

Assessment and Feedback Policy

Section 1 - Purpose

(1) This Policy sets out the principles which underpin the University of Wollongong approach to assessment, including the conduct of final examinations.

(2) This Policy should be read in conjunction with the following associated policy documents:

- a. [Teaching and Assessment - Code of Practice - Teaching](#); and
- b. [Subject Delivery Policy](#).

Section 2 - Scope

(3) This Policy applies to all students enrolled in, and to all staff involved in the delivery of undergraduate and postgraduate coursework programs at the University of Wollongong, regardless of the location or mode of delivery.

(4) This Policy does not apply to the assessment of Honours Projects with a weighting of 24 credit points or more, which are covered by the [Honours Policy](#). However, the assessment practices outlined in this Policy apply to Honours Degree subjects that include an Honours Project with a lesser weighting.

(5) This Policy does not apply to theses in higher degree research courses which are covered by the [HDR Award Rules](#). However, HDR students enrolled in coursework subjects are bound by this Policy.

Section 3 - Policy Principles

Assessment design supports student learning

(6) Assessment is designed to engage and support students in the learning process. This begins with clearly articulating learning outcomes, task guidelines and grading criteria and extends to opportunities for students to clarify assessment requirements.

(7) Assessment is designed to encourage students to take responsibility for their learning as they progress through a course by developing their abilities to evaluate their own and peer's work.

(8) There are explicit performance standards for each assessment task set out in an assessment rubric or other instrument made available to students when the task is set. These standards should link back to subject and course learning outcomes.

(9) Assessments and the provision of associated assessment resources (e.g., guides, annotated examples, rubrics etc.) help to scaffold students' development of academic literacies (including critical thinking, reflection, and communication and English skills) and supports self-regulated learning.

Assessment feedback supports student learning

(10) Constructive feedback informs students about their current level of achievement and supports future learning.

(11) Timely feedback requires that tasks are scheduled to allow sufficient opportunity for students to put feedback into practice.

(12) Early low stakes formative assessment tasks, particularly for students in their first session of study, allow for the practicing of skills and the provision of feedback that helps to identify students' needs and can assist with identifying and supporting at-risk students.

Assessment upholds academic integrity

(13) Assessment tasks are designed to support the development of academic integrity literacy skills and to minimise opportunities for academic misconduct, in accordance with the [Academic Integrity Policy](#).

(14) Staff take reasonable steps to ensure the authenticity of students' work. Such steps may involve enabling student submission through approved detection software, confirmation checks, or other similar processes consistent with the discipline. It is important that such processes and technologies are institutionally supported and ethical in accord with associated privacy and data policies (e.g. staff are not permitted to upload student work to third party tools including GenAI or misconduct detection software).

(15) Exams and written assessment tasks differ materially from any previous assessment task used in the subject over a two-year period unless restricted by accreditation requirements or where the assessment task does not lead to the same outputs.

(16) Key assessments that assure course and subject learning outcomes are secured against possible breaches of academic integrity in order to provide assurance that students awarded the qualification have achieved the course learning outcomes. This may include, but is not limited to, restricting the use of Generative AI or limiting the weighting of open book or non-invigilated assessment tasks.

Assessment provides for the ethical use of artificial intelligence technology

(17) Assessment and learning experiences equip students to participate ethically and actively in a society pervaded with technologies such as generative artificial intelligence (GenAI).

(18) The use of technologies to produce text and other media as part of a student's work submitted for assessment (or part of the process of developing such work) is thoughtfully supported and/or limited and, where allowed, clearly and openly acknowledged and directed.

(19) Forming judgements about student learning in a time of evolving digital technologies (i.e. GenAI) requires multiple, inclusive and contextualised and educative approach to assessment and academic integrity.

(20) Assessment tasks that integrate the use GenAI should provide opportunities for students to produce work that reflects critical thinking, judgement, ethical decision-making and reflection on the process.

Assessment is authentic, inclusive and equitable

(21) Assessment provides opportunities for students to engage in tasks that enable them to demonstrate the application of relevant knowledge and skills to 'real-world' scenarios.

(22) Assessment tasks are designed to be accessible and inclusive. This can include using a variety of assessment methods, building in flexibility in accordance with Universal Design for Learning (UDL) principles or offering reasonable adjustments to students with an Access Plan (as outlined in section 6).

(23) Inclusive assessment design considers the diversity of the student body and avoids inadvertent exclusions or disadvantages to any student sub-group.

Assessment is balanced, aligned and assures learning

(24) Assessment types are mixed with a balance between formative assessment (designed to engage students in opportunities to apply knowledge and skills and gain feedback) and summative assessment (designed to confirm achievement of learning outcomes). A range of diverse assessment formats/modes is utilised where professional accreditation requirements allow.

(25) Assessment tasks are designed to ensure an explicit alignment between subject and course learning outcomes and professional accreditation standards (where applicable) to form a coherent course of study.

(26) Course assessment is designed to ensure a logical progression with increasing complexity in the assessment tasks that are appropriate to the level of the course. Assessment tasks early in a course will introduce students to important assessment skills and literacies.

Assessment is standards-based and quality assured

(27) Assessment is designed and applied with reference to set criteria and standards. The criteria are drawn from the learning outcomes, are made available to students, and guide the grading of student performance. The standards reflect the level of attainment of the criteria in line with the grade descriptors defined in this Policy.

(28) Assessment fairly and reliably validates student attainment of the learning outcomes.

(29) Quality assurance processes (including moderation and peer review) are applied to ensure the appropriateness and quality of assessment meets the standards required by the University and fosters a culture of continuous improvement.

Section 4 - Assessment Design

(30) Assessment tasks will be designed to support student learning and in accordance with the principles set under Section 3 above and in accordance with the [Course Design Procedures](#).

(31) Each course has an early assessment task within the course that will be used to identify students at risk due to limited English language proficiency in accordance with the [English Language Policy](#).

(32) Assessment tasks will have a weighting appropriate to the time and effort required to complete and provide feedback on the task.

(33) The assessment pattern for a subject (other than a research, capstone, or placement subject) is as follows:

- a. the maximum weighting for an assessment task is 60% of the total marks for the subject, except for 100 level subjects where the maximum assessment task weighting is 50%;
- b. the maximum weighting for group-based assessment is normally 40% of the total marks for the subject. Where there are subject learning outcomes specifically tailored for group assessment that spans across the duration of the subject, the maximum weighting can be increased to 50%.

(34) Where exceptional educational circumstances can be demonstrated, the Subject Coordinator may seek the approval of the Head of School for exemption from the requirements detailed at clause 33 above.

Assessment Design and use of generative artificial intelligence

(35) The Subject Coordinator will determine where and how generative artificial intelligence can be used in a subject, an assessment task or part of an assessment task.

(36) All specifications of use must be clearly stated in the Subject Outline or required section of the learning management system. For end of session exams, quizzes or final assessments, this information must be made available to students no later than four weeks before the exam or assessment task due date.

(37) Where the Subject Coordinator indicates that GenAI use is allowed, then GenAI must be used responsibly, be clearly documented and appropriately acknowledged.

(38) Where the Subject Coordinator specifies that Gen AI is not allowed, the educational reasoning for the decision must be briefly explained.

Section 5 - Group Assessment

(39) Group-based assessment (group work) must be assessed by means that allow the contribution of each member of the group to be determined and supported by resources and learning experience that scaffold group work skills and academic literacies.

(40) Group work will provide opportunities for students to reflect on the group process and their contributions and student responsibilities. Processes must be put into place to address unequal participation or conflicts within the group.

(41) Consideration will be given to group formations that promote diversity and inclusiveness as far as practicable.

Section 6 - Alternative Assessment Arrangements

(42) Reasonable and appropriate adjustments to assessments (including examination conditions where necessary) will be made for students with an approved Access Plan.

(43) Such adjustments or alternative assessment arrangements will take account of the circumstances of the student and the requirements of the subject.

(44) In providing alternative assessment arrangements, factors that are considered include:

- a. the nature of the student's educational disadvantage or particular needs;
- b. the inherent requirements and any constraints of particular assessment tasks, for example core participation requirements; and
- c. the need to assure the student has met the learning outcomes for the particular subject or course.

(45) If the Subject Coordinator determines it is not feasible to implement the recommended reasonable adjustments, they will liaise with the Student Accessibility and Inclusion Team to identify an alternate adjustment that meets the subject requirements.

Section 7 - Attendance and Participation

Requirements

(46) Compulsory or minimum levels of attendance may be prescribed for any subject in which attendance is integral to the achievement of the learning outcomes for the subject, for example for a practical, laboratory or skills-based class.

(47) Where attendance requirements are set for a subject or task, attendance records must be kept and the attendance requirements must be clearly stated in the Subject Outline, together with the reasons why attendance is required, the consequences of not meeting those requirements and the procedures to be followed should a student fail to attend any required class due to illness and/or personal circumstances beyond their control.

(48) Marks cannot be awarded for attendance alone.

(49) Marks may be awarded for participation, for example in tutorial discussions, provided the criteria for grading is clearly set out in the Subject Outline.

Section 8 - Hurdle Assessments

(50) A hurdle assessment is an assessment task that mandates a minimum level of performance as a requirement for passing the subject. For example, achievement of a pass grade or above in a skills-based assessment or a final examination.

(51) A subject may include a hurdle assessment where:

- a. this is necessary to ensure students can do something safely or where this is necessary to meet professional accreditation or registration requirements;
- b. the assessment is the last assessment task in a subject to assess whether students have achieved the subject learning outcome(s); or
- c. the use of a hurdle assessment for a reason other than those listed above is approved by the Head of School.

(52) The use of and consequence of not meeting a hurdle requirement will be made explicit to students in the Subject Outline. The consequence of not meeting a hurdle requirement on grading is set out in the [Finalisation of Student Results Policy](#).

Section 9 - Inherent Requirements

(53) Some subjects or courses may prescribe inherent requirements, that is, essential components that demonstrate the knowledge and skills required to achieve the core learning outcomes for the subject or course. Inherent requirements are specific to the particular course and may be related to ethical conduct or fine motor skills or sensory ability.

(54) Any inherent requirement associated with a course or subject will be made explicit in course materials so that students are made aware of these requirements prior to their enrolment.

Section 10 - Submission of Assessment Items

(55) The Subject Coordinator will ensure that at the start of each teaching period, the Subject Outline clearly states the dates, times and means of submission of all assessment tasks for the Subject.

(56) Assessment task due dates cannot fall during the study recess period or gazetted public holiday, except with the

prior approval of the Head of School.

(57) For submitted written tasks, an appropriate receipting process will be in place for assessment tasks, regardless of the mode of submission, in order to safeguard against claims of non-receipt and non-return.

Section 11 - Late Submission of Assessment Tasks

(58) Students who do not meet the specified deadline for an assessment task and do not have an approved extension, will be penalised as set out below.

(59) A maximum penalty of five percentage points of the total possible marks will be applied per day from the submission due date, for up to a maximum of seven calendar days. In the absence of an approved extension, tasks that are not submitted within the maximum number of additional late days will receive a mark of zero.

(60) Penalties for late submission are to be applied consistently and equitably to all students enrolled in the subject. Where short-term, serious and unavoidable circumstances have affected a student's ability to submit an assessment task, a student must submit a formal application for academic consideration in accordance with the [Student Academic Consideration Policy](#).

(61) Students with an approved extension who fail to submit the assessment task by the extended deadline, will be penalised as set out under Clause 59.

(62) Where a Subject Coordinator nominates a date beyond which they will no longer accept a late assessment submission, this will be clearly stated in the Subject Outline.

Section 12 - Final Examinations

(63) The following provisions apply to all final examinations that are scheduled by the central examinations team.

(64) These provisions should also be applied, as far as possible, to all other examinations at UOW that are managed by a Faculty, School or other unit.

Preparation of Exam Scripts

(65) The Subject Coordinator is responsible for ensuring that the final examination script and marking scheme are developed and made available in accordance with the requirements set out in the [Examination Procedure](#).

(66) Preparation of a back-up examination script: Two examination scripts must be available for each subject, one of which is for use where a deferred exam sitting is required either via special consideration or where a breach in the integrity of the first assessment occurs, necessitating a further sitting.

Scheduling of Final Examinations

(67) All final examinations are held in the official examination period following each period of study. Dates are published in the annual academic calendar.

(68) Final examinations will be scheduled between Monday to Saturday throughout the examination period and will not be held on a gazetted public holiday.

(69) Final examination periods will be preceded by an official study recess of five working days duration during which there will be no formal teaching, see clause 56, and no final examinations.

Final Examinations Timetables

- (70) The central examinations team set final examination timetables in consultation with Faculties and Schools.
- (71) Final examination timetables are published to students via Student Online Services (SOLS).
- (72) Once a final examination timetable has been published, it will only be changed for significant, unavoidable reasons as approved by the Deputy Vice-Chancellor Academic and Student Life (DVCA).
- (73) Final examination timetables will specify the time, date, duration, campus, venue, mode, and permitted materials for each examination that will be conducted.
- (74) Students are required to consult final examination timetables and follow instructions.
- (75) University staff members are not permitted to verbally provide the details of a student's final examination to a student. Information will be provided in writing via SOLS.
- (76) Where a student considers that they have a serious individual scheduling difficulty with the final examination timetable, the student may request that alternative arrangements be made in accordance with the [Examination Procedure](#).
- (77) Misreading or misinterpretation of the final examination timetable will not be accepted as an excuse for failing to attend an examination. Students who fail to attend a final examination because they misread the timetable or accepted incorrect information from another person are not entitled to sit the examination at another time and are not entitled to any other concession.

Conduct in Final Examinations

- (78) Provisions governing student conduct in final examinations are set out in the [Examination Procedure](#).
- (79) General and academic misconduct by a student during a final examination will be dealt with in accordance with the [Student Conduct Rules](#), [Academic Misconduct \(Coursework\) Procedures](#) and the [Examination Procedure](#).

Section 13 - Feedback on Assessment Tasks

- (80) In accordance with the Assessment Feedback Principles, constructive and timely feedback will be provided to students to enable them to build on their positive achievements and have a clear sense of what they need to do to improve their performance when undertaking subsequent assessment tasks.
- (81) Students will receive feedback on performance in all assessment tasks with the exception of a final examination.
- (82) Following the declaration of a final mark and grade for the subject, students have the right to obtain their final examination marks from the Subject Coordinator and to view and discuss their performance with the Subject Coordinator or, if not available, the Head of Academic Unit or nominee. Such requests should be made as soon as possible but no more than 20 days from the release of results.
- (83) Students will be provided with individual feedback on individually submitted work within 15 working days of the assessment due date.
- (84) For quizzes, feedback must be provided as either individual or general feedback to the entire cohort to enable student learning. For online quizzes, Subject Coordinators are encouraged to utilise the feedback tools available in the Learning Management System. To strengthen the academic integrity of the assessment, results and feedback must not be released until after the quiz has closed.

(85) Students in 100 level undergraduate subjects and level 800 postgraduate subjects can expect to receive descriptive feedback (in addition to the provision of a numerical grade if graded) on at least one assessment activity by the census date for the session in which the subject is delivered to help guide future progress.

(86) All students can expect to receive feedback on at least one graded assessment task prior to the deadline for students to withdraw from a subject without academic penalty (week 9 in a standard session or week 6 in a trimester).

(87) Students will receive progressive feedback on assessments that require a significant body of work (e.g. portfolio or research project or thesis).

(88) In a subject where a final examination is set, all assessment tasks that relate to the subject matter included in the final examination will be marked and made available to students prior to the start of the examination period.

(89) Students requesting a review of mark should refer to the process set out in Section 17 and also note the time limits to submit a formal review request as outlined in the [Procedures for the Review of Marks or Grades and other Academic Decisions \(Coursework\)](#).

Section 14 - Marking and Recording of Student Marks

(90) Except in subjects where grades of unsatisfactory and satisfactory are used, assessment tasks must be awarded a numerical mark.

(91) Marks for each assessment item must be entered into Student Management Package (SMP) or Moodle (from which marks are required to be imported into SMP) at or before the time the mark is provided to the student, in order to:

- a. enable real-time review and analysis of student performance, which is undertaken in order to support student engagement and progress; and
- b. ensure a central record is maintained, in accordance with Section 19 of this Policy.

(92) Unless otherwise approved by the delegated authority, the overall mark for each student in a subject will be determined on the scale of 0 to 100% by the methods set out in the Subject Outline.

(93) Any additional documentation used to determine student results (such as spreadsheets) must be stored in the University's network drive so that they are included in periodic IT back up exercises.

(94) Student marks must be stored using internal UOW systems. Student marks, or other information pertaining to student academic activities and performance must not be distributed to third party services for management and/or storage.

Section 15 - Deferred Assessment

(95) A deferred assessment can only be granted as a result of an approved Academic Consideration application or Access Plan.

(96) Eligibility for a deferred assessment will be assessed in accordance with the [Student Academic Consideration Policy](#).

(97) Deferred assessment includes in-session or end-of-session assignments and examinations and can be

administered by the faculty or centrally.

(98) For further information on deferred assessments refer to the [Supplementary Assessment Procedure](#).

Section 16 - Supplementary Assessment

(99) Supplementary assessment is designed to provide eligible students with an additional opportunity to demonstrate that they have achieved the learning outcomes of the subject.

(100) A supplementary assessment may not be possible in all subjects, if this is the case it will be noted in the Subject Outline.

(101) A supplementary assessment will be offered to a student who:

- a. receives a Fail grade for a subject with a composite mark of 48 or 49;
- b. obtains an assessment mark within 5% of the required hurdle threshold of that assessment and who has a subject composite mark of 50 or more;
- c. is due to graduate at the end of the semester/trimester and who has not passed one or more final subjects (refer Table 1 below).

(102) Students on composite marks of 45 to 47, or who do not obtain within 5% of the required hurdle threshold, may be considered for an offer of supplementary assessment at the recommendation of the Subject Coordinator on endorsement by the School Assessment Committee. This is set out in Table 1 below.

Table 1: Supplementary Assessment determinations

Grade	Composite Mark	Hurdle Mark (if applicable)	Supplementary
F	48-49	Pass	Will be offered
TF	Pass (≥ 50)	Fail but within 5% of hurdle threshold	Will be offered
F	45-47	Pass	May be offered
TF	Pass (≥ 50)	Fail and not within 5% of hurdle threshold	May be offered

(103) Students eligible for supplementary assessment may be denied the offer of a supplementary assessment where:

- a. it is not practically feasible for the task to be re-attempted, either in whole or in part and this has been communicated to students in the subject outline;
- b. the student has more than one outstanding assessment task;
- c. the student has not satisfied the compulsory attendance requirements for the subject;
- d. there is no suitable alternative assessment (e.g., group work or final Honours subject);
- e. accreditation or professional certification requirements prohibit this;
- f. where the student cannot achieve a passing mark in the subject, even with an additional assessment, due to having extremely low results in all other assessment tasks; or
- g. the student has incurred a misconduct penalty (poor academic practice excluded) for an assessment task and the mark penalty has resulted in the student's composite mark of 48 or 49 or a TF.

(104) Where an eligible student as defined by clause 101 is denied an offer of a supplementary assessment, the rationale should be recorded in SMP or School Assessment Committee Minutes and must be endorsed by the Head of Academic Unit, School Assessment Committee Chair or Associate Dean (Education).

(105) Where a student fails to attend and/or to complete and submit a supplementary assessment, no further opportunities will be provided, unless under exceptional circumstances as outlined in the [Student Academic Consideration Policy](#).

(106) The following provisions apply to the mark and/or grade a student receives as a result of undertaking a supplementary assessment:

- a. where a student achieves a composite mark of 50 or more for the subject, the student will receive a mark of 50 for the subject and a grade of Pass Supplementary (PS);
- b. where a student achieves a composite mark of less than 50 for the subject, the student will receive their original mark and a grade of Fail; and
- c. Where a student gains a composite mark of 50 or more for the subject but does not meet a specified level in the supplementary assessment task required to pass the subject, the student will receive a Technical Fail.

(107) Further information on the form, timing and outcome of supplementary assessment is provided in the [Supplementary and Deferred Assessment Procedure](#).

Section 17 - Student Requests for Review of Mark

(108) Where a student has a concern that their assessment has not been marked in accordance with the marking criteria or assessment requirements as specified in the Subject Outline, or that their mark may have been calculated incorrectly, they are encouraged to discuss the matter with their teacher or Subject Coordinator. Students will be made aware they have 10 working days from the date they were first provided with a mark or grade to submit a formal request for review if they believe their issue has not been resolved in the informal stage.

(109) The Subject Coordinator will determine the most appropriate course of action if they believe the original marker did not properly apply the criteria and standards applicable to the assessment.

(110) Where a re-mark is to be undertaken, a blind marking process is recommended where feasible to ensure the independence of the remarking.

- a. blind marking: where the mark awarded and all comments from the previous marker are removed before the assessment is re-marked. Preferably, a copy of the original submitted assessment task should be provided.
- b. second marking (also referred to as double marking): where a second marker assesses the work and has access to the first marker's comments and the marks awarded.

(111) Where a re-mark is undertaken, students should be informed that the resulting mark may remain the same or be higher or lower than the original mark.

(112) Where the assessment task has a performance, practical or clinical skills component, the matter should be referred to the relevant Head of School or Academic Program Director for review and to plan action.

(113) If the Subject Coordinator does not agree that a re-mark is justified, the student will be advised that the assessment task will not be re-marked. The student should be made aware of the provisions for lodging a formal appeal against this decision in accordance with the [Review and Appeal of Academic Decisions Policy](#).

Section 18 - Quality Assurance of Assessment

(114) Quality assurance of assessment provides a level of assurance that assessment practices across the University are appropriate, consistent and fair.

(115) Quality assurance activities are designed to contribute to the continuous improvement of assessment practices and to the sharing and development of good practice among colleagues and with students.

(116) Such quality assurance activities encompass the design of the assessment tasks for a subject, the marking of individual assessment tasks, the finalisation of subject marks and grades and the review of the subject prior to subsequent delivery.

(117) Subject Coordinators will work collaboratively with their teaching team to ensure an approved method for ensuring comparability of assessment is adopted when assessing student work. Further guidance is provided in the Good Practice Assessment Guidelines.

(118) Subject Coordinators will work collaboratively with their Academic Program Director/Discipline Leader to ensure that:

- a. assessment in their subject meets the required standard and complies with this Policy;
- b. all assessments and rubrics are reviewed and revised for each offering of the subject;
- c. questions used in quizzes, mid-session and final examinations are checked;
- d. final subject marks are checked and approved in accordance with the [Finalisation of Student Results Policy](#); and
- e. learning activities and assessments are mapped and aligned to support students' development of literacies and skills needed to achieve assessment outcomes.

(119) As part of the continuous quality improvement process, the means of assessment for courses and subjects are reviewed during major course reviews in accordance with the [Course Monitoring and Review Procedures](#).

Section 19 - Retention of Assessment Records

(120) The student assessment work and associated grades are regarded as a student's personal information. As such, the assessment records must be handled in accordance with the University [Privacy Policy](#) and the [Privacy and Personal Information Protection Act 1998](#).

(121) Staff should refer to the University's Information Compliance Unit SharePoint site [Information Sheets - Retention Requirements](#). The [Student Progression Retention Requirements Information Sheet](#) provides guidance on records relating to the management of student attendance for teaching and assessment activities such as examinations, assessment activities, classes, tutorials and laboratory sessions. The [Student Results & Graduation Retention Requirements Information Sheet](#) provides guidance on records related to student examinations, assessment records and determination of final results/grades.

Section 20 - Roles and Responsibilities

(122) It is the responsibility of students to:

- a. familiarise themselves and comply with assessment information, including the criteria and standards for assessment, as well as this Policy and the supporting procedures.
- b. seek clarification if unsure about the requirements for assessment.
- c. undertake assessment tasks with integrity and act in accordance with the [Academic Integrity Policy](#).
- d. submit assessment items by the due date and, where possible, retain an electronic copy of the submitted item.
- e. take full responsibility for the content of any work submitted for assessment. Student work should be totally independent and AI tools should only be used where allowed, and appropriately acknowledged.
- f. engage with feedback processes and other formative assessment activities to support their learning.

g. conduct themselves in examinations in accordance with this Policy and the supporting [Examination Procedure](#).

(123) It is the responsibility of Subject Coordinators and, where relevant, teaching staff to:

- a. ensure that the principles specified in this Policy are applied in the subjects for which they are responsible.
- b. publish all assessment information in accordance with the requirements of the [Teaching and Assessment: Subject Delivery Policy](#).
- c. ensure that assessment information is accurate and consistent across all sources.
- d. for a Group Assessment task, ensure that each student can participate in, and contribute meaningfully to the assessment task, and mechanisms are in place that facilitates the respectful and timely resolution of group conflicts.
- e. ensure that timely and constructive feedback is provided to students by the timelines identified for marking.
- f. ensure that those undertaking marking have the appropriate qualifications, experience, skill and knowledge to assess student achievement and are supported in the development of these skills.
- g. moderate assessment marks where multiple markers are involved.
- h. actively monitor student submissions for breaches of Academic Integrity and oversee the provision of academic literacies support with regards to academic integrity.
- i. ensure that the marks awarded for each assessment item and the final grade of a student are in accordance with the UOW Grade Descriptors set out in Schedule 1.
- j. ensure that results are accurately recorded and recommend final grades to the School Assessment Committee.
- k. engage with students to pursue informal resolution to resolve concerns about assessment items, feedback and marking in accordance with this Policy and the [Review and Appeal of Academic Decisions Policy](#).
- l. recommend alternate time frames for assessment task extensions where applicable, in accordance with the [Student Academic Consideration Policy](#).

Section 21 - Schedule 1 - UOW Grade Descriptors

(124) The UOW Grade Descriptors describe student performance at each of the University's grade levels and must be communicated to students in the Subject Outline.

- a. Staff should refer to the UOW Grade Descriptors prospectively when designing assessment tasks and marking criteria and when marking assessments, including using them as a basis for crafting marking rubrics; and
- b. retrospectively when undertaking benchmarking and review of marking and grading.

(125) The UOW Grade Descriptors also provide a frame of reference for moderation of assessment activities, especially within teaching teams, to ensure that assessment practice across the University is appropriate, consistent and fair.

Grade	Mark (%)	Descriptor
High Distinction HD	85-100	A high distinction grade (HD) is awarded for performance that provides evidence of an outstanding level of attainment of the relevant subject learning outcomes, demonstrating the attributes of a distinction grade plus (as applicable) one or more of the following: 1. consistent evidence of deep and critical understanding; 2. substantial originality and insight in identifying, generating and communicating competing arguments, perspectives or problem-solving approaches; 3. critical evaluation of problems, their solutions and their implications; 4. use of quantitative analysis of data as the basis for deep and thoughtful judgments, drawing insightful, carefully qualified conclusions from this work; 5. creativity in application as appropriate to the discipline; 6. eloquent and sophisticated communication of information and ideas in terms of the conventions of the discipline; 7. consistent application of appropriate skills, techniques and methods with outstanding levels of precision and accuracy; 8. all or almost all answers correct, very few or none incorrect.
Distinction D	75-84	A distinction grade (D) is awarded for performance that provides evidence of a superior level of attainment of the relevant subject learning outcomes, demonstrating the attributes of a credit grade plus (as applicable) one or more of the following: 1. evidence of integration and evaluation of critical ideas, principles, concepts and/or theories; 2. distinctive insight and ability in applying relevant skills, techniques, methods and/or concepts; 3. demonstration of frequent originality in defining and analysing issues or problems and providing solutions; 4. fluent and thorough communication of information and ideas in terms of the conventions of the discipline; 5. frequent application of appropriate skills, techniques and methods with superior levels of precision and accuracy; 6. most answers correct, few incorrect.
Credit C	65-74	A credit grade (C) is awarded for performance that provides evidence of a high level of attainment of the relevant subject learning outcomes, demonstrating the attributes of a pass grade plus (as applicable) one or more of the following: 1. evidence of learning that goes beyond replication of content knowledge or skills; 2. demonstration of solid understanding of fundamental concepts in the field of study; 3. demonstration of the ability to apply these concepts in a variety of contexts; 4. use of convincing arguments with appropriate coherent and logical reasoning; 5. clear communication of information and ideas in terms of the conventions of the discipline; 6. regular application of appropriate skills, techniques and methods with high levels of precision and accuracy; 7. many answers correct, some incorrect.
Pass P	50-64	A pass grade (P) is awarded for performance that provides evidence of a satisfactory level attainment of the relevant subject learning outcomes, demonstrating (as applicable) one or more of the following: 1. knowledge, understanding and application of fundamental concepts of the field of study; 2. use of routine arguments with acceptable reasoning; 3. adequate communication of information and ideas in terms of the conventions of the discipline; 4. ability to apply appropriate skills, techniques and methods with satisfactory levels of precision and accuracy; 5. a combination of correct and incorrect answers.
Fail F	~ <50	A fail grade (F) is given for performance that does not provide sufficient evidence of attainment of the relevant subject learning outcomes.
Technical Fail TF		A technical fail (TF) grade is given when minimum performance level requirements for at least one assessment item in the subject as a whole has not been met despite the student achieving at least a satisfactory level of attainment of the subject learning outcomes.
Satisfactory S		A satisfactory grade (S) is awarded for performance that demonstrates a satisfactory level of attainment of the relevant subject learning outcomes.
Unsatisfactory U		An unsatisfactory grade (U) is awarded for performance that demonstrates an unsatisfactory level of attainment of the relevant subject learning outcomes.

Grade	Mark (%)	Descriptor
Excellent E		An excellent grade (E) may be awarded, instead of a satisfactory grade (S), within subjects from the School of Medicine that have been completed with a consistent pattern of high standard of performance in all aspects of the subject.

Section 22 - Definitions

(126) The following definitions apply to the Assessment and Feedback Policy.

Term	Definition
Assessment	An activity to foster learning and to help academics and students to gauge levels of achievement. It may be formative or summative and may be graded or ungraded.
Assessment task	An activity that a student is required to complete to provide a basis for an official record of achievement or certification of competence in a subject (e.g. examination, test, take-home examination, quiz, assignment, essay, laboratory report, demonstration, folio of creative work, performance, written or oral presentation, participation).
Constructive Feedback	As well as highlighting the strengths and weaknesses of a given piece of work, it should set out ways in which the student can improve the work.
Course	A program of study consisting of a subject or combination of subjects and other requirements as specified in the relevant course structure that leads to a higher education award.
Formative assessment	A task that may or may not be graded and that involves students applying knowledge and skills and on which students obtain timely and constructive feedback in order to support their continuous development.
Group-based assessment	An assessment task which involves two or more students contributing to an assessment task.
Hurdle Task	An assessment task that requires a minimum level of performance to pass a subject.
Inherent Requirements	Inherent requirements are the essential components of a subject or course that demonstrate the abilities, knowledge and skills required to achieve the core learning outcomes of the subject or course. A number of courses (e.g. Nursing) have inherent requirements relating to, for example, mobility that must be met in order for a student to be admitted to, and progress in, the course.
Moderation	A quality assurance process by which an individual or group confirms that assessment is undertaken appropriately, consistently and fairly. Moderation activities include: <ol style="list-style-type: none"> 1. Reviewing and approving assessment requirements as detailed in the Subject Outline; 2. Reviewing and approving examination papers (if required); 3. Reviewing assessment rubrics for assessment tasks; 4. Establishing detailed marking criteria for assessment tasks; 5. Reviewing marked assessment scripts to ensure that scripts have been assessed appropriately, consistently and fairly; 6. Reviewing the performance of students including the distribution of marks and grades within a subject; 7. Undertaking external benchmarking to verify that assessment practice at UOW is consistent with that of other higher education providers.
Reasonable adjustment	An adjustment is reasonable in relation to a student with a disability if it balances the interests of all parties affected.
Rubric	The device with a set of descriptors which provides information on the criteria on which student work will be judged and the standards against which that work will be assessed.
Session	A period in which subjects may be offered, such as Autumn, Spring and Trimesters.
Student	A person registered for a course.
Subject Outline	The document in hard copy or electronic format governing content, delivery and assessment of material for a subject.
Summative assessment	Assessment of learning for the purposes of assuring progress at key points in the course or for the purpose of warranting/confirming that learning outcomes have been met.

Term	Definition
Timely Feedback	Give feedback while the assessed work is still fresh in a student's mind, before the student moves on to subsequent tasks.
Working day	A working day according to the ordinary hours of business of the University of Wollongong.

Status and Details

Status	Current
Effective Date	31st December 2024
Review Date	31st December 2027
Approval Authority	Vice-Chancellor and President
Approval Date	12th August 2024
Expiry Date	Not Applicable
Responsible Executive	Sue Bennett Deputy Vice-Chancellor and Vice-President (Academic and Student Life)
Responsible Officer	Dominic Riordan Director, Academic Quality and Standards
Enquiries Contact	Academic Quality and Standards Division