



Responsible Officer	Deputy Vice-Chancellor (Academic)		
Contact Officer	President, Academic Board		
Superseded Documents	Rescinded Assessment Policy (AB02/117)		
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Associated Documents			
Version	Authorisation	Approval Date	Effective Date
2.0	Authorised by the Academic Board AB08/140	4 November 2008	4 November 2008

1. Preamble

1.1 Purpose

This policy outlines the University's commitment to the design and delivery of assessment that facilitates achieving the specified learning outcomes of courses and programs. It enables the development of rules and procedures that facilitate the management of student assessment and related activities. The policy specifies minimum requirements for design and delivery of assessments. It does not constrain the development of alternative or additional forms of effective assessment, provided such assessments are consistent with the principles stated in this policy.

1.2 Background

The University aims to preserve scholarly values and foster curiosity, experimentation, critical appraisal and integrity, and to cultivate these values in its students.

UNSW acknowledges that the development, implementation and marking of assessment activities is a fundamental part of learning. Some assessment is formative. That is, it is intended to assist students to enhance their learning, for example by identifying weaknesses in their understanding and/or performance. Other assessment is summative; its objective is primarily to pass judgment on the quality of a student's learning, generally in terms of assigned marks and grades. Furthermore, critical reflection on the outcomes of course assessment, both formative and summative, has the potential to inform teachers and students, not only about the quality of student learning but also about the effectiveness of teaching and academic programs. The University recognises the importance of employing a range of assessment techniques appropriate to these purposes and encourages the development of innovative and contextually relevant assessment tasks that facilitate achieving these goals.

The University sees the embedding of relevant graduate attributes into programs, courses, and assessment tasks, in the context of disciplinary and cross-disciplinary learning, as essential to the development of the individual student's learning.

1.3 Principles

In the design and administration of summative assessment and the reporting of assessment results, the University has a commitment to promoting open, equitable and accountable procedures. The University is committed to providing valid and reliable assessment information, in accord with standards in which students, potential employers and accrediting bodies can have confidence. In the design and administration of formative assessment, the University has a commitment to enhance the quality of student learning.

2. Scope

This policy applies to:

- Assessment of all coursework offered by the University
- Students
- Academic and professional staff, and people contracted by the University, with responsibility for designing, administering and making decisions relating to assessment by or on behalf of the University.

3. Definitions

Terms referred to in this policy are defined on myUNSW at:

<https://my.unsw.edu.au/student/academiclife/assessment/AssessmentPolicyDefinitions.html>

4. Policy Statement

The University will enact its responsibilities with respect to Assessment in the following ways:

4.1 Providing Effective Communication of Assessment Requirements to Students

Students will be clearly informed about:

- The expectations of assessment in a course
- The requirements of all assessment tasks
- The marking criteria and standards for each assessment task (approaches that make expected standards of performance explicit for both students and examiners are preferable, although such standards may not be able to be precisely specified for assessments that focus on creativity, critical thinking and reflective learning)
- The submission dates and presentation requirements
- How assessment tasks relate to course-specific graduate attributes
- Provision for extension and resubmissions.

All requirements and due dates will be published in the course outline prior to the commencement of classes. For courses in which the assessment task and its presentation are negotiable between lecturers and students, the basis of such negotiation and the extent to which it is permissible will be made clear by the end of the first week of formal teaching in the course.

4.2 Providing Effective Assessment in Courses

Assessments will:

- Be inclusive and equitable
- Be designed to allow students sufficient time for completion of each task
- Be aligned to and consistent with the aims, desired learning outcomes and programmed activities of the course
- Provide an appropriate number of assessable tasks, in a range of formats, that are aligned with developmentally appropriate learning experiences, to evaluate students' progress

- Be tailored to specifically address graduate attributes embedded within the course
- Include appropriate weightings according to the specific learning outcomes of the course
- Be spread in terms of both load and intensity across the course and consistent with the overall credit value in the course
- Be organised so that for courses with formal examinations, no other assessable tasks will be due after the final week of teaching; while for courses without formal examinations, an assessable task may be scheduled during the examination period but no task will be due during the Study Period
- Be evaluated periodically for reliability and validity (summative assessment) and for effectiveness (formative assessment).

4.3 Providing Effective Student Feedback

Formative feedback will be provided within three weeks of completion of a task and in a form that will:

- Assist students in preparing for future tasks
- Enable students to make judgements about their learning and how they can improve their learning outcomes
- Allow evaluation against explicitly stated assessment criteria and standards.

Courses will be designed so that all students will normally receive feedback by the discontinue-without-failure date.

5. Legal and Policy Framework

This policy enables the development of rules and procedures that facilitate the management of student assessment and related activities. These rules and procedures are described in detail on myUNSW at: [Assessment at UNSW](#)

Other directly related documents include the following:

[Course Outline Template](#)

[UNSW Graduate Attributes Policy](#)

[Information Literacy](#)

[Academic Misconduct](#) and [Plagiarism](#) policies

[Code of Conduct](#) and [Conflict of Interest](#) for UNSW Staff

Policies, procedures and guidelines relating to Special Consideration, Parallel Teaching, Privacy, Equity, Grievance Resolution

<http://www.policy.unsw.edu.au/>

6. Implementation

6.1 Responsibilities

In order that assessment policy is implemented effectively, formal responsibility for specific aspects of policy and practice is delegated through the Pro-Vice-Chancellor (Students) and Registrar to the Faculties, the Schools, Course Convenors, and individual academic and

sessional teaching staff. While some responsibilities for assessment are shared, others are specific to a particular domain.

The Office of the Pro-Vice-Chancellor (Students) and Registrar is responsible for determining organisational and procedural matters in relation to assessment, and for publishing these on myUNSW.

6.2 Staff Roles

UNSW staff, including contracted staff, are responsible for ensuring that:

- Appropriate advice about avoiding plagiarism is provided
- No staff set or mark assessment where a conflict of interest arises
- The outcome of any wholly summative assessment remains confidential to the student or student group and staff of the University
- Assessment items are kept safe
- Appropriate processes are followed for the safe recording, transfer, storage, retrieval, communication and reporting of information on student achievement, including final course results.

6.3 Student Roles

Students have their part to play in the assessment process; they have rights that correlate with the University's responsibilities. Students also have responsibilities to ensure that they are aware of, and comply with, the assessment requirements that apply to them, and to report any anomalies or problems.

UNSW students are expected to:

- Adhere to high standards of academic integrity and honesty at all times
- Comply with the University's plagiarism policy
- Respect the rights of fellow students to learn in a safe and non-discriminatory environment
- Respect the University's rules for the conduct of examinations
- Note that the University emphasises not only the knowledge content but also a range of graduate attributes, which will be assessed throughout their program of study
- Strive to achieve the best results possible.

UNSW students will have the right to:

- For a reasonable time, view work submitted for assessment and retained by UNSW, apply for a re-mark, or appeal the result of an assessment in a course
- Request re-assessment if they believe they have been disadvantaged as a consequence of misadventure.

7. Review

The policy is due for review three years after the date it becomes effective.

Appendix A: History

Version	Authorised 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 to 16 April 2012	Full review, 1.0 rescinded.

Archived document