

SUMMARY OF UNIVERSITY ASSESSMENT POLICY **(Approved by Academic board 27 June 2008)**

PREPARED BY TLU, OCTOBER 2008

The four fundamental principles of student-centred assessment aim to ensure that:

- Assessment tasks accurately measure student knowledge and skill development to a point in time.
- Marking of assessment tasks is designed to quantify the level of student learning against identified objectives.
- Grading is designed to report and record whether students have demonstrated a level of performance that warrants successful completion of a subject and also allows for excellence to be recognised and rewarded.
- Assessment and grading practices are implemented in such a way to ensure all students are treated equitably and fairly.

Student-centred Assessment aims to provide:

- Early and regular feedback on a student's progress throughout the semester.
- Clearly written explicit standards of what is expected of students.
- A variety of assessable tasks that enable students to demonstrate levels of student knowledge and skill progress.

(see Assessment Policy, section 1, pp.5-6)

Fixed Assessment Requirements- requiring approval by the appropriate Academic committee, and publication in the University's Course and Subject Handbook (for publication in the University Course and Subject Handbook and ideally in the subject area on the LMS. See Assessment Policy, section 4, pp.7)

- The form and variety of assessable tasks,
eg: end of semester examinations, assignments essays, group or individual projects, fieldwork, seminar presentations etc.
- The prescribed size, length or extent of each assessment task,
eg: 2 hour examination, 2000 word essay, 30 minute presentation
- The weighting for each assessment component as a percentage -
NOTE: final examinations should not exceed 70% of total assessment
- The timing of assessment (Section 16):
 1. Assessment will not be scheduled during 'swot vac' period before the end of the standard teaching semester and before the examination period. (pp.
 2. An indication of approximate dates for submission of assessment tasks to be included in the subject guide, eg: mid semester, end of semester.
 3. All first year students are required to complete at least one assessment component within the first six weeks of the teaching period (which must be submitted, marked and returned to the student within this period).

Variable Assessment Requirements- determined by the Examination Board, in time for publication at the commencement of eh subject. (see Assessment Policy, section 4, pp.7)

- Assessment criteria by which student work will be marked and graded ie: an explanation or example of the qualities of work required to achieve particular grades is desirable.
- Due dates of submission of assessment tasks.
- Penalties for late submission of work.
- Guidelines for breach of word limits and failure to follow prescribed formats.

- Expected due date for return of results.
- Where appropriate guidelines for resit of tests, examinations or being excused from an assessment task.

Grading Standards (see Assessment Policy, section 23, pp.23-26)

- The University Assessment policy does not require all subjects to conform to a specific distribution of grades.
- Assessment must allow discrimination of performance based upon results.
- Whenever rescaling of marks occurs it must be made transparent to all students in that subject.

Student Feedback (see Assessment Policy, section 29, pp. 29-31)

- Students are entitled to formative and summative feedback on their performance.
- Feedback should only be initiated once results are known.
- Comments should indicate to students how they have performed against assessment criteria.
- A student can make a request to access their examination scripts from the previous semester at any time before the end of the second week of the following semester.

Assessment - student responsibilities (see Assessment Policy, section 33, pp.31)

- Attending all classes regardless of minimal attendance requirements.
- Being aware of the subject learning objectives and how assessment is structured to demonstrate achievement of the objectives.
- Being aware of requirements and due dates for each piece of assessment including examination times.
- Being aware of the recommended time commitment required to successfully complete assessment tasks
- Being available for additional assessment during specified times.
- Regularly consulting communication from the University including emails and electronic noticeboards.

Special Consideration (see Assessment Policy, section 21, pp.21-23)

- Students may seek special consideration because extraordinary circumstances cause a severe disruption in completing an assessment task.
- The Faculty Student Centre will review and log all applications, check the application for completeness, and forward the application if it meets the significant disadvantage test to the relevant department of the Subject Coordinator.
- If the application meets defined criteria the Faculty Student centre will forward the application to the Special Consideration Committee,
- The Faculty Student Centre can also advise students if the application is not successful.
- Academic teaching staff in departments will make subsequent determinations if the request is in relation to final examinations, the department cannot resolve the request or resolution is not possible prior to the date for release of final results to students for that component of the assessment.

Please note that further detailed descriptions of assessment conduct can be found in the University Assessment Policy, approved by Academic Board 27 June 2008. <http://www.services.unimelb.edu.au/policy/index.html>