



Version	Approved by	Approval date	Effective date	Next review date
1.1	Deputy Vice-Chancellor Academic	12 April 2018	12 April 2018	February 2020
Procedure Statement				
Purpose	To specify the processes and responsibilities for the implementation of assessment of student learning. This procedure should be read in conjunction with the <i>Assessment Design Procedure</i> which specifies the processes and responsibilities for the design of assessment.			
Scope	The procedure applies to: <ul style="list-style-type: none"> assessment in all undergraduate, honours and postgraduate coursework programs, the coursework component of higher degree research programs and non-award courses offered by or on behalf of UNSW; and all students, staff and others associated with, or contracted by, UNSW who are responsible for assessment in these programs. 			
Are Local Documents on this subject permitted?	<input checked="" type="checkbox"/> Yes, subject to any areas specifically restricted within this Document			<input type="checkbox"/> No
Procedure Processes and Actions				

1. Eligibility for assessment

Students are expected to actively engage in course learning activities. Failure to engage in assessment tasks that are integrated into learning activities (e.g. class discussion, presentations) will be reflected in the marks for these assessable activities. Failure to meet the specified attendance requirements of the course may result in course failure.

Students are expected to attempt all assessment requirements in a course. Failure to attempt an assessment task or tasks can only determine the overall course outcome proportionate to the weighting of the task or tasks. Exceptions to this procedure are tasks that assess learning outcomes that must be mastered in a course including competencies stipulated by accreditation bodies and Work Health Safety requirements - failure to attempt these tasks may result in course failure.

2. Examinations

An examination is any type of assessment that is conducted in a managed setting. Examinations include those organised centrally by the Examinations Team and those organised locally by faculties and schools.

2.1. All examinations

Examinations cannot be scheduled:

- In the final week of a standard teaching period if it is worth more than 20% of the assessment in a course; or
- In the study break period.

Students will be informed of:

- The schedule and venue of examinations by accessing their examination timetable via myUNSW after the published release date; and
- Specific requirements for the examination and will be provided opportunities to familiarise themselves with specific equipment or resources prior to the examination.

If the examination cannot be held as scheduled because of unforeseen circumstances, the examination will be rescheduled within the designated examination period.

Students will normally be required to sit no more than two examinations in a day.

Students and relevant academic staff must ensure that they are available for the duration of the examination period.

At all stages in the preparation, administration and post-processing of examinations, all examination material, including electronic material, will be managed securely.

2.2. Central examinations

Deadlines for the administrative processing of central examinations are set by the Examinations Team and circulated during the first week of Semester.

The central examination timetable will be developed with regard to the capacity of venues and class sizes. Wherever possible, examinations with large marking loads will be scheduled early in the examination period.

Faculties and schools will:

- Adhere to the specified timelines and processes for examinations administered by the Examinations Team; and
- Ensure academic staff are available at the time that examinations are scheduled.

The maximum duration of a centrally administered examination is 2 hours.

2.3. Local examinations

Local examinations scheduled during the examination period must be included on the central examination timetable. This includes assessments that are entirely delivered during the examination period at home or in other settings but not earlier assessments e.g. assignments that are only scheduled to be submitted during the examination period.

Faculties are responsible for the preparation, implementation and processing of local examinations ensuring the same standards of equity and security as central examinations.

2.4. Alternative examinations

Alternative examinations may need to be provided for students who are unable to attend the scheduled examination. An alternative examination may be the same examination but scheduled at a different time or, if this is not feasible, a different examination that is comparable in content and difficulty.

An examination may be rescheduled with the approval of the Examinations Team and the responsible academic member when:

- An alternative examination is recommended by the Disability Unit for a student with disabilities;
- A student has two centrally organised examinations scheduled at the same time;
- A student's religious faith prohibits them from sitting an examination at the scheduled time;
- A student in the Elite Athletes and Performers Support Program has sporting or performance commitments which conflict with a scheduled examination; or
- Short term events, beyond the control of the student, affect the student's preparation for the examination.

If a student requires a reschedule of an examination, they must complete a Special Consideration application in line with the published timeframes.

When the same examination is rescheduled for the morning or afternoon of the same day, students need to remain under supervision for the whole day. During this period, the student will not be permitted to use any electronic devices capable of transmission, including computers, mobile phones, tablets and smart watches.

3. Assessment tasks other than examinations

Course outlines will:

- Stipulate methods and deadlines for submission or completion of assessment tasks and penalties for late submission/completion including the deadline for absolute fail (i.e. after which the task will not be assessed); and
- Provide information on the process for requesting and approving extensions for submission or completion of assessment tasks.

Students are expected to manage their time to meet deadlines and to request extensions as early as possible before the deadline.

Except where the nature of an assessment task precludes its electronic submission, all assessments must be submitted to an electronic repository, approved by UNSW or the Faculty, for archiving and subsequent marking and analysis.

4. Educational adjustments

Educational adjustments involve making changes to a university work or study environment to ensure people with a disability have equal opportunity.

Students with disabilities may be eligible for reasonable adjustments to the requirements of an assessment, including an examination.

The Disability Services will provide a Letter of Support for a registered student that will outline recommended adjustments. Academic staff or the Examinations Team will liaise directly with Disability Services if the proposed adjustments are not considered reasonable.

The student is expected to meet the performance standards for the assessment with the application of reasonable adjustments.

5. Special Consideration

Special Consideration is the process for assessing and addressing the impact on students of short term events, beyond the control of the student, that affect performance in a specific assessment task or tasks.

5.1. Applications for Special Consideration

Applications for Special Consideration will be accepted in the following circumstances only:

- Where academic work has been hampered to a substantial degree by illness or other cause; and
- The circumstances are unexpected and beyond the students control.

Except in unusual circumstances, the duration of circumstances impacting academic work must be more than 3 consecutive days, or a total of 5 days within the teaching period. The length of a deadline extension should normally be equivalent to the duration of circumstance.

Work commitments are not considered a justification. Students cannot claim consideration for conditions or circumstances that are the consequences of their own actions or inactions.

An absence or inability to complete an assessment task within the required time must be supported by a medical certificate or other document that clearly indicates that the student was unable to comply. A student absent from an examination, or who attends an examination and wants to request special consideration, is normally required to provide a medical certificate dated the same day as the examination.

All applications and necessary documentation should normally be provided by the student to the University as soon as practicable after the problem occurs, and, at the latest, within three working days of the assessment or the period covered by the supporting documentation.

5.2. Outcomes of applications for Special Consideration

Special Consideration is primarily intended to provide an extra opportunity for students to demonstrate the level of performance of which they are capable. If Special Consideration is approved:

- Where feasible, a supplementary assessment will be offered to a student who failed the assessment task. This requirement is independent of the weighting of the assessment task; or
- Marks derived from other completed assessment tasks may be aggregated or averaged to achieve an overall mark; or
- The deadline for the assessment may be extended.

In the absence of additional assessment, there is no provision for a student's final mark in a course to be increased even if Special Consideration has been approved.

6. Supplementary assessment

The course outline will provide information on the availability, or otherwise, of supplementary assessments. In all cases, the form of the supplementary assessment need not be identical to the original assessment but it must assess the same learning outcomes.

A supplementary assessment will be offered to a student who fails an assessment task in either of the following circumstances.

- Supplementary assessment will be offered to any student who fails an assessment task if their request for Special Consideration for that task is approved. The mark awarded for the assessment task will be based solely on the supplementary assessment.
- Where a student fails an assessment task in a course in the final semester of their program but does not have an approved Special Consideration for that task, supplementary assessment will still be offered in cases where passing the task would have resulted in the student passing the course and completing the program. This requirement does not apply to research- or project-based assessments and theses.

Schools may choose to offer supplementary assessments under other circumstances than those listed above.

The mark awarded for a supplementary assessment, in the absence of Special Consideration, will be capped, unless otherwise advised in the course outline or by school or faculty guidelines.

- Where a supplementary assessment is provided for a student who fails an assessment task in any course, the final mark awarded for the assessment task will be capped at 50%.
- Where a supplementary assessment is provided to a student with a Fail based on the overall course result, the final mark for the course will be capped at 50%.

7. Results

Marks/grades awarded for an assessment task are determined by the assessor of the task. If there is evidence of inconsistency in the marking of assessment tasks, the Course Authority will implement a process of moderation. A record of the raw marks/grades and any changes following moderation will be retained.

The determination of the composite course result must be based on the stated weighting of assessment tasks. A record of the determination of the composite course result, including the algorithm, will be retained. Marks/grades of component assessment tasks for individual students cannot be altered when determining the composite course results, unless Special Consideration applies.

Course results will be reviewed to identify systematic variation of results from past cohorts and with the current cohort's performance, reflected by their WAM. The relevant Faculty Committee with responsibility for assessment will confirm the justification and process for changing all course results if an assessment task has performed poorly or standards have not been appropriately applied.

Course results will only be officially released to students after the review and finalisation of results by the relevant Faculty Committee with responsibility for assessment.

At all stages in the processing and reporting of results, all data will be managed securely.

Assessment products, including examination scripts (other than those returned to students), are to be retained in the School for a minimum of six months. Students should have access to their own products and be able to consult the Course Authority on their performance. Faculties may determine the conditions under which access may be granted.

Students will receive their final course results, by email and MyUNSW, at the end of each semester by the published deadline. Students who have an outstanding financial debt to the University will have their results withheld until the debt has been cleared by the student.

Any results not finalised by the published deadline will be converted to a course "Not Completed Grade (NC)". This grade counts as a Fail in the calculation of academic standing.

A student may apply for a review of the result of an individual assessment task or the overall course result. The review may involve an administrative check or re-assessment. The application must be submitted no later than 15 working days after the return of the piece of work or in the case of an examination, no later than 15 working days from the date that results are released. If approved, a re-assessment of an assessment task will be undertaken by an alternative assessor. The review of result may lead to the mark going up or down or remaining unchanged. Re-enrolment should proceed on the basis that the result remains unchanged. Applications should usually be finalised within 4 weeks.

8. Roles and responsibilities related to assessment implementation

The Faculty Academic Committee, or equivalent, will be responsible for establishing a procedure for the governance of assessment outcomes including the approval of course results and academic progression. This responsibility may be delegated to an appropriately constituted committee to ensure the approval of course results and decisions related to progression are independent of the Course Authority.

The Course Convenor/Authority will be responsible for course assessments and will ensure that the following tasks are completed:

- Consideration of variations and requests for Special Consideration;
- Preparation of examinations and assessors;
- Moderation (as required);
- Collation and reporting of assessment results; and review of results and organisation of feedback to students; and
- Tasks related to assessment design as listed in the *Assessment Design Procedure*.

UNSW Student Administration will be responsible for:

- Setting and notification of processing deadlines;
- Ensuring that examination practices are transparent, fair and consistently applied;
- Providing resources to assist staff with the practice of managing School examinations;
- Managing Assessment Planning via myUNSW;
- Scheduling of the examination timetable for centrally and School managed exams;
- Coordinating examination paper submission for centrally managed exams;
- Recruitment, training, coordination and management of supervisors for centrally timetabled exams;
- Coordination and management of centrally timetabled exams for students registered with the Disability Unit; and
- Security of examination papers once submitted.

For roles and responsibilities related to quality assurance and assessment design see the *Assessment Design Procedure*.

Accountabilities	
Responsible Officer	Deputy Vice-Chancellor Academic
Contact Officer	Pro-Vice-Chancellor (Education)
Supporting Information	
Legislative Compliance	This Procedure supports the University's compliance with the following legislation: <i>Tertiary Education Quality and Standards Agency Act 2011 (Cth)</i> Higher Education Standards Framework (Threshold Standards) 2015
Parent Document (Policy)	Assessment Policy
Supporting Documents	Nil
Related Documents	Assessment Design Procedure
Superseded Documents	Assessment Implementation Procedure, v1.0
File Number	2016/36812
Definitions and Acronyms	
Alternative assessment	An alternative assessment refers to either an assessment task that is rescheduled or a different assessment task that is provided to a student who is unable to meet the requirements of an assessment.
Assessment	Assessment is a systematic process for evaluating student learning. The purpose of assessment is both to facilitate and certify student learning outcomes including UNSW's Graduate Capabilities. The process includes the design, development and implementation of assessment tasks, and the judgement and reporting of student performance.
Assessment settings	Assessment settings refer to the circumstances under which an assessment task is completed.

	<ol style="list-style-type: none"> 1. Open; there is no direct human supervision of the assessment and no means of authenticating the identity of the test-taker. This includes online tests without any requirement for registration. 2. Controlled; there is no direct human supervision of the assessment but the assessment is made available only to known students. This includes online tests that require test-takers to logon. 3. Supervised; there is a level of direct human supervision and the identity of the test-taker can be authenticated. This includes online tests that require a student to logon and an invigilator to confirm the identity of the student. 4. Managed; there is a high level of human supervision and control (time, place etc.) over the assessment. This includes online tests that are delivered in a supervised physical space. 			
Assessment task	An assessment task refers to a specific activity relating to any method of assessment that requires students to demonstrate their learning towards an intended learning outcome.			
Educational adjustments	Educational adjustments are measures or actions taken to assist a student with a disability to participate in education and training on the same basis as other students. Adjustments may be made in relation to teaching, learning and assessment that assist a student to access course content and assessments.			
Learning outcomes	Learning outcomes describe the knowledge, skills and capabilities that students are expected to develop during a course or program of study.			
Moderation	Moderation is a quality assurance process that is used to check that assessment practices are applied equitably to all students in the same program or course. Moderation includes processes put in place prior to marking and grading to ensure assessors understand assessment criteria and performance standards, and those put in place subsequently to ensure consistency in their application. Moderation ensures that marks or grades are awarded appropriately and consistently.			
Performance standards	Performance standards describe different levels of learning achievement in relation to learning outcomes.			
Special Consideration	Special Consideration is the process for assessing and addressing the impact on students of short term events, beyond the control of the student, that affect performance in a specific assessment task or tasks.			
Standards based assessment	Standards-based assessment is the judgement and reporting of student learning achievement based on predefined learning outcomes and performance standards. Standards-based assessment can apply at the level of the program, course or assessment task.			
Supplementary assessment	A supplementary assessment is an additional assessment (resit) that is provided to a student who has failed or was unable to complete an initial assessment.			
Revision History				
Version	Approved by	Approval date	Effective date	Sections modified
1.0	Deputy Vice-Chancellor Education	9 December 2016	20 February 2017	New procedure
1.1	Deputy Vice-Chancellor Academic	12 April 2018	12 April 2018	Minor changes for clarification (sections 2.3, 5 and 6.2, reorder sections 5 and 6)