

Online University English Entry Course Assessment Policy

1. Purpose

Assessment is a systematic process for facilitating and evaluating student learning. This Policy details the principles that govern UNSW College's (the College) approach to the Assessment of online student learning.

This includes:

- ensuring the design and specification of Assessment activities or tasks demonstrates learning and progress;
- Assessment feedback provides guidance to students on their learning progress during and at the end of the teaching period; and
- Assessment activities are moderated.

2. Scope

This policy applies to:

- (a) all Online University English Entry Course (OUEEC) students; and
- (b) all College staff involved in the promotion, recruitment, admission, delivery, management or administration of the OUEEC and its students.

3. Policy Statement

The College is committed to developing and delivering valid, reliable and fair Assessments that are clearly referenced to learning outcomes, enhance the student learning experience and provide optimal opportunities for achieving successful outcomes.

4. UNSW College Responsibilities

The College is expected to:

- (a) provide Assessment that guides and enhances student learning, with opportunities to demonstrate achievement of specified learning outcomes;
- (b) ensure alignment of subject and Course learning outcomes;
- (c) provide timely feedback for completed Assessment tasks, no later than 2 (two) weeks after submission, that enables students to make judgements about their learning and determine how they can improve;
- (d) ensure Assessments are fair and achievable by all students who have made genuine attempts to learn the Course materials;
- (e) develop marking rubrics for each Assessment item that distinguishes assigned levels of grading and student achievement;
- (f) undertake Moderation of marking to ensure consistency of Assessment decisions in accordance with the marking rubrics for each Assessment item;



- (g) ensure Assessment workloads are in keeping with the weighting of the specific Assessment task towards the final grade;
- (h) ensure no Assessment is worth more than 50% of the total marks available for the Course;
- (i) include a variety of Assessment types, both formative and summative, to support different learning outcomes for the Course;
- (j) criterion-reference marking based on student performance in reference to explicit or predetermined criteria and standards, with no pre-determined distribution of grades or grade cut-offs;
- (k) embed one 'low stakes' formative Assessment in each Course prior to Census Date to provide early feedback to students on their progress and identify 'at risk' students;
- (l) ensure adequate authentication of students and invigilation of online examinations (where relevant);
- (m) communicate all Assessment requirements to students in Course Outlines or Assessment Guides at the beginning of each teaching period, including any hurdle requirements to achieve a pass grade, due dates, weighting towards the final grade, task description, submission methods, learning outcomes to which each Assessment task relates, penalties for late submission or exceeding word limits.

5. Student Responsibilities

Students are expected to:

- (a) always adhere to standards of Academic Integrity and honesty outlined in the [OUEEC Academic Integrity Policy](#);
- (b) actively engage with the learning process and attempt all Assessment tasks;
- (c) submit all Assessment tasks by the due date in the required format;
- (d) comply with OUEEC relevant policies and Course instructions relating to Assessment tasks and examinations, the latter where relevant;
- (e) respect the rights of fellow students as outlined in the [OUEEC Student Code of Conduct](#);
- (f) adhere to the [OUEEC Student Appeal Policy](#) when exercising their right to a review of grade;
- (g) communicate with the College regarding any mental or physical health conditions that could adversely impact on their studies;
- (h) take responsibility for applying for Special Consideration should that become necessary.

6. Educational Adjustments

- (a) The College is committed to practices designed to support equitable educational



opportunities.

- (b) Students who are admitted under access and equity provisions are entitled to receive reasonable Educational Adjustments to support their success.
- (c) Students seeking support based on a disability or long term medical or mental health illness, are requested to advise the College prior to commencement to ensure, where appropriate, an equitable learning plan can be devised to support the student.
- (d) An equitable learning plan may include assignment extensions, submitting assignments in alternative formats, exam adjustments (where relevant) and health and welfare support, based on documentation provided by the student.
- (e) Implementation of Educational Adjustments should not compromise the integrity of the Course.

7. Online Exams (where relevant)

- (a) The College holds online examinations for some Courses at the end of a teaching period, with the key dates published in the academic calendar at the beginning of every Academic Year.
- (b) Students and staff must ensure they are available for the duration of the published examination period in each Term.
- (c) Provisional and final examination timetables are emailed to students' official College email address at least two weeks prior to the commencement of the exam period.
- (d) Students must view their personal examination timetable and attend at the published time and date.
- (e) If a student is unable to undertake an examination at the scheduled time, an alternative examination may be scheduled on one of the following grounds:
 - i. the change relates to an equitable learning plan developed for the student;
 - ii. a student has two (2) examinations scheduled at the same time;
 - iii. a student's religious faith prohibits them from sitting at the scheduled time;
 - iv. a [Special Consideration Application Form](#) from the student has been approved.
- (f) Students will be advised of the technical requirements, including any hardware and software required, prior to sitting an online exam and each student's identity will be verified prior to commencement.

8. Special Consideration for an Assessment task

- (a) Special Consideration is a process for assessing and addressing the impact of events beyond the control of the student that have affected performance in a specific Assessment.
- (b) Special Consideration applications can be submitted as soon as practicable after

the problem occurs and at the latest, within three (3) working days of the Assessment task.

- (c) Applications are made by submitting a [Special Consideration Application Form](#) accompanied by a medical certificate or other evidence that clearly indicates the basis on which the student is applying.
- (d) By undertaking or submitting an Assessment, or sitting an examination task on the scheduled date, the student is declaring they are fit to undertake the Assessment and cannot later apply for Special Consideration.
- (e) Special Consideration applications are:
 - i. not designed to deal with long-term disability or illness;
 - ii. only considered when a properly documented and timely application is received;
 - iii. made within three (3) working days of the Assessment to which it applies;
 - iv. submitted to enquiries@unswcollege.edu.au;
 - v. considered by the relevant Academic Head or nominee.
- (f) Outcomes of a Special Consideration application include:
 - i. extension of an Assessment deadline to a date that will not impinge on a student's ability to complete the Course in a timely manner;
 - ii. where feasible, a supplementary Assessment or deferred exam, with the latter only possible if the student has not completed the examination for which is Special Consideration is sought, without incident; or
 - iii. aggregation of marks derived from other completed Assessment tasks or averaging to achieve an overall mark.

9. UEEC Grade Descriptors

- (a) A final grade ranging from A+ to F will be allocated, based on the College Academic English Framework, for which the Concordance Table is provide below:

Table 3: Concordance Table aligning UEEC Grades with other English Language Tests.

UEEC Grade	IELTS	TOEFL iBT	TOEFL PBT	PTE
A+	>8.0	≥102	≥610	≥67
A	8	≥102	≥610	≥67
A-	7.5	≥102	≥610	≥67
B+	7.5	102	610	67
B	7	94	589	65
B-	6.5	90	577	64
C+	6.5	90	577	64
C	6	75	537	50
C-	5.5	65	513	46

10. Recording of results

- (a) Accurate records of all marks allocated to students for an Assessment are recorded by teaching staff, to ensure that an accurate calculation of the final grade can be made.
- (b) Results of each Course are recorded on the Student Management System by the date mandated by the College, to ensure the timely release of final grades to the student and facilitate the conferral process.

11. Review of results

- (a) If students wish to query their mark for a particular Assessment, they should discuss the matter with their teacher or Study Coach at the time the marks are released.
- (b) If the outcome is not to the satisfaction of the student, the next step is to undertake Stage 2 of the [OUEEC Student Appeal Policy](#) within ten (10) working days of the final grade being released, by submitting a [Review of Results Form](#).

12. Assessment Quality Assurance

- (a) Assessment tasks will be subject to peer review periodically to ensure they effectively measure the learning outcomes.
- (b) The Executive Director, Academic or delegate, and the Assessment and Integrity Committee will ensure that the design of Assessment tasks is appropriate and meets required standards.
- (c) The Course Convenor is responsible for the quality of the Assessment schedule, tasks and delivery, including preparation, implementation, marking and reporting.

Final grades are approved by the Assessment and Integrity Committee, or delegated subcommittee, on the recommendation of the Course Convenor and recorded in the Student Management System (SMS).

13. Roles, responsibilities and delegations

This Policy operates within the context of, and subject to, relevant Australian State and Commonwealth legislation.

Role	Responsibility
Assessment and Integrity Committee	Provide oversight of Assessment quality and integrity and approval of final results.
Executive Director, Academic	<ul style="list-style-type: none"> ▪ Approval of policy; ▪ Ensure that the design of Assessment tasks is appropriate and meets required standards
Director of Studies	Implementation, dissemination and review of policy.

Course Convenor	<ul style="list-style-type: none"> ▪ Day-to-day implementation of the policy and first point of contact for all enquiries that relate to the policy. ▪ Quality of the Assessment schedule, tasks and delivery, including preparation, implementation, marking and reporting.
Teaching staff	<ul style="list-style-type: none"> ▪ Accurate records of all marks allocated to students for an Assessment are recorded by teaching staff ▪ Assisting in the implementation of and adherence to this policy;

14. Definitions

Definitions and Acronyms	
Academic Integrity	Acting in academic and scholarly contexts with honesty, truthfulness, trustworthiness, openness, transparency, fairness and respect.
Academic Year	This begins on the first day of the first study period in a calendar year and ends on the last day of the last study period in the same calendar year.
Assessment	Assessment evaluates each student's performance against the prescribed learning outcomes for a unit of study.
Census Date	The date within each study period when a student's enrolment must be finalised and the last day a student can withdraw from a course without financial penalty.
Concordance table	Supports the interpretation of the relationship between UEEC scores and alignment with other English tests, including IELTS, TOEFL iBT, TOEFL PBT and PTE Academic.
Course	A planned and structured sequence of learning and teaching that allows a student to gain knowledge, skills and understanding in relation to an agreed set of learning outcomes.
Educational Adjustment	Measures or actions taken to assist a student with a disability to participate in education, 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.
	Moderation is a quality assurance process that is used to check that Assessment practices are applied equitably to all students in the same Course. Moderation includes processes put in place prior to



Moderation	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.
OUEEC / Online University English Entry Course	The UNSW College program that builds academic and English language skills with all content, communication and distribution of learning resources delivered electronically.
Special Consideration	A process for assessing and addressing the impact of events beyond the control of the student that have affected performance.
Term	The administrative time period in which teaching periods are defined and classes timetabled.

15. Related Policy and Supporting Documents

Related Policy Documents and Supporting Documents	
Policy	<ul style="list-style-type: none"> • OUEEC Student Appeal Policy • OUEEC Academic Integrity Policy • OUEEC Student Code of Conduct
Forms	<ul style="list-style-type: none"> • Review of Results Form • Special Consideration Application Form

16. Policy Governance

OUEEC Assessment Procedure	
Category/Business Group	Academic Programs
Published Externally (Yes/No)	Yes
Approver	Executive Director Academic
Responsible Officer	Director of Studies, Academic English
Contact Officer	Director of Studies, Academic English
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Version	Approved by	Approval date	Effective date	Sections modified
1	Executive Director Academic – David West	25 July 2024	25 July 2024	N/A

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