



Assessment Policy

Responsible Officer	Deputy Vice-Chancellor (Students and Education)
Approved by	Vice-Chancellor
Approved and commenced	July, 2012
Review by	July , 2014
Relevant Legislation, Ordinance, Rule and/or Governance Level Principle	Rule 2 - Academic Assessment GLP 12 - Academic Standards
Responsible Organisational Unit	Office of the Deputy Vice-Chancellor (Students and Education) All Academic Organisational Units

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1 Objective

The objectives of the *Assessment Policy* are to ensure that assessment:

- is designed to promote student learning;
- measures student achievement against learning outcomes to produce grades that are valid, reliable and maintain academic standards;
- is fair, transparent and equitable.

2 Scope

This policy applies to all coursework programs offered by the University of Tasmania. It applies to all academic leaders; all staff undertaking teaching and assessment; including casual staff, and all coursework students. This policy should be read in conjunction with Rule 2: Academic Assessment.

3 Policy Provisions

3.1 Promote Student Learning

Assessment **tasks should link with unit-specific and course level learning outcomes** and this should be made explicit to students.

Students should be given opportunities for quality and timely **feedback** on their learning that also feeds forward into their future learning.

Formative assessment should be used by staff to evaluate student progress and inform their teaching.

Assessment tasks should be designed to ensure a **clear progression** through a course towards achieving graduate learning outcomes.

Assessment tasks should be designed to **minimise plagiarism**.

3.2 Measurement of Student Achievement

Students should be provided with opportunities to **demonstrate achievement against all learning outcomes**, where practicable through a range of assessment methods that may or may not include examination and give consideration to requirements of externally accrediting bodies where appropriate.

Assessment, at every level, must be based on **clearly articulated criteria**.

Decisions regarding grades awarded to students for units of study and pieces of assessment should be based on the attainment (or otherwise) of those criteria at **stated performance standards**.

Assessors should be appropriately qualified, trained and supported through the assessment process to ensure grades are applied consistently.

Moderation of assessment should be undertaken.

A **process for review** of unit and course based assessment consistent with the University's *Quality Management Policy* must be enacted.

Assessment standards must be monitored through **internal and external benchmarking**.

3.3 Fair, Transparent and Equitable Assessment

Students must be made aware of the requirements of assessment tasks, and any assessment eligibility or hurdle requirements.

Assessment in the same unit across different campuses or semesters must be **equitable**.

Assessment load must be **commensurate** with weighting of the unit and take into account student workload.

Assessment must be **inclusive** and there should be **no inherent biases** that may disadvantage any student groups. This does not preclude the setting, and explicit articulation, of defensible inherent requirements into assessment requirements.

Without compromising academic standards, or inherent requirements of a course, **reasonable adjustments** to assessment can be made for students who are disadvantaged through disability, special needs or unforeseen circumstances.

Clear and published processes for review of results must be available to students and outline respective responsibilities of staff and students.

3.4 Assessment in units and courses should be **regularly reviewed** in alignment with the requirements of the UTAS Academic Standards framework.

3.5 There should be a clear **delegation of responsibility** for assessment within Faculties, Schools and Centres.

4 Definitions and Acronyms

Assessment criteria	Specific outcomes that are expected to be demonstrated in any particular assessment task.
Formative assessment	Assessment tasks that are designed primarily to provide feedback to students on their progress against learning outcomes. Formative feedback can also inform staff on student progress which can inform their teaching.
Hurdle requirement	A task that is mandatory to complete in order to meet the requirements of a course.
Learning outcomes	Clear statements to indicate what students are expected to know or be able to do at the completion of a unit (unit level) or course (course level or graduate learning outcomes)

Organisational Unit College, Faculty, School, Centre, University Institute, other University Entity, Division, Section or University Business Enterprise.

Performance standard A clearly articulated description of the level of attainment that acts as a stable reference point or recognised measure for the purposes of reaching a decision on the quality of a student's work.

5 Supporting Documentation

- *Assessment Procedure* (Companion Document, under development)
- *Alternative Assessment Eligibility Procedure* (Approved 2010)
- *Guidelines for Moderation* (Approved 2010)
- *Guidelines for Good Assessment Practice* (2011)
- *Guidelines for Awarding Supplementary Examinations and Faculty Passes* (under review)
- *UTAS Academic Standards framework* (under development)

6 Versioning

Former Version(s)	Version 1 – <i>Assessment Policy</i> ; approved November, 2009; reviewed 2011; endorsed by Academic Senate July 2012 but never formally approved
Current Version	Version 2 - <i>Assessment Policy</i> ; reviewed and endorsed by SMT, July 2013; approved February 2014, amended in December 2016 to incorporate Colleges.