

Assessment Policy

October, 2024

1. Overview

The Assessment Policy at UNI- Universum International governs and regulates the evaluation of students' performance across all Courses of all Programs delivered in the Institution. It aims to ensure alignment with Program and Courses teaching objectives and Program and Courses Learning Outcomes (PLOs and CLOs) as per the corresponding Syllabus, while guaranteeing fairness and transparency in the whole student evaluation process. Students will be assessed in each course in accordance with the assessment components defined in the course syllabus. Outlines for each course will be provided to students during the first week and will be available on Moodle/Canvas. All work will be marked in accordance with the UNI grading rubrics, as described in the course syllabus. Student learning is assessed continuously throughout the semester, with both formative and summative assessments.

2. Summative and Formative Assessments

Formative and Summative Assessments are used at UNI- Universum International College in all courses to evaluate student learning and progress.

- a. Through Formative Assessments students received ongoing feedback, and improve progressively while preparing towards the more structured evaluations. Additionally, and of great importance, the role of Formative Assessments is to engage students' participation, stimulate curiosity and critical thinking, so that they also learn about themselves, their strengths and weaknesses. Main types of Formative Assessments implemented at UNI: Quizzes, polls, discussions debates, reflections, exercises, short cases, homework with feedback.


Formative Assessments are graded but as additional points. Students can sum maximum 15% to their overall grade for the course.

- b. Summative Assessment' s purpose at UNI is to evaluate student learning in two times during the course duration (13 weeks): Mid Term Assessment takes place in Week 6 and 7 and Final Assessment in Week 13. Summative Assessments are structured and aimed to evaluate predefined PLOs and CLOs. Main types of Summative Assessments implemented at UNI: Open-ended questions, case studies, structured tests, essays, reports, plans, projects, portolio creation, research papers, reflection papers and presentations.

Mid Term Assessment accounts for 35% of the overall grade and Final Assessment for the 45% of the overall grade.

Arizona State University (ASU) Initiative Assessment: A Master Class of Self Paced Course related to the course is delivered by an ASU Professor. Students are assessed through Essays for the Master Classes and the predetermined assessment embedded in the self paced course. This assessment accounts for 20% of the final grade.

Example of Assessment Methodology

Summative Assessment	Points
 Master Class: The Social Fabric: Understanding Organizations, Groups, and Networks PRESENTER: Seth Rachlin	20
Mid-Term Assessment	35
Final Assessment	45
	Total: 100
Formative Assessment	Bonus Points
Role-Playing Negotiation Scenarios	15
	Total: 15

Students who do not achieve a Passing Grade during the course official period can attend resit final exams session for whole course during the 15th week of the semester.

3. Deadlines and Submissions

All formative and summative assessments will be completed within the **13-week semester**.

Summative assessments are scheduled as follows:

- **Method 1:** During week 6 or 7.
- **ASU Initiative Implementation:** At any point during the semester, as determined by the faculty member.
- **Final Method:** In week 13, concluding the assessment process.

Formative assessments will be administered throughout the semester. By the end of the semester, students will know their final grades. If a student has not passed or is unsatisfied with their grade, they may retake the assessment during the exam week.

4. Extensions and Deferrals of Assessment Deadlines

Requests for extensions or deferrals must be submitted in accordance with the **Mitigating Circumstances Policy**.

5. List of Assessments

- **Exams (Short Answer, Multiple Choice, Written Response):**
These exams assess students' understanding of course material through various question types, including short answer, multiple choice, and essay questions.
- **Online Exams (Time-Limited, Non-Invigilated, Take-Home, Invigilated):**
Online exams are conducted through the course management system and may be time-limited, non-invigilated, or invigilated. They assess students' knowledge in a flexible format.
- **Reports (Business, Laboratory, Legal, Technical Design, Research, Practical Work, Data Analysis):**
Reports require students to analyze and present information in a structured format, relevant to their field of study, such as business, law, or technical design.
- **Essays:**
Essays involve critical analysis and independent thinking on a topic or question provided by the faculty, typically within a word count of 500 to 1000 words.
- **Portfolios:**
A collection of student work that demonstrates learning progress, achievements, and competencies over a period of time.
- **Newspaper Article / Editorial:**
Students write articles or editorials on relevant topics, showcasing their ability to research and present arguments in a concise and engaging manner.
- **Literature Review:**
A comprehensive analysis of existing research on a particular topic, demonstrating the student's ability to synthesize and critique sources.
- **Student Presentations (In Class, Recorded):**
Presentations allow students to research, organize, and present information on a given topic, followed by a Q&A session.
- **Posters / Infographics:**
Visual presentations of information on a specific topic, designed to communicate complex ideas in a clear and concise format.

- **Reflection Paper:**
A reflective essay that allows students to consider their learning experiences, personal growth, and the application of course concepts.
- **Seminar Paper:**
A detailed research paper presented during a seminar, often followed by a discussion with peers and faculty.
- **Projects (Individual, Group):**
Projects involve practical work, either individually or in groups, to apply theoretical knowledge to real-world problems.
- **Debates / Simulations:**
Structured discussions or role-playing scenarios where students argue different perspectives on a given topic.
- **Oral Exam:**
An assessment where students verbally respond to questions posed by the examiner, demonstrating their knowledge and communication skills.
- **Case Study Analysis:**
A detailed examination of a real-world scenario, requiring students to apply course concepts to develop solutions.
- **Scenario-Based Assessment:**
An assessment based on hypothetical situations, where students must respond to challenges using their knowledge and skills.
- **Objective Structured Clinical Examination:**
A hands-on, practical assessment method commonly used in medical and healthcare courses to evaluate clinical skills.

6. Assessment Brief and Rubrics

The Assessment Brief is a formal and essential document that clearly defines the specific requirements, criteria, and expectations for both the Mid Term and Final Assessments at UNI – Universum International College. This document serves as a comprehensive guide for students, detailing the purpose of the assessment, the relevant learning outcomes that will be evaluated, the expected format and structure, submission guidelines, deadlines, and the marking or grading criteria.

Assessment Briefs play a critical role in ensuring that students fully understand what is expected of them and how their work will be evaluated. By providing transparent and detailed instructions, the briefs promote fairness and consistency in the grading process, effectively minimizing subjective or inconsistent evaluations. This transparency helps students to prepare their work in alignment with the academic standards of UNI and supports an equitable learning environment.

The primary aim of the Assessment Brief is to establish standardized guidelines applicable to all students undertaking the same assessment, thereby ensuring consistency and objectivity in evaluation. With the use of the Assessment Brief, professors apply uniform criteria to every student submission, reinforcing equitable treatment and upholding academic integrity across all courses.

UNI requires that all professors prepare Assessment Briefs for both Mid Term and Final Assessments and upload them to the e-learning platform between 2 and 4 weeks prior to the assessment date. In addition to making the brief accessible online, professors are expected to review and explain its contents during class sessions, providing students the opportunity to clarify any questions or uncertainties. This interactive approach fosters a clear understanding of assessment expectations and reduces ambiguities.

Key Components of the Assessment Brief:

- i. **Title of the Assessment:** Clearly identifies the specific assessment task.
- ii. **Learning Outcomes Assessed:** Specifies which course learning outcomes will be evaluated through the assessment.
- iii. **Key Topics Evaluated:** Lists the main subjects or thematic areas that the assessment will cover.
- iv. **Description of the Task:** Provides a detailed explanation of the assessment type (e.g., essay, project, presentation) and its objectives, distinguishing between Mid Term and Final Assessments.
- v. **Assessment Type:** Indicates whether the assessment is summative (such as essays, presentations, open-ended questions) and its role in the final grade calculation.
- vi. **Format and Structure Requirements:** Defines technical specifications such as word count, font type and size, inclusion of Gantt charts, diagrams, number and type of questions (open-ended or structured), and the referencing style to be used if applicable.
- vii. **Submission Instructions and Deadlines:** Specifies how and when the assessment should be submitted, including any platform-specific guidelines and cutoff times.
- viii. **Academic Integrity Statement:** Details the standards related to originality and ethical conduct, including the acceptable similarity threshold for plagiarism (up to 15% for written work). It explicitly states that excessive use of AI-generated content without proper paraphrasing or acknowledgment will result in an automatic failure of the assessment. In cases where unauthorized AI use is suspected, students may be required to undergo an oral assessment to verify their understanding and knowledge. Acts such as cheating, impersonation, and ghostwriting are strictly prohibited and are considered serious academic misconduct, subject to severe disciplinary action according to UNI's policies.

7. Rubrics

Rubrics are essential assessment tools developed for each type of evaluation and carefully tailored to reflect the specific criteria and learning objectives of individual courses at UNI – Universum International College. Serving as formal scoring guides, rubrics are mandatorily used across UNI to assess and evaluate students’ performance in a consistent, transparent, and objective manner. By clearly articulating the expectations and standards, rubrics provide both students and faculty with a shared framework for understanding how work will be judged.

Key Features of UNI Rubrics

i. **Criteria**

These are the distinct components or dimensions of the student’s work that will be evaluated. Criteria may include elements such as clarity of expression, grammatical accuracy, creativity, effective use of evidence, depth of analytical thinking, application of theoretical frameworks, originality, and adherence to assignment guidelines.

ii. **Levels of Performance**

Presented typically in columns, these define varying degrees of quality or achievement

or each criterion. Common levels include labels such as *Excellent*, *Good*, *Satisfactory*, *Needs Improvement*, and *Poor*. Each level provides a qualitative differentiation to help faculty distinguish the relative merit of student work.

iv. **Descriptors**

For each criterion and performance level, rubrics include detailed, specific descriptions that explain what is expected of students. These descriptors clarify the standards that must be met to attain a given level of performance, helping to eliminate ambiguity and subjectivity in grading.

v. **Scores**

Each performance level is associated with a numerical value or score, which faculty assign based on the quality of the work submitted. These scores are then aggregated according to the rubric’s weighting to calculate the student’s final grade for the assessment.

UNI has developed a set of standardized rubrics that cover all major types of assessments employed within the institution, including essays, presentations, projects, portfolios, and exams. While these standardized rubrics ensure a consistent baseline of quality and fairness, professors are required to customize and adapt them to align precisely with the unique learning outcomes and requirements of their specific courses. This flexibility allows for an accurate reflection of course content and instructional goals while maintaining the rigor and comparability that UNI’s assessment framework demands.

By implementing rubrics as mandatory evaluation instruments, UNI fosters a culture of accountability, fairness, and transparency, empowering students to understand clearly how their

work will be assessed and enabling faculty to provide meaningful, consistent, and constructive feedback.

8. Grading System

UNI- Universum International College applies the following Grading System.

Evaluation rate	Grade description	Grading letters
90 % - 100 %	Excellent	A
80 % - 89 %	Very good	B
70 % - 79 %	Good	C
60 % - 69 %	Satisfactory	D
45 % - 59 %	Sufficient	E
44 % - 0	Fail	F

9. Assessment Review

Students have 5 (five) working days after receiving their grades to review their assessments. Any concerns about the grade must be brought to the attention of the Academic Department within this period. For any disputes regarding grades, students must follow the Grade Appeal Process.

This policy ensures that assessments at UNI - Universum International College are conducted fairly, transparently, and in alignment with academic standards, providing students with multiple opportunities to demonstrate their learning and achieve their academic goals.

10. Academic Integrity

At UNI – Universum International College, academic integrity is a foundational principle that underpins all educational activities. The institution is committed to fostering a culture of honesty, responsibility, and ethical scholarship among its students and staff. Upholding academic integrity is essential to maintaining the credibility, quality, and value of the academic qualifications awarded by UNI.

Plagiarism

Plagiarism, defined as the presentation of another person’s words, ideas, data, or work without proper acknowledgment, is strictly prohibited. This includes but is not limited to the unreferenced

copying or paraphrasing of texts, ideas, data, images, or other intellectual property. Students must always cite sources accurately and adhere to the referencing styles prescribed in their course materials. Failure to do so constitutes academic dishonesty.

Use of Artificial Intelligence (AI) Tools

The use of Artificial Intelligence (AI) tools in academic work is encouraged at UNI as a means to enrich learning experiences, expand students' skills, and foster innovation. UNI recognizes the potential of AI to support creativity, critical thinking, and research efficiency. However, the use of AI is carefully regulated to ensure that students maintain ownership of their work and do not rely solely or excessively on AI-generated content to complete assignments or assessments.

AI tools may be employed only when explicitly permitted and clearly defined within the Assessment Brief for each specific task. This ensures that AI is used as a supportive resource rather than a substitute for authentic student effort. Unauthorized submission of work that is primarily or wholly produced by AI—without appropriate attribution or permission—is regarded as a serious breach of academic integrity.

UNI's policies and procedures are designed to balance the encouragement of responsible AI use with the imperative to cultivate original thinking and personal academic development. By regulating AI usage, UNI aims to promote students' genuine intellectual contributions, uphold the integrity of academic qualifications, and prepare students for ethical and effective use of emerging technologies in their future professional lives.

Other Forms of Academic Misconduct

In addition to plagiarism and unauthorized AI use, other forms of academic misconduct are explicitly prohibited. These include:

- a) **Cheating:** Any attempt to gain unfair advantage during examinations or assessments, such as using unauthorized materials or collaborating without permission.
- b) **Impersonation:** Acting as or having another person act as the student during any assessment or academic activity.
- c) **Ghostwriting:** Commissioning or submitting work written by another person as one's own.

Such behaviors are regarded as serious academic offenses that compromise the integrity of the academic process.

Disciplinary Procedures and Sanctions

Violations of academic integrity, including plagiarism, unauthorized AI use, cheating, impersonation, and ghostwriting, will be subject to institutional disciplinary procedures. These procedures are overseen by the Ethics and Academic Integrity Committee, which assesses cases on an individual basis, considering the severity of the violation and any prior conduct history.

Possible sanctions include, but are not limited to:

- Failing the affected assessment or exam.
- Failing the entire course.
- Placement on academic probation.
- Temporary suspension or permanent expulsion from UNI.

The institution's commitment to a fair and transparent disciplinary process ensures that all students have the right to be heard and to appeal decisions within the frameworks established by UNI policies.

11. Policy Review

This Academic Integrity Policy applies to the Academic Year 2024-2025 and is subject to regular review and revision. Updates will reflect evolving institutional goals, technological advancements (particularly in AI usage), emerging educational best practices, and alignment with national and international academic quality standards. UNI is dedicated to continuous improvement of its policies to maintain the highest standards of academic excellence and ethical conduct.



A handwritten signature in black ink, appearing to read "Isabel Salvat", is positioned above a horizontal line.

Isabel Salvat

Chair of the Academic Council