

## Purpose

1. Assessment is a central feature of the student learning experience and is the mechanism by which the University assures the attainment of course learning objectives, aligned to program learning outcomes. This Policy sets out the principles that underpin the coursework assessment at UniSA. The application of these principles will ensure that the University complies with requirements relating to assessment set out in the [Higher Education Standards Framework](#).
2. This Policy is to be read in conjunction with the associated [Assessment Procedures](#).

## Scope

3. The Policy applies to:
  - undergraduate and postgraduate coursework programs
  - enabling programs
  - single course and cross-institutional enrolments
  - students studying in Australia and offshore UniSA units delivered through Open Universities Australia (OUA) or other authorised third party

## Responsibilities

4. Academic Board is the approving authority for this Policy.
5. The Provost and Chief Academic Officer is the officer responsible for organisation-wide adherence to this Policy.
6. Executive Deans and Deans of Programs are responsible for ensuring that the principles set out in this policy are applied in all coursework programs they are responsible for.
7. The procedural responsibilities of this Policy are provided in the [Assessment Procedures](#).

## Policy Principles

8. **Assessment plays an essential role in shaping student learning**

Assessment practices promote student engagement and support student learning, as well as judge levels of performance.
9. **Assessment is an integral component of course and program design**

Assessment tasks are aligned with the course objectives and the stated learning outcomes for the program. To successfully complete a program students must have demonstrated the learning outcomes specified for the program.

Assessment across the courses within a program is designed to:

- a. ensure coverage and opportunities for students to demonstrate achievement of the learning outcomes for the program
- b. ensure coverage, development and achievement of the University's Graduate Qualities
- c. ensure consistency in the University's expectation of workload across courses
- d. spread assessment load and intensity across the study period
- e. provide a variety of types of assessment
- f. develop, support and monitor students' readiness to undertake more advanced course requirements and practice-based learning activities.

**10. The design of assessment tasks has a significant impact on student learning**

Assessment design reflects the principles of authentic assessment by stimulating students to think from multiple perspectives to challenge and change their ways of thinking and doing, and encouraging them to develop higher order thinking skills.

**11. Assessment tasks are diverse**

Assessment practices are inclusive and support equity and disability principles, catering for both individual and group diversity. A variety of assessment techniques are used to minimise disadvantage. Inclusive language must be used to avoid gender, racial, cultural or other language bias. Assessments must be free from conscious or unconscious bias that advantages or disadvantages particular groups.

**12. Assessment is used for both formative and summative purposes**

Formative assessment helps students and staff to identify strengths, weaknesses, and ways to improve and enhance learning attainment. Summative assessment provides information to judge the extent to which a student has achieved the specified course learning objectives.

**13. Good assessment requires clear articulation of purpose, requirements, standards and criteria**

Assessment works best when students have a clear understanding of assessment expectations. Assessment criteria must be clear and explicit so that students know what is expected of them for each assessment task.

**14. Good assessment practice gives students timely feedback on their learning**

Quality feedback is clear, constructive, and actionable, enabling students to make sensible judgements about modifying aspects of their academic performance to achieve the course objectives. Feedback should enable students to understand their level of development of the

required skills, their mastery of the understandings embedded in the assessment activity, and how their performance in each domain could be improved in subsequent learning activities.

**15. Assessment methods are valid, reliable and consistent**

Quality assurance of assessment is an integral component of assessment design. Assessment methods and judgements must be valid and reliable, and regularly subjected to moderation, peer review, and external benchmarking processes where possible.

**16. Good assessment practices promote academic integrity**

Academic integrity is both a staff and student responsibility. Good assessment design can educate students about academic integrity and minimise academic misconduct.

**17. Practice-based learning assessment recognises the importance of authentic experience**

Assessment of student performance in practice-based learning activities should recognise the importance of authentic experience, and the integral role that authenticity plays in the students' learning and acquisition of graduate qualities and capabilities.

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## Definitions

See [Glossary of University Terms](#)

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## Associated Documentation

[Assessment Requirements Procedure](#)  
[Variations to Assessments Procedure](#)  
[Examinations Procedure](#)  
[Re-marking and Re-Submission Procedure](#)  
[Moderation Procedure](#)  
[Final Grades and Notations Procedure](#)  
[Academic Review Procedure](#)  
[Course Outline Procedure](#)

**Officer Responsible for Update and Review:** Registrar and Director: Student and Academic Services

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**History:** This Policy supersedes equivalent content in the 2022 Assessment Policies and Procedures Manual.