

## Assessment Policy

### POLICY PURPOSE

The Assessment Policy articulates the principles and expectations for the assessment of student performance in courses and subjects at UTS College.

### SCOPE

This policy applies to assessment in all subjects and courses at UTS College both onshore and transnationally, and to all staff and students, who need to be aware of the Assessment Policy and Procedures and related policies and procedures.

**DEFINITIONS** are set out at the end of this policy.

### POLICY PRINCIPLES

#### Principle

#### 1. Assessment must be designed to provide constructive alignment between curriculum activities and content, assessment types and content and assessment criteria

- 1.1. Assessment must promote learning and prepare students for future learning and practice
- 1.2. Assessment must include authentic assessments and allow students to demonstrate their knowledge and skills through meaningful tasks
- 1.3. Assessments must be fair and equitable (providing reasonable opportunities for all students to demonstrate their learning) with assessment requirements clearly communicated in the subject outline and any accompanying materials
- 1.4. Students' work must be assessed against clearly stated and consistently applied criteria that are aligned with the task and the subject learning outcomes of the subject.
- 1.5. Students must be provided with opportunities for timely and constructive feedback on their assessed work to facilitate understanding and improvement. Feedback must be objective and consistent with the learning outcomes
- 1.6. Assessments must promote academic integrity and discourage plagiarism and dishonesty:
  - assessment tasks are to be modified frequently to minimise opportunities for academic dishonesty.
  - assessment criteria explicitly encourage academic integrity.
- 1.7. Assessment provides credible information on individual student achievement
- 1.8. Assessment must be designed across the 'whole of the course of study to:
  - enable students to develop and demonstrate their achievement of the desired graduate attributes and program learning outcomes for the assess learning outcomes to a standard appropriate for the Australian Qualifications Framework (AQF) level of the course and any relevant professional standards.
  - ensure students have opportunities to experience different types of assessment with a

<p>balance of diagnostic, formative and summative purposes.</p> <ul style="list-style-type: none"> <li>▪ support students' progression through their studies and their transition to further studies.</li> <li>▪ be consistent with the UTS College Model of Learning.</li> </ul> <p>1.9. Subject assessment patterns must involve reasonable workloads for both students and staff, consistent with the:</p> <ul style="list-style-type: none"> <li>▪ proportion of full-time study load and credit points allocated to the subject (if applicable).</li> <li>▪ relative weightings of tasks reflective of the expected workloads with no single task greater than 40%.</li> <li>▪ number, type, and timing of assessment tasks designed to allow reasonable time for task completion, grading and feedback.</li> </ul> <p>1.10. Assessment process and tasks must be kept private and confidential. Staff must not divulge any information related to an individual student's assessment to unauthorised persons.</p> <p>1.11. The College will provide reasonable learning and assessment arrangements in line with the UTS College Policy on access and inclusion, to enable students to demonstrate their achievement of the learning objectives in the subjects they are enrolled.</p>
<b>COMPLIANCE</b>
<b>2. Assessment Strategy at UTS College</b>
<p>2.1. Assessment must focus on students' capacity to develop and apply their knowledge and skills on meaningful, practice-oriented assessment tasks. The assessment pattern in a subject should include at least one substantial authentic task or component. Where this is not appropriate, a substantial task or component must be performance-based. Open-book rather than closed-book or restricted-open book examinations should be used wherever these are appropriate.</p>
<b>3. Assessment design and approval</b>
<p>3.1. Subject assessment patterns are approved, reviewed, and changed in line with the Course Development, Approval and Review Policy and procedures.</p> <p>3.2. Assessments are designed following the principles of constructive alignment as outlined in the Assessment Design guidelines.</p> <p>3.3. Assessments are designed and reviewed to ensure validity and reliability.</p> <p>3.4. There must be a low stakes / no stakes / diagnostic assessment task in the first 3 weeks of the study period.</p> <p>3.5. No more than 20% of assessment for a subject or course may take place in the first 3 weeks of the study period.</p> <p>3.6. Group work assessment task(s) may not account for more than 30% of the total assessment of the subject or level.</p> <p>3.7. Design of group work assessment should allow for individual contributions to be graded.</p> <p>3.8. No assessment task may have a weight greater than 40% or less than 10%.</p> <p>3.9. Participation or attendance is not to be used as an assessment or part of an assessment.</p> <p>3.10. There should be no summative assessment task before week 3 of any study period unless it forms part of an accumulative learning portfolio and is worth 5% or less of the overall grade</p>
<b>4. Grading, feedback, results</b>

<p>4.1. The summary of assessments and weightings are stated in the subject outline and any supporting documentation provided by the Academic or Academic English coordinator.</p> <p>4.2. Teachers marking assessment tasks must be provided with adequate information regarding grading criteria, grading procedures, moderation, and the return date of assessed work.</p> <p>4.3. Grade Moderation procedures must ensure that criteria and standards are applied in similar ways across different markers.</p> <p>4.4. Students should receive timely feedback within two weeks of submission of an assessment item, excluding the final assessment tasks.</p>
<p><b>5. Reviews and appeals</b></p>
<p>5.1. Students may seek a review of their individual or overall assessment grades with their Academic or Academic English coordinator if there is a factual or procedural error.</p> <p>5.2. Students may appeal the results of the review decision made by the Academic or Academic English Coordinator in line with the Student Complaints and Appeals Procedure.</p>
<p><b>6. Assessment arrangements and extensions</b></p>
<p>6.1. Granting of assessment extensions are treated in a fair and consistent manner across UTS College.</p> <p>6.2. Penalties for late submissions in the absence of an approved extension are administered in a fair and consistent manner. A 5% reduction in grade will be applied for each day after the published submission date.</p> <p>6.3. Staff and students must comply with learning and assessment arrangements outlined in the Special Consideration and Access and Inclusion Policy and Procedures.</p> <p>6.4. UTS College will make all reasonable arrangements to enable students to demonstrate learning outcomes in an equitable manner, as outlined in Special Consideration and Access and Inclusion Policy and Procedures.</p>
<p><b>7. Progression, sanctions, and academic integrity</b></p>
<p>7.1. Students are expected to progress through their studies within the required timeframe. The UTS College Course progress policies provide for UTS College management of academic progression and the management of repeated failures.</p> <p>7.2. Academic Integrity approach and considerations are outlined in the <i>Academic Integrity Framework, Policy and Procedure</i>.</p>
<p><b>8. Policy ownership and support</b></p>
<p>8.1. Policy owners</p> <ul style="list-style-type: none"> <li>▪ The Dean of Studies is responsible for enforcement and compliance of this policy, ensuring that its principles and statements are observed.</li> <li>▪ The Program Managers, Director of Studies ELT and Learning Unit Lead are responsible for the educational strategies that underpin this policy.</li> </ul> <p>8.2. Policy contact</p> <ul style="list-style-type: none"> <li>▪ The Program Managers and Director of Studies ELT have the responsibility for the implementation of assessments within their programs.</li> <li>▪ Academic or Academic English coordinators and teachers are responsible for the implementation of this policy within the subjects and courses they coordinate and or teach.</li> </ul>



## DEFINITIONS

Appeal	A formal request to appeal the decision made by an Academic or Academic English Coordinator following a review of results.
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 and 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	Refers to the various types of assessments used to assess a subject's learning outcomes. They include but are not limited to student presentations, literature reviews, laboratory reports, essays, creative works, designs, group assessment, peer assessment, self-assessment, online assessment, vivas, oral examinations, class quizzes, reflections, experiential activities, simulations, clinical experiences, practical exercises, performances, folio presentations examinations.
Authentic assessment	Assessment that focuses on students applying knowledge and skills and demonstrating attributes through meaningful, practice- oriented authentic tasks that reflect disciplinary practices and or professional life. Authentic assessment supports students to develop graduate attributes, apply theory to practice and engage in thinking and behaviours similar to those they will employ in their future working life. Authenticity levels of assessment are judged on the extent to which their activities and context and the attributes students use, reflect work and/or life practices outside the course.
Closed-book examination	An exam for which students are not permitted to bring any printed or electronic materials into the examination, other than a

	<p>calculator of a specific type permitted in the subject outline and on the examination request and on the examination coversheet (or equivalents). Closed-book examinations may include exams for which subject coordinators provide students with relevant common reference materials (such as formula sheets or case notes) alongside the exam paper, but students are not permitted to bring their own material.</p>
Constructive alignment	<p>Constructive alignment refers to the concept of having all assessment tasks and learning and teaching activities linked to the intended/subject learning outcomes and assessment criteria.</p>
Criterion-referenced assessment	<p>Assessment tasks where a student's work is assessed against stated criteria, and grades are awarded according to the level of achievement of these criteria.</p> <p>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.</p>
Diagnostic, Formative and Summative assessment	<p>The distinction relates to the purpose of the assessment, not the nature of the task:</p> <ul style="list-style-type: none"> <li>▪ 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.</li> <li>▪ 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.</li> <li>▪ Summative assessment evaluates learning by providing information to judge the extent to which a student has attained learning outcomes of a subject or level.</li> </ul>
Feedback	<p>Information about aspects of a student's learning used to guide or improve their understanding, performance, or achievements.</p> <p>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.</p>
Grade	<p>A grade is awarded to an assessment item to recognise the level of academic achievement the student has demonstrated. With the exception of the UTS College Cambridge International AS and A</p>

	<p>Levels program, Grades include High Distinction, Distinction, Credit, Pass or Fail.</p> <p>For the UTS College Cambridge International AS and A Levels program,</p> <p>The Cambridge International A Level is reported on a grade scale from A* (highest) to E (minimum required performance).</p> <p>There is no A* grade for Cambridge International AS Levels, Academic English subjects and diploma subjects, which are reported from grade A to E.</p> <p>If a student's performance in the subject does not reach the minimum standard, the student simply does not receive a grade, and the exam result of the subject will appear as 'ungraded (U).'</p>
Grading	The process of assigning an assessment grade to a piece of work produced 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 entire course of studies.
Learning outcomes/intended learning outcomes	<p>Statements about what a student should achieve upon successful completion of a unit, course, or program of study.</p> <p>Program learning outcomes (PLOs) describe how the GAs will be developed through the completion of the course of study.</p> <p>Subject learning outcomes (SLOs) describe what a student is expected to know or be able to do through the completion of an individual subject.</p>
Moderation (grading)	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.
Open-book examination	<p>An exam for which students are permitted to bring and use specified printed materials (including notes and textbooks) and to annotate, tag or otherwise organise them for easy access.</p> <p>Electronic devices or online access are permitted only when specified in the subject outline and on the examination request and on the examination coversheet (or equivalents).</p>
Performance standards	Describe the standard of performance for individual assessment criteria that correspond with each possible grade.
Reliability	The extent to which assessments produce stable and consistent results over time, including consistency of grading by markers across a subject.
Restricted open-book examination	An exam in which students are permitted to bring with them a limited number of specified materials (printed or other, and specified calculators). Permitted materials must be specified on

	<p>the subject outline and on the examination coversheet (or equivalents). Materials must be clearly defined (e.g., rather than saying 'notes are permitted', it must be specified the maximum number of pages, page size, whether the pages are double or single sided and whether the pages are permitted to be typed or must be handwritten etc). Clarifications may be requested by the Examination team and must be provided as part of the approval process.</p> <p><b>Note on the use of calculators:</b> Use of calculators may be restricted or permitted in open, closed, or restricted-open book exams. This should be specified in the subject outline and the exam coversheet.</p>
Review of results	A review of individual or overall assessment grades requested by a student.
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

- [Assessment Procedure](#)

**ADMIN USE ONLY**

APPROVAL		
<b>Policy Title</b>	<b>Assessment Policy</b>	
Policy ID	PO/EDUC/23/24	
Policy Category	Academic	
Policy Audience	Staff, Students, Affiliates and Third Parties	
Policy Owner	Dean	
Approval Authority	Academic Board	
Endorsed by	ASC	Date: 11 July 2024
<b>Approved by</b>	<b>Academic Board</b>	<b>Date: 8 August 2024</b>
Next Review Date	7 August 2027	

**VERSION HISTORY**

No.	Author	Description of change/purpose	Date
1.0			February 2023
1.1	Justin Chu	Updated the scope to include the UTS Cambridge International AS and A levels program, align the definitions in this policy with the procedure and provide the grades used in the UTS Cambridge International AS and A levels program.	28 March 2024