

Assessment Policy

Section 1 - Purpose

- (1) This Policy sets out the principles, requirements and responsibilities for assessment in a Coursework Unit (unit) completed as part of a Coursework Course (course) or Coursework component of a Higher Degree by Research (HDR) course that leads to an Award at the University of Canberra (University).

Section 2 - Scope

- (2) This Policy applies to:
 - a. any course or unit; and
 - b. assessment design across required units in a course.
- (3) This Policy applies to all:
 - a. coursework students admitted to a course, including a bachelor, honours degree and a masters by coursework degree;
 - b. research students admitted to a Higher Degree by Research (HDR) course and enrolled in one or more coursework units;
 - c. staff members of the University; and
 - d. affiliates of the University.
- (4) The Higher Degree by Research Progress and Milestones Policy and Higher Degree by Research Progress and Milestones Procedure sets out the requirements for academic progress of research students admitted to a HDR Course and enrolled in a unit that includes a thesis.

Section 3 - Principles

- (5) The University is committed to authentic assessment.
- (6) Summative assessment across the required units in a course must enable a student to demonstrate achievement of the course learning outcomes.
- (7) Summative assessment within a unit must enable a student to demonstrate achievement of all of the unit learning outcomes.
- (8) The student effort required to complete each summative assessment in a unit should be reflective of the weighting of that summative assessment, and the student effort required to complete all summative assessments within a unit should be reflective of the volume of learning for the unit as set out in the Course Procedure: Courses and Course Components.
- (9) Student performance must be assessed on merit against the unit learning outcomes for the summative assessment, independently of the assessment of other students in the unit, except for group based assessment (where relevant).

- (10) Summative assessment must be recorded in the form of a mark with associated rubric (where relevant) for an individual summative assessment and a final grade for a student's cumulative performance in a unit in accordance with the grading schema assigned to a unit.
- (11) Summative assessments must:
- a. be consistent, transparent, reliable, and valid;
 - b. provide students an allocated mark and timely and actionable feedback, which provides students with an indication of their academic progress;
 - c. enable students to develop the skills, knowledge and attributes required for employment in their discipline or professional area and for lifelong learning;
 - d. be authentic and relevant to the discipline or professional area;
 - e. evaluate a student's knowledge, skills, and application of knowledge and skills against the unit learning outcomes;
 - f. be designed across a course so that a student graduates at the level of the Australian Qualifications Framework (AQF) qualification type into which they have been admitted;
 - g. reflect scholarly and research-informed approaches to teaching practice, assessment and student learning;
 - h. contribute to a student's ongoing development and achievement of the graduate attributes as set out in the Graduate Attributes Policy;
 - i. be written using inclusive language and plain English unless discipline-specific vocabulary is required;
 - j. use the same assessment type, and measure the same learning outcomes, across all modes of delivery and locations for the same unit or the same course;
 - k. include a range of assessment methods and types within a unit and across a course relevant to the discipline and topic;
 - l. be informed by student feedback and other forms of feedback (such as peer-review) and the regular monitoring of student success, retention and performance;
 - m. be designed to support academic integrity and research integrity;
 - n. have a summative assessment rubric if academic judgement of the assessment is required; and
 - o. be moderated.
- (12) Assessment design in each unit must provide a student with the opportunity for early assessment activity, with feedback provided prior to the teaching period census date.
- (13) An early assessment activity may include summative assessment, formative assessment and/or diagnostic activities and provide feedback prior to Census date to support student success and align with the Student Success Framework and [Support for Students Policy](#). It must be designed to support the early identification of a student who may be at risk of not meeting the unit learning outcomes (ULOs), determine any potential need for academic or other support, and provide the student with additional resources or information.

- (14) Courses and units of study, including assessment methods and grading of students' achievement of learning outcomes for selected units of study within courses of study, should undertake external referencing or benchmarking activities to inform improvement and mitigate future risks to the quality of education, aligned with the Monitoring, Review and Improvement standards within the Higher Education Standards Framework (Threshold Standards) 2021, and the University's Guideline for External Referencing and Benchmarking of Units and Courses.

Assessment approval

- (15) All assessment must be approved by Academic Board during the initial unit approval process, for example during the approval of a new course.
- (16) Revisions to a summative assessment after initial unit approval must be reviewed and approved by the appropriate delegated authority, as indicated in the Course and Unit Revision and Closure Procedure and the Delegations of Authority Policy.
- (17) Any summative assessment changes must be recorded by the Faculty in the Faculty Board minutes, including the details of the change, date approved and implementation date.

Unit outline

- (18) The Unit Outline for a unit must provide a student with consolidated and authoritative information about all summative assessment and any hurdle requirements that culminate in the allocation of a final grade, in accordance to the Unit Outline Procedure.

Academic judgement

- (19) The assessment instructions and summative assessment rubrics (where relevant) must provide a student with information about how academic judgement of their performance on a summative assessment is applied.

Grievances

- (20) If a student is dissatisfied with a mark allocated for a summative assessment or a final grade in a unit, the student should discuss this with the Unit Convener (refer to Student Grievance Resolution Policy for more information on student grievance resolution processes).

Hurdle

- (21) A unit may include a hurdle requirement (activity, competency or assessment) which a student must satisfactorily complete or demonstrate in order to pass a unit.

Reasonable adjustment

- (22) A student with a disability or health condition, or who meets the criteria to receive equity adjustments, may apply to the University for a reasonable adjustment in alignment with the Disability Standards for Education 2005.

- (23) A reasonable adjustment will be recorded in a Reasonable Adjustment Plan. Refer to the Student Reasonable Adjustment Procedure for more information.

Extension to the due date and time for a summative assessment

- (24) From time to time as an outcome of extenuating circumstances a student may seek special consideration and apply for an extension to the due date and time for a summative assessment.

Deferring an exam

- (25) From time to time as an outcome of extenuating circumstances a student may apply for special consideration to defer an exam.

Supplementary assessment

- (26) An eligible student may apply to their Unit Convener for a supplementary assessment.

Quality assurance

- (27) Summative assessment, including supporting resources such as the summative assessment rubric, Unit Outline, and an associated UCLearn teaching site, must be quality assured through faculty moderation and approval processes.
- (28) Final marks and final grades must be reviewed and approved by the relevant Faculty Assessment Board.

Combined teaching

- (29) Where a unit includes combined teaching of units at the same or different qualification levels, the summative assessment and the summative assessment rubric in each unit must be aligned to the learning outcomes of the different units. Refer to the Course Procedure - Combined Teaching for more information.

Storage and retention

- (30) In accordance with the DITM and Records Management Policy Manual:
- a. learning and teaching materials of a unit must be stored and retained in an approved business system
 - b. assessment marks must be stored and retained in the University's learning management system and/or an approved business system as appropriate
 - c. final marks and grades must be stored and retained in the University's student management system.
- (31) Where a service or software platform for summative assessment that is not University-supported is used to store or assess a student's assessment outputs and marks, this information must also be stored on a University supported system.

(32) Any relevant student or unit records not referred to in clause 28 or 29 must be stored and retained in accordance with the DITM and Records Management Policy Manual.

Section 4 - Responsibilities

WHO	RESPONSIBILITIES
Academic Board	As set out in the University of Canberra (Academic Board) Rules 2021 .
Associate Dean, Education (ADE) or delegate	<p>In consultation with Unit Conveners:</p> <ul style="list-style-type: none"> • ensure that summative assessments are quality assured prior to provision to students; • provide details of approved exams to Student Connect for timetabling in the Final Assessment Period; • monitor moderation and external referencing/benchmarking activities to ensure that suitable processes and reporting mechanisms are in place at unit, course and/or program level; • may approve late withdrawal of a student; • may approve deferral of a faculty-managed deferred exam timetabled during a teaching or Final Assessment Period (that is, excluding final exams timetabled by Student Connect in the Final Assessment Period); • may exempt units from supplementary assessment requests when it is pedagogically justifiable, relevant to the unit learning outcomes or to external accreditation; • may approve revisions to summative assessment after initial course approval (Faculty Board may also do this as set out in the Delegations of Authority Policy); • may approve Amendment to Unit Results (AUR) form submitted by Unit Convener; and • may vary the number of summative assessments for every three credit points if supported by pedagogical evidence.
Curriculum Committee	<ul style="list-style-type: none"> • As set out in the Curriculum Committee Charter.
Faculty Assessment Board	<ul style="list-style-type: none"> • As set out in the Faculty Assessment Board Charter.

WHO	RESPONSIBILITIES
Faculty Board	<ul style="list-style-type: none"> As set out in the Faculty Board Charter.
InclusionUC	<ul style="list-style-type: none"> Provide students with a disability and/or ongoing health condition(s) and Elite Athletes with specialised support. Provide information to facilitate, promote and ensure equal participation in their educational journey.
Ngunnawal Centre	<ul style="list-style-type: none"> Provide study support, online resources and one-on-one guidance sessions for Aboriginal and Torres strait Islander students.
Academic Quality and Standards Committee (AQSC)	<ul style="list-style-type: none"> As set out in the Academic Quality and Standards Committee Charter.
University Research Committee (URC)	<ul style="list-style-type: none"> As set out in the University Research Committee Charter.
Dean	<ul style="list-style-type: none"> Ensure teaching quality and quality assurance of assessment. May approve an exam. May approve up to an additional hour of time allocated to an exam in a unit where it is pedagogically justifiable or required for external accreditation or professional registration purposes.
Student	<ul style="list-style-type: none"> Complete each summative assessment in a unit by the due date published in the unit outline. Contact the Unit Convener or other academic teaching staff detailed in the unit outline to discuss any aspect of unit assessment, if needed. May request supplementary assessment if eligible, and apply for extensions and deferrals as needed, and seek support for reasonable adjustments.

WHO	RESPONSIBILITIES
Student Connect	<ul style="list-style-type: none"> • For exams undertaken in the Final Assessment Period (excluding practical exams), Student Connect is responsible for the organisation and management of all timetabling, invigilation, proctoring, deferrals and communication to students and Unit Conveners. • Release final and pending grades to students. • If the published results released date for teaching has passed, Student Connect is responsible for releasing marks and final grades to the student upon completion of an Amendment to Unit Results Form by the Unit Convener approved by the Associate Dean, Education (ADE). • Change the student’s final grade for the unit to the fail grade NC if: <ul style="list-style-type: none"> ○ a student is granted a deferred exam and subsequently does not sit the deferred exam, and/or ○ a DX result has not been resolved within six weeks of the original timetabled examination date. • Send reminders to faculties for the resolution of withheld grades before the resolution deadline. • Grant a late withdrawal from the unit if an application to extend a withheld grade is not approved. • Custody of student paper-based exams at the completion of an exam for collection by the Unit Convener upon presentation of their University ID card or other photogenic ID. • For computer-based exams including online proctored exams, Student Connect is responsible for: <ul style="list-style-type: none"> ○ arranging a location modification for a student with a Reasonable Adjustment Plan; and ○ monitoring the virtual room during the exam. • Confirm that the student meets the eligibility criteria for supplementary assessment.
Student Equity & Participation	<ul style="list-style-type: none"> • Implement relationship-based programs and services for people from traditionally under-represented cohorts. • Encourage and provide for access and participation in university.

WHO	RESPONSIBILITIES
Student Wellbeing & International Support (SWIS)	<ul style="list-style-type: none"> • Provide support to students for a range of matters, including the grievance process, international student support, and/or personal or extenuating circumstances that may impact a student throughout the study.
Study Skills	<ul style="list-style-type: none"> • Provide face-to-face and online study help programs for UC and UCC students.
Unit Convener, or as delegated by the Dean	<ul style="list-style-type: none"> • Implement assessment in a unit as approved by Academic Board or by subsequent revision approved by the Associate Dean, Education (ADE). • Provide assessment instructions. • Implement moderation. • Develop the summative assessment rubric for each assessment. • Manage and mark student work. • Allocate marks and grades to a student. • Apply adjustments to assessment. • Ensure timely provision of feedback. • Ensure assessment marks are returned to students as described in the Assessment Procedures. • Review overall student performance in a unit. • Review assessment design in a unit. • May approve the repetition of a failed weighted hurdle assessment. • May approve a deferred faculty-managed exam (that is, excluding final exams timetabled by Student Connect in a Final Assessment Period). • May approve a supplementary assessment. • Manage moderation of final marks and grades. • Import final marks into Gradelink. • Assign relevant pending grades. • Contribute to the Faculty review of marks and grades process.

WHO	RESPONSIBILITIES
	<ul style="list-style-type: none"> • Ensure storage of assessment records. • Manage and submit Amendment to Unit Results (AURs). • Ensure submission of moderated final marks and final grades for review by Faculty Assessment Board. • Resolve pending grades. • Respond to a student grievance if required under the Student Grievance Resolution Policy.

Section 5 - Procedures

(33) Refer to the Assessment Procedures.

Section 6 - Definition

TERM	DEFINITION
Academic Integrity	Has the same meaning as set out in the Academic Integrity Policy .
Academic Staff	Has the same meaning set out in the Enterprise Agreement and may include a person who is a Senior Manager.
Adjustment	<p>An action approved by InclusionUC that has the effect of supporting a Student enrolled in the Elite Athlete Program to achieve the learning outcomes of a unit, so they are not disadvantaged by the requirements of being an Elite Athlete.</p> <p>The Adjustments must be implemented in accordance with the Elite Athlete Program Adjustment Guidelines (see also Reasonable adjustment and Reasonable Adjustment Plan).</p>
Affiliate	Includes Educational Partner teaching staff, clinical title holders, adjunct, and honorary appointees, consultants and contractors to the University holders of offices in University entities, members of boards of University foundations, members of University committees, and any other persons appointed or engaged by the University to perform duties or functions on its behalf.
Australian Qualification Framework (AQF)	Has the same meaning given in the Australian Qualification Framework (AQF) . (See also Field of education.)

TERM	DEFINITION
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Assessment	Has the same meaning given in the University of Canberra (Student Conduct) Statute 2015 and includes Bachelor Honours Degree types as described in the Course Procedure: Courses and Course Components.
Assessment (See also Summative assessment)	Assessment that is required to be attempted and submitted within the teaching period in which a student is enrolled in a unit.
Assessment Instructions	Instructions on how to prepare for and complete an assessment.
Assessment method	The pedagogical approach to assessing students. For example, practical, clinical, theoretical, collaborative, research, authentic, reflective, and Work Integrated Learning (WIL).
Assessment type	The format of the assessment (for example, presentation, lab report, portfolio).
Attempt, attempted	<p>The point at which a student either:</p> <ul style="list-style-type: none"> • submits a summative assessment, noting that the summative assessment may or may not be complete, or • commences an exam. <p>An attempted summative assessment contributes to the final mark and final grade of the unit, whether completed or not completed.</p>
Authentic assessment	Assessment that enables students to demonstrate knowledge, skills and application of knowledge and skills that are relevant to future work, using real-world contexts, scenarios, and problems.
Award	Has the same meaning given in the University of Canberra (Courses and Awards (Courses of Study)) Rules 2023 .
Bachelor honours degree course	Has the same meaning given in the Australian Qualification Framework (AQF) .
Census Date	The last date before which a student can withdraw from a unit and not incur a financial or academic penalty in respect of that unit, and aligns with the meaning given in the Higher Education Support Act 2003 .

TERM	DEFINITION
Competency-based Exam (refer Practical Exam)	<p>Evaluation of a student’s ability to apply theoretical knowledge, including that related to generic skills and discipline specific skills.</p> <p>A Competency-based exam may involve a series of theoretical questions and/or statements (for example, case study) and/or practical activities (for example, simulation, role play, simulation of professional and/or clinical skills).</p>
Course Learning Outcomes	Refer to Learning Outcomes.
Coursework	Has the same meaning given in the Course Policy .
Coursework course	Has the same meaning given in the Course Policy .
Coursework student	Has the same meaning given in the University of Canberra (Academic Progress) Rules 2022 .
Coursework unit	Has the same meaning given in the Course Policy .
Deferred	A summative assessment that is attempted after the original summative assessment, and in accordance with specified timelines.
Deferred of Deferred	A summative assessment that is attempted after a deferred summative assessment, and in accordance with specified timelines.
Diagnostic activity	An activity or assessment used to collect data on a student’s existing knowledge of a topic.
Discipline	Has the same meaning given in the Australian Qualification Framework (AQF) .
Early assessment activity	<p>An assessment activity that is designed to provide feedback prior to the census date of each teaching period, facilitate within-unit monitoring of academic progress, and identify academic support needs.</p> <p>Early assessment activities may include summative assessment, formative assessment and/or diagnostic activities.</p>
Exam	An invigilated time-bound assessment.

TERM	DEFINITION
Feedback	Information provided to a student about the student's performance in relation to their progress towards demonstrating achievement of one or more learning outcomes.
Field of Education (FoE)	Has the same meaning given in the Australian Standard Classification of Education .
Field of Education Code	As described in the Australian Standard Classification of Education .
Field of Study	Has the same meaning given in the Australian Qualification Framework (AQF) . (See also Discipline and Field of Education Code.)
Final Assessment Period	The last two weeks of a semester, or other specified time in a different teaching period, where the final summative assessment of a unit is due or timetabled.
Final Mark	The cumulative sum of marks allocated to each summative assessment with weighting applied expressed as a number between 0 and 100.
Final Unit	The last unit of a coursework course that is required for a student to complete all requirements for their course.
Formative activity	An activity that facilitates learning, and development and acquisition of skills and knowledge and application of skills and knowledge, including generic skills that does not contribute towards the final mark and final grade.
Grade, Grades	A word or words that describe and attribute a level of attainment for the range of final marks of a unit (for example, High Distinction, Distinction, Credit, Pass).
Gradebook	An online tool that stores marking and grading information. It is a component of the University's Learning Management System.
Graduate Attributes	The generic skills and attributes that students are intended to develop that are consistent with the Level, and Field of Study as set out in the Graduate Attributes Policy .
Hurdle	A hurdle is a requirement or standard that a student must meet or exceed in order to progress within a unit or to meet a unit's academic requirements. (See also Hurdle activity and Hurdle assessment.)

TERM	DEFINITION
Hurdle activity	A requirement relevant to external professional accreditation or professional registration requirements, Work Integrated Learning and Academic Integrity and does not contribute to the final mark or grade of a unit but must be completed within a specified time or at specified time intervals to successfully pass a unit (for example, preparation for WIL module, pre-placement requirements, LANTITE). A student must successfully pass a hurdle activity to pass a unit.
Hurdle assessment	An assessment which a student must satisfactorily complete or demonstrate in order to pass a unit (for example a competency based assessment)
Invigilate, Invigilation	The observation of a student for the duration of an assessment, either by a human or by Proctoring software. Refer to Proctoring.
LANTITE	Literacy and Numeracy Test for Initial Teacher Education.
Learning Management System (LMS)	The online location where assessment is submitted by students with feedback and progressively awarded Marks and Grades entered by staff for each Coursework Unit.
Learning Outcomes	Has the same meaning given in the Australian Qualification Framework (AQF) . Learning Outcomes apply within a Unit (Unit Learning Outcomes) and across a Course (Course Learning Outcomes).
Major research component	A unit or a set of units in a Bachelor Honours Degree or a Masters Degree (Coursework) where the outcomes of the summative assessment results in an increase in the dimension of knowledge which is communicated through a thesis or an equivalent research-focused body of work, including a capstone experience, a piece of scholarship or a research-based project.
Mark, Marks	The numeric value awarded to a summative assessment.
Moderation, moderated	A set of quality assurance processes to ensure marks and final marks and grades allocated to a summative assessment are fair, reliable and valid.
Not weighted	The term used to indicate that an assessment or learning activity that does not contribute to the final mark and final grade of a unit. (See Formative activity and Diagnostic activity)

TERM	DEFINITION
Peer review, peer reviewed	A quality assurance process undertaken by an academic peer to ensure the appropriateness and validity of summative assessment descriptions and instructions, including the summative assessment rubric. Peer review may include the provision of feedback.
Pending grade	A grade allocated for an interim time where a student has not yet completed all required assessment.
Placements and Internships	Work experience (that takes place at the workplace) under the supervision of the faculty and the workplace supervisor.
Practical Exam	A 'hands-on' exam that puts a student's theoretical learning into a practical assessment.
Proctoring	A form of online invigilation that uses a computer's webcam and microphone to record a student's face and eyes and any speech, as well as the internet screen being accessed. Refer to Invigilate.
Quiz	A short test of knowledge, typically including one or more question formats, such as multiple choice, fill in the blanks, true or false and short answer.
Reasonable adjustment	Has the same meaning given in the Disability Standards for Education 2005 . See Student Reasonable Adjustment Procedure .
Reasonable Adjustment Plan	An electronic or hard copy document developed by InclusionUC in collaboration with a student that provides the approved reasonable adjustments for a student in accordance with the requirements of the Disability Standards for Education 2005 . See Student Reasonable Adjustment Procedure .
Register of Courses	Has the same meaning given in the University of Canberra (Courses and Awards) Statute 2010 .
Research	Has the same meaning given in the Australian Qualifications Framework (AQF) .
Research Student	Has the same meaning given in the University of Canberra (Academic Progress) Rules 2022 .
Short release assessment	An assessment opened to students with a short timeframe for completion.

TERM	DEFINITION
Student (Coursework Student and Research Student)	Has the same meaning given in the University of Canberra (Academic Progress) Rules 2022 .
Summative assessment	An assessment that evaluates a student’s knowledge and skills and application of knowledge and skills provided in the learning outcomes, including the relevant graduate attributes, and contributes to the final mark and the final grade of a unit.
Summative Assessment Rubric	A summative assessment resource that explicitly conveys the assessment criteria and expected standards of performance to a Student and the basis for pre-assessment moderation for markers.
Teaching period	A semester, term or such other period that corresponds to the way in which the course or unit is offered. A teaching period may include a final assessment period.
Thesis	A research output of a course that includes a Major Research Component, or is a Higher Degree by Research.
Unit	Has the same meaning given in the University of Canberra Courses and Awards (Courses of Study) Rules 2023 .
Unit attempt	A unit in which a student continues to be enrolled in after the census date of a teaching period.
Unit learning outcomes	Refer to Learning outcomes.
Unit Outline	A document that includes the approved details and requirements of a unit, including assessment requirements and relevant policy and procedure requirements.
Weighted Average Mark (WAM)	A mark expressed as a number between 0 and 100 and calculated using the marks awarded to each summative assessment and gives an indicator of academic achievement across a course.
Weighted, Weighting	A number expressed between 0 and 100 that is equivalent to the percent the Assessment contributes to the Final Mark of a Unit.
Work Integrated Learning (WIL)	A form of experiential learning where theoretical knowledge and disciplinary skills are integrated with authentic work experiences

TERM	DEFINITION
	and practices within relevant professional contexts.
Work Integrated Learning Project	A project, or activity, that engages individuals or teams to respond to a real-world problem or opportunity under the guidance of the faculty and client, or the faculty.

Status and Details

Status	Current
Effective Date	10 December 2026
Review Date	31 March 2027
Approval Date	12 March 2025
Custodian	Deputy Vice-Chancellor
Responsible Manager	Director, Education & Student Experience
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