Assessment Policy and Procedure

Purpose

The purpose of this document is to set out the policy and procedure adhered to by Universal Education Centre Pty Ltd (trading as Universal English College and herein referred to as "UEC" or "the college") and its staff with respect to the assessment of learning and learner outcomes.

The core principle of this policy is to confirm that UEC will ensure it takes all reasonable measures to comply with all legislative and regulatory requirements, such as those set out in the ESOS framework, including those requirements relating to teaching and training of registered courses set out in Standard P4 of the ELICOS Standards.

In its engagement with, delivery of courses to, and support of international students, UEC prioritises the delivery of high-quality educational assessment services and the protection of the rights of potential and current international students as well as protection of the reputation of UEC and of the Australian international education industry.

Scope

This document and the policy and procedure set out in it apply to all activities of UEC, its staff, contractors, and relevant third parties related to the assessment of learning and learner outcomes relating to its teaching of international students.

This document and the policy and procedure set out in it exist in the context of all other UEC policy and procedure documentation. In particular, this policy and procedure works in conjunction with the policy and procedure on Teaching, Educational Resources, and Staffing and should be read together with those documents. It should be noted that matters specific to policies and procedures relating to educational teaching and training, resources, and teacher qualifications are dealt with in those respective policy documents.

© Universal Education Centre Pty Ltd

Assessment
Policy & Procedure
Version 1.5
September 2025

Definitions

For the purposes of this document, the below terms and associated definitions are clarified.

Term	Definition
Formative Assessment	Assessment for learning and is used for the purpose of providing students with ongoing feedback as part of their learning.
Summative Assessment	Assessment of learning and relates to the tools and processes used to gather evidence to make the decision of a student's competence. It usually takes place over several events that can measure different aspects of competence.
Academic Integrity	Acting in academic and scholarly contexts with honesty, truthfulness, trustworthiness, openness, transparency, and fairness
Academic Misconduct	This term describes a variety of types of student violations of academic integrity including plagiarism and exam cheating.
Generative AI tools	Software applications built using Artificial Intelligence that can generate content and complete tasks according to user prompts. **Academic integrity breaches using generative AI tools include:** (a) completing or contributing to an assessment task using generative AI; or (b) completing or contributing to an exam using generative AI;

Policy Details

Below are the specific details of UEC's Assessment policy.

1. UEC is committed to ensuring that all assessment of learning during and learner outcomes from its courses is in accordance with best practices in assessment and with all legislative and regulatory requirements that govern UEC and its operations, including the requirements of the ELICOS Standards.

2. This document exists in the context of the UEC policy and procedure documentation relating to the policy and procedure on Teaching, Educational Resources, and Staffing. These documents provide crucial policy and procedure details particularly relating to the skills and qualifications of teaching staff and the educational resources at UEC, and its teaching practices. Also relevant are the Course Progress Policy and the Complaints and Appeals Policy as well as the Deferring, Suspending and Cancelling Enrolments policy.

3. UEC will, in all matters relating to assessment, prioritise the rights of international students as they are set out in the ESOS Framework.

4. UEC will ensure that it has and effectively implements an assessment system that includes appropriate formative and summative assessment.

© Universal Education Centre Pty Ltd

5. UEC will ensure that all assessing of learning and learner outcomes is conducted with the principles of:
    a. **Fairness** – by ensuring learners are adequately informed about the assessment process, considering individual learner needs and making reasonable adjustments where appropriate, and by providing learners with the opportunity to challenge results
    b. **Flexibility** – by utilising a range of methods to make assessments, by varying those methods to suit individual learner's needs as well as the context and the course, and by assessing competencies regardless of how they have been acquired
    c. **Validity** – by ensuring assessment is measuring elements of competency and/or proficiency that are specific and relevant to the course in question, by assessing both skills and knowledge, and by assessing the application of skills and knowledge, by basing assessments on evidence that demonstrates that the student could repeat the effort in other similar situations.
    d. **Reliability** - by ensuring that evidence of competency and/or proficiency on which assessment is based is consistently interpreted and assessment results are comparable irrespective of the assessor conducting the assessment.

6. UEC will ensure that moderation of assessment takes place regularly with each person involved in delivering assessment being involved in moderation at least once every 12 months.

7. UEC will ensure that for any agreement it has which allows for the direct entry of ELICOS graduates into a tertiary program, that is without requirement to also complete a recognised standardised test of English language proficiency (e.g. IELTS), it has formal measures in place to benchmark its assessment outcomes against other comparable criteria used for admission to that tertiary program or similar programs.

8. UEC will ensure that it clearly, effectively, and in a timely fashion, reports to students on the outcome of assessments.

9. Where students being assessed are under the age of 18 years old, UEC will ensure that it effectively, and in a timely fashion, reports to students' parents or legal guardians on the outcome of assessments.

10. UEC will support continuous improvement of assessment via:
    a. Gathering, reviewing and acting on feedback from students and other stakeholders
    b. Monitoring appropriateness of assessment tools for UEC students
    c. Regularly evaluating learning outcomes of courses and units.

11. UEC will ensure that the management of matters relating to assessment of international students will involve sufficient oversight to ensure compliance with this policy and with all legislative and regulatory requirements, such as those set out in the ESOS framework.

12. UEC will ensure appropriate records are kept relating to all assessment and related activities.

Procedure Details - General

Below are the specific elements of the implementation of the above-detailed policy and the procedures to be followed by UEC staff and its contractors and partners.

© Universal Education Centre Pty Ltd

13. Responsibility for approving and ensuring the effective maintenance and implementation of this policy is held by the Campus Director. Should this role be temporarily vacant for any reason, the responsibility immediately escalates to the Managing Director of UEC.

14. As per the details of the Compliance Policy, this policy and procedure will be reviewed at least annually (i.e. within 12 months of its latest update) and will be updated whenever is required by any changes in the regulatory or legislative requirements that govern UEC, in its assessment practices, or other changes that might require its review.

15. As per the details of the Compliance Policy, this policy and procedure will be made openly available by UEC to all relevant stakeholders.

16. All staff, contractors, or partners to whom this policy applies are made aware of this policy and procedure, are supported to understand its contents, and trained to follow its directives through:
    a. Effective induction of new staff, contractors, and partners; and
    b. Ongoing training of new and existing staff, contractors, and partners; and
    c. Any other means deemed appropriate from time to time.

Procedure Details – Development and Benchmarking of AEP Assessments

17. The Campus Director and ELICOS Academic Manager will ensure that appropriate assessments are used that have been mapped against each course's learning and assessment outcomes.

18. The Campus Director will maintain an ELICOS Direct Entry Assessment Benchmarking Plan to ensure that there is a regular schedule for benchmarking activities. This plan will set out the details of the benchmarking process of the assessment outcomes from all ELICOS courses and/or assessments that form a part a Direct Entry Agreement. The plan could include the following relevant details regarding:

    a. Which programs are included in direct entry agreements
    b. Who the direct entry agreements are with
    c. What the assessment is comprised of
    d. What the specific assessment requirements are that will allow a graduate to access the direct entry
    e. What steps have been taken to validate and/or benchmark the assessment in the past
    f. When the most recent validation/benchmarking exercise took place
    g. What improvements were recommended during past validation/benchmarking exercises
    h. What improvements were made based on the recommendations of past validation/benchmarking exercises
    i. What steps will be involved in the next validation/benchmarking
    j. When and how the next validation/benchmarking exercise will take place.

© Universal Education Centre Pty Ltd

Procedure Details – Delivery & Marking of Assessment

19. Teachers should make reasonable adjustments to support the specific needs of individual learners. In any case where a teacher believes a variation to an assessment or evidence requirement is appropriate, he or she will need to first define the nature of the adjustment as minor or significant. Where minor variations are made, these should be noted on the assessment tool along with the reason for making them. Where the variation is deemed more significant, it should be confirmed with the Academic Manager and should only be implemented after the adjustment has been reviewed against the assessment outcomes as appropriate.

20. All assessments must be marked and grades or feedback returned to students in a timely fashion.

Procedure Details – Academic Misconduct

21. Assessors will monitor the evidence submitted to ensure students are submitting work that is their own and that appropriately acknowledges information sources utilised and has not involved any form of academic misconduct, such as cheating, copying in part or full, plagiarising, use of generative AI, or collusion.

22. Where a teacher suspects a student has submitted work that involves copying, cheating, plagiarising, use of generative AI, or collusion, they should establish evidence that corroborates this suspicion and then, where possible and appropriate/necessary, get a second opinion from the Academic Manager and guidance on how to handle such matters depending on the nature of the misconduct and the stakes of the particular assessment.

23. Where appropriate, the Academic Manager will notify the student of the issue in writing, requiring that the student attend a meeting with the Academic Manager to address the matter. The student will be encouraged to bring any evidence to support a claim that they have not committed the acts in question. Where the student in question is below the age of 18 years, the parent or legal guardian will be included in all communications.

24. During the meeting the Academic Manager will listen to the case presented by the student and review any supporting evidence provided before reaching a decision on whether the student is to be cited for academic misconduct. Where the decision is made in favour of the student, this will be noted and the student's assessment will be marked as his or her own work.

25. Where the decision is made that academic misconduct has occurred, the Academic Manager will make a judgement on the severity of the disciplinary measures to be taken based on the severity of the incident and the student's record of academic conduct prior to the incident at hand. The measure taken by the Academic Manager will include one of the following:
    a. Verbal warning and addition to the student's academic record of the academic misconduct ruling – student to amend and re-submit the assessment
    b. Written warning and addition to the student's academic record of the academic

© Universal Education Centre Pty Ltd

misconduct ruling – the student must retake the assessment by completing an alternate task

c. Written warning and addition to the student's academic record of the academic misconduct ruling – the student must repeat the level, session or course.
d. Written notice of ruling and addition to the student's academic record of the academic misconduct ruling – the student, in accordance with the relevant policy and procedure on cancelling student enrolments, is to be expelled from the course and reported to immigration for failure to adhere to the requirements of his or her visa

26. In any case, where the ruling is made against the student, the student will be reminded of their right to appeal the decision and directed to the Complaints and appeals policy and procedure.

Procedure Details – Assessment Moderation

27. Moderation must be undertaken by members of the teaching staff on a regular basis. The Academic Manager will maintain a schedule of moderation that lists which teachers participate in a moderation process and should occur at least once every 12 months.

28. At the end of each moderation process, the Academic Manager will prepare a brief written report outlining how grades and feedback contrasted between individual teachers and what measures were implemented to address any variations or improvements to assessment tools.

29. Each instance of moderation will consider the appropriacy and consistency of:

    a. the assessment tasks and the assessment process
    b. the participant's performance
    c. the teachers' decisions/judgements
    d. any reporting and record keeping
    e. the assessment feedback provided to students.

In Compliance With

The various elements of this document have been developed to comply with the requirements under the ESOS framework, including, but not necessarily limited to:

ELICOS Standard P4

© Universal Education Centre Pty Ltd

Assessment
Policy & Procedure
Version 1.5
September 2025

Version Control

Last Updated:	September 2025
Updated By:	Richard Pincus
Approved By:	Richard Pincus
Changes Made:	Separated from the UECB Assessment Policy

© Universal Education Centre Pty Ltd