



Version	Approved by	Approval date	Effective date	Next review date
4.0	President and Vice-Chancellor	9 December 2016	20 February 2017	February 2020
Policy Statement				
Purpose	To specify the principles that govern the UNSW approach to the assessment of student learning and provide a framework for the design and implementation of assessment.			
Scope	This policy applies to: <ul style="list-style-type: none">assessment in all undergraduate, honours and postgraduate coursework programs, the coursework components of higher degree research programs and non-award courses offered by or on behalf of UNSW; andall students, staff and others associated with, or contracted by, UNSW who are responsible for assessment in these programs.			
Policy Provisions				

1. Definition and purpose of assessment

Assessment is a systematic process for facilitating and evaluating student learning. The process includes the design, development and implementation of assessment tasks, and the judgement and reporting of student performance.

The purpose of assessment is both to facilitate and certify the achievement of specified learning outcomes including UNSW's Graduate Capabilities.

Assessment is integral to the curriculum as it drives approaches to student learning and achievement.

2. Assessment principles

UNSW is committed to the provision of assessment tasks and feedback that guide and enhance student learning and provide credible information on their achievement.

The following principles apply to all assessment tasks including those that contribute to grades and those that are part of a learning activity.

2.1. Assessment is designed to guide and enhance student learning.

Assessment has a strong influence on what students learn. Assessment tasks are designed so that student learning is directed to the learning outcomes. Feedback informs students about their current level of achievement and supports future learning. Feedback should accompany all assessment tasks in a format that is suitable for the assessment task.

2.2. Student learning is assessed against learning outcomes and expected standards of performance.

Judgements about student learning are made by reference to both learning outcomes and performance standards. Assessment criteria for a specific assessment task reflect what students are expected to learn and performance descriptors reflect the expected standards of performance for the assessment criteria.

2.3. Assessment provides credible information on student achievement.

The assessment process provides trustworthy information to confidently judge student performance. Assessment results relate to the intended focus of student learning and assessors' judgements are a reflection of student performance. Administrative processes assure the security, equity and integrity of assessment and results.

2.4. Assessment is fair and provides all students an impartial opportunity to demonstrate their learning.

All students are entitled to fair assessments to demonstrate their learning. Information about assessment requirements, assessment criteria and expectations of performance is clear. The

assessment load is manageable for students, teachers and support services. Assessment tasks are designed to minimise bias and allow for reasonable adjustments.

2.5. Assessment develops students' abilities to evaluate their own and peer's work.

It is through engagement with the assessment process that students develop peer and self-assessment skills and take responsibility for their learning as they progress through a program. Over the duration of the program, assessment processes can provide opportunities for students to play a role in formulating their assessment tasks, to assess their own and peers' work, and to reflect on feedback and demonstrate subsequent action to improve future performance.

Accountabilities	
Responsible Officer	Deputy Vice-Chancellor Education
Contact Officer	Pro-Vice-Chancellor (Education)
Supporting Information	
Legislative Compliance	This Policy supports the University's compliance with the following legislation: <i>Tertiary Education Quality and Standards Agency Act 2011</i> (Cth) Higher Education Standards Framework (Threshold Standards) 2015
Supporting Documents	Assessment Design Procedure Assessment Implementation Procedure
Related Documents	Student Code of Conduct Academic Standing and Appeals Procedure Equality Opportunity in Education Policy Plagiarism Policy Statement Student Misconduct Procedure Managing Plagiarism for Students Enrolled in Coursework Programs Procedure
Superseded Documents	Assessment Policy, version 3.1
File Number	2010/02663
Definitions and Acronyms	
Assessment	Assessment is a systematic process for evaluating student learning. The purpose of assessment is both to facilitate and certify student learning outcomes including UNSW's Graduate Capabilities. The process includes the design, development and implementation of assessment tasks, and the judgement and reporting of student performance.
Assessment criteria	For an assessment task, the assessment criteria describe the specific elements of the student's performance in the task that align to the learning outcomes.
Assessment task	An assessment task refers to a specific activity relating to any method of assessment that requires students to demonstrate their learning towards an intended learning outcome.
Learning outcomes	Learning outcomes describe the knowledge, skills and capabilities that students are expected to develop during a course or program of study.
Performance descriptors	Performance descriptors describe the different levels of student performance for each assessment criteria.
Performance standards	Performance standards describe different levels of learning achievement in relation to learning outcomes.

Standards-based assessment	Standards-based assessment is the judgement and reporting of student learning achievement based on predefined learning outcomes and performance standards. Standards-based assessment can apply at the level of the program, course or assessment task.
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Revision History				
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Version	Approved by	Approval date	Effective date	Sections modified
1.0	Academic Board AB02/117	5 November 2002	March 2003	
2.0	Academic Board AB08/140	4 November 2008	4 November 2008	Full review, v1.0 rescinded
3.0	Vice-Chancellor	17 April 2012	17 April 2012	Full review, v2.0 rescinded
3.1	Administrative update by Head of Governance	18 February 2016	29 February 2016	Administrative updates to senior roles
4.0	President and Vice-Chancellor	9 December 2016	20 February 2017	Full review