Assessment Procedure

1 Purpose

To implement the University's Assessment Policy by detailing operational activities and assigning responsibilities.

2 Scope

This Procedure applies to all Assessment in all Courses and Coursework Programs (including higher degree Courses) delivered by or on behalf of the University.

This Procedure does not apply to the Assessment of the research components of Higher Degree by Research (HDR) Programs. See the Research Policy and the Higher Doctorates Procedure for the Assessment of the research components of HDR Programs.

3 Procedure Overview

This Procedure sets out the practices and processes for Assessment in Coursework Programs at the University. Roles and responsibilities regarding this Procedure are summarised in the Assessment and Grades - Roles and Responsibilities Schedule.

This Procedure aligns with the:

- *Higher Education Standards Framework (Threshold Standards) 2021:* Standard 1.4 Learning Outcomes and Assessment

3.1 Exemption and variation

An exemption from, or variation to, any aspect of the Procedure will require endorsement by the relevant executive and approval by the Dean (Learning and Teaching Futures). Any request must be supported by a sound argument that is consistent with the principles set out in the Assessment Policy.

Students will be informed of any approved exemption from, or variation to, this Procedure in the Course Specification.

4 Procedures

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4.1 Assessment design

Assessment design is directed by the principles set out in the Assessment Policy. It considers program and Course requirements. Program level Assessment design is addressed by the Coursework Curriculum Design Policy.

Assessment is designed so that Students can demonstrate the achievement of Course Learning Outcomes and are supported in achieving those outcomes. All Assessment Items will meet the parameters set out in the Assessment Types Schedule and the Assessment Pattern Schedule.

Program Learning Outcomes, Course Learning Outcomes, teaching and learning activities and Assessment are constructively aligned, and Assessments and their related teaching and learning activities are mapped against the Course Learning Outcomes. Assessment Items in a Course are reviewed regularly and moderated.

Assessment Items are designed to minimise the risk to Academic Integrity. The Student Academic Integrity Policy details the University's requirements regarding Academic Integrity.

4.2 Communication

Assessment Item information will be accurate, relevant, timely, and capable of supporting Students to plan, draft, review, finalise and submit Assessment artefacts. This includes information about how feedback will be provided and how Marks will be allocated.

High level Assessment Item information is published in the Course Specifications. This includes the Assessment Type and Weighting of the Assessment Item, as well as other relevant information as outlined in the Assessment Types Schedule. Course Specifications also document the relationship between each Assessment Item and the Course Learning Outcomes.

Detailed information is published by the end of week one of the Study Period under the Assessment page on StudyDesk for each Assessment Item in the Course. This includes a task sheet and an Assessment Rubric.

Once Assessment Item information has been published and the Study Period has commenced, changes may only be made in exceptional circumstances and require approval.

4.2.1 Task sheets

The Assessment Item task sheet summarises key information for each Assessment Item. The task sheet includes:

1. an explicit statement of the Course Learning Outcomes that the Assessment Item addresses;

2. an explanation of the scope and relevance of the Assessment Item to knowledge, skills and theory, and their application;

3. contextual information (e.g., case study or other background) if applicable;

4. clear, comprehensive, and succinct instructions for the task, including submission requirements; and

5. an explicit statement that contextualises Academic Misconduct.

4.2.2 Assessment Rubrics

An Assessment Rubric is an explicit set of criteria that describes how artefacts are addressed. Rubrics clarify the standards required for performance at each level for Markers and Students.

Assessment Rubrics are used for all Assessment Items.

4.2.3 Clarification and support

A Student may ask questions, seek clarification, or request an interpretation of any aspect of an Assessment Item. Students who are uncertain about the requirements of an Assessment Item should contact the Course Coordinator so that any issues can be clarified.

To ensure fairness and transparency in the Assessment process, where clarification and support has been provided to a Student and the feedback is relevant to all Students in the cohort, it will be communicated through a StudyDesk forum post. Feedback will be de-identified.

4.2.4 Corrections

Corrections to published task sheets require approval as set out in the Assessment and Grades - Roles and Responsibilities Schedule.

A strategy must be implemented to ensure that Students are not disadvantaged where they may have commenced work on the Assessment Item.

All Students are notified of any changes as soon as practicable. Details are communicated via StudyDesk.

Corrections are made across all sources including Course Specifications, where applicable, to ensure that the information is consistent.

4.3 Submission of Assessment Items

4.3.1 Timely submission

Students are expected to submit Assessment Items by the published due date. Should circumstances prevent a Student from submitting by the published due date, the Student may apply for an extension. Extensions may prevent feedback from being received in time to be

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used in preparation for subsequent Assessment Items.

Extensions sought during the Study Period will not be granted after the Assessment Item's published due date except where a Student can provide evidence in accordance with the Assessment of Special Circumstances Procedure that it was not possible to submit a request prior to the published due date.

4.3.2 Short extension

The purpose of a short extension is to provide a three (3) Calendar Day extension to accommodate unexpected, short-term interruptions that impact the Student's ability to submit Assessment Items by the published due date. A short extension is only available once per Assessment Item and is applied to the published due date of the Assessment Item.

All applications must be submitted via the Student Centre by the Assessment Item's published due date. Applicants will receive approval of a short extension upon correct submission of the online form. The due date of the Assessment Item is extended by three (3) Calendar Days only, irrespective of whether the new due date is a University Business Day.

In consultation with the Course Coordinator, the Associate Head (Learning, Teaching and Student Success) may determine that for some Assessment Items, such as examinations, placements or non-replicable Assessment Items, or due to impacts associated with the release of marks or worked examples, late submission is not possible. If late submission of an Assessment Item in a Course is not an option, details must be clearly communicated to Students via StudyDesk at the start of the Study Period.

4.3.3 Long extension

The purpose of a long extension is to accommodate unexpected circumstances outside of the Student's control and which have a significant impact on the Student's ability to meet the Assessment Item's published due date. This may include factors such as a delayed Student placement or delays in receiving textbooks or learning materials. Other examples of Special Circumstances are listed in the Assessment of Special Circumstances Procedure.

A situation would not be treated as Special Circumstances when the circumstances are within the control of the Student or are to be expected in the normal course of the Student's study, work, family and social life. Examples of such circumstances are indicated in the Assessment of Special Circumstances Procedure.

A long extension request must be supported by relevant and acceptable documentary evidence. Examples of acceptable evidence are listed in the Assessment of Special Circumstances Procedure.

If a Student receives a short extension and then experiences Special Circumstances that provide grounds for a long extension for the same Assessment Item, they may apply for a long extension of up to seven (7) Calendar Days from the revised due date. The long extension request must be submitted prior to the revised due date of the Assessment Item except where a

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Student can provide evidence in accordance with the Assessment of Special Circumstances Procedure that it was not possible to submit a request prior to the revised due date.

Normally, the maximum long extension period is seven (7) Calendar Days however, where the Student can provide evidence in accordance with the Assessment of Special Circumstances Procedure that a longer extension is required, the relevant Associate Head (Learning, Teaching and Student Success) may choose to extend beyond seven (7) Calendar Days.

If the extension date is after the last teaching day of the Study Period, the Assessment Item will be considered a Deferred Assessment (see section 4.5).

The Associate Head (Learning, Teaching and Student Success) may determine that for some Assessment Items, such as examinations, placements or non-replicable Assessment Items, or due to impacts associated with the release of marks or worked examples, late submission is not possible, or a shorter extension period will apply. If late submission of an Assessment Item in a Course is not an option or a shorter extension period applies to the Assessment Item, details must be clearly communicated to Students via StudyDesk at the start of the Study Period. In these instances, Students can still apply for a Deferred Assessment under the Special Circumstances provision outlined above.

Decisions on the granting of an extension must be based on the principles of Procedural Fairness. The reason for the Decision must be documented and provided to the Student. Where the Student disagrees with the Decision, they may request a Stage 2 Review of Decision, in accordance with the Student Grievance Resolution Procedure. The request must be made within 10 University Business Days of the date of the Decision unless Special Circumstances apply.

4.3.4 Penalties for late submission

Assessment Items given marked Grades and submitted after the published due date without an approved extension or submitted after the revised due date where an extension has been granted, will incur a penalty of 5% of the Mark awarded to the Student, per Calendar Day late. For example, if the Student receives 35 marks out of a possible 50 marks for an Assessment Item that is submitted three (3) Calendar Days late, 15% of the Student's mark (3 days x 5% per day x 35 marks) will be deducted (5.25 marks).

Assessment Items submitted more than 10 Calendar Days after the published due date without an approved extension, or more than 10 Calendar Days after the revised due date where an extension has been granted, will receive a Mark of zero.

Assessment Items graded on a pass/fail basis will not incur a penalty but have maximum times allowed for submission. Assessment Items submitted after the Assessment Item due date or after the last day of the Study Period, whichever is the later, will receive a fail (F) Grade.

4.4 Reasonable adjustments

The University will provide Students with equitable opportunities to successfully complete their

Assessment Items. The Students with a Disability Policy and Procedure provides details on possible support and adjustments.

4.5 Deferred Assessment

A Student may be eligible for a Deferred Assessment where exceptional circumstances beyond their control have either significantly impacted their preparation and performance or prevented the Student from attempting or submitting an Assessment Item.

Students may request a Deferred Assessment via their Student centre. The application must be supported by documentary evidence. Requests are assessed in accordance with the Assessment of Special Circumstances Procedure and relevant Guidelines and administratively applied. Requests may be escalated to Associate Head (Learning, Teaching and Student Success) for approval, in consultation with the Course Coordinator.

Where an application is unsuccessful, Students may request a review of the Decision in accordance with section 4.4 of the Student Grievance Resolution Procedure.

Requests normally need to be submitted by the Assessment Item due date. Requests submitted after the Assessment Item due date are only accepted where a Student can provide evidence in accordance with the Assessment of Special Circumstances Procedure and relevant guidelines that it was not possible to submit a request prior to the Assessment Item due date.

If Students are offered a Deferred Assessment, they will be given at least two weeks' notice of the due date for the Deferred Assessment. In the case of examinations, Students will be notified at least one week prior to the Assessment period.

The Deferred Assessment will be equivalent, but may not be identical, to the original Assessment Item and will assess the same knowledge or skills.

Where a Student is granted a Deferred Assessment, they will receive a temporary Grade of Deferred Assessment (DA). Deferred Assessment is not available to a Student for an Assessment Item that has already been granted a Deferred Assessment.

Students will not be offered a Deferred Assessment if the Student will fail the Course irrespective of the outcome of the Deferred Assessment.

The Final Grade of a Student will be calculated using the Mark awarded for the Deferred Assessment.

4.6 Supplementary Assessment

A Supplementary Assessment is an exceptional, additional Assessment Item that is normally offered to a Student who has achieved a final Mark for the Course of at least 45% and less than 50%.

Students are not able to apply for Supplementary Assessment.

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If Students are offered a Supplementary Assessment, they will be given at least two weeks' notice of the due date of the Supplementary Assessment. In the case of examinations, Students will be notified at least one week prior to the Assessment period.

The Mark for the Supplementary Assessment will determine the Final Grade for the Course. Where Students are granted a Supplementary Assessment, they will:

1. receive a temporary Grade of Supplementary Assessment (SA); and
2. receive a Final Grade for the Course of pass (P) if they pass the Supplementary Assessment Item; or
3. receive a Final Grade for the Course of fail (F) if they do not pass or do not attempt the Supplementary Assessment Item.

4.7 Marking, grading and feedback

4.7.1 Marking

Assessment Rubrics are used to mark Assessment Items to ensure a consistent, fair and reliable process for all Students.

Where multiple markers grade the same Assessment Item, a moderation process is employed to ensure markers grade to the same standard.

An Assessment Item will not have a Mark less than zero awarded to any part of any component.

Markers will have the appropriate qualification, experience, knowledge and skill to assess Student achievement.

If an Assessment Item Mark is found by a Student to be incorrect due to a mathematical error in adding up the component Marks, the Course Coordinator will facilitate correction as soon as practicable after notification of the error by the Student.

4.7.2 Feedback

Feedback is provided for submitted Assessment Items. It is guided by the Assessment Rubric and is timely, constructive and specific.

Feedback and Marks are returned to Students as soon as practicable to ensure that feedback is received before subsequent or related Assessment Items are due. The Assessment Pattern Schedule provides specific timelines.

In the case of examinations, feedback will be a generalised statement to all Students about the collective performance of the cohort and will cover areas of high performance and overall Student performance.

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For a final Assessment Item where feedback does not inform the submission of subsequent or related Assessment Items, feedback will be provided no later than the Final Grades release date.

Normally, feedback will be released to Students through StudyDesk.

4.7.3 Grading

Grades in a Course are determined and awarded according to the Grades Procedure.

4.8 Grievances related to Assessment Item Marks

Assessment Items are an important part of education and concerns may arise. If a Student is able to demonstrate that the Marks awarded for an individual Assessment Item do not reflect their performance as measured against the Assessment Rubric, they may submit an Assessment Mark Recheck request. An Assessment Mark Recheck request is deemed to be equivalent to submitting a Stage 1 Formal Student Grievance, in accordance with section 4.3 of the Student Grievance Resolution Procedure.

The request must be made within 10 University Business Days of receiving the marked Assessment Item unless Special Circumstances apply (refer to the Assessment of Special Circumstances Procedure for guidance).

Students should note that an Assessment Mark Recheck may result in no change to the original Mark, or a higher or lower Mark than was originally awarded.

If a Student is dissatisfied with the outcome of the Assessment Mark Recheck, after they may request a Review of Final Grade for the Course after the publication of results, ensuring that the request meets at least one of the grounds set out in section 4.3.3 of the Grades Procedure.

If a Student does not receive their Assessment Item Mark until after the release of their Final Grade for the Course, they may submit a Review of Final Grade request, ensuring that it meets at least one of the grounds set out in section 4.3.3 of the Grades Procedure.

A Review of Final Grade request is deemed to be the equivalent of requesting a Stage 2 Review of Decision, in accordance with section 4.4 of the Student Grievance Resolution Procedure.

The request must be made within 10 University Business Days of notification of the publication of results unless Special Circumstances apply (refer to the Assessment of Special Circumstances Procedure for guidance).

4.9 Quality assurance

Assessment design and delivery are subject to quality assurance processes at the program and Course level.

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The primary characteristics of quality are that Assessment methods are consistent with the Learning Outcomes being assessed and that Students demonstrate Program Learning Outcomes through the Assessment at the Course level.

The Course team ensures that Assessment criteria are being correctly and consistently applied. The Course team confirms that Marks awarded for each Assessment Item and the Final Grades of Students are consistent with the Grade descriptors and the Course Learning Outcomes being assessed.

School committees review the Assessment in a Course for each offer before the Assessment information is published to Students. Assessment and Grade outcomes are evaluated after the Course has been delivered. The terms of reference of the committees determine the scope of work.

The Academic Division will apply quality assurance processes to review Assessment at the program level.

4.10 Assessment Item retention and disposal

Assessment Items and records relating to the marking, review, moderation and confirmation of results will be managed according to the Records and Information Management Procedure.

5 References

Nil.

6 Schedules

This procedure must be read in conjunction with its subordinate schedules as provided in the table below.

7 Procedure Information

Accountable Officer	Deputy Vice-Chancellor (Students and Education)
Responsible Officer	Dean (Learning and Teaching Futures)
Policy Type	University Procedure
Policy Suite	Assessment Policy
Subordinate Schedules	Assessment and Grades - Roles and Responsibilities Schedule Assessment Pattern Schedule Assessment Types Schedule

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	Class of Honours Schedule
Approved Date	2/1/2026
Effective Date	2/1/2026
Review Date	1/1/2028
Relevant Legislation	*Higher Education Support Act 2003* *National Code of Practice for Providers of Education and Training to Overseas Students 2018*
Policy Exceptions	Policy Exceptions Register
Related Policies	Student Academic Integrity Policy Student General Conduct Policy Student Grievance Resolution Policy Students with a Disability Policy and Procedure
Related Procedures	Assessment of Special Circumstances Procedure Credit and Recognition of Prior Learning Procedure Grades Procedure Records and Information Management Procedure Student Academic Misconduct Procedure Student Appeals Procedure Student Grievance Resolution Procedure Work Integrated Learning Activities Procedure
Related forms, publications and websites	Assessment Item Extension Request Form Applying for a Deferred Assessment Website Recheck of Assessment Marks Request Form Review of Final Grade Application Form
Definitions	**Terms defined in the Definitions Dictionary**
	Academic Integrity

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Academic Integrity means acting with the values of honesty, trust, fairness and respect in learning, teaching and Research. It is important for Students, academics, Researchers and all staff to act in an honest way, be responsible for their actions, and show fairness in every part of their work. Staff should be role models to Students. Academic Integrity is important for an individual's and an institution's reputation (EAIP, 2013).

Academic Misconduct

Academic Misconduct encompasses all behaviours, including doing as well as attempting to do, any of the acts, omissions or activities that constitute Academic Misconduct: involving the misrepresentation of academic achievement; or undermining the core values (honesty, trust, fairness and respect) of Academic Integrity; or breaching Academic Integrity; whether intentional or unintentional. Academic Misconduct includes, but is not limited to the following: Plagiarism and Self-plagiarism; using (including for Assessment or review) the work prepared by another person or software, including generative artificial intelligence, as their own without appropriate attribution; Collusion, such as any unauthorised collaboration in preparation or presentation of work, including knowingly allowing personal work to be copied by others; all forms of Cheating in examinations and other Assessment tasks; Contract Cheating; Promoting ways to breach Academic Integrity or using University resources to support others in breaching Academic Integrity; offering or accepting bribes (money or other favours), e.g. for Admission or for Marks/Grades; and fabrication or falsification of information or Student identity (TEQSA Guidance Note: Academic Integrity, Version 1.2, 28 March 2019).

Appeal

A formal, written request made by a Student or Employee to a higher authority to have a Decision overturned.

Assessment

The process of evaluating the extent to which Students have achieved the Learning Outcomes of a Course.

Assessment Item

An individual Assessment task as outlined in the Assessment schedule for a Course. Assessment Items may be formal, informal, Formative or Summative in nature.

Course

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A discrete element of a program, normally undertaken over a single Study Period, in which the Student enrols, and on completion of which the Student is awarded a grade.

Course Coordinator

Responsibilities of Course Coordinators include but are not limited to: Course planning, design and development Course Specifications and alignment with Program Learning Outcomes Assessment design, implementation and marking Course delivery and Student learning experiences by providing Student support leadership and guidance of teaching teams engagement with professional and accreditation bodies ensuring currency of disciplinary and content knowledge and expertise reflecting on evaluations for the purpose of quality enhancement of Courses.

Course Learning Outcomes

Course Learning Outcomes are the expression of the set of knowledge, skills and the application of the knowledge and skills a person has acquired and is able to demonstrate as a result of completing a Course.

Course Specification

A written specification of the objectives, content, assessment methods, and other relevant details of a Course.

Coursework

A method of teaching and learning that leads to the acquisition of skills and knowledge and does not include a major research component.

Decision

A determination made by an Employee, contractor or other authorised delegate in the course of their duties on behalf of the University.

Deferred Assessment

An Assessment Item offered by the Course Coordinator to Students where Special Circumstances have either significantly impacted their preparation and performance or prevented the Student from attempting or submitting an Assessment Item. In the situation where the Course Coordinator requires Students to submit an Assessment Item prior to the last date for submitting Final Grades for the Course, an extension should be granted rather than a deferral.

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Final Grade

A Final Grade is a code that normally represents the outcome of the Assessment of a Student's performance against the learning objectives of a Course but may reflect the outcome of an applicable administrative process.

Grade (noun)

A Grade is a code that indicates the status of the Assessment of Student performance against the Learning Outcomes of a Course.

Mark

An indication of mastery or non-mastery of an Assessment Item that takes the form of a numerical value.

Policy

A high level strategic directive that establishes a principle based approach on a subject. Policy is operationalised through Procedures that give instructions and set out processes to implement a Policy.

Procedure

An operational instruction that sets out the process to operationalise a Policy.

Program Learning Outcomes

Program Learning Outcomes are the expression of the set of knowledge, skills and the application of the knowledge and skills a person has acquired and is able to demonstrate as a result of completing a Program.

Special Circumstances

Matters which are, in most cases, beyond the control of the Student and which will impact their capacity to progress with their planned program of study or meet a submission deadline. In some legislation, Special Circumstances are referred to as “compassionate and compelling circumstances”.

Student

A person who is enrolled in a UniSQ Upskill Course or who is admitted to an Award Program or Non-Award Program offered by the University and is: currently enrolled in one or more Courses or study

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	units; or not currently enrolled but is on an approved Leave of Absence or whose admission has not been cancelled. Student Grievance A problem or concern raised by a Student who considers they have been negatively impacted because of an action, determination or omission within the control or responsibility of the University. Student Grievances are resolved in accordance with the Student Grievance Resolution Procedure and must be related directly to a Student's studies at the University and the outcome must directly impact the Student. Study Period The period during which a Course or study unit is offered. Examples of Study Period include, but are not limited to, semesters, trimesters, blocks, intensives and sessions. Supplementary Assessment A Supplementary Assessment is an exceptional, additional Assessment Item that assesses any area the Student is yet to demonstrate an acceptable level of achievement relative to the Course Learning Outcomes. University The term 'University' or 'UniSQ' means the University of Southern Queensland.
	Definitions that relate to this procedure only
	Assessment Rubric Assessment Rubrics are used to evaluate Student learning, allocate a mark to the academic standard displayed and guide feedback. Assessment Rubrics provide Students with a clear statement on the expectations for an Assessment Item by listing the individual learning components being assessed, the weighting applied to each component and a description of the standard required at each level of academic achievement (e.g High Distinction to Fail).
Keywords	
Record No	14/749PL

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