



## STANDARDS FOR THE FINALISATION OF STUDENT RESULTS

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<b>Supporting documents, procedures &amp; forms:</b>	<a href="#">Collaborative Delivery – Subject Quality Assurance Procedures</a> <a href="#">Coursework Rules</a> <a href="#">Faculty Assessment Committee Terms of Reference (Schedule 2)</a> <a href="#">Privacy Policy</a> <a href="#">Records Management Policy</a> <a href="#">Scaling Guidelines (Schedule 1)</a> School of Medicine Board of Examiners Terms of Reference <a href="#">Student Academic Consideration Policy</a> <a href="#">Student Prizes and Scholarships Policy</a> <a href="#">Supplementary Assessment Procedure</a> <a href="#">Teaching and Assessment: Code of Practice – Teaching</a> <a href="#">Teaching and Assessment: Assessment and Feedback Policy</a> <a href="#">Teaching and Assessment: Subject Delivery Policy</a> <a href="#">UOW Records Disposal Register</a>		
<b>Relevant Legislation &amp; External Documents:</b>	<a href="#">Privacy and Personal Information Protection Act 2002 (NSW)</a> <a href="#">State Records Act 1998 (NSW)</a> <a href="#">Standard on Records Management (NSW – issued 2014)</a>		
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## 1 Introduction

1. The Standards for the Finalisation of Student Results set out the principles underpinning and the minimum standards required for the *finalisation* of *subject* results, which includes the *determination*, *declaration*, *release* and *variation* of results. Compliance with these Standards, together with quality assessment practices, should ensure that *students' subject* results are a true reflection of their learning and performance.
2. These Standards are part of the University's quality assessment framework for the *finalisation* of results for undergraduate and postgraduate coursework *subjects*, which also includes:
  - a. the terms of reference for the *Faculty Assessment Committee*;
  - b. the Coursework Rules; and
  - c. the Teaching and Assessment: Assessment and Feedback Policy, including the grade *finalisation* component of the Assessment Quality Cycle.
3. As far as possible, results will be *declared* and *released* to all *students* at the end of every *session*.

## 2 Definitions

Word/Term	Definition
Academic Unit	School, Unit, Program or Discipline
Academic Unit Assessment Committee	A meeting at which the actions that are the responsibility of the <i>Academic Unit</i> in <i>determining student</i> results are undertaken.
Assessment	An activity that a <i>student</i> is required to complete to provide a basis for an official <i>record</i> of achievement or certification of competence in a <i>subject</i> (e.g. examination, test, take-home examination, quiz, assignment, essay, laboratory report, demonstration, folio of creative work, performance, written or oral presentation, participation).
Declaration	Approval by the delegated authority for the <i>release</i> of a grade of performance and/or mark for a <i>subject</i> , or a <i>withheld result</i> , following <i>determination</i> of the result by the <i>Academic Unit</i> and Faculty.
Deferred Assessment	An <i>assessment</i> taken by an eligible <i>student</i> as a result of a Student Academic Consideration application, as approved by the relevant <i>Subject Coordinator</i> . <i>Deferred assessment</i> includes <i>in-session</i> or <i>end-of-session</i> assignments and examinations and can be administered by the faculty or centrally.
Determination	The process by which an <i>Academic Unit</i> and Faculty <i>determine</i> an overall grade of performance and/or mark for a <i>subject</i> , prior to the <i>declaration</i> of the result.
Faculty Assessment Committee (FAC)	The <i>Faculty Assessment Committee</i> is as described in the Faculty Assessment Committee Terms of Reference.



Finalisation	The overall process by which an approved grade of performance and/or mark for a <i>subject</i> is finalised, which includes the <i>determination, declaration, release</i> , and if applicable, <i>variation</i> , of the result.
Full and accurate record	<p>A <i>record</i> that:</p> <ul style="list-style-type: none"><li>• correctly reflects what was done, communicated or decided, and can be trusted as a true representation of the transactions or events which it documents;</li><li>• is authentic, for example the <i>record</i> can be proven to be what it claims to be, to have been created or sent by the person claimed to have created or sent it, and to have been created or sent at the time claimed;</li><li>• has integrity by virtue of being complete and protected against unauthorised access, alteration, deletion or loss; and</li><li>• is usable by virtue of being understandable, complete, retrievable and available through time.</li></ul>
Honours Coordinator	A member of academic staff who is responsible for the operation of an Honours Degree and/or the coordination of <i>Honours Projects</i> .
Honours Project	A component of study within the Honours Degree that involves project work and/or a piece of research and scholarship with some independence and that is discipline specific, inter-disciplinary or joint.
Honours Supervisor	A member of academic staff who is appropriately qualified, has relevant expertise and appropriate experience to oversee the progress of the <i>Honours Project</i> .
Late declaration	The <i>declaration</i> by the delegated authority, after the <i>release</i> of results, of an approved grade of performance and/or mark for a <i>subject</i> for which a <i>withheld result</i> was <i>declared</i> at the <i>release</i> of results.
Offshore location	A location that is outside of Australia at which a University of Wollongong course is offered.
Provisional result	A <i>subject</i> result that is under <i>determination</i> by the <i>Academic Unit</i> and/or Faculty.
Record	<i>Records</i> are a part of and result from business activities and provide evidence of those activities. Any document or other source of information compiled, recorded or stored in written form or on film, or by electronic process, or in any other manner or by any other means (State Records Act 1998 (NSW)). <i>Records</i> may include, but are not limited to, any staff member's paper based <i>records</i> , emails, or electronic documents stored at UOW or on UOW equipment. A <i>record</i> does not include personal and/or private documents that are not part of official UOW business <i>records</i> .
Release	The publication of <i>declared</i> or <i>varied</i> subject results to <i>students</i> by the <i>Student and Accommodation Services Division (SASD)</i> .



Session	A period in which <i>subjects</i> may be offered. For the purpose of these Standards, standard <i>sessions</i> are defined as Autumn, Spring, Summer and Trimesters. Non-standard <i>sessions</i> are defined as any <i>session</i> other than Autumn, Spring, Summer or Trimesters.
Student	A person registered with the University of Wollongong for a course or unit of study.
Student Management Package (SMP)	Consists of SOLS, <i>SMP</i> -Central and the student administration software and web-based systems.
Student and Accommodation Services Division (SASD)	The Division responsible for the management of core <i>student</i> lifecycle functions.
Subject	A self-contained unit of study identified by a unique code.
Subject Coordinator	An academic staff member with nominated responsibility for a <i>subject</i> .
Supplementary Assessment	An <i>assessment</i> taken by an eligible <i>student</i> , as approved by the delegated authority, who has failed a <i>subject</i> and has been granted an opportunity to take an additional <i>assessment</i> to pass the <i>subject</i> in accordance with the Supplementary Assessment Procedure. <i>Supplementary assessment</i> includes in-session or end-of-session examinations and non-examination <i>assessments</i> , and may be administered by the faculty or centrally.
Variation	The amendment of a <i>declared</i> grade of performance and/or mark for a <i>subject</i> , approved for the <i>release</i> by the delegated authority.
Weighted average mark (WAM)	The average of marks gained by a candidate in a course and weighted by credit point value and by level using the designated method as specified in the Coursework Rules.
Withheld result	An interim result given when a grade of performance for a <i>subject</i> has not been <i>determined</i> and <i>declared</i> at the <i>release</i> of results, as specified in the Coursework Rules.

### 3 Application and Scope

1. These Standards apply to the *finalisation* of *students'* results in all undergraduate and postgraduate coursework *subjects* offered by the University of Wollongong, whether studying at the University, or at an offshore partner institution delivering a UOW course, and whether studying on campus, by flexible delivery or in online delivery mode. This is with the exception of *subjects* within the Bachelor of Medicine, Bachelor of Surgery (MBBS) and/or the Doctor of Medicine (MD) offered by the School of Medicine.
2. The process for the *finalisation* of results for *subjects* within the Bachelor of Medicine, Bachelor of Surgery (MBBS) and the Doctor of Medicine (MD) offered by the School of Medicine is undertaken



by Graduate Medicine Board of Examiners in accordance with the Graduate Medicine Board of Examiners Terms of Reference.

3. The process for the *finalisation* of results for Higher Degree Research (HDR) *students* is set out in the HDR Award Rules.
4. The process for the *finalisation* of results for *subjects* offered at *offshore locations* models the quality assurance processes documented within these Standards. The *Faculty Assessment Committee* meeting may be held at the *offshore location*, or onshore with input from the *offshore location* via videoconference or other means. Where required, the *Faculty Assessment Committee* may perform the functions of both the *Academic Unit Assessment Committee* and the *Faculty Assessment Committee*. The Collaborative Delivery – Subject Quality Assurance Procedures provides further information regarding the offshore process.
5. The process for the *finalisation* of results for UOW Dubai *students* is set out in the UOWD Finalisation of Student Results Policy and the UOWD Assessment Committee Standards.

#### 4 Principles Guiding the *Finalisation* of Results

1. **Collegiality:** ensuring appropriate consultation is undertaken regarding decisions and representation in meetings so that authority and responsibility are vested appropriately among colleagues
2. **Transparency:** keeping written *records* of all decisions, including any adjustments or *variations* to *students'* results
3. **Equity:** applying *assessment* processes consistently and equitably
4. **Sound Academic Judgement:** using sound academic judgement, taking into account relevant learning outcomes and academic considerations, when making decisions about *assessment* matters
5. **Timeliness:** ensuring results are *released* to *students* in line with the key dates for the relevant *session*

#### 5 Responsibility for Managing *Student* Results

1. Staff who have access to *student* results are responsible for ensuring those results are treated with appropriate confidentiality at all times.

##### ***Determination of Results***

2. The *Subject Coordinator* is responsible for ensuring that individual *assessment* marks are recorded and maintained in accordance with the provisions in the Teaching and Assessment: Assessment and Feedback Policy in preparation for the *determination* of *subject* results.
3. The *Honours Supervisor*, *Honours Coordinator*, and *Academic Unit* are responsible for following the process set out within the Teaching and Assessment: Assessment and Feedback Policy and relevant Honours Guide, in relation to the assessment and *determination* of marks for *Honours Projects*.
4. The *Academic Unit* is responsible for having in place a process, underpinned by the Principles Guiding the *Finalisation* of Results and in accordance with the responsibilities set out within the Teaching and Assessment: Assessment and Feedback Policy, for reviewing the results of *students* enrolled in each *subject* delivered by that *Academic Unit* or administered by that *Academic Unit* on behalf of a Faculty, as set out in the Actions table at Section 6 of this Standard.



### ***Determination and Declaration of Results***

5. The *Faculty Assessment Committee* is responsible for *determining* and *declaring* the results of all *students* enrolled in a course offered by the Faculty in accordance with the *Faculty Assessment Committee* Terms of Reference, the Principles Guiding the *Finalisation* of Results and the Actions table at Section 6 of these Standards.
6. The Associate Dean (Education) is responsible for enacting the responsibilities of the *Faculty Assessment Committee* after the committee has convened for a *session*, and during non-standard *sessions* in which a *Faculty Assessment Committee* has not convened, in accordance with the Principles Guiding the *Finalisation* of Results and the Actions table at Section 6 of these Standards.
7. A *Faculty Assessment Committee* may adjust the *subject* results of a *student* or a group of *students* after considering information provided by relevant staff of the *Academic Unit* that delivered the *subject*. To avoid delaying the *determination* of results, relevant staff of these *Academic Units* must be available in person or by electronic means, or provide adequate written information, should a query arise at the *Faculty Assessment Committee*, in order to enable the Committee to *determine* the results. The *Faculty Assessment Committee* will make a decision at the meeting based on the information available to it.
8. Where there is an issue regarding the results of a group or cohort of *students* and the matter is not resolved to the agreement of both the Faculty and *Academic Unit* involved, the matter may be referred to the Deputy Vice-Chancellor (Academic) or their nominee for *determination*.
9. Where the *Faculty Assessment Committee* adjusts a result in a *subject* owned by another Faculty, the *Faculty Assessment Committee* Chair must advise the Head of the *subject*-owning *Academic Unit* of the adjustment and the reason for the adjustment.
10. *Full and accurate records* must be kept of each adjustment to results as part of the *determination* of results, including details of the adjustment and reasons for it.

### ***Release of Results***

11. The *Student and Accommodation Services Division* is responsible for *releasing declared* and *varied* results to *students* in accordance with the Principles Guiding the *Finalisation* of Results and the Actions table at Section 6 of these Standards.

### ***Late Declaration of Results***

12. Following the *release* of results for a *session*, the *late declaration* of a result must be endorsed by the Head of the *Academic Unit* (or nominee) that delivered the *subject* and approved by the Associate Dean (Education) of the owning Faculty of the course in which the *student* is enrolled.
13. *Full and accurate records* must be kept of each *late declaration* of a result, and include:
  - a. details of the *late declaration* and reasons for it; and
  - b. details of the Delegated Authority responsible for the approval of those *late declarations*.

### ***Variation of Results***

14. Following the *release* of results for a *session*, the *variation* of a result must be endorsed by the Head of the *Academic Unit* (or nominee) that delivered the *subject* and approved by the Associate Dean (Education) of the owning Faculty of the course in which the *student* is enrolled.
15. *Full and accurate records* must be kept of each *variation* of a result, and include:
  - a. details of the *variation* and reasons for it; and



- b. details of the Delegated Authority responsible for the approval of those *variations*.

## 6 Steps Leading to the *Finalisation of Student Results*

1. The following table sets out the steps leading to the *finalisation* of results. Timing is based on the University's standard *sessions*.
2. For *subjects* offered during non-standard *sessions* including *sessions* at *offshore locations*, Faculties and *SASD* are responsible for scheduling all necessary equivalent administrative and quality assurance activities and meetings to *finalise student* results. The Associate Dean (Education) must *declare* results for non-standard *sessions*.

Action	Responsibility	Timing	
1	Set <i>Faculty Assessment Committee</i> meeting dates and times and advise Faculties accordingly	<i>SASD</i>	At the start of each standard <i>session</i>
2	Send reminder notice to Faculties of all Faculty Assessment Committee meeting dates and times, FAC responsibilities and attendance requirements	<i>SASD</i>	2 weeks before scheduled FAC meetings
3	Ensure all marks for completed <i>assessments</i> are entered into <i>SMP</i> for each <i>student</i> enrolled in the <i>subject</i>	<i>Subject Coordinator</i>	As required by <a href="#">Teaching and Assessment: Assessment and Feedback Policy</a>
4	Calculate provisional composite marks and enter a provisional grade into <i>SMP</i> . Consult the <a href="#">UOW Legend of Grades</a> for an explanation of available grades.	<i>Subject Coordinator</i>	As required prior to <i>Academic Unit Assessment Committee</i> meeting
5	Consider all undergraduate and postgraduate coursework <i>students</i> with composite marks of 48%-49% for <i>supplementary assessment</i> and: <ul style="list-style-type: none"><li>• consult the Supplementary Assessment Procedure for the criteria against which these <i>students</i> should be considered for a <i>supplementary assessment</i>;</li><li>• allocate WS to each <i>student</i> recommended for a <i>supplementary assessment</i>; and</li><li>• provide reasons for not recommending <i>students</i> with composite marks of 48%/49% for <i>supplementary assessment</i> to the <i>Academic Unit Assessment Committee</i> and allocate original mark and grade.</li></ul>	<i>Subject Coordinator</i>	As required prior to <i>Academic Unit Assessment Committee</i> meeting





6	Allocate a WS to any other <i>student</i> who received a TF or a composite mark of 47 or below and who is considered to merit an offer of a <i>supplementary assessment</i> , taking into account the criteria in the Supplementary Assessment Procedure, and provide reasons why the <i>student</i> merits an offer.	<i>Subject Coordinator</i>	As required prior to <i>Academic Unit Assessment Committee</i> meeting
7	Make decisions regarding all active applications for academic consideration and: <ul style="list-style-type: none"><li>• for successful applications:<ul style="list-style-type: none"><li>○ recommend a WD or</li><li>○ adjust the <i>student's</i> original mark and/or grade; or</li></ul></li><li>• for unsuccessful applications: recommend the <i>student's</i> original mark and grade.</li></ul>	<i>Subject Coordinator</i> , in consultation with the <i>Academic Unit</i> as necessary	As required prior to <i>Academic Unit Assessment Committee</i> meeting
8	Submit to the <i>Academic Unit Assessment Committee</i> meeting: <ul style="list-style-type: none"><li>• <i>provisional results</i> for each <i>student</i>;</li><li>• a list of <i>students</i> whose results have been adjusted and the reasons for those adjustments;</li><li>• a list of <i>students</i> recommended to be offered a <i>deferred assessment</i>;</li><li>• a list of <i>students</i> recommended to be offered a <i>supplementary assessment</i>, including reasons for this decision for <i>students</i> who received a TF or a composite mark of 47 or below; and</li><li>• a list of <i>students</i> with composite marks of 48%/49% who are <u>not</u> recommended for an offer of a <i>supplementary assessment</i> and the reasons for this.</li></ul>	<i>Subject Coordinator</i> or appropriate substitute nominated by the Chair of the <i>Academic Unit Assessment Committee</i> meeting	As required prior to <i>Academic Unit Assessment Committee</i> meeting
9	Review, as required by the Teaching and Assessment: Assessment and Feedback Policy, the performance of <i>students</i> in <i>subjects</i> delivered by the <i>Academic Unit</i> , including: <ul style="list-style-type: none"><li>• reviewing the distribution of marks in each <i>subject</i>, as available in the Assessment Committee Report;</li><li>• comparing distributions with historical data and across locations, as available in the Assessment Committee Report;</li><li>• identifying and reviewing <i>subject</i> anomalies to ensure marks and grades are being <i>determined</i> appropriately, consistently and fairly;</li><li>• reviewing all <i>provisional results</i> in <i>subjects</i> delivered by the <i>Academic Unit</i> that are:</li></ul>	<i>Academic Unit</i>	At <i>Academic Unit Assessment Committee</i> meeting



	<ul style="list-style-type: none"> <li>○ ND (not declared)</li> <li>○ WH (withheld)</li> <li>○ WS (withheld supplementary)</li> <li>○ WD (withheld deferred)</li> <li>○ IPC (in progress coursework)</li> <li>○ F (fail)</li> <li>○ TF (technical fail)</li> <li>● reviewing all <i>provisional results</i> for potential graduands; and</li> <li>● reviewing results at grade cusps.</li> </ul>		
10	If appropriate, apply scaling having regard to the Scaling Guidelines (see Schedule 1 of this Standard)	<i>Academic Unit</i>	At <i>Academic Unit Assessment Committee</i> meeting
11	Endorse or give reasons for not endorsing recommendations of <i>Subject Coordinators</i> in relation to offers of <i>supplementary assessment</i> and/or <i>deferred assessment</i>	<i>Academic Unit</i>	At <i>Academic Unit Assessment Committee</i> meeting
12	Calculate grades of Honours and <i>WAMs</i> and recommend to the <i>Faculty Assessment Committee</i>	<i>Academic Unit</i>	At <i>Academic Unit Assessment Committee</i> meeting
13	Record, in a confidential attachment to the meeting minutes, reasons for: <ul style="list-style-type: none"> <li>● any adjustments made to results at the meeting, including adjustments to Honours grades and <i>WAMs</i>; and</li> <li>● not endorsing offers of <i>supplementary assessment</i> to <i>students</i> with a composite mark of 48%-49%.</li> </ul>	<i>Academic Unit</i>	At <i>Academic Unit Assessment Committee</i> meeting
14	Submit <i>provisional results</i> to <i>SASD</i>	<i>Academic Unit</i>	2 working days before <i>Faculty Assessment Committee</i> meeting
15	Create consolidated results reports for each Faculty	<i>SASD</i>	2 working days before <i>Faculty Assessment Committee</i> meeting
16	Review consolidated results of individual <i>students</i> and consult with Chairs of <i>Academic Unit Assessment Committee</i> meetings as necessary	<i>FAC Chair</i>	2 working days before <i>Faculty Assessment</i>



			<i>Committee meeting</i>
17	For adjustments to results in <i>subjects</i> delivered by other Faculties, consult with representatives from the <i>Academic Unit</i> delivering the <i>subject</i> , either in person or by technical device, or against written advice, prior to <i>determining</i> these results	<i>FAC Chair</i>	2 working days before <i>Faculty Assessment Committee meeting</i>
18	Review and approve (as appropriate) <i>Academic Unit</i> endorsements of offers of <i>supplementary assessment</i> to <i>students</i> and record decisions and reasons for NOT approving offers	<i>Faculty Assessment Committee</i>	At <i>Faculty Assessment Committee meeting</i>
19	Make final decisions on all other <i>provisional results</i>	<i>Faculty Assessment Committee</i>	At <i>Faculty Assessment Committee meeting</i>
20	<i>Declare subject results</i>	<i>Faculty Assessment Committee</i>	At <i>Faculty Assessment Committee meeting</i>
21	Submit grades of Honours and <i>WAMs</i> in hard-copy or soft-copy memo to <i>SASD</i> for entry into <i>SMP Publisher</i>	<i>Faculty Assessment Committee</i>	At <i>Faculty Assessment Committee meeting</i>
22	Enter grades of Honours from <i>Faculty Assessment Committee</i> memos into <i>SMP</i>	<i>SASD</i>	Before the date notified on the University website for release of <i>session results</i>
23	<i>Release declared results to students</i>	<i>SASD</i>	By the date notified on the University website for release of <i>session results</i>
24	Assess eligibility of graduating <i>students</i> to receive their awards 'with Distinction'	<i>SASD</i>	Following the date that <i>session results</i> are released
25	Nominate to the University Medals Nomination Panel <i>students</i> to receive University Medals	Executive Deans	As stipulated in the Student Prizes and



			Scholarships Policy
26	Recommend composite marks and/or grades for <i>subjects</i> with <i>withheld results</i> (WH, WS, WD, IPC, ND)	<i>Academic Unit</i>	As stipulated in the <a href="#">Coursework Rules</a> and <a href="#">Teaching and Assessment: Assessment and Feedback Policy</a>
27	Approve <i>late declarations</i> of results	Associate Dean (Education)	As stipulated in the <a href="#">Coursework Rules</a>
28	<i>Release late declarations</i> of results to <i>students</i>	<i>SASD</i>	As stipulated in the <a href="#">Coursework Rules</a>
29	Apply a mark of 0 and grade of Fail, or a grade of Unsatisfactory as required, to remaining <i>withheld results</i>	<i>SASD</i>	As stipulated in the <a href="#">Coursework Rules</a>
30	Recommend <i>variations</i> to individual <i>students' subject</i> results, as required	<i>Academic Unit</i>	As stipulated in the <a href="#">Coursework Rules</a>
31	Approve <i>variations</i> to individual <i>students' subject</i> results, as required	Associate Dean (Education)	As stipulated in the <a href="#">Coursework Rules</a>
32	<i>Release variations</i> to individual <i>students' subject</i> results, as required	<i>SASD</i>	As stipulated in the <a href="#">Coursework Rules</a>
33	Advise <i>Faculty Assessment Committees</i> of any <i>late declarations</i> of results and <i>variations</i> to results since previous <i>FAC</i> meeting	<i>SASD</i>	At next <i>Faculty Assessment Committee</i> meeting

## 7 Record Keeping

1. The University's legal and administrative requirements for *record* keeping are set out in the Records Management Policy.
2. To comply with those requirements:
  - a. *Academic Units* must keep *full and accurate records* of actions and decisions taken by *Academic Units* in the *finalisation* of *student* results; and
  - b. A representative from the *Student and Accommodation Services Division* must keep minutes of *Faculty Assessment Committee* meetings that record decisions made, reasons for decisions (as required), actions taken by the Committee and attendance at the meeting.



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3. Faculties and *Academic Units* may from time to time be required to produce *records* of decisions and reasons for decisions for internal or external audit or review.
4. *Records* of *Academic Unit Assessment Committee* meetings and *Faculty Assessment Committee* meetings should be kept for a minimum of five years from the date of the meeting.



## Version Control Table

Version Control	Date Effective	Approved By	Amendment
1	11 April 2014	University Council	First Version. Replaces the Assessment Committee Standards and Assessment Guidelines - Scaling.
2	8 July 2014	Acting Vice-Chancellor	Minor amendment to Section 6, item 28 and addition of Section 6, item 29 to rectify discrepancy with General Course Rules.
3	7 October 2016	University Council	Consequential amendments following the approval of new Teaching and Assessment Policy Suite. Amendments to References & Legislation, Section 1(2), Sections 5(2) & 5(3) and Section 6(3), Schedule 1, Sections 12, 14 & 23.
4	2 December 2016	Vice-Chancellor	Amendments related to nomenclature changes related to the School of Medicine (previously Graduate School of Medicine) and the MD offering.
5	18 January 2017	Deputy Vice-Chancellor (Academic)	Administrative amendment to replace references to superseded Quality Assurance of Transnational Education (Offshore) and UOWD Teaching and Learning Procedures
6	7 April 2017	University Council	Consequential amendments following the approval of additions and amendments to the General Course Rules.
7	13 June 2019	Vice-Chancellor	<p>Revised Standards following a scheduled review.</p> <p>Amendment of the quorum requirement: the Chair and one Head of Academic Unit (or nominee) of the Faculty offering subjects delivered during the relevant sessions.</p> <p>Clarification of the members of the Faculty Assessment Committee.</p> <p>Clarification of the operation of Combined and Collaborative Faculty Assessment Committees.</p> <p>Amendment of the definition of 'session' to reflect 'standard sessions' referring to Autumn, Spring, Summer and Trimesters.</p> <p>To be effective 29 July 2019.</p>



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8	1 January 2020 (Approved 9 June 2020)	Deputy Vice-Chancellor (Education)	Consequential amendments to reflect the rescission of General Course Rules replaced by Coursework.
9	4 December 2020	Vice-Chancellor	Amendments reflect changes to the use of WD, WS and WH Grades.
10	18 December 2020	Deputy Vice-Chancellor (Education)	Administrative amendments to reflect divisional and faculty realignments.



## Schedule 1: Scaling Guidelines

### 1. Introduction

1. These Guidelines are designed to assist academic staff in deciding whether it is appropriate to scale marks and, if so, what method of scaling should be used.
2. Any decision to scale or otherwise adjust marks must be justifiable in terms of the [Principles for the Finalisation of Results](#).

### 2. Scope

1. The University reserves the right to scale marks in any undergraduate and postgraduate coursework *subjects* taught by the University of Wollongong onshore and offshore.
2. The Scaling Guidelines should be read in conjunction with the Standards for the Finalisation of Student Results, with particular reference to the Principles for the [Principles for the Finalisation of Results](#).

### 3. Using Scaling

#### What is scaling?

1. For the purposes of these guidelines, ‘scaling’ is used to mean the adjustment of a group of marks of an entire class or a subset of that class, for example, a tutorial group. The term is not used to cover the adjustment of marks for individuals or the variation of marking schemes, although these are discussed briefly below.
2. Scaling may involve all of the marks for the *subject* or just the marks for a particular component of the *assessment*, for example, the final exam.
3. Scaling cannot be used to adjust the marks of individual *students*.

#### When may scaling be used?

4. Scaling may be used when the marks of a group are affected (positively or adversely) by the *assessment* regime of the *subject* in an unplanned way. However, scaling should always be used with caution.
5. Some examples of aberrations or unexpected outcomes, which may point to an underlying problem justifying scaling, are:
  - i. the average mark for the cohort is considerably higher or lower than the performance demonstrated by the cohort in other *assessments* for that *subject* (or other *subjects*) or compared to cohorts in previous years;
  - ii. external forces unrelated to *student* performance have caused inappropriate variations between cohorts undertaking the same *assessment* (e.g. *students* from different campuses of the University or from different tutorial groups);
  - iii. marks are highly concentrated in a narrow band around the median;
  - iv. the shape of the distribution of marks is unusual (e.g. highly skewed or bimodal);
  - v. a single *assessment* or examination question proves to be problematic.
6. Although it is sometimes assumed that a desirable outcome in any *subject* is for a uni-modal, bell-shaped distribution of marks, there is no universally correct shape. The nature and/or mixture of





*students* undertaking a *subject* may validly result in a bi-modal or moderately (or even highly) skewed distribution.

7. As part of their ultimate quality audit role, Faculty Education Committees are responsible for comparing distributions of grades and investigating any apparent problem areas.

#### **When should scaling not be used?**

8. Scaling is not an appropriate method to compensate for serious breakdowns in the learning and teaching process. Other strategies need to be used to address such situations.
9. Judgement must be exercised about the cause of any aberration or unexpected outcome before adopting scaling to correct a perceived problem. For example, where variations between the performances of cohorts may be caused by differences in effectiveness of teaching and/or the quality of *students*. In such cases non-standard results should be accepted.
10. Some universities require a proportion of specific grades to lie within defined bands (e.g. High Distinctions to be within a band of 5-12% of the cohort), except for small enrolment groups. Such quotas are not part of UOW practice, although academics marking *assessments* may use such reference points to inform their decision-making.
11. Scaling to a normal distribution (or other preconceived model) is also not a preferred UOW practice.

#### **Can marks for *assessments* be scaled after they are provided to *students*?**

12. Once marks for individual *assessments* have been approved by the *Subject Coordinator* and provided to *students* they cannot be scaled down, unless the *subject* outline explicitly states that this may occur (see Teaching and Assessment: Assessment and Feedback Policy).

#### **Who can make the decision to scale marks?**

13. The *Academic Unit* and/or the *Faculty Assessment Committee* can review the distribution of grades for any given *subject* and make a decision to scale *subject* marks. The *Faculty Assessment Committee* must be informed where results are scaled by the *Academic Unit*.
14. For *assessment* occurring throughout the *session*, routine scaling can be undertaken by the *Subject Coordinator*, provided this is done as stated in the *subject* outline, as required by the Teaching and Assessment: Assessment and Feedback Policy.

#### **How might marks be scaled?**

15. Scaling might involve:
  - i. widening the range of marks about the mean, but not shifting the mean (used to correct for concentration in a narrow band);
  - ii. shifting the mean (used to adjust for an unreasonably low or high average);
  - iii. adjusting the shape of the distribution (for a clearly defined and valid reason, if one exists); or
  - iv. a combination of any of the above.
16. The algorithm for doing this may be based on linear or non-linear transformations. Other methods, such as scaling to normality, or scaling to achieve specified percentages within bands are not recommended practice at the University of Wollongong.



17. Unless there are clearly identified goals, the simpler and more transparent the scaling method the better. Advice on how to achieve particular scaling goals is available from the University's Statistical Consulting Service.
18. Any method of scaling of an individual *assessment* or a *subject* mark must preserve rank order within the relevant cohort. However, the scaling of an individual *assessment* for a sub-cohort (such as a tutorial group) may result in changes to the rank order in the larger cohort of *students* studying a particular *subject*.

#### **Can marks be scaled up or down?**

19. It may be appropriate to scale marks either up or down, although particular caution is advised when scaling down.

#### **Other mark adjustment methods**

20. There are other methods of adjusting marks which are not strictly scaling, and which also need to be approached with caution or avoided altogether.

#### **Adjusting marks or weightings in individual cases**

21. Where a *student* has demonstrated uneven performance over the *session* (e.g. strong performance in assignments and poor performance in exams), it is not appropriate to:
  - i. adjust the marks of the *student*; or
  - ii. add weight to a particular type of *assessment* completed by the *student*.
22. If the final exam is considered to be the most significant *assessment* it should be awarded a greater percentage of the overall marks for the *subject*.
23. *Students* may also be required to perform to a satisfactory standard in the final exam or in some other significant *assessment* (e.g. to achieve 40% in the final exam or to satisfactorily complete a laboratory component) in order to achieve a pass in a *subject* overall. In accordance with the Teaching and Assessment: Subject Delivery Policy, this requirement must be clearly communicated to *students* in the *subject* outline.
24. The consideration of *students'* composite results in academic consideration cases is covered by the Student Academic Consideration Policy. It is inappropriate to regard such circumstances as a basis for scaling, but it may be appropriate to modify the weightings for the various *assessments* to reflect the circumstances of the academic consideration granted to the *student*.



## Schedule 2: Faculty Assessment Committee Terms of Reference

The Faculty Assessment Committee shall operate in accordance with the following minimum standards with respect to its role and operations:

### Terms of Reference

The Faculty Assessment Committee is a formally constituted committee of the Faculty or, in the case of a Combined Faculty Assessment Committee, of one or more Faculties, with particular responsibility for the finalisation of student results for a session(s).

The Faculty Assessment Committee shall:

1. Be responsible for oversight of the finalisation of results for students enrolled in subjects offered by the Faculty for the relevant session(s).
2. Through the Chair, monitor processes and procedures of the Academic Unit Assessment Committee meetings.
3. Receive results recommended by the Head of each relevant Academic Unit for subjects studied by students enrolled in courses offered by the Faculty.
4. Determine, within approved policy and following due process, the results for subjects studied by students enrolled in courses offered by the Faculty and in so doing:
  - a) may request the Head or nominee of an Academic Unit to reconsider any recommended mark;
  - b) may, in the absence of the relevant Head or nominee of an Academic Unit, adjust any recommended mark; and
  - c) may request the Head or nominee of an Academic Unit to provide reasons, in writing, for not submitting a mark for a particular student.
5. Review and approve, in accordance with the Coursework Rules and the Supplementary Assessment Procedure, Academic Unit endorsements of offers of supplementary assessment.
6. Declare the subject results and submit them to the Student and Accommodation Services Division for release.
7. Submit grades of Honours and weighted average marks (WAMs) to the Student and Accommodation Services Division.
8. Report on any matter referred to it by the Academic Senate or the Vice-Chancellor.

### Membership

The members of the Faculty Assessment Committee shall consist of:

- The Associate Dean (Education) or nominee as Chair; and
- The Heads, or their nominees, of all Academic Units of the Faculty offering subjects delivered during the relevant session(s).

The Chair may allow additional staff with responsibility for subjects delivered during the session(s) to be in attendance at Faculty Assessment Committee meetings.

A Combined Faculty Assessment Committee meeting of one or more Faculties may be held as necessary. The Chair shall be elected from the Chairs of the Faculty Assessment Committees of Faculties offering courses for which subjects are delivered during the session(s).

A Collaborative Faculty Assessment Committee meeting may be held for subjects offered at offshore locations. The Associate Dean (Education) may nominate Co-Chairs for the meeting.



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Representatives of the Student and Accommodation Services Division have right of attendance at Faculty Assessment Committee meetings for administrative purposes.

### **Quorum**

The quorum for a Faculty Assessment Committee meeting shall be the Chair and one Head, or their nominee, of an Academic Unit of the Faculty offering subjects delivered during the relevant session(s).

### **Meeting Frequency**

The Faculty Assessment Committee will meet as a minimum three times per year at the conclusion of Autumn, Spring and Summer sessions. Additional meetings may be scheduled as necessary.

### **Committee Operations**

The Committee will operate in accordance with the *Standards for the Finalisation of Student Results*.