



# ASSESSMENT POLICY

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### **1. Purpose**

1.1 Assessment is an integral part of students' learning experience. Well-designed assessment practices foster learning, certify student achievement, and develop students' ability to reflect on and monitor their progress. This policy establishes principles that support student success through transparent, fair, and rigorous assessment practices.

### **2. Scope and Responsibilities**

2.1 In instances where this broad policy does not fit particular objectives of a subject, Faculties, institutes or other divisions of the University may make variations more sensitive to the needs of a particular subject or discipline. However, such Faculty-level policies must not conflict with the overall spirit of this general policy. Faculty-level variations of this policy should be approved by a faculty-based academic review committee prior to the commencement of the courses which may be governed by it. All variations should be in writing and made public.

2.2 This policy does not apply in respect of the supervised, time-based research project in a higher degree by research course.

- 2.3 It is the responsibility of the Lecturers, Subject coordinators, Faculty Deans, Examinations Controller and Academic Review Committees to ensure that the principles specified in this policy are applied in the subjects and courses for which they are responsible.
- 2.4 It is the responsibility of students to:
  - 2.4.1 familiarise themselves and comply with assessment information, including this policy, the supporting procedures, subject information, and the criteria and standards for assessment
  - 2.4.2 seek clarification if unsure about the requirements for assessment
  - 2.4.3 engage in the assessment process, including reflecting on and actioning (as necessary) feedback.

### **3. Definitions of Terms**

**Academic Integrity:** Adherence to ethical principles in assessment, including honesty, fairness, and avoidance of plagiarism.

**Assessment:** Any process used to evaluate student learning, performance, or achievement

**Assessment Task:** Any academic activity designed to evaluate student knowledge, skills, or competencies.

**Criterion-Referenced Assessment:** Assessment that measures student performance against predefined learning objectives rather than comparing students to each other.

**Faculty:** An academic division within the University responsible for delivering programs of study.

**Formative Assessment:** Assessment conducted during the learning process to provide feedback and guide improvement.

**Grading Scheme:** A standardized framework for assigning grades based on performance levels.

**Lecturer:** All personnel responsible for planning, delivering, managing and assessing learning.

**Moderation:** A process to ensure consistency and fairness in designing and marking assessments across different graders or subjects.

<b>Subject:</b>	A discrete unit of study within a course, with specific learning objectives and assessment tasks.
<b>Subject Coordinator:</b>	The academic staff member responsible for overseeing the administration, content, and assessment of a subject.
<b>Summative Assessment:</b>	Assessment conducted at the end of a learning period to measure student achievement against defined standards.
<b>Unaided Capability of a Student:</b>	The ability of a student to complete assessment tasks independently, without assistance, ensuring authenticity in evaluating their knowledge and skills.

#### 4. Policy Statement

<b>Principles</b>	<b>Strategies</b>
4.1. Assessment is integral to learning and supports student development	<ul style="list-style-type: none"> <li>4.1.1. Promote student learning through formative and summative assessments.</li> <li>4.1.2. Provide clear, focused, and substantive feedback.</li> <li>4.1.3. Diagnose learning difficulties and inform teaching strategies.</li> </ul>
4.2. Assessment is integral to course design and aligns with academic standards	<ul style="list-style-type: none"> <li>4.2.1. Align assessments with course learning outcomes and pedagogical best practices. Ensure relevance through continuous review.</li> <li>4.2.2. Design assessments to be meaningful and appropriate for the discipline.</li> </ul>
4.3. Assessment is communicated timely and effectively	<ul style="list-style-type: none"> <li>4.3.1. Include assessment details in course outlines accessible in Week 1.</li> <li>4.3.2. Provide marking criteria, rubrics, and briefs in advance.</li> <li>4.3.3. Offer opportunities for students to clarify expectations.</li> </ul>

4.4. Assessment provides valid and reliable evidence of student learning	4.4.1. Use criterion-referenced assessments.
	4.4.2. Address learning outcomes directly.
	4.4.3. Ensure consistency, fairness, and clarity in criteria.
	4.4.4. Ensure student competence in the subject by measuring the unaided capability of the student.
4.5. Assessment is fair and equitable	4.5.1. Ensure transparency, consistency, and academic integrity in grading.
	4.5.2. Standardize approaches while allowing discipline-specific flexibility.
	4.5.3. Provide equal access to requirements and expectations.
4.6. Assessment practices align with the University's academic standards	4.6.1. Follow the University's teaching and learning philosophy.
	4.6.2. Align with the University's grading scheme and compliance regulations.
	4.6.3. Establish review committees for systematic grading policies.
4.7. Assessment practices are continuous reviewed and improved	4.7.1. Periodically review grade distributions to identify anomalies.
	4.7.2. Participate in professional development to improve methods.
	4.7.3. Review committees assess examination papers and tasks for quality assurance.

## 5. Supporting Procedures and Documents

- Grading Scheme Policy
- Academic Integrity Policy or (Policy on Plagiarism, Policy on Contract Cheating, Guideline on Responsible Use of AI)
- Teaching and Learning Policy
- Curriculum Development and Review Policy

- Student Appeals and Grievance Procedures
- Assessment Variation Procedures
- Examination Rules
- Assessment Practice Guidelines

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