6. Assessment is balanced and aligned:
 - a. Assessment types are mixed, utilizing a range of diverse assessments formats/modes, with a balance between formative assessment (designed to engage students in opportunities to apply knowledge and skills and gain feedback) and summative assessment (designed to confirm achievement of learning outcomes).
 - b. Assessment tasks are designed to ensure an explicit alignment between subject and course learning outcomes, including any relevant accreditation, language or education standards, to form a coherent course of study.
 - c. Course assessment is designed to ensure a logical progression with increasing complexity in the assessment tasks that are appropriate to the level of the course.
 - d. Assessment tasks early in a course will introduce students to important assessment skills and literacies.

- e. Assessment tasks are designed to ensure an appropriate balance between the workload required and the weight of the assessment. This ensures that students are not overburdened by assignments that contribute minimally to their overall grade, and teachers are not faced with an excessive marking burden.
7. Assessment is reliable, standards-based, assures learning:
- a. Standards-based assessment lets students know the criteria against which their work will be judged and the standards attached to each of these criteria. It tells students what performance is required and provides assessors with a sense of how students are doing overall, based on their achievement of the standards.
 - b. Assessment criteria are drawn from the learning outcomes, including any relevant accreditation, English language or education standards, are made available to students, and guide the grading of student performance.
 - c. Assessment standards reflect the level of attainment of the criteria in line with the grade descriptors defined in this Policy in Section 20 – Final Grades and Grade Descriptors.
 - d. Assessment fairly and reliably validates student attainment of the learning outcomes.
 - e. Quality assurance processes (including assessment moderation, validation, external peer review, course and subject reviews) are used routinely to provide assurance of assessment validity, reliability and alignment.

3. Assessment Design Standards

1. Assessment tasks will be designed to support student learning and with regard to the Assessment Principles outlined in Section 2 of this policy.
2. Assessment tasks will be designed to promote and support the development of academic integrity and to minimise opportunities for academic misconduct, in accordance with the *Academic Integrity and Student Conduct Policy*.
3. Assessment is designed to identify Students who are likely to require support during the relevant session, to ensure the offer of appropriate and timely support for Students at Risk Assessment tasks will have a weighting appropriate to the time and effort required to complete the task.
4. A single assessment task will count for no more than:
 - a. 50% of the total mark for a Subject in Academic Programs.
 - b. 60% of the total mark for a Subject in English language (ELICOS) programs.
5. In ELICOS Courses and English language subjects embedded in Academic courses, marking rubrics must be aligned with the appropriate Common European Framework of Reference for Languages (CEFR) appropriate to the language level of the Subject.
6. An early assessment task within the course will be used to identify students at risk due to limited English language proficiency in accordance with the *English Language Policy*.
7. All Assessment Tasks must require submission in the language of instruction e.g., English.

Participation:

8. Where student participation is used as an assessable activity towards the calculation of the final subject mark and grade:
 - a. Participation will not count for more than 10% of the total mark for the Subject.
 - b. Clear assessment criteria must be specified and stated in the Subject Outline.
 - c. Teaching Staff must maintain regular and complete records of participation and marks awarded.
 - d. Students must have access to their progress against participation requirements throughout the session.

Group Assessment:

9. Group assessment is designed to scaffold the development of group work skills and academic literacies. Where used, group assessment tasks:
 - a. Will not count for more than 30% of the total mark for the Subject.
 - b. Will be designed to ensure each student can participate equally and contribute meaningfully to the assessment task.
 - c. Will be assessed by means that allow the contribution of each member of the group to be determined fairly and proportionately.
10. In the case of a written submission for group Assessment tasks, each member of the group is required to be identified and authenticated in the submission.
11. Group assessment will provide opportunities for students to reflect on the group work process and their contributions and student responsibilities.
12. Processes must be put into place to address unequal participation or conflicts within the group.
13. Consideration will be given to group formations that promote diversity and inclusiveness as far as practicable.

Assessment Design and Use of Generative Artificial Intelligence (GenAI):

14. The Subject Coordinator will determine where and how GenAI can be used in a subject, an assessment task or part of an Assessment Task.
15. Where the Subject Coordinator indicates that GenAI use is allowed, then the following applies:
 - a. GenAI must be used responsibly, be clearly documented and appropriately acknowledged.
 - b. All specifications for the permitted use of GenAI must be clearly stated in the Subject Outline or required section of the learning management system (e.g., Moodle).
16. In cases where there is a doubt that a student has met the learning outcomes independently, due to the use of generative artificial intelligence, the student may be required to participate in a viva voce (oral interview) or other appropriate supervised assessments with approval of Head of Program. Such assessment does not constitute a Supplementary Assessment under this policy, nor will it have any bearing of the students grade other than to help determine whether the student's original submission was a genuine demonstration of the required learning outcomes.

17. Information about the use of GenAI in assessment tasks must be made available to students at the beginning of the session e.g. in the subject outline and on subject Moodle.

UOWCA Subjects equivalent to a UOW subject in Diploma Courses:

18. UOWCA delivers Diploma courses that articulate into UOW Bachelor Courses, in such courses student may be granted up to 48 credit points of specified or unspecified credit, in accordance with the agreed articulations arrangements with each UOW Faculty.
19. UOWCA will design assessment tasks in Equivalent Subjects delivered in Academic Program Diploma courses to assure the Subject learning outcomes are in alignment with the equivalent UOW Subject learning outcomes.
20. Where practicable and appropriate UOWCA will mirror UOW's assessment tasks, limiting amendments to:
 21. Address concerns with maintaining Academic Integrity e.g., in the case of an examination offered in the equivalent subject at both UOW and UOWC.
 - a. Better support the development of academic skills in the UOWC cohort eg redistributing the weighting of Assessment Tasks, scaffolding tasks to better support student learning needs.
 - b. The timing or volume of the Assessment Task e.g., to address difference in the duration of the academic session.
22. The methods and types of assessment used in an Equivalent Subject should not differ materially from the UOW subject without the approval of the Academic Program Manager and the relevant UOW Faculty Education Committee.
23. Should any variations be necessary, UOWCA Subject Coordinators will consult with UOW Subject Coordinators. If a satisfactory resolution cannot be achieved, UOWCA Subject Coordinators will escalate the matter to the Academic Program Manager.
24. Assessment design in Equivalent Subjects delivered in Academic Program Diploma courses will be subject to periodic quality assurance by the relevant UOW faculty including validation of assessment and review of assessment standards and outcomes.

4. Attendance Requirements

1. Compulsory or minimum levels of attendance may be prescribed for any subject in which attendance is integral to the achievement of the learning outcomes for the subject, for example for a practical, lectures, laboratory or skills-based class.
2. Where attendance requirements are set for a subject or task, the attendance requirements must be clearly stated in the Subject Outline, together with the reasons why attendance is required, the consequences of not meeting those requirements and the procedures to be followed should a student fail to attend any required class due to illness and/or personal circumstances beyond their control.
3. Marks cannot be awarded/deducted for attendance alone.

5. Hurdle Assessments

1. A hurdle assessment is an assessment task that mandates a minimum level of performance as a requirement for passing the subject. For example, achievement of a pass grade or above in a skills-based assessment or a final examination.

2. A subject may include a hurdle assessment where:
 - a. This is necessary to ensure students can do something safely;
 - b. The assessment is the final or major assessment task in a subject to assess whether students have achieved the subject learning outcome(s); or
 - c. The use of a hurdle assessment for a reason other than those listed above is approved by the Head of Programs.
 - d. A corresponding hurdle assessment exists in an Equivalent Subject at UOW.
3. The minimum performance required in a hurdle assessment must align to a student's attainment of the Subject learning outcomes i.e., where not achieving the minimum performance equates to not demonstrating attainment of the required learning outcome/s.
4. The use of and consequence of not meeting a hurdle assessment requirement will be made explicit to students in the Subject Outline.

6. Alternative Assessment Arrangements

1. Reasonable and appropriate adjustments to assessments (including examination conditions where necessary) will be made for students with an approved Access Plan.
2. Such adjustments or alternative assessment arrangements will take account of the circumstances of the student and the requirements of the subject.
3. In providing alternative assessment arrangements, factors that are considered include:
 - a. The nature of the student's educational disadvantage or particular needs;
 - b. The inherent requirements and any constraints of particular assessment tasks, for example core participation requirements; and
 - c. The need to assure the student has met the learning outcomes for the particular subject or course.
4. If the Subject Coordinator determines it is not feasible to implement the recommended reasonable adjustments, they will liaise with the Student Accessibility and Inclusion Team (SAIT) to identify an alternate adjustment that meets the subject requirements.

7. Quality Assurance of Assessment

1. Quality assurance of assessment provides a level of assurance that assessment practices are appropriate, consistent and fair.
2. Quality assurance activities are designed to contribute to the continuous improvement of assessment practices and to the sharing and development of good practice among colleagues and with students.
3. Subject Coordinators are required to submit the highest weighted or major Assessment task for the Subject and the related marking criteria and rubric to the Academic Quality Coordinator, prior to the delivery of the Assessment. UOWCA will review the task for the Subject and retain a copy of all materials for internal and external audits or benchmarking.
4. As part of the continuous quality improvement process, assessment in courses and subjects is reviewed during major course reviews and periodic subject quality assurance processes.

5. Samples of graded student work (including examination papers, manuscripts, assignments, and any other work submitted by students for assessment purposes) should be retained by the Subject Coordinator for use in quality assurance activities including:
 - a. external referencing of assessment standards;
 - b. benchmarking of student performance; or,
 - c. UOW Faculty QA of UOW College subjects.
6. Final exams or the major task (for Subjects where there is no final exam) in Academic Programs undergo a marking Moderation process on an at-risk basis in accordance with the *Marking Moderation Procedure - Academic*.
7. ELICOS Courses undergo a marking Moderation process following each exam in accordance with the *Marking Moderation Procedure - ELICOS*
8. To ensure the ongoing quality of assessment and the implementation of improvements, Subject Coordinators will ensure:
 - a. All assessments and rubrics are reviewed, and revised if required, for each offering of the subject;
 - b. Assessment tasks are validated when required in accordance with the Assessment Validation Procedures.
 - c. Consistency of assessment marking across the teaching team.
9. In UOWC Academic Program Diploma Courses, UOW Faculty QA Assessors undertake scheduled audits of UOWCA Subject Outlines and assessment standards in accordance with the relevant *Faculty Quality Assurance Agreement the Higher Education Diplomas Quality Assurance Checklist for Assessors*.
10. For English language programs, teachers ensure Validation processes are conducted using the *Assessment Validation Checklist*.

8. Submission of Assessment Items

1. The Subject Coordinator will ensure that at the start of each teaching period, the dates, times and means of submission of all assessment tasks for the Subject are made clear to Students. Such details must include possible method/s of submission, and the format and procedure for submission.
2. Submission criteria must be outlined during class in the first week and included in the Subject Outline and/or Subject Moodle site.
3. Assessment task due dates cannot fall on Public Holidays or during a Session break or recess, except with the prior approval of the Head of Program.
4. For submitted written tasks, an appropriate receipting process will be in place for assessment tasks, regardless of the mode of submission, in order to safeguard against claims of non-receipt and non-return.
5. Students must submit assessment work in accordance with the requirements set out in the Subject Outline. Failure to meet the submission requirements for an assessment task may result in a reduction in marks, a Fail, a Technical Fail, or an unsatisfactory grade for that Assessment.

9. Late Submission or Non-Submission of Assessment Tasks

1. Penalties for late submission of Assessment Tasks are specified in the Subject Outline and the *Assessment and Examination Guidelines for Students*.
2. Penalties for late submission are to be applied consistently and equitably to all students enrolled in the subject. Where short-term, serious and unavoidable circumstances have affected a student's ability to submit an assessment task, a student must submit a formal application for Academic Consideration in accordance with the *Academic Consideration Policy*.
3. Students with an approved extension to the time to submit a task, who fail to submit the assessment task by the extended deadline, will be penalised in accordance with 9.1 and 9.2.
4. Where a Subject Coordinator nominates a date beyond which they will no longer accept a late assessment submission, this will be clearly stated in the Subject Outline.

10. Feedback on Assessment Tasks

1. Constructive and timely feedback will be provided to students to enable them to build on their positive achievements and have a clear sense of what they need to do to improve their performance when undertaking subsequent assessment tasks.
2. Students will receive feedback on performance in all assessment tasks with the exception of a final examination.
3. Following the declaration of a final mark and grade for the subject, students have the right to obtain their final examination marks from the Subject Coordinator and to view and discuss their performance with the Subject Coordinator or, if not available, the Head of Program or delegate. Such requests should be made as soon as possible but no more than twenty (20) days from the release of results.
4. Students will be provided with feedback on submitted work within ten (10) working days of the assessment due date.
 - a. For quizzes, feedback must be provided as either individual or general feedback to the entire cohort to enable student learning. For online quizzes, Subject Coordinators are encouraged to utilise the feedback tools available in the Learning Management System. To strengthen the academic integrity of the assessment, results and feedback must not be released until after the quiz has closed. Exceptions may be granted if an alternate means of assuring Academic Integrity is implemented to the satisfaction of the Head of Program.
5. Students will receive progressive feedback on assessments that require a significant body of work or scaffolded tasks.
6. Students requesting a review of mark should refer to the process set out in Section 14 and also note the time limits to submit a formal review request as outlined in UOWCA's *Remark Request Procedure*.

11. Marking and Recording of Student Marks

1. Except in subjects where grades of unsatisfactory and satisfactory are used:
 - a. Assessment tasks must be awarded a numerical mark; and
 - b. An overall mark for each student in a subject will be determined on the scale of 0 to 100% calculated by the methods set out in the Subject Outline.

2. Marks for each assessment item must be entered into SMP, or imported from Moodle into SMP, at or before the time the mark is provided to the student, in order to:
 - a. Enable real-time review and analysis of student performance, which is undertaken in order to support student engagement and progress; and
 - b. Ensure a central record is maintained, in accordance with Section 15 of this policy.
3. Any additional documentation used to determine student results (such as spreadsheets) must be stored on an approved UOW storage platform.
4. UOWCA does not routinely scale marks, however it reserves the right to scale marks with approval by the College Assessment Committee.
5. Student marks, or other information pertaining to student academic activities and performance, must not be distributed to third party services for management and/or storage.

12. Deferred Assessment

1. A deferred assessment may be granted as a result of an approved Academic Consideration application, in accordance with the *Academic Consideration Policy*, or a Reasonable Adjustment as provided in an Access Plan.
2. A deferred assessment may apply to any Assessment Task that cannot be undertaken or submitted at the scheduled time due to circumstances set out in the *Academic Consideration Policy*.
3. A deferred assessment may be offered as:
 - a. an extension to the time to submit the original task,
 - b. an alternative task that is equivalent to the original task and demonstrates attainment of the same learning outcomes; or
 - c. a different version of the same task, e.g. a final exam.
4. Where possible to do so, deferred end of session examinations will be run during the Supplementary Examination period.

13. Supplementary Assessment

1. Supplementary Assessment provides eligible students with an opportunity to demonstrate that they have achieved the learning outcomes of the subject.
2. An opportunity to undertake Supplementary Assessment may be offered where:
 - a. A student achieves a final subject mark of 45-49 or on the recommendation of the subject co-ordinator, where the latter believes the student can pass the subject by sitting/submitting a supplementary assessment.
 - b. A student does not achieve the minimum mark required to demonstrate achievement of the learning outcomes as stated in the subject outline.
 - c. A student is awarded a grade of TF (Technical Fail);
 - d. A student who has failed one subject in their final session of study and is otherwise eligible to complete their course; or
 - e. As an outcome of an academic misconduct investigation.
3. A Supplementary Assessment may not be possible in all subjects, if this is the case this must be noted in the Subject Outline.

4. The following provisions apply to the mark and/or grade a student receives as a result of undertaking a Supplementary Assessment:
 - a. where a student achieves a passing result in the Supplementary Assessment task and composite mark of 50 or more for the subject, the student will receive a mark of 50 for the subject and a grade of Pass Supplementary (PS);
 - b. where a student does not achieve a passing result in the Supplementary Assessment task and/or a composite mark of 50 or more for the subject, the student will receive their original mark and grade (Fail or Technical Fail).
5. Completing a Supplementary Assessment or Examination may delay the release of final results for those Students who undertake a Supplementary Assessment or Examination.

14. Re-mark of Assessment Request

1. Students are encouraged to discuss all concerns about assessment task marks with their teacher or Subject Coordinator.
2. A student may submit a remark request where they have first discussed their concern about a mark for an assessment task with the Subject Coordinator, but still believe there is evidence that:
 - a. an assessment task was not marked in accordance with the marking criteria or assessment requirements as specified in the Subject Outline; or
 - b. an assessment task mark was not calculated correctly.
3. Students will have two (2) working days from the date they were first provided with a mark to submit a formal request to re-mark and assessment, in accordance with the *Re-mark of Assessment Procedure*.

15. Privacy and Records Management

1. All assessment records, including student submissions, feedback, and examination documents, must be retained in accordance with the *State Records Act 1998* (NSW) and the *Records Management Policy*.
2. Specific Retention Requirements apply to:
 - a. Assessment Records and Appeals: Retain for a minimum of one (1) year after the action is completed.
 - b. Student Examination/Assessment Scripts (including all examination papers, manuscripts, assignments, and any other work submitted by students for assessment purposes e.g., written or oral exams, fieldwork reports, presentations): If these records are not returned to the student, retain them at least until the end of the appeal period.
 - c. Student Attendance Records: Retain records related to the management of student attendance for teaching and assessment activities, until at least until end of appeal period.

16. Roles and Responsibilities

1. Head of Programs are responsible for:

- a. Monitoring assessment within Subjects/Courses to ensure that assessment requirements are compliant with this Policy.
 - b. Ensuring the declaration of student results process is completed and conducted in accordance with the *Assessment Committee and Declaration of Results Procedure*.
 - c. Monitoring and reviewing the overall performance of Students in Subjects and reporting on student outcomes in accordance with the Academic Quality Policy.
2. It is the responsibility of Subject Coordinators and, where relevant, teaching staff to:
- a. Ensure that the Assessment Principles and Assessment Standards specified in this policy are applied in the subjects for which they are responsible.
 - b. Ensure that assessment information is accurate and consistent across all sources (e.g., subject outline, Moodle and SOLS).
 - c. Outline the content of the Subject/Course Outline with Students during the first week of each subject.
 - d. For a Group Assessment task, ensure that mechanisms are in place that facilitates the respectful and timely resolution of group conflicts.
 - e. Ensure that timely and constructive feedback is provided to students by the timelines identified for marking.
 - f. Recommend adjustments to, or alternative arrangements for, assessment tasks where applicable, in accordance with the *Academic Consideration Policy*.
 - g. Actively monitor student assessment task submissions for breaches of Academic Integrity and report suspected breaches.
 - h. Ensure that all marking is undertaken by current teachers on the subject teaching team, unless otherwise approved by the Program Manager.
 - i. Moderate assessment marks where multiple markers are involved.
 - j. Ensure that the marks awarded for each assessment item and the final grade of a student are determined in accordance with the UOWCA Grade Descriptors set out in Section 17.
 - k. Ensure that results are accurately recorded and recommend final grades to the Examiners Committee.
 - l. Engage with students to pursue informal resolution to resolve concerns about assessment items, feedback and marking in accordance with this policy and UOWCA's *Remark Request Procedure* and *Student Grievance and Appeals Policy*.
 - m. Ensure the volume and types of assessment and feedback are appropriate and consistent with the subject's language level and AQF (Australian Qualifications Framework) level.
3. It is the responsibility of students to:
- a. Familiarise themselves and comply with assessment information provided in the Subject Outline, on the Learning Management system (e.g., Moodle site), through other formal communication (e.g., via SOLS), or in class.
 - b. Seek clarification from teachers or the Subject Coordinator if unsure about the requirements for assessment.

- c. Undertake assessment tasks with integrity and act in accordance with the *Academic Integrity and Student Conduct Policy*.
- d. Submit assessment items by the due date and, where possible, retain an electronic copy of the submitted item.
- e. Take full responsibility for the content of any work submitted for assessment and ensure that it fulfills the requirements of the assessment task.
- f. Ensure any work submitted for assessment is their own work and sources, including the use of AI tools (where permitted), are appropriately acknowledged.
- g. Engage with feedback processes and other formative assessment activities to support their learning.
- h. Conduct themselves in examinations in accordance with this policy and UOWCA's *Assessment and Examination Guidelines for Students*

17. Final Grades and Grade Descriptors

1. There are a range of grades that can be declared when a Student completes a Subject. A grade can represent:
 - a. The level of student achievement in the Subject; or
 - b. An interim outcome in a Subject, before a final grade can be determined; or
 - c. An outcome determined by an assessment committee.
2. The process for determining and declaring Student results is outlined in the *Assessment Committee and Declaration of Results Procedure*.
3. Grade Descriptors should be used as a guide to determine levels of achievement, against assessment marking criteria in rubrics.
4. Grades can be used to select student work samples for review in moderation of assessment activities as well as assessment standards audits.

Grades Indicating Performance in a Subject	
TF	Technical Fail (equal to 49% for the calculation of a weighted average mark)
F	Fail (0%-49%)
P	Pass (50%-64%)
C	Credit (65%-74%)
D	Distinction (75%-84%)
HD	High Distinction (85%-100%)
S	Satisfactory (Has met the required learning outcomes)
U	Unsatisfactory (Has not met the required learning outcomes)
PS	Pass Supplementary (a maximum mark of 50% awarded after a successful Supplementary Assessment)

Grades of Performance:

5. Grades indicating performance in a subject are based on:
 - a. the accumulation of weighted Assessment Task marks in the subject, rounded to the nearest whole number; or
 - b. an overall result determined or modified by an Assessment Committee; or
 - c. an overall assessment of satisfactory or unsatisfactory performance

Technical Fail and Pass Supplementary:

6. Where a student gains a mark of 50 or greater and does not meet a Minimum Performance Requirement in a Subject a Technical Fail (TF) grade will be given. Where a TF is given the following applies:
 - a. the student has failed the subject;
 - b. a TF will be presented on the student's academic transcript; and
 - c. a mark of 49 will be used as the weighted average mark calculation for the subject.
7. The PS (Pass Supplementary) grade may be awarded when a student successfully completes a supplementary Assessment at the discretion of the Assessment Committee.
8. Other grades may be awarded when a student successfully completes a supplementary Assessment at the discretion of the Assessment Committee.

Interim Grades:

9. An interim grade (displayed in the legend below) may be declared where the result (mark and grade) for the subject cannot be finalised under certain circumstances.
10. A grade of WH (Withheld) may be declared when:
 - a. the final result is withheld pending the outcome of the investigation of an alleged breach of Academic Integrity; or
 - b. there is an unforeseen delay in the marking of an assessment or examination required to determine the final mark and grade.
11. A grade of WD (Withheld Deferred) may be declared when the final result is pending the outcome of a Deferred Assessment, offered to a student as a result of a successful Academic Consideration application.
12. A grade of WS (Withheld Supplementary) may be declared when the final result is pending the outcome of a Supplementary Assessment, offered to a student at the discretion of the Assessment Committee.

Grades Indicating an Interim Result	
WH	Withheld (Grade is withheld)
WD	Withheld (Pending the outcome of a Deferred Assessment)
WS	Withheld (Pending the outcome of a Supplementary Assessment)

18. Change History

Version	Approved By	Date Effective	Amendment
1.0	Academic Board	29/01/2025	New Policy to replace <i>Assessment Guidelines</i> and align to the UOW Assessment Policy.