

Policy for the Assessment of Coursework Subjects

Abstract

The policy described in this document applies to the assessment of all coursework subjects offered by the University and should be read in conjunction with the Procedures for the Assessment of Coursework Subjects.

Dates	Policy approved Policy takes effect Policy is due for review (up to five years)	09/12/2009 01/01/2010 12/2014
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Approved by	Academic Board Meeting 09/59, December 2009 Resolution AB 09/69	
	Latest amendment: Council (COU/14-5/106) and Director, Governance Support Unit (see change history for details)	
Implementation Officers	Provost, Deputy Vice-Chancellor (Education and Students)	
Relevant to	All staff responsible for decision-making and administration of coursework subjects, and all students undertaking coursework subjects	
Related documents	Academic Records Vice-Chancellor's Directive Advice to Students on Good Academic Practice Code of Conduct (Staff) ESOS Compliance Vice-Chancellor's Directive Fraud and Corruption Prevention and Public Interest Disclosures Policy Handling Student Complaints Policy and Procedures Privacy Vice-Chancellor's Directive Records Management Vice-Chancellor's Directive Responsible Academic Officers Standing Delegations of Authority Student Feedback Survey Vice-Chancellor's Directive Student forms, apps and systems	

	Student Misconduct and Appeals UTS Faculty Management UTS General Rules UTS Student Charter UTS Student Rules
Legislation	Disability Discrimination Act 1992 (Cwlth) Education Services for Overseas Students Act 2000 (Cwlth) (ESOS Act) Higher Education Support Act 2003 (Cwlth) Privacy Act 1988 (Cwlth) Privacy and Personal Information Act 1998 (NSW)
File number	UR09/797
Superseded documents	Coursework Assessment Policy and Procedures Manual (2002 as revised in April 2009)

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1. Purpose

The purpose of this document is to describe the UTS policy for assessment of coursework subjects. The policy acknowledges that assessment serves a range of purposes. It is an integral part of the learning process for students and strongly influences what and how students learn in their courses. Effective assessment supports learning, conveys to students the kinds of intellectual and personal engagement desired, provides feedback on learning and fosters students' ongoing development.

Through assessment, judgements can be made about the quality and extent of students' achievements and performances. Assessment enables students to

demonstrate that they meet or exceed minimum academic and professional requirements and allows UTS to meet its responsibilities to the community and to meet the required standards for recognition of its courses by the professions and industry. Assessment should enable UTS to certify that any grade awarded corresponds to the student's performance and that the student has met subject and course requirements in an approved manner. Students, staff and the wider community need confidence in the continuing academic standards of UTS courses and the rigorous environment in which learning occurs.

2. Scope

All staff and students involved in the assessment of coursework subjects at UTS are subject to the policy stated in this document. The policy described in this document is applicable to the assessment of all coursework subjects. This policy does not apply to thesis subjects that are taken by students enrolled for research degrees, but does apply to any coursework subjects undertaken by research degree students. It does not describe policy that relates to academic progression through a course of study.

3. Definitions

A list of definitions of many of the terms used in this document can be found in [Schedule 1](#) of the Student Rules.

Additional definitions are:

Assessment requirements: these are the demands placed on students in order to assess their achievement of the learning objectives in the subject. Assessment requirements include the nature of the assessment task (for example, essays, student presentations, literature reviews, laboratory reports, written examinations, open book examinations, group assessment, peer assessment, self assessment, computer based assessment, oral examinations, class quizzes, short answer examinations, experiential activities, simulations, clinical experiences, practical exercises, performances, folio presentations, class participation, etc), the outputs to be submitted for assessment, the timing of the task, the conditions under which the task must be undertaken, the learning objectives to be assessed and any detailed criteria to be met.

Competency-based skills assessment: assessment in which a student's skills are assessed in relation to a specific work activity in order to determine whether the activity is being performed in a competent manner. Students are required to achieve a specified threshold level of performance in order to pass the assessment.

Criterion-referenced assessment: assessment in which a student's work is assessed against stated criteria, and marks or grades are awarded according to the level of achievement of these criteria. (Standards-based assessment is a form of criterion-referenced assessment in which there is specification of both the criteria and standards of achievement for different levels.) Criterion referenced assessment differs from norm-referenced assessment in which grades are determined with reference to other students' performance and the grade distribution is expected to conform to a normal distribution with only a certain percentage of students able to

attain each grade. Assessment at UTS is not norm-referenced.

Formative assessment: assessment that provides feedback to students on their work and does not contribute to marks or grades.

Procedural irregularities: a 'procedural irregularity' means that the assessment process was not conducted according to the University's procedures. Examples might include errors in adding marks, or with the administration of an examination, or an officer of the University failing to consider mitigating circumstances presented in accordance with published procedures.

Summative assessment: assessment that contributes to students' final assessment results in a subject. Summative assessments other than final examinations normally also have the formative function of providing feedback on students' work.

4. Policy principles

The forms of assessment used throughout UTS are diverse and vary according to academic discipline. However, in their design, communication and execution all forms of assessment at UTS must meet the following principles:

4.1 Assessment is learning-focused and criterion-referenced

Assessment should encourage and support learning (assessment for learning), as well as allowing judgements about whether learning has occurred (assessment of learning). Assessment in UTS is criterion-referenced — students' work is assessed against stated criteria that reflect the learning objectives of the subject (where one or more of the learning objectives will refer to any relevant graduate attributes that are expected to be assessed in the subject). Grades are based on a student's level of performance in achieving stated learning objectives (criterion-referenced assessment, not on the number of other students who achieve a particular grade (norm-referenced assessment).

4.2 Assessment must be valid, fair and equitable

Assessment requirements must be clearly stated in the Subject Outline for each subject, which students must have access to before the first teaching week of the subject, or the equivalent in block or other modes of delivery. Assessment requirements as described in the Subject Outline must be adhered to during the course of the teaching period (unless otherwise changed in line with University Rules and policy and procedures). Any additional assessment information provided to students separately from the Subject Outline must be consistent with the requirements specified in the Outline.

The assessment pattern in a subject should provide reasonable opportunities for students to demonstrate their achievement of subject objectives. The assessment pattern will normally include two or three summative assessment tasks, none of which is worth more than 65 per cent, including at least two different types of assessment task, except in the case of capstone or similar project subjects. Subjects may have additional formative or other requirements. A minimum of 70 per cent of the total mark/grade awarded in a subject must be for individually marked/graded

work, which may include individually assessed components of group tasks.

4.3 Assessment workloads must be fair and reasonable

The assessment pattern in a subject will involve reasonable workloads for both students and staff consistent with the credit points allocated to the subject. The relative weightings of tasks must reflect their expected workloads.

4.4 Marking must be conducted in a fair and reasonable way and feedback provided in a timely fashion

Marking must be conducted in a way that is consistent with any specified criteria and standards for the task. Any moderation of results within a subject will be based on comparison of the standards of achievement of the stated criteria for the task across different markers. Where moderation is used, this will be indicated in the subject outline and, wherever possible, completed before marks/grades are released to students. Markers will not use negative marking (taking marks off for incorrect answers rather than giving no marks) of multiple choice or similar questions.

Students must receive feedback on their work in a timely manner that assists them to understand the learning objectives achieved and how they can improve the quality of their work. This will be provided in line with the description appearing in the Subject Outline. Students must receive some feedback on their progress within the first half of a teaching period.

4.5 Online and technology-based assessment may be used and must be appropriately resourced

Subjects may involve assessment tasks that are completed online (for example, blogs, wikis, participation in online simulations, creation of digital works) or submitted online or make use of technological equipment. Appropriate resources to complete these activities must be available to students.

4.6 Academic misconduct and plagiarism detection

Students and staff need to be aware of assessment Rules, policy and procedures, and Rules, policies and procedures related to academic misconduct and appeals. Staff may use plagiarism detection software (such as [Turnitin](#)) on a routine basis for checking student work or when plagiarism is suspected. Students must be advised in the Subject Outline that plagiarism detection software or other processes may be routinely used, and, where routinely used, be given the opportunity to check their own work prior to submission. Staff responsible for making decisions regarding academic misconduct and appeals in cases of plagiarism may request and make use of evidence from plagiarism detection software or from forensic analysis of texts, computer code, images or other works.

4.7 Assessment in a course of study as a whole

While assessment tasks are implemented within subjects, consideration needs to be given to the pattern of assessment across entire courses of study. Assessment across a course will:

- enable students to develop and demonstrate their achievement of the desired graduate attributes for the course
- be of a range of different types to provide opportunities for students to

achieve the range of educational aims and develop the range of professional, personal, interpersonal and intellectual graduate attributes and to cater for the diversity of students

- support students' transition to study, their progression through their studies and their transition to employment or further studies
- be consistent with the UTS model of learning, include opportunities for practice-oriented learning, for students' development of global and cross-cultural awareness, and learning from research and inquiry, in ways that are relevant to the professional/disciplinary domains of the course
- include assessment experiences that are culturally sensitive and that provide choices that enable students to prepare for their intended future contexts
- enable students to learn for, and in, the future and develop their capacities for professional and personal judgement.

4.8 Privacy and confidentiality

UTS regards assessment as a confidential matter. Staff involved in the assessment process must not divulge to any unauthorised person any information related to an individual student's assessment or grades. Lists of grades or similar that might allow identification must not be posted on paper or online in a way that would be accessible to unauthorised persons.

5. Policy statement

5.1 Preparation and requirements of subject assessment

The assessment pattern in a subject will be designed in accordance with the principles outlined in this policy. Students must be provided with information in the Subject Outline concerning assessment in a subject and how their final mark and/or grade is/are determined. This includes the nature and timing of assessment task(s), the learning objectives assessed by each task, the marks/weights associated with each objective or assessment requirement for each task. The information supplied in the Subject Outline must comply with the Subject Outlines policy. The Subject Outline must be available for access by students before the first teaching week of the teaching period (Rules [3.7.3](#) and [8.1.2](#)).

Where additional assessment information is provided to the student, to be used in conjunction with the Subject Outline, it must be entirely consistent with the Subject Outline and this policy. Further, it is subject to the same Rules and procedures applicable to the Subject Outline.

Students are expected to undertake their responsibilities in a manner consistent with the policy and procedures for the assessment of coursework subjects, the Rules of the University and the [UTS Student Charter](#).

Where a student is unable to complete all prescribed assessment requirements because of substantiated, continuing disability or illness, carer's responsibilities, pregnancy or English language difficulties, the University will make reasonable arrangements to enable the student to demonstrate the attainment of the learning objectives of the subject in a manner that, as far as possible, ensures parity with the other students ([Rule 8.2.1](#)). This is achieved through variation to assessment

arrangements. The nature of these arrangements is determined as described in the [Procedures for the Assessment of Coursework Subjects](#) (see section 5.1.3).

5.2 Completing assessment tasks

5.2.1 Student responsibilities with regard to completing assessment tasks (including final examinations)

With regard to completing assessment and other subject requirements, the responsibilities of a student are, but not limited, to:

- i. abiding by the UTS Rules, in particular [Section 8 — Assessment of Coursework Subjects](#) and [Section 9 — Examination of Coursework Subjects](#)
- ii. participating in and/or complete assessment tasks according to the requirements specified in the Subject Outline (and supported by other hard and/or soft copy documentation that is made available to students)
- iii. where student are unable to participate in and/or complete assessment tasks due to circumstances beyond their control, they (or their agent) are expected to inform the University in a timely fashion and request assistance in line with the avenues available (special consideration, special conditions, special exams, withdrawal, variation of assessment arrangements — see: [Student forms, apps and systems](#))
- iv. undertaking assessment tasks diligently and honestly to provide evidence of their learning achievements in a subject, and in line with the UTS [Student Charter](#) and [Advice to Students on Good Academic Practice](#), in the full knowledge that to do otherwise may result in an allegation of misconduct and ultimately the imposition of a penalty
- v. not enrolling in a subject in the knowledge that they will not be able to meet requirements, including published attendance/participation requirements, unless discussed and agreed with by the [Responsible Academic Officer](#)
- vi. monitoring University communications, including email, online communications, text messages, phone calls and letters
- vii. following, as appropriate, relevant procedures as described in the [Procedures for the Assessment of Coursework Subjects](#).

5.2.2 Completing examinations

(Additional) Student responsibilities in relation to examinations

Student responsibilities are specified in [Rule 9.2](#) as follows:

- i. Students are required to produce their Student Identity Card to the designated administrative officer of the University to gain entry to an examination room ([Rule 2.2](#) and [Rule 9.3.4](#)).
- ii. All students undertaking coursework subjects have a responsibility to make themselves available for assessment and or examination during the official examination periods ([Rule 9.2.1](#)).
- iii. Students have responsibility for informing themselves of the examination

timetable ([Rule 9.2.2](#)).

- iv. Students have responsibility for ensuring that clashes and potential clashes in their examination timetable are identified and for advising the Director, Student Administration Unit for centrally conducted examinations or the Subject Coordinator for faculty-based examinations of serious individual scheduling difficulties arising from the examination timetable ([Rule 9.2.3](#)).
- v. Students are required to be present at examinations at the correct location and at the correct time. Students should be at the correct location at least ten minutes prior to the published commencement time for each examination ([Rule 9.2.4](#)).
- vi. Not reading, misreading or misunderstanding the examination timetable will not be accepted as a valid reason for failing to attend an examination ([Rule 9.2.5](#)).
- vii. Students who have lost or misplaced their Student Identity Card must obtain a replacement card prior to the examination commencement ([Rule 9.2.6](#)).
- viii. Material or equipment other than that specified in the Subject Outline and on the examination paper must not be brought into the examination room, or be in the student's possession at any time during the examination, in the examination room or in any other room or place visited by the student for any reason during the examination ([Rule 9.2.7](#)).
- ix. A student must not access or attempt to access during the examination any material or equipment other than that specified in the Subject Outline and on the examination paper ([Rule 9.2.8](#)).
- x. Material or equipment shall be deemed to not be in contravention of [Rule 9.2.7](#) above if it is left, whether in a bag or other container or otherwise, at a location specified by the Examination Supervisor for the duration of the examination and the student does not gain, or attempt to gain, access to it during the examination. Students are advised not to bring unauthorised or unnecessary items to examinations. The University does not accept any responsibility for student possessions left in any location during an examination ([Rule 9.2.9](#)).
- xi. A student must not communicate or attempt to communicate in any way with any person or receive or attempt to receive any communication from any person during the examination, in the examination room or in any other room or place visited by the student for any reason during the examination other than the designated administrative officers of the University with responsibility for the examination or other officers as approved by the Examination Supervisor. Such forms of communication include but are not limited to:
 - a. oral communication
 - b. written or visual communication
 - c. any form of electronic or telephonic communication ([Rule 9.2.10](#)).
- xii. A student must not use a mobile phone, send, receive or access any source of stored electronic information or attempt to send, receive or

access any source of stored electronic information during the examination, in the examination room including at any place visited by the student for any reason during the examination ([Rule 9.2.11](#)) unless specified in the examination and Subject Outline.

- xiii. Material or equipment that is permitted in the examination room according to the Subject Outline and/or examination paper must not be used for any purposes other than that specified in the Subject Outline and/or examination paper ([Rule 9.2.12](#)).
- xiv. Students must take notice of and comply with all directives of the Examination Supervisor ([Rule 9.2.13](#)).
- xv. A student must not do anything to distract or disadvantage other students during an examination ([Rule 9.2.14](#)).
- xvi. A student must not do anything to disrupt an examination in any way and is required to behave in an orderly manner during an examination ([Rule 9.2.15](#)).
- xvii. Students are not permitted to smoke any substance during an examination ([Rule 9.2.16](#)).
- xviii. Students are not permitted to eat or drink during an examination unless permission has been given by the Examination Supervisor or approved for individual students as a special condition of examination in accordance with [Rule 9.4](#) ([Rule 9.2.17](#)).
- xix. If a student fails to observe any of the requirements specified in [Rules 9.2](#) and [Rules 9.3](#), behaves in an unacceptable or disorderly manner, disrupts an examination or is suspected of academic misconduct or any other misconduct, action may be taken by the Examinations Supervisor and/or Subject Coordinator to report the matter to the Director, Governance Support Unit as provided for in [Rules 9.6](#) and in [section 16](#) (Student Misconduct and Appeals) ([Rule 9.2.18](#)).

5.3 Marking, marks, grades and feedback

Marking is 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. This involves the interpretation of learning objectives in the context of the assessment task. Such interpretation and translation is to be undertaken by staff deemed appropriate by the Subject Coordinator and/or Assessor and appropriately employed to mark under University procedures. Marking is to be undertaken in a manner consistent with the policy principles (described previously) with interaction with relevant procedures (for example, a request for special consideration) as found in the [Procedures for the Assessment of Coursework Subjects](#).

5.4 Final results

Final results and grades indicate the level of student performance in a subject against specified criteria and standards. Grades are awarded so that UTS can provide a statement for students and the outside community that indicates a student's achievement of the learning objectives in a subject.

Faculty Boards have authority to determine a set of grades appropriate for each

subject in accordance with the Rules [Schedule 2 — Results and Grades](#). The Subject Outline must include information about the approved form in which subject assessment results will be provided to students.

The Result Ratification Committees of each Faculty Board have authority to review and approve the final results of students in each subject offered by the faculty and to approve the release and publication by the Director, Student Administration Unit, in the manner prescribed by the Provost ([Rule 8.4.4](#)), of the final assessment results for subjects. ([Standing Delegations of Authority](#), section 4.7.1.)

Final subject assessment results must not be released to students by academic or administrative staff prior to the Result Ratification Committee meetings and the official release of results by the Director, Student Administration Unit ([Rule 8.4.3](#)). Final results are released by the Director, Student Administration Unit on the published date, online via the My Student Admin website, and by IVR (Interactive Voice Response system). Results will not be released, and enrolment or graduation will not be permitted, until all debts to the University have been discharged ([Rule 4.4](#)). Subject Coordinators may discuss final assessment grades with students after the official release. Staff cannot supply final results to unauthorized persons. Only the Director, Student Administration Unit can release information to a third party on the basis of a written authorisation from the student.

A supplementary examination must be provided for students with borderline results if a final examination is worth more than 65 per cent of the total subject assessment grade.

Supplementary assessment in all other circumstances may be provided, as described in the Subject Outline. Where the Subject Outline does not contain information concerning supplementary assessment, such assessment is provided at the discretion of the Subject Coordinator, in consultation with the Responsible Academic Officer as appropriate.

Subject Coordinators submit results after the Result Ratification Committee meetings for interim notations E, W, Q, T, and any other changes to results, on an Authority to Vary Results form available from the Student Administration Unit.

The UTS academic transcript issued to students and graduates shows all subjects in which a student has enrolled, with marks and final assessment results for all subjects and the Grade Point Average. UTS does not provide partial academic transcripts (that is for enrolment in single subjects) or a 'statement of attainment' showing only those subjects that have been completed satisfactorily (that is with Fail results suppressed). Further details are available in the [Academic Records Vice-Chancellor's Directive](#).

5.5 Querying marks and final results

On occasion a student may disagree with a mark/grade or a final result.

In the first instance, the student may query the result with the marker, lecturer or Subject Coordinator. If the student is not satisfied with the outcome, then a complaint can be lodged. Where a complaint is made, the University's policy and procedures on the [handling of student complaints](#) applies.

Where the outcome of the query or complaint investigation has been the re-marking of an assessment task by a different marker (Subject Coordinator, Assessor or external marker), the second marker must receive a clean copy of the assessment task from the student (where practicable and appropriate), on which to undertake the

re-marking. Where a student is dissatisfied with the outcome from a resubmission or re-mark, they may choose to seek assistance from the Responsible Academic Officer.

Where a student believes that there is an error in the final result, the only grounds for review are that there were procedural irregularities in the determination of the final assessment result for a subject ([Rule 8.6.1](#)). (A Review of Final Subject Assessment Results must not be requested for late special consideration. Late Applications for Special Consideration for disruption to assessment during the teaching period must go to the Responsible Academic Officer for consideration ([Rule 8.3.1\(5\)–\(6\)](#)). Where late special consideration is sought for disruption to a centrally conducted or faculty-based final exam, the Application for Special Consideration must be lodged with the Director, Student Administration Unit ([Rule 8.3.2\(4\)–\(5\)](#)).)

5.6 Assessment records

Faculties are required to keep assessment related records (including, but not limited to, marks, grades and final results) for the required minimum retention period — [Rule 8.4.1 Subject assessment results](#) or in keeping with external accreditation requirements. Compliance requirements are set out in the Vice-Chancellor's Directive on [Records Management](#). All staff must take all reasonable measures to ensure that all assessment related records are held securely and protected from misuse, loss, unauthorised destruction, unauthorised access, modification or disclosure.

Assessment records, including exam scripts once marking has been completed, must be stored securely on the University's premises with access only by authorised staff. Records, including exam scripts must not be stored at a staff member's home or any other area outside the University's control. If a member of staff or a student suspects a serious misuse and/or disclosure of assessment records, it must be reported in accordance with the [Fraud and Corruption Prevention and Public Interest Disclosures Policy](#). Further information about retention and destruction of records procedures is available from [UTS Records](#).

6. Roles and responsibilities

Accountable Officer: Deputy Vice-Chancellor (Education and Students), Provost

Implementation Officer: Provost, Deputy Vice-Chancellor (Education and Students)

Contact Officers: Responsible Academic Officers

Other positions and committees:

Roles and responsibilities of staff

In general, academic staff are expected to undertake their responsibilities in a manner consistent with the policy and procedures for the assessment of coursework subjects, the UTS Rules, the [UTS Code of Conduct](#), the [duties of Faculty Boards](#) and staff roles and responsibilities as prescribed in the UTS governance requirements for faculty management.

Subject Coordinators

Subject Coordinators are nominated by the [Responsible Academic Officer](#) and

appointed by Faculty Boards for each subject in accordance with the [duties and powers of Faculty Boards](#) as approved by Academic Board. Subject Coordinators are responsible for the management of the subjects they coordinate. Their specific roles and responsibilities are:

In relation to **Subject Outlines** and **associated assessment information**:

- i. Determine and design the assessment items, assessment schedule, and methods by which students will be given feedback on their assessed work.
- ii. Prepare Subject Outlines in accordance with procedures as described in the [Procedures for the Assessment of Coursework Subjects](#), and lodge Subject Outlines with the [Responsible Academic Officer](#) for approval in accordance with faculty procedures.
- iii. Ensure that each student enrolled in the subject has access to the approved Subject Outline before the first week of the teaching period (in accordance with [Rule 3.7.3](#)).
- iv. Where assessment grades are based on verbal descriptors, ensure that assessment criteria are explicit and that students are able to receive information about their result for each assessment task and an explanation of how their overall grade was determined.
- v. Provide copies of the Subject Outline to the Assessor in a timely manner that provides sufficient opportunity for them to undertake their responsibilities.
- vi. In exceptional circumstances, a Subject Coordinator may judge that it is appropriate that a change to assessment occur after students have been given access to the Subject Outline. In this case the procedures described in section 5.2.2 of the [Procedures for the Assessment of Coursework Subjects](#) are implemented.

In relation to **resources**:

- vii. If time-critical or time-limited forms of summative online assessment (such as in-class online quizzes or exams) are used in subject, subject coordinators must:
 - a. consult with ITD to ensure that appropriate facilities and support are available at the required times
 - b. with the Subject Assessor, test the task prior to implementing it with students, ensuring that any time limits are more than adequate
 - c. ensure that students are provided with opportunities to practice a similar task in the online environment prior to the summative assessment task
 - d. provide an alternative task or time in the event of University hardware or software failure.
- viii. Some subjects may involve assessment tasks that make use of new technologies or equipment (for example 3G mobile phones, digital video cameras). Subject Coordinators must ensure that resources are adequate to enable all students to complete required assessment tasks under reasonable estimates of demand. (For example, UTS equipment is

available, and/or tasks are done in groups that share personal equipment.)

In relation to **special requests**:

- ix. Consult with Academic Liaison Officers about and accommodate requests for appropriate variation of learning and assessment arrangements (as described in the [Procedures for the Assessment of Coursework Subjects](#)).
- x. Make decisions concerning responses to applications for special consideration.
- xi. Set special/additional assessment items (as described in the [Procedures for the Assessment of Coursework Subjects](#)).

In relation to **marking and feedback**:

- xii. Ensure that information about assessment tasks, assessment criteria, marking requirements and expected forms of feedback are communicated to all staff teaching in a subject prior to the commencement of teaching.
- xiii. Ensure marking is fair, objective and consistent across the student cohort — where more than one marker is used, coordinate processes to ensure that students' work is assessed and marks or grades assigned using common criteria and standards across all markers in a subject.
- xiv. Academic staff who consider that they may be affected by a conflict of interest (see [UTS Code of Conduct](#)) must bring this to the attention of the [Responsible Academic Officer](#).
- xv. Where other markers are used, Subject Coordinators must specify what is to be marked, how many pieces of work are involved, and the date by which assessed work must be returned to the Subject Coordinators. Marking must not be delegated to any other member of staff without the approval of the Responsible Academic Officer.
- xvi. Moderation (of marks/grades across markers) must be undertaken in accordance with the principles outlined in this policy. Moderation must not occur at the Result Ratification Committees.
- xvii. Ensure that all work submitted for assessment must be regarded as confidential (seminar presentations and peer assessment excepted). All marks should be regarded as personal information and therefore disclosed only to the students concerned. Subject Coordinators must not post lists of marks/grades with identifying information.
- xviii. In subjects that have final examination, provide students with the marks/grades and feedback on all assessment tasks completed during teaching weeks before the final examination period. The only exceptions are for tasks submitted within the last two weeks of teaching period. Feedback on final examinations is provided at the discretion of the Subject Coordinator.
- xix. In certain circumstances, a student's work may be retained ([Rule 3.9](#)).

In relation to **examinations**:

- xx. Provide copies of examination papers to the Assessor in a timely manner

that provides sufficient opportunity for review and feedback.

- xxi. Prepare the examination (question) master and other such papers as required for special examinations, and the complete the Authority for Special Examinations and the Centrally Conducted Examination Information Sheet.
- xxii. Where a Subject Coordinator finds an error in the examination master prior to the conduct of the examination, the Subject Coordinator will provide an erratum/addendum sheet for distribution with examination papers, or otherwise be present at the commencement of the exam to explain any minor mistakes, such as typing errors.
- xxiii. Be contactable during an examination to answer questions from students and examination supervisors concerning examination questions.
- xxiv. Subject Coordinators (or nominee(s)) must be available before the beginning of a centrally conducted examination to check material or equipment brought into the examination by students (as described in the Subject Outline). These include materials brought into the examination room by students attempting a 'restricted open book' examination and calculators where non-programmable calculators have been specified.
- xxv. Make appropriate arrangements for students wishing to peruse their examination scripts or to obtain a copy of their examination scripts, provided that the request is made within three months of the release of the results of the examination and the examination paper does not contain confidential material for repeated use in successive examinations.

In relation to **record keeping**:

- xxvi. Ensure appropriate records are kept in relation to all assessment tasks for an appropriate period of time in accordance with University policy ([Rule 8.4.1](#)) and external accreditation requirements.
- xxvii. Assessment tasks that are not normally returned to students (examination scripts, multiple choice answer sheets, for example) and marked tasks that students have failed to retrieve should be retained for six months after submission of final results or in accordance with other external accreditation requirements and the requirements of any disciplinary matters or appeals that may be pending.
- xxviii. Ensure that student work that is not collected is retained for the minimum periods required (as described in the [Procedures for the Assessment of Coursework Subjects](#)).

In relation to **Result Ratification Committees** and related activities:

- xxix. Recommend final assessment results to the Result Ratification Committee in accordance with the result types approved for the subject.
- xxx. Set supplementary centrally conducted examinations (T results) or faculty-based supplementary examinations/ assessment tasks.
- xxxi. Determine Withheld (W) and other interim results.
- xxxii. Take into account feedback from the Result Ratification Committee, student feedback on assessment and feedback gathered via the Student Feedback Survey and other processes, and feedback from other sources

on assessment in the subject.

In **general**:

- xxxiii. Comply with the relevant sections of the [Procedures for Assessment of Coursework Subjects](#).

Assessors

For each subject, an Assessor must be nominated by the relevant Responsible Academic Officer and approved in accordance with procedures approved by the Faculty Board. They are usually appointed at the same time as Subject Coordinators. Assessors work with the Subject Coordinator. They act as peer reviewers to improve and review the appropriateness of assessment tasks and may act as second markers as required.

Roles and responsibilities:

- i. Review and endorse assessment tasks and criteria.
- ii. Review and endorse centrally conducted examination papers.
- iii. Check examination questions are appropriate for the subject.
- iv. Ensure the examination questions have an appropriate distribution of questions covering the learning objectives to be assessed.
- v. Ensure the examination questions are of a reasonable length for completion time allowed.
- vi. Ensure the examination questions are clear and unambiguous.
- vii. Ensure concerns with the examination master are brought to the attention of the Subject Coordinator or Responsible Academic Officer (as appropriate).
- viii. Re-mark examinations or other assessment items as required.
- ix. Undertake faculty-specific responsibilities such as clinical or practical assessment.
- x. Assist the Subject Coordinator with queries and complaints concerning marks, results and grades as required.

Lecturers

Lecturer is used as the term to mean any academic staff member, including casual and sessional academic staff members, with responsibility for teaching and delivering assessment tasks in a subject. They are appointed by the Deans, Deputy Vice-Chancellors (or authorised employee under the delegate's supervision). If they are not already the Subject Coordinator, lecturers work with the Subject Coordinator to ensure the following roles and responsibilities are undertaken.

Roles and responsibilities:

- i. Exercise professional judgement involved in implementing and/or administering assessment, including providing guidance to students.
- ii. Provide feedback to students within a reasonable time on their achievement of assessment criteria and learning outcomes.
- iii. Provide evidence to the Subject Coordinator that students have achieved certain learning outcomes.

- iv. Treat assessment work as confidential and not distribute students' assessment items, other than to staff involved in processing or marking, unless with the students' consent, except in the case of peer assessment.

Responsible Academic Officers

Responsible Academic Officers (RAOs) are appointed by the Vice-Chancellor or Provost on advice from the Dean. The [responsibilities of Responsible Academic Officers](#) can be found in the UTS governance requirements for [faculty management](#). These responsibilities relate to a range of aspects associated with the management of faculties including, the selection and management of Subject Coordinators and Assessors, special arrangements, special consideration and special examinations (including supplementary examinations), progression and misconduct involving plagiarism ([Rule 16.6.2](#)).

Deans

The Dean of a faculty is appointed by the Vice-Chancellor and is accountable for the academic standing and overall management and leadership of the faculty. The accountabilities of Deans can be found in the UTS governance requirements for [faculty management](#). With regard to assessment, they have the roles and responsibilities listed below.

Roles and responsibilities:

- i. Ensure that the Faculty Board approves Subject Descriptions, including a set of grades appropriate to each subject offered by the faculty, and the criteria (marks/descriptors) used for determining those grades, and determine faculty procedures for approval of Subject Outlines. Ensure that Subject Coordinators distribute Subject Outlines in accordance with [Rule 3.7.3](#).
- ii. Ensure that the Faculty Board determines which interim results are to be used in its subjects and that students and Student Administration are informed accordingly.
- iii. Recommend (for approval by the Faculty Board) members of the Result Ratification Committee for each course offered by the faculty.
- iv. Ensure that where examinations are conducted in a subject during the University's examination period, faculties avoid conducting assessments, other than practical examinations in that subject, in the week before the centrally conducted examination period, without the approval of the RAO.
- v. Resolve allegations of unfair practice following the re-marking of assessment items.
- vi. Ensure that recommended changes to grades for any teaching period before the immediately preceding teaching period are determined in accordance with the [Procedures for the Assessment of Coursework Subjects](#).
- vii. Ensure the subject assessment integrity is maintained by enacting monitoring and quality initiatives.
- viii. Ensure staff workload relating to assessment is within faculty policy and meets University obligations.

Result Ratification Committees

Result Ratification Committees are established by each Faculty Board for each teaching period to review results and approve the publication of results by the Director, Student Administration Unit, in the manner prescribed by the Provost ([Rule 8.4.4](#)).

Roles and responsibilities:

- i. Review the performance of students undertaking subjects offered by the faculty.
- ii. Review the progress of students with provisional status and submit the decision on a Provisional Status Review form ([Rule 10.3](#)).
- iii. Ensure that Subject Coordinators have taken requests for special consideration into account when calculating final marks/grades ([Rule 8.3](#)).
- iv. Approve the publication of results for all subjects offered by the faculty, and submit a final copy of the Results Collation Sheets to Student Administration. A detailed guide for recording examination results and the Result Ratification Committee meeting schedule is circulated by the Examinations Coordinator to Deans, Responsible Academic Officers and Chairs of Result Ratification Committees.
- v. Approve Interim Results.
- vi. Where possible, note implications of subject results for assessment practices or subject quality in the faculty, using (among other things) statistics on grades supplied by the Student Administration Unit, and make recommendations to the Responsible Academic Officer.
- vii. Make recommendations to the Responsible Academic Officer regarding assessment policy and procedures where appropriate.

Academic Liaison Officers

Academic Liaison Officers (ALOs) are members of academic staff who advise Subject Coordinators on and coordinate requests for learning and assessment arrangements from students who have permanent or temporary disabilities, and special provisions from students who have carer's responsibilities. Academic Liaison Officers are appointed by the Responsible Academic Officer. They are appointed for a two year term. Academic Liaison Officers may consult with and seek advice from the Special Needs staff in the Student Services Unit on providing reasonable alternatives to meet particular student needs.

In addition,

- i. Academic Liaison Officers ALOs are jointly responsible (with the Subject Coordinator) for determining alternatives assessment arrangements for students (see section 5.1.3 of the [Procedures for the Assessment of Coursework Subjects](#)).
- ii. Academic Liaison Officers make sure that administrative staff in the faculty/school/department are aware of procedures for learning and assessment arrangements and that (in liaison with Subject Coordinators) students are provided with information about learning and assessment arrangements and about how to contact Academic Liaison Officers.
- iii. In cases of anticipated absence or resignation, an Academic Liaison

Officer should assist the Responsible Academic Officer in providing orientation for the temporary replacement or new appointee.

- iv. If an Academic Liaison Officer and a Subject Coordinator cannot reach agreement about a learning and assessment arrangement, then they consult with the Responsible Academic Officer to resolve the issue. The decision of the Responsible Academic Officer will be final.
- v. In cases in which a student with special needs also submits an Application for Special Consideration to the Subject Coordinator, the Subject Coordinator may discuss the response with the relevant Academic Liaison Officer or refer it to the Result Ratification Committee
- vi. Within their faculty/school/department, Academic Liaison Officers are responsible for publicising their names and consulting times.

Student Administration Unit

The Student Administration Unit (SAU) is responsible for the administrative processes associated with the assessment and progression of all undergraduate and postgraduate coursework award students, non-award and cross-institutional students. Administrative staff are expected to undertake their responsibilities in a manner consistent with the policy and procedures for the assessment of coursework subjects and the [UTS Code of Conduct](#).

Roles and responsibilities:

- i. Apply the Rules of the University relating to students, most particularly Rules relating to academic conduct, examinations, progression, student misconduct and appeals, exclusion, and appeals against exclusion.
- ii. Conduct all centrally conducted examinations (both final and special) and supplementary examinations.
- iii. Arrange Result Ratification Committee meetings, coordinate their conduct, and supply relevant documents and forms.
- iv. Provide advice to faculties on procedures relating to entry of results.
- v. Ensure the efficient processing and dissemination of results for students.

Faculty Boards

Faculty Board is a group of appointed and elected academic staff, technical and administrative staff and students who have the responsibility to Council and Academic Board to assess the quality of, and provide direction to, the academic work of the faculty including teaching, learning, scholarship, research and research training. The duties and powers of Faculty Boards can be found in the UTS governance requirements for [faculty management](#). With regard to assessment, they have the roles and responsibilities listed below as described in the Rules of the University.

Roles and responsibilities:

- i. shall approve subjects in courses offered by the faculty, and the associated details to be provided in official publications ([Rule 3.2.4](#))
- ii. shall determine a set of grades appropriate for each subject and the criteria for awarding grades in accordance with [Schedule 2 — Results and Grades](#) as set out in the University Rules

- iii. may advise the faculty or academic units of the faculty on academic matters in respect of the assessment of courses of study which have been approved by the Academic Board
- iv. shall establish a Result Ratification Committee or Committees which shall review final assessment results for subjects that are the responsibility of the faculty and shall approve the results and their publication ([Rules, Schedule 1 — Definitions](#))
- v. shall determine the last day to lodge requests for special consideration in relation to faculty-based examinations ([Rule 8.3.3](#)) (if these differ from Centrally determined dates)
- vi. may determine guidelines for the organisation and conduct of faculty-based examinations ([Rule 9.3.2](#))
- vii. shall elect and appoint members of the faculty's Student Assessment Review Committee which shall review requests from students for reviews of final assessment results for subjects that are the responsibility of the faculty ([Rule 8.7.1](#))
- viii. may establish such committees as it deems appropriate to assist the educational work of the faculty
- ix. shall receive recommendations for and may approve the appointment of Subject Coordinators, examiners and assessors for all courses of study offered by the faculty ([Rules, Schedule 1 — Definitions](#))
- x. may consider the performance of students in any course and make recommendations on matters affecting such performance (including under [Rule 10.6](#))

Academic Board

Academic Board has the authority to approve amendments and rescind University Policy and Procedures for the Assessment of Coursework Subjects.

Teaching and Learning Committee

Responsible for proposing amendments to the Policy for the Assessment of Coursework Subjects as required; and for managing the consultation process when the policy is due for review.

Academic Administration Committee

Responsible for proposing amendments to the Procedures for the Assessment of Coursework Subjects as required, and for managing the consultation process when the procedures are due for review.

7. Acknowledgements

[Health and Safety](#)

[Curriculum design](#)

[Diversity in the classroom](#)

[Graduate Profile Framework](#)

8. Version control and change history

Date	Version	Approved by, resolution no. (date)	Amendment
09/12/2009	1	Academic Board, 09/69	Update following review of Coursework Assessment Policy and Procedures. Policy and procedures now in separate documents.
03/12/2010	2	Executive Action for Academic Board	Edits to sections 4.2 and 5.4 Roles and responsibilities of Faculty Boards added Section 6.
19/02/2013	2.1	Director, Governance Support Unit (GSU), 05/02/13	GSU administrative changes (under Delegation 3.17): reflecting changes to official nomenclature and operational processes in relation to Student Misconduct, specifically sections 5.2.2.5, 5.2.3.7 and 6 (Deans and Faculty Boards).
01/12/2014	2.2	Council, COU/14-5/106 (15/10/2014)	Consequential changes to align with changes to Student Rules 3.7.3 and 8.1.2
		Director, Governance Support Unit (15/10/2014)	Changes to Senior Executive titles and to cover disestablishment of the Registrar position, plus editorial updates related to migration of web content.