

**Policy Title:**       **Assessment**

**Policy Owner:**       **Pro-Vice-Chancellor (Education)**

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## 1. INTENT

This policy sets out the principles to be applied to all assessment related activities for coursework units at ECU. The principles set out in this policy shall guide assessment irrespective of the location of delivery or mode of learning.

## 2. ORGANISATIONAL SCOPE

This policy applies to all higher education coursework units, including enabling, undergraduate and post-graduate units. It does not apply to VET courses.

## 3. DEFINITIONS

TERM	DEFINITION
coursework	A method of teaching and learning that leads to the acquisition of skills and knowledge that does not include a major research component.
Criterion and standards-referenced	Based on explicit criteria and clearly defined standards
unit	A unit of study (or, in the case of a VET qualification, a unit of competency as that term is defined under relevant legislation).
VET	Vocational Education and Training

## 4. POLICY CONTENT

### *Principles*

Assessment frames student learning. Assessment practices at ECU are intentionally designed to promote engagement in meaningful learning and assure standards.

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

- 4.1 **Assessment is learning-centred.** ECU 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 criterion and standards-referenced, 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 and requirements of external accreditation bodies (where applicable); and
  - are fair and equitable to all students.
- 4.2 **Assessment is globally relevant.** ECU 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.** ECU 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.

#### 4.4 Assessment practices

ECU endorses a criterion and standards referenced grading scheme and as such the development and use of marking guides appropriate to the discipline is required for every summative assessment task to assist in measuring the differing levels of attainment of the requirements of an assessment.

#### 4.5 Monitoring assessment quality

When undertaking assessment design, implementation, evaluation and improvement, Schools and Centres must observe the principles detailed above and adhere to the processes and requirements set out in the Assessment, Examination and Moderation Procedure.

#### 4.6 Roles and Responsibilities

School and Centre leaders are responsible for ensuring that all staff involved in assessment of coursework within their School or Centre 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.

### 5. ACCOUNTABILITIES AND RESPONSIBILITIES

In relation to this policy, the following positions are responsible for the following

- 5.1. The Pro-Vice-Chancellor (Education) has overall responsibility for the content of this policy and its operation at Edith Cowan University.
- 5.2. Executive Deans; the Dean, Graduate Research School; Head, Kurongkurl Katitjin and Pro-Vice-Chancellor (Education) are accountable for the implementation of this policy and its related procedures within their school/academic unit.
- 5.3. All members of the University community are expected to comply with University Policy.

### 6. RELATED DOCUMENTS:

This policy is supported by the following documents. See the [Legislation and Policy Search Directory](#).

- 6.1. for further information about legislation and policy:
  - [Assessment, Examination and Moderation Procedure](#)
- 6.2. Other documents which are relevant to the operation of this policy are as follows:
  - [Determining Professional Equivalence for Staff Qualifications Policy](#)

## 7. CONTACT INFORMATION

For queries relating to this document please contact:

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## 8. APPROVAL HISTORY

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