

Institution	Universal Higher Education (UHE)
Policy Name	Student Assessment Policy

1. Scope

This Policy applies to all students enrolled in the subjects and programs at Universal Higher Education (UHE) and the staff who are involved in assessment-related matters.

2. Purpose

- 2.1 The Policy is in place to ensure that every subject at UHE is supported by a suitable assessment strategy that aligns with (and therefore enables) the program and subject learning outcomes and UHE's Graduate Attributes.
- 2.2 This Policy outlines the requirements and eligibility criteria for a student to be offered a deferred assessment, a supplementary assessment, and/or late submission, and UHE's grading system.
- 2.3 This Policy describes the assessment review and feedback principles and processes, and the assessment moderation practices applied at UHE to uphold academic standards and integrity.

3. Regulatory Alignment

This Policy is built and implemented to comply with the regulatory requirements informed in the Higher Education Standards Framework (HESF) 2021:

- 1.4 Learning Outcomes and Assessment
- 2.4 Student Grievances and Complaints
- 3.1 Course Design
- 3.3 Learning Resources and Educational Support
- 5.2 Academic and Research Integrity
- 5.3 Monitoring, Review and Improvement
- 6.2 Corporate Monitoring and Accountability
- 6.3 Academic Governance

4. Policy principles

- 4.1 Assessment practices at UHE are designed to contribute to high-quality learning by students and underpin the development, delivery, and quality assurance of programs, and are based on the following principles:
 - a. Assessment is valued as a key element of the curriculum, engaging students in productive learning such that UHE applies assessment of, for and as learning;
 - b. Assessment cohesively aligns learning outcomes, content, and learning and teaching approaches at both the subject and program levels;

- c. Assessment is an integral part of program design, with particular attention given to the needs and support of first-year students;
- d. Assessment provides valid and equitable evidence of students' achievement of learning outcomes, including graduate attributes;
- e. Assessment reflects rigorous academic standards with clear criteria, standards and weightings;
- f. Assessment is fair, equitable and clearly communicated to students;
- g. Assessment processes include progressive, timely, and meaningful feedback to students and staff through both formative and summative elements;
- h. Assessment methods ensure reliable and consistent judgments of student performance;
- i. Assessment processes are moderated, reviewed and continuously improved as part of academic quality assurance;
- j. Assessment grading is underpinned by robust criteria and standards, is consistent across all programs and incorporates moderation approaches.
- k. Assessment processes are aligned with approaches to academic integrity, particularly in the context of generative artificial intelligence and advancing industry.

Assessment Design

- 4.2 Assessment is a crucial component of program and subject design. With guidance from the Chief Academic Officer (CAO), the Program Coordinator ensures that learning activities and assessments align with the specific learning outcomes and the overall program design, including graduate attributes.
- 4.3 At the program level, the assessment design and practice aim to:
 - a. Assist students to achieve and provide evidence of achieving the program learning outcomes;
 - b. Address the subject and program learning outcomes, challenges students to develop and achieve skills-based and deep learning, and provides opportunities for students to demonstrate their full capabilities; and
 - c. Be sequenced to allow students to build and monitor their capabilities progressively and realistically.
- 4.4 At the subject level, the assessment design and practice shall:
 - a. Be efficient in terms of both student and staff workload as aligned with the value of the task;
 - b. Be effective in providing clear, relevant, valid, and reliable evidence of the specified subject learning outcomes;
 - c. Provide a reasonable spread of formative and summative assessment throughout the semester so that timely feedback can be provided to assist students in achieving the subject and program learning outcomes, while at the same time providing a reasonable student workload across subjects; and
 - d. Be inclusive (with reasonable accommodations) to promote equal opportunities for students from diverse backgrounds to succeed.

- 4.5 For every assessment item, detailed descriptions, weightings, marking guides, and specific rubrics must be provided in a consistent format. The rubrics should be detailed enough for students to understand how to achieve each grade from pass to high distinction. Point values must align with the tasks, and the total points should add up correctly. No marks may be deducted for aspects of the assessment not covered in the rubrics and marking guide.
- 4.6 No single assessment will account for more than 50% of the total marks for any subject of study. Unless required by an external professional, statutory, or regulatory body, or justified on pedagogical grounds, no individual assessment will contribute more than half of the total assessment value for a subject.
- 4.7 All assessments must be submitted via the Learning Management System, using the automatic assessment cover sheet template which specifies the subject code, subject name, semester, year of study, assessment type, referencing style, the weighting of the assessment for the subject, and the submission deadline. For the final examination, specifications also include the length of time of the examination, the allocated reading time, the number of questions to be answered, and the marks associated with each question and its parts.
- 4.8 All assessments will be conducted in an appropriate format as aligned with the discipline. For example, assessment in information technology will be administered in digital or paper format as appropriate to the particular curriculum.
- 4.9 Information regarding academic integrity and related matters such as the use of generative artificial intelligence will be provided alongside the assessment information and will align with the overall academic integrity policy and approaches.
- 4.10 All assessments are conducted in English.

Assessment Types

- 4.11 Assessment types are to be fit-for-purpose for the curriculum, pedagogy, learning outcomes and student cohort characteristics. Assessment is to be designed to be authentic, such that students are engaged in some tasks that they will be likely to be doing in graduate careers. Where possible, some marked assessment will be conducted in-class for immediate and specific feedback from educators. Assessment will include a combination of types, which may include, for example:
- a. Written case studies and/or business proposals and reports;
 - b. Projects or practice-based tasks;
 - c. Problem solving, equations, formulas and code;
 - d. Oral presentations;
 - e. Written or computer-based challenges;
 - f. Laboratory experimentation;
 - g. Debates and inquiries;
 - h. Social media creations;
 - i. Peer assessment and group-based work.

- j. Capstone projects
- k. Coding and algorithm challenges
- l. Interactive workshops or labs

Final Examinations

- 4.12 When final examinations are identified as appropriate, the Program Coordinators, in consultation with the CAO, are responsible for coordinating:
- a. The development and submission of a final examination and supplementary exam paper;
 - b. Ensuring that the design of all examination papers is internally moderated by a peer who has discipline expertise (using the appropriate template); and
 - c. Marking and moderation of the final examination and supplementary exam paper, and/or delegating and overseeing the marking and moderation.
- 4.13 UHE will send the final examination timetable to students through email. Final examinations will not be held before the start date of the final examination period. Each student will be responsible for:
- a. Checking the final examination timetable;
 - b. Adhering to the examination rules and regulations; and
 - c. Ensuring to attend the full duration of the final examination period.
- 4.14 Students who do not attend an examination on the scheduled date and time will be considered to have failed the examination and will receive zero marks unless they provide acceptable evidence to justify their absence. In such cases, students may be allowed to apply for special consideration to defer the examination. The Special Consideration Form is available on the UHE website. The completed form and supporting documentation must be submitted to support@uhe.edu.au within five (5) business days from the date of the scheduled examination. Special consideration must be approved by the Program Coordinator.
- 4.15 A final examination can only be deferred once. If a student cannot take a scheduled deferred assessment, they cannot request another deferment unless there are compelling and compassionate circumstances that are approved by the Program Coordinator.
- 4.16 With adequate notice, UHE may provide reasonable accommodation for students with disabilities or other needs to ensure fairness and equal opportunity.
- 4.17 Examination Supervisors will oversee each final examination, and the Program Coordinator and Student Support Staff will be available during the exam. An IT staff member will also be present for troubleshooting throughout exams with digital / online components.
- 4.18 In the context of academic integrity, copies of final examination questions and student responses are not provided to students or graduates. The questions between versions will be 100% different.

Supplementary Assessment

- 4.19 Supplementary assessment is designed to provide students with additional time for private study followed by the opportunity to demonstrate achievement of the major subject and/or program learning outcomes. The supplementary assessment item is of the same length and form of the original but with 100% substantially different questions.
- 4.20 Students may be granted supplementary assessment on the conditions when:
- The student achieves between 45% and 49% in the subject;
 - The student has satisfactorily completed all required assessments and class participation throughout the semester and/or
 - The student has made every reasonable attempt to complete all assessment tasks and has attempted all assessments in that subject and/or;The student has experienced exceptional circumstances, supported by documentation, which have adversely impacted their performance in the subject.
- 4.21 Program Coordinators will identify eligible students for supplementary assessments in a written program-level report at the end of each semester, with the list confirmed by the Results Ratification Committee.
- 4.22 Where students transfer between UHE courses, the record of supplementary assessment will include those granted in the first course.
- 4.23 Supplementary assessment is marked on a pass or fail basis. A pass mark is a score of 50% or higher. The final subject grade of a student who passes the supplementary final examination moves from the marginal fail category to the pass category with a total subject score of 50%.
- 4.24 The supplementary assessment must differ from the original version used during the standard examination week.

Assessment Extension, Late Assessment Penalties, and Deferred Final Examination and/or Assessment

- 4.25 There are compassionate and compelling circumstances whereby late submission and/or deferred assessment and/or examination will be considered without applied penalties where:
- Severe illness or disability to self or immediate family occurs right before, or on, the day the assessment was due and/or the examination was scheduled
 - A student's performance in the assessment may be significantly affected by prior severe illness of self or immediate family during the semester;
 - Family/personal circumstances beyond the student's control that are likely to have an adverse impact on the student's performance in the assessment; and/or
 - Other compassionate and compelling circumstances at the discretion of the Program Coordinators.

- e. Evidence / official documentation will be required. Compelling and compassionate circumstances may mean that approval is granted before evidence is received.
- f. Final assessment could be deferred up to a maximum of 12 months with written approval from the Chief Academic Officer; otherwise, it lapses to a fail grade.

4.26 Extensions to assessment deadlines of any length of time in any subject are normally only available if a Special Consideration Form has been completed, submitted, and approved in advance, following the requirements that:

- a. A Special Consideration Form must be fully completed and include supporting documentation, such as a signed and dated medical certificate;
- b. The completed Special Consideration Form and the supporting documents must be submitted to support@uhe.edu.au a minimum of five (5) business days from the date of the assessment submission due date. Special consideration must be approved by the Program Coordinator.
- c. UHE Student Services will bring the Form to the attention of the Program Coordinator or delegate on the day the form was submitted. The Program Coordinator is the decision maker.
- d. A Student Services Officer will notify students regarding whether the extension request has been approved or rejected within three (3) business days of receiving the special consideration application. The grounds for rejection will be communicated to the student, along with information about student's right to access the appeal process as outlined in UHE's Complaints and Appeals Policy and Procedure.
- e. Assessment deadlines remain as published when extension requests have not been approved.

4.27 Assessment work submitted after the due date without an approved extension will carry a 5% penalty of the awarded mark per day including weekends. If an extension has been granted, assessment submitted after the extended due date will normally not be marked and a zero mark will be awarded. In cases where assessments are submitted more than 10 days after the original due date, without an approved extension, they will be awarded zero marks.

4.28 If an extension for the submission of an assessment is not sufficient to help students manage adverse conditions beyond their control, they are permitted to apply for a deferral of the assessment.

4.29 Deferred assessment and/or deferred examination are designed to provide students with an approved extended delay before their assessment is completed and submitted (beyond that allowed through a regular extension) followed by the opportunity to demonstrate achievement of the major subject and/or program learning outcomes. The deferred assessment and/or examination item is of the same length and form as the original but with 100% substantially different questions.

4.30 Students may be granted deferred assessment and/or examination on the conditions when compassionate and compelling circumstances (with appropriate evidence) are provided requiring a delay before submitting assessment (beyond what a regular extension would allow). An example of circumstances is death in the immediate family.

- 4.31 Where students transfer between UHE courses, the record of deferred assessment will include those granted in the first course.
- 4.32 Deferred assessment (including examinations) are eligible for full marks. They are graded according to the original marking guide and rubric.

Assessment Feedback and Review of Grades

- 4.33 All assessment tasks and the feedback upon completion are designed to develop students' learning of knowledge, skills, and attributes. In order to support students to learn from assessment, there will be a minimum of two sentences of qualitative constructive feedback to students provided on every marked student assessment item.
- 4.34 Students are encouraged to seek feedback from lecturers about their academic progress, including examinations and other assessments. Turnaround time from the assessment deadline to receiving written feedback from the subject lecturer is a maximum of 15 calendar days (with a preference for 10 calendar days where possible).
- 4.35 Students who are dissatisfied with the final subject grade may initiate a Review of Grade process. Review of grades may lead to no change or to a less favourable or a more favourable outcome for the student. A deadline to complete the Review of Grade form will be clearly indicated and it will be five (5) calendar days from receiving official grades. Review of Grade opportunities will be clearly communicated to students on the day of official result publication. Students who do not request for Review of Grade by the deadline are not eligible for a review of grade, except for compelling and compassionate circumstances submitted in writing to the Program Coordinator.
- 4.36 Review of Final Grades will be conducted by the Program Coordinator (and/or delegate) within five (5) business days from the student deadline for Review of Grades. Where possible, the Program Coordinator will meet with the student one-to-one in-person and/or online as part of the grade review process.
- 4.37 The Program Coordinator will submit any recommended grade revisions deriving from the reviews to the Chief Academic Officer in writing and with evidence where possible. Grade revision on the basis of grade review is the decision of the Chief Academic Officer.
- 4.38 Students may appeal the Grade Review decision and/or the grade revision decision using the standard appeal procedures as outlined in policy.
- 4.39 Initiation of the Review of Grade process will not affect the final grade for a subject and any consequential prevention of enrolment in other subjects that require the subject as a requisite, until the review process is finalised.

Assessment Grading

4.40 UHE awards numeric grades on a 7-point scale used to calculate a grade point average (GPA). This grading scale provides a standardized method for evaluating academic performance, where each grade corresponds to a specific numerical value. The GPA serves as an overall measure of a student's academic achievement across their courses. The GPA is recorded on students' transcripts, offering a cumulative summary of their academic achievements throughout their program. Grades will be awarded according to the following:

Grade	Code	Mark Range	GPA Value
High Distinction	HD	85%-100% Work provides evidence of an exceptional level of achievement of subject learning outcomes, such as: <ul style="list-style-type: none"> thorough and well-reasoned critical analysis and evaluation of concepts, theories, and practice from the field of study creative and insightful application of well-integrated theoretical and practical knowledge to professional contexts. 	7
Distinction	D	75%-84% Work provides evidence of a very high level of achievement of unit learning outcomes, such as: <ul style="list-style-type: none"> thorough critical analysis and evaluation of concepts, theories and practice from the field of study insightful application of integrated theoretical and practical knowledge to professional contexts. 	6
Credit	C	65%-74% Work provides evidence of a high level of achievement of unit learning outcomes, such as: <ul style="list-style-type: none"> critical analysis and evaluation of key concepts, theories and practice from the field of study effective application of theoretical and practical knowledge to professional contexts. 	5
Pass	P	50%-64% Work provides evidence of an acceptable level of achievement of unit learning outcomes, such as: <ul style="list-style-type: none"> adequate analysis and evaluation of key concepts, theories and practice from the field of study sound application of fundamental theoretical and practical knowledge to professional contexts. 	4
Marginal Fail	MF	45%-49% Work provides evidence of limited and/or disconnected learning which fails to demonstrate that subject learning outcomes have been achieved.	3
Conceded Pass	CP	45%-49% Conditions applied: <ul style="list-style-type: none"> The student is in the final semester of study in a course and has attempted and passed all other subjects in the final semester and would otherwise be eligible to graduate; and The Results Ratification Committee believes that taking into account a student's academic record and personal circumstances, allowing 	3

Grade	Code	Mark Range	GPA Value
		the student to complete the subject with a conceded pass is warranted, <ul style="list-style-type: none"> • A student will not be granted more than one conceded pass in each program; and • A conceded pass will not be given for any core subject, or a subject that is a prerequisite for another subject 	
Fail	F	25-44% Work provides evidence of minimal learning in relation to subject learning outcomes.	2
Low Fail	LF	less than 25% Work provides little or no evidence of learning in relation to subject learning outcomes.	1
Non-Assessed Fail	NF	The student did not complete any assessed work.	0
Exempt	E	Specified academic credit of subject is granted	NA
Withdrawn Fail	WF	Students cancel their enrolment in the subject after the published withdrawal date (week 10) for the relevant semester	0
Withdrawn	W	Students withdraw from a program before a withdrawn deadline which is usually set at week 10.	N/A
Supplementary Assessment	SA	Supplementary assessment granted.	NA
Deferred Assessment	DA	Short-term deferral granted for an assessment.	NA
Pending Grade	PG	Result is pending due to an ongoing investigation (e.g. A breach relating to Academic Integrity).	NA
Assessment Deferred	AD	Final assessment deferred up to a maximum of 12 months with the written approval of the Chief Academic Officer, otherwise the assessment lapses to a fail grade.	NA

Moderation of Assessment

- 4.41 Assessment moderation ensures that evaluations of student performance are reliable and consistent, upholding academic integrity. Assessment moderation is conducted both within UHE (internal) and with external experts. All assessment moderation (and accompanying documents) are recorded on a register.
- 4.42 Internal assessment moderation involves collaboration among teaching staff to review assessment tasks and criteria before a subject begins (pre-assessment moderation), as well as evaluating student performance after the tasks are completed (post-assessment moderation). These processes ensure that:
- Assessment tasks align with the subject learning outcomes;
 - Assessment criteria accurately reflect the standards against which assessments are measured;
 - Rubrics are specific and consistently applied when marking;
 - Marks and grades are appropriate based on the performance standards and that all markers apply the same standards consistently; and

- e. The final marks and grades awarded to students are fair, reliable, and consistent across the subject.

4.43 *Pre-assessment internal moderation*

- a. Internal moderation for assessment design, including final exams, is regularly coordinated by Program Coordinators.
- b. In every subject, at least one mid-semester assessment and all final exams undergo internal moderation.
- c. Subject Coordinators with equivalent expertise are paired for moderation, or the Program Coordinator may act as the moderator if deemed best.
- d. Moderators assess the appropriateness of assessments, their alignment with learning outcomes, and other design factors using a checklist. They provide written feedback, and the Program Coordinator finalises the process.

4.44 *Post-assessment internal moderation*

- a. For subjects with multiple markers, marking moderation is conducted early in the semester. Program Coordinators oversee the process, ensuring that all markers evaluate the same student submission using a consistent rubric. Discrepancies are discussed and resolved to ensure consistent marking standards.
- b. For the largest assessment tasks, excluding final exams, (and/or for other assessment tasks as identified for compelling reasons) Program Coordinators match Subject Coordinators and moderators, and/or may serve as moderators themselves.
- c. A sample of marked assessments is reviewed to identify any significant variations. If necessary, all submissions are re-marked before releasing grades. The process also includes academic development for markers and potential adjustments to marking guides.

- 4.45 As part of the UHE's quality assurance process, external referencing is applied to the assessment moderation process. Annually, samples of graded student work will be reviewed by external experts in the discipline. This external moderation aims to support continuous improvement but will not normally alter the grades already awarded to students (unless special considerations warrant grade adjustment as approved by the Chief Academic Officer).

Version History

It is the joint responsibility of the Implementation Officer and Responsible Officer to ensure compliance with this policy.

Responsible Officer	Chief Academic Officer
Implementation Officers	Program Coordinator, teaching staff
Review Date	13 August 2027
Approved by	
Academic Board	

Associated Documents			
Academic Integrity Policy and Procedure Benchmarking Policy and Procedure Complaints and Appeals Policy and Procedure Course Development and Review Policy and Procedure Quality Assurance Framework			
Version	Brief Description of the changes	Date Approved	Effective Date
3.1		21 December 2021	21 December 2021
4.0	<ul style="list-style-type: none"> • Restructured the content in line with the unified policy template • Clarified the Scope and Purpose • Consolidated the following policies into this single policy because they all contain aspects of assessment: <ul style="list-style-type: none"> ○ Assessment Grading Policy ○ Final Examination Policy ○ Late Assessment and Extension Policy ○ Review of Grade Policy ○ Supplementary Assessment Policy • Clarified the internal and external assessment moderation processes • Added the Version History Table 	13 August 2024	13 August 2024
4.1	<ul style="list-style-type: none"> • Updated the special consideration process to designate the program Coordinator as the approval authority instead of the CAO, allowing the CAO to serve as the escalation point • Defined the timeframe for submitting special consideration requests as 5 business days • Specified that the supplementary assessment version must differ from the original • Added grading categories for CP, PG and AD • Changed the coding of Withdrawal Fail from 'K' to 'W' 	14 November 2024	14 November 2024