Assessment Procedure

ADMIN USE ONLY

APPROVAL		
Position title: Dean of Studies	**Executive Title: Dean of Studies**	Date: 02/03/2023

Procedure Title	Assessment Procedure
Executive	Sally Payne, Dean of Studies
Manager	Manager Title
Procedure ID	[To be added by Governance team]
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VERSION HISTORY

No.	Author	Description of change/purpose	Date
1.0		Updated information about Assessment feedback and support for students	

Assessment Procedure

PROCEDURE PURPOSE
Provides detailed procedural information and rules related to the conduct of assessments to guide staff in implementing and conducting the assessment policy.

SCOPE

Applies to:

- All UTS College courses and programs delivered by Insearch limited and by approved Transnational 3rd parties
- All Academic and English teaching staff
- All students enrolled in UTS College courses and programs.

DEFINITIONS are set out at the end of this procedure.

PROCEDURE

Activity	Description	Responsible
PRIOR TO SEMESTER /TERM START		
Review	Assessments are reviewed every year for currency and authenticity and more frequently where there have been breaches of academic integrity due to assessment design. The review highlights changes, rationale for changes and any required mapping to SLOs	Academic Coordinators/ English test and assessment team
Regular curriculum updates Approval (Academic only)	Review recommended changes and if regular curriculum updates (as defined) approve.	Program Managers
Major and Minor change Approval	Major and Minor changes including changes to assessment pattern	L&T committee/ASC committee

	Subject /Level outlines and course material updated.	Academic Coordinators / English test and assessment team and Education Services
Updates documentation	Approved changes implemented and recorded for accreditation purposes All SO must contain assessment types, weighting and description and the SO become the single point/register held by Education Services	

DURING SEMESTER / TERM		
Notification of assessments	Student are notified of the requirements of the course and the assessments and assessment due dates in Week 1 of the semester or term via the subject /level outline and Canvas	Academic/ Academic English Coordinators
Participation and submission of assessment items	Students are expected to participate in assessment tasks and submit assessment items on the specified due date and in line with requirements set out in the Subject / Level Outline	Students
Feedback/ Feedforward	Feedback/feedforward is given to students in preparation for submission of assessments or undertaking exams and tests and after submission and grading of those assessments. Feedback should be provided for formative assessments and activities in a timely manner to assist students to facilitate understanding and improve their performance in preparation for a summative assessment. Feedback must be objective and consistent with the learning outcomes. Where required, feedback must include referrals to appropriate learning support. Feedback for summative assessments (excluding final exams) should be within 14 days of the assessment and include written feedback and guidance. *Refer to Assessment grading and feedback guidelines*	Teachers and Academic / Academic English Coordinators
Grading	Assessments are graded against performance standards for each criterion that describe various levels of learning or proficiency a student has demonstrated. These criteria are outlined in the grading scheme and follow the UTS College guidelines. *Refer to Assessment grading and feedback guidelines.* *Refer to Grading Schema guidelines*	Teachers and Academic / Academic English Coordinators

Moderation	Moderation is to make consistent, valid, evidence-based judgements and decisions. Moderation can take a number of forms. As a minimum these activities are to be performed before assessment to build teacher agreement around what achievement of performance standards looks like. Where a unit of study is graded by more than one teacher a moderation process must be in place as part of the determination of grades to ensure that students' performance is assessed consistently and objectively, across multiple assessors, student cohorts and locations. Double marking of borderline fails and passes. Moderation of individual assessments should be completed before grades are released to students. Moderation of overall subject results must be completed prior to submission of grades for ratification. *Refer to Assessment grading and feedback guidelines*	Teachers and Academic / Academic English Coordinators
Return of assessment grades	All grading of assessments during a study period is to be completed within 14 days of the submission or completion date (for academic). Grading at the end of a study period is to be completed by the designated date to meet Results publishing deadline.	Teachers and Academic / Academic English Coordinators
Recording Grades	Grades for all assessments are to be correctly recorded in the LMS grading system. Where a student has been granted Special Consideration, or has a pending Academic Misconduct, their grade will be withheld until their results are finalised.	Teachers and Academic / Academic English Coordinators
Late submission	If a student: submits an assessment item after the due date, a 5% reduction in grade will be applied for each day late. Submission of an assessment item more than 7 days after the due date will not be accepted with the exceptions outlined in the paragraph below that describes the circumstances in which late submission without penalty may be possible.	Teachers
Circumstances in which an assessment may be varied, or an alternative assessment may	Students who suffer serious illness or misadventure on a day when they are required to be present to participate in an assessment task will be offered either an alternative submission date and or an adjusted/ alternative assessment task.	Teachers and Academic / Academic English Coordinators Program Managers / Director of Studies ELP, and Student

be offered	Alternative assessments are to be determined in consultation with the Program Manager or Director of Studies and must ensure that the student is provided with comparable opportunity to demonstrate the learning outcomes being assessed. Students must first submit a medical certificate or professional authority (such as a counsellor's report) that has been verified by the Student Centre to the Academic Coordinator or Academic English Coordinator. *Refer to Assessment design guidelines*	Centre
Circumstances in which late submission without penalty may be possible	Students who suffer serious illness or misadventure in the weeks prior to the due date for an assessment item may be able to submit the item after the due date without penalty, if they: ▪ discuss their circumstances with the Academic Coordinator or Academic English Coordinator prior to the due date, submit a medical certificate or professional authority that has been verified by the Student Centre, and are granted an extension, or ▪ have an access and inclusion plan that has provision for extensions of time. *Refer to Access and Inclusion policy and procedure.* ▪ request Special Consideration prior to the due date and are granted an extension. *Refer to Special Consideration procedure*	Teachers and Academic / Academic English Coordinators Program Managers / Director of Studies ELP
Academic misconduct	If a student submits an assessment item that constitutes academic misconduct, the work will be dealt with in accordance with the Refer to *Academic Integrity Policy and Procedure*	Teachers and Academic / Academic English Coordinators Program Managers / Director of Studies ELP
Final Stage Supplementary Exams	Academic students in their final stage of studies, who have passed all but one of their subjects and have achieved a mark of at least 40 in that subject will be offered a Final Stage supplementary exam or assessment for that subject. Students who satisfactorily pass the Final Stage Supplementary Exam/Assessment task shall be given an overall subject mark of 50 and grade of Pass. *Refer to exams procedure*	Exams and Progression Coordinator and Education Services
Formal examinations and in-class tests	Students are expected to prepare themselves for examinations and tests, including ensuring they know when and where	Student

	these will be held, and what materials, technologies and equipment they may bring into the examination. *Refer to exams procedure*	
Results ratification	Final grades will be reviewed at the end of each study period by the Program Managers/ Director of Studies ELT and formally Ratified by managers and the Dean of Studies or delegate at a meeting prior to publishing.	Program Managers, Director of Studies ELP, Dean of Studies; Education Services Manager

Review of results	A student may request a review of a result by the relevant Academic or Academic English Coordinator. A request to review a result must be based on factual or procedural irregularities, which may include: • A subject outline was not provided or was changed during the semester ; • Assessment requirements were changed in an unreasonable way; • Due regard was not paid to an approved special consideration application; • There was an error in the calculation of the result; **How to apply** The request to review a result should be emailed to the Academic or Academic English coordinator within 5 working days of receiving the result. The **Request a Review of a Result** form should be completed and sent via email to the Academic or Academic English coordinator.	Student
Determine Results	The Academic or Academic English Coordinator will consider the claim and determine if the result needs to be adjusted. If the Academic or Academic English Coordinator determines that the result does not need to be adjusted they will inform the student of the decision within 5 working days. *Refer to Assessment grading and feedback guidelines*	Academic / Academic English Coordinator
Grades published	Results finalised in student management system and published	Exams and progression coordinator
Appeals	Students have the right to appeal against the decision made by an Academic or Academic English Coordinator following a review of grades for individual assessment tasks and final subject grades.	Student

	Refer to Student Complaints and Appeals Procedure (Academic).	
Variation of Results	Ratified results are final so any changes to approved results must be submitted to the Dean of Studies for approval accompanied by the documented reason for the change using an Authority to Vary Results form. *Refer to Assessment grading and feedback guide*	Program Managers or Director of Studies ELP
Approval of variation of results	Approval given	Dean of Studies
Changing of results	Student management system and LMS updated and student notified	Education Services

DEFINITIONS

Assessment	Systematic process for facilitating and evaluating student learning. It includes the design, development and implementation of assessment tasks, and the judgement and reporting of student performance and the provision of feedback to students on their performance.
Assessment criteria	Assessment criteria describe the specific elements of a student's performance that align to the Subject or Program learning outcomes. They are developed by analysing the learning outcomes and identifying the specific characteristics that contribute to the overall assignment. In ELT the assessment criteria additionally reflect the linguistic and rhetorical elements of language production.
Assessment item	Student work provided in response to an assessment task.
Assessment pattern	The assessment types and weightings in a subject and their relation to the intended learning outcomes both at subject and course level.
Assessment requirements	The combination of assessment tasks, the timing of assessment tasks, the outputs to be submitted for assessment, and the conditions for assessment that must be undertaken to ensure that the learning objectives and requirements of a subject have been met.
Assessment task	Various types of assessments used to assess a subject. They include but are not limited to student presentations, literature reviews, laboratory reports, essays, creative works, group assessment, peer assessment, self-assessment, online assessment, oral examinations, class quizzes, reflections, experiential activities, simulations, practical exercises, performances, folio presentations and class participation, and examinations.
Authentic assessment	Focus on students developing and applying knowledge and skills through meaningful, practice-oriented assessment tasks. Authentic assessment supports students to develop graduate attributes, apply theory to practice and engage with problems similar to those they will encounter in the

	workplace. Authenticity levels are judged on the extent to which the attributes students use, their activities and the context reflect work and/or life practices outside the course.
Constructive alignment	Constructive alignment refers to the concept of having all assessment tasks, and learning and teaching activities aligned to the intended/subject learning outcomes.

DEFINITIONS

Criterion-referenced assessment	Assessment tasks where a student's work is assessed against stated criteria, and marks or grades are awarded according to the level of achievement of these criteria. UTS College only engages in criterion-referenced assessment. Criterion-referenced assessment differs from norm-referenced assessment in which grades are determined in relation to other students' performance and the grade distribution is managed in such a way that only a certain percentage of students are able to attain each grade. Assessment at UTS College is never norm-referenced.
Diagnostic, Formative and Summative assessment	The distinction relates to the purpose of the assessment, not the nature of the task: • Diagnostic assessment guides teaching and support by providing information to identify the relative skills and experience of an individual student or whole class. It is typically used at the beginning of a teaching period and involves low or no stakes tasks. • Formative assessment facilitates learning by helping students and teaching staff identify strengths, weaknesses and ways to improve and enhance attainment of learning outcomes of a subject or level. Summative assessment evaluates learning by providing information to judge the extent to which a student has attained learning outcomes of a subject or level.
Feedback/feedforward	Information about aspects of a student's learning used to guide or improve their understanding, performance or achievements. Feedback can be gained informally or formally, from formative activities as well as summative assessment tasks. It can be gained in multiple ways, including but not limited to group discussions in class or online, automated online responses, and self, peer or teacher reviews of work using rubrics, checklists or comments. It includes information from self, peers, teachers, other people, online and other sources.

Grade	A grade is awarded to an assessment item to recognise the level of academic achievement the student has demonstrated.
Grading	The process of assigning an assessment score or grade to a piece of work produced, performed or submitted by a student according to information provided in the subject outline, using academic judgement
Graduate attributes (GAs)	The characteristics, qualities, knowledge, skills and capabilities that students will develop throughout their course of studies in the program.

DEFINITIONS

Learning outcomes/intended learning outcomes	Statements about what a student will achieve upon successful completion of a unit of study or program of study. Program learning outcomes (PLOs) describe how the GAs will be developed through the completion of the program. Subject learning outcomes (SLOs) describe what a student is expected to know or be able to do through the completion of the subject.
Major Change	Changes to assessment pattern (weightings, types of assessment), changes to the course composition or learning outcomes.
Minor Change	Changes to a subject to ensure relevancy of content and assessment or changes to subject sequence in a course study plan. Does not require approval by UTS regarding credit recognition. Minor course changes arising from regular interim monitoring (for providers without self-accrediting authority) not considered a material change by TEQSA.
Moderation	Quality assurance process that is used to check that assessment judgements and practices are applied equitably to all students in the same program or course. This process ensures that the same standards are applied to all assessment results.
Performance standards	Describe the standard of performance for individual assessment criteria that correspond with each possible grade.
Regular curriculum updates	Refreshing curriculum material and content of assessments where weighting and learning outcomes remain the same (academic only). All changes to ELT go through the relevant committees.
Reliability	The extent to which assessments produce stable and consistent results over time, including consistency of grading by markers across a subject.

Teaching period	Academic semester or ELT term.
Validity	The extent to which assessment aligns with the learning outcomes and the assessment methods are fit for purpose.

SUPPORTING DOCUMENTS:

Should be read in conjunction with:

- Assessment Policy
- Assessment Design Guideline
- Assessment Grading and Feedback Guide
- Education Access and Inclusion Policy
- Academic Integrity Policy
- Exam Procedure
- Student Charter
- Course Development, Approval and Review Policy
- Course Development, Approval and Review Procedure
- Course Development Guidelines
- Student Complaints and Appeals Procedure (Academic)