

# Assessment Policy



## 1 Purpose

To articulate the principles and practices that underpin the approach of the University to assessing Student learning.

## 2 Scope

This policy applies to all Courses offered by the University.

All Students and staff members involved in Course Assessment are subject to this policy.

## 3 Policy Statement

The University acknowledges that Assessment has a crucial role in learning and teaching.

The University expects Assessment to be academically rigorous and valid (learning principles), effective and efficient (content principles) and ethical and fair (equity principles).

## 4 Principles

To achieve this, the University has adopted the following principles:

- **Learning principles**

Assessment should focus on and assess the achievement of the applicable learning objectives.

Assessment should be learning focussed and should use Assessment Items based on discipline-relevant standards appropriate to the level of the Course.

- **Content principles**

Assessment should fully align with the Course Specifications including specified Student workload.

Assessment should reflect what is most important to learn from the Course up to the point of Assessment.

- **Equity principles**

Assessment should recognise and reasonably accommodate Student diversity.

Assessment should be standards-based using pre-determined criteria and weightings known to Students in advance.

## **4.1 Learning**

The methods employed in assessing Student achievement of the applicable objective shall maintain academic standards appropriate to the level of the Course in which Students are enrolled.

The types and design of Summative Assessment Items used for a Course should be appropriate for the applicable objectives being assessed.

Assessment techniques should enable Students to demonstrate clearly the level of achievement that they have attained in the areas being assessed.

## **4.2 Content**

Examiners should limit their use of Summative Assessment Items in Courses to ensure that Students are not over-assessed and that Students can get appropriate and timely feedback on such Assessment Items.

Examiners are encouraged, where appropriate, to use Formative Assessments as part of the teaching/learning process.

## **4.3 Equity**

Summative Assessment Items for a Course will normally be moderated and criterion referenced.

The allocation of Grades and/or Marks to Student work by academic staff for a Course will reflect the best professional judgement of the level of learning achieved.

The Assessment methods employed shall ensure that the Assessment is not based on prejudicial or other unfair practices.

## **5 References**

Nil.

## **6 Schedules**

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

## 7 Policy Information

<b>Accountable Officer</b>	Deputy Vice-Chancellor (Academic)
<b>Responsible Officer</b>	Deputy Vice-Chancellor (Academic)
<b>Policy Type</b>	Academic Quality Policy
<b>Policy Suite</b>	Administration of Formal Examinations Procedure Assessment Hurdles Schedule Assessment of Special Circumstances Procedure Assessment Procedure Class of Honours Standard Schedule Grade Point Average (GPA) Calculation Schedule Grades Schedule Residential School Categorisation Schedule
<b>Subordinate Schedules</b>	
<b>Approved Date</b>	10/2/2020
<b>Effective Date</b>	10/2/2020
<b>Review Date</b>	28/3/2017
<b>Relevant Legislation</b>	
<b>Related Policies</b>	<a href="#">Learning and Teaching Policy</a> <a href="#">Student Academic Integrity Policy</a> <a href="#">Student Expectations and Responsibilities Policy</a>
<b>Related Procedures</b>	
<b>Related forms, publications and websites</b>	
<b>Definitions</b>	<b>Terms defined in the Definitions Dictionary</b> <a href="#">Assessment</a>

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

### [Assessment Item](#)

An individual Assessment task as outlined in the Assessment schedule for a Course. Assessment Items may consist of Assignments or Formal Examinations and may be Formal, Informal, Formative or Summative in nature.

### [Course](#)

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

### [Course Specification](#)

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

### [Formative Assessment](#)

Assessment that is designed to assist Students in monitoring their progress through a Course, but which does not contribute towards the Final Grade for that Course.

### [Grade \(noun\)](#)

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

### [Mark](#)

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

### [Student](#)

A person 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 units; or not currently enrolled but is on an approved Leave of Absence or whose admission has not been cancelled.

### [Summative Assessment Item](#)

Any Assessment Item (Assignment or Formal Examination) used in

	<p>the determination of a Student's final Grade and should provide for feedback except when it is the final Assessment Item for a Course. Where a Summative Assessment Item is used only to determine whether or not a Student is eligible to be given a passing Grade, the weighting allocated to the item may be zero.</p> <p><a href="#">University</a></p> <p>The term 'University' or 'USQ' means the University of Southern Queensland.</p>
	<p><b>Definitions that relate to this policy only</b></p>
<p><b>Keywords</b></p>	<p>Coursework Courses, Assignment, Exams, Examinations, Quiz, Test, Group Work, Grades, Results</p>
<p><b>Record No</b></p>	<p>13/57PL</p>