

<b>Policy Title:</b>	<b>Assessment</b>
<b>Policy Owner:</b>	<b>Deputy Vice-Chancellor (Education)</b>
<b>Keywords:</b>	<b>Assessment, Feedback, Moderation, Benchmarking, Transformative, Learning-centred</b>
<b>Policy Code:</b>	<b>PL281 [ac112]</b>

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## 1. INTENT

This policy sets out the principles to be applied to all assessment related activities for Units (other than VET Courses) at the University.

## 2. ORGANISATIONAL SCOPE

- 2.1 This policy applies to all Units, excluding VET Units of Competency, taught at or on behalf of the University irrespective of the location of teaching or mode of learning.
- 2.2 Academic Board must approve any major amendments to this policy (i.e. those changes that change the overall intent of one or more sections of this policy). The Policy Owner may approve minor amendments and updates to this policy.

## 3. DEFINITIONS

The [University Glossary](#) applies to this policy.

## 4. POLICY CONTENT

### ***Principles***

Assessment frames student learning. Assessment practices at the University are intentionally designed to promote engagement in meaningful learning and to assure quality standards are reached.

The following principles underpin assessment at the University, regardless of location or mode of teaching:

- 4.1 **Assessment is learning-centred.** The University is committed to rigorous assessment design and review processes that:
- use a whole-of-Course approach to scaffold achievement of intended learning outcomes within Units and throughout a whole Course;
  - are developmental and sustainable, engaging students in relevant and meaningful activities that foster self-regulated learning, academic integrity and capacity for lifelong learning;
  - are based on explicit criteria and clearly defined standards, eliciting high quality evidence of performance in relation to targeted learning outcomes;
  - assure the validity, reliability and effectiveness of assessment practices;
  - align with the [Australian Qualifications Framework \(AQF\)](#) and requirements of external accreditation bodies (where applicable); and
  - are fair and equitable to all students.
- 4.2 **Assessment is globally relevant.** The University is committed to assessment practices that enhance students' global competitiveness by:
- embedding communication and generic skills within key tasks;
  - designing tasks that are authentic and connected to industry and community;
  - incorporating relevant technologies to facilitate a future-oriented experience; and
  - establishing appropriate forums for the development and sharing of standards within and between disciplinary and professional communities.
- 4.3 **Assessment supports transformative learning.** The University is committed to formative and summative assessment practices that:
- expose students to multiple perspectives that challenge assumptions and broaden and redefine understandings;
  - build capacity for future learning by intentionally including opportunities for students to independently judge and improve performance quality;
  - build higher-order cognitive and metacognitive skills; and
  - foster deep understanding through addressing both affective and cognitive domains.

### **Responsibilities**

- 4.4 When undertaking assessment design, implementation, evaluation and improvement, Schools and Teaching Areas must have quality assurance measures to ensure the above principles and the requirements of the [Assessment, Examination and Moderation Procedures](#) are met before the commencement of each Teaching Period.
- 4.5 Each Assessment and Progression Committee is responsible for ensuring the integrity and continuous improvement of all Unit assessment regimes.

4.6 School and Teaching Area leaders are responsible for ensuring that all Staff involved in assessment of student academic work within their School or Teaching Area have appropriate qualifications and skills in contemporary assessment principles relevant to the discipline, their role, modes of teaching and the needs of particular student cohorts, in accordance with the [Determining Professional Equivalence for Staff Qualifications Policy](#) and the [Higher Education Standards Framework \(Threshold Standards\) 2015](#).

## 5. ACCOUNTABILITIES AND RESPONSIBILITIES

- 5.1. The Deputy Vice-Chancellor (Education) has overall responsibility for the content of this policy and its operation.
- 5.2. The Manager, Teaching Quality is responsible for maintaining this policy.

## 6. RELATED DOCUMENTS:

- [Assessment, Examination and Moderation Procedures](#)
- [Determining Professional Equivalence for Staff Qualifications Policy](#)
- [Higher Education Standards Framework \(Threshold Standards\) 2015](#)

## 7. CONTACT INFORMATION

For queries relating to this document please contact:

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## 8. APPROVAL HISTORY

Policy Approved by:	Acting Vice-Chancellor
Date Policy First Approved:	15 May 2018
Date last modified:	16 December 2019
Revision History:	16 December 2019 – (minor revision - approved by Vice-Chancellor)
Next Revision Due:	15 May 2021
TRIM File Reference	SUB/87191