

# ASSESSMENT IN COURSEWORK UNITS POLICY

## SCOPE

This policy applies to all coursework units taught at the former Monash South Africa campus. It does not apply to the thesis component or equivalent of a graduate research course.

## POLICY STATEMENT

### 1. Principles of assessment at Monash

- 1.1 Students will be provided with a range of formative and summative assessment opportunities across their unit offerings that are based on an appropriate set of defined learning outcomes.
- 1.2 Faculties must ensure that the design, development and delivery of assessment is actively and appropriately resourced.
- 1.3 Assessment at Monash is:
  - 1.3.1 *ethical* – assessment practices must be conducted and undertaken ethically and with honesty and integrity by staff and students. While acknowledging cultural variations, tasks must be designed and students educated in ways that promote academic integrity.
  - 1.3.2 *aligned* – assessment must be aligned with course and unit learning outcomes, and enable an articulation of knowledge and understanding, skills and competencies, and attributes.
  - 1.3.3 *coherent* – an assessment regime should demonstrate coherence across units in a major, specialisation and/or course, and also year level where appropriate. The regime of assessment tasks within and across units must reflect an appropriate student assessment workload.
  - 1.3.4 *challenging* – assessment should be intellectually challenging, appropriate to the level of study, relevant, and provide opportunities for students to demonstrate evidence of learning.
  - 1.3.5 *engaging* – assessment must be designed in such a way that students are motivated to engage in the intellectual, practical, and professional dimensions of the task. A varied portfolio of assessment tasks should be used to achieve this.
  - 1.3.6 *integrated* – assessment tasks must foster the integration of theory, practice, and salient professional requirements.
  - 1.3.7 *educative* – students' learning must be enhanced through effective assessment design and feedback. Formative assessment must feature as part of the design and delivery of all units of study and be integrated in a timely manner, and using a scaffolded approach.
  - 1.3.8 *purposeful* – assessment must be purposeful and the purposes of each assessment must be made clear to students. The University's approach to assessment is based around the following three themes:
    - assessment for preparation – assessment tasks must be designed to appraise the knowledge and skills of students early in a unit of study;
    - assessment for learning – assessment tasks must be designed to help students engage with ideas, skills and practices that they will develop further during their unit or course; and
    - assessment for demonstration – assessment tasks must be designed to make overall judgements about students' understandings and performances in relation to the learning outcomes of the unit and course.
  - 1.3.9 *criterion-referenced* – clear criteria against which students' work will be assessed must be provided in the interests of parity across assessors, groups or campuses.
  - 1.3.10 *credible* – assessment practices and processes must be continuously monitored by faculties and the University for quality assurance and improvement purposes and must serve the unit, course and any other professional accreditation learning outcomes.

- 1.3.11 *explicit and transparent* – the requirements of assessment tasks and the means by which students' work will be judged and overall grades determined must be clear to students and all staff involved in teaching.
- 1.3.12 *valid and reliable* – assessment tasks must be appropriate measures and strive to yield consistent results.
- 1.3.13 *timely* – the scheduling of assessment must provide for the students' learning needs. Effective feedback must be given in time for students to improve their learning.
- 1.3.14 *responsive* – assessment feedback must be constructive and supportive of further learning.

## DEFINITIONS

Assessment for preparation	Assessment tasks designed to appraise the knowledge and skills of students early in a unit of study to show a learner's preparedness for a unit and identify potential gaps in knowledge, skills and understanding.
Assessment for learning	Assessment tasks designed to help students engage with ideas, skills and practices that they will develop further during their unit or course, which encourage students to reflect on their learning, develop their own learning approaches, learn from other students and monitor progress through the setting of their own learning goals.
Assessment for demonstration	Assessment tasks designed to make overall judgements about a student's understanding and performance in relation to the learning outcomes of the unit and course, which must be varied in nature, aligned with the learning outcomes and appropriately staged in the learning cycle.
Summative assessment	Assessment that evaluates student learning during or at the end of a unit by comparing it against some standard or benchmark, and contributes to a student's final mark in a unit.
Formative assessment	Assessment that monitors student learning to provide ongoing feedback that can be used by educators to improve their teaching and by students to improve their learning, and does not contribute to the student's final mark but is a critical component of the learning cycle.

## GOVERNANCE

Supporting procedures	<a href="#">Assessment in Coursework Units: Development and Implementation of an Assessment Regime Procedures</a> <a href="#">Assessment in Coursework Units: Feedback Procedures</a> <a href="#">Assessment in Coursework Units: Examination Procedures</a> <a href="#">Assessment in Coursework Units: Grading and Marking Procedures</a> <a href="#">Assessment in Coursework Units: Adjustments to Assessment Procedures</a> <a href="#">Assessment in Coursework Units: Security and Record Keeping Procedures</a>
Supporting schedules	N/A
Associated policies	<a href="#">Student Academic Integrity Policy</a> <a href="#">Grading Scale Policy</a>
Policy owner	Deputy Vice-Chancellor (Education)
Legislation mandating compliance	<a href="#">Monash University (Academic Board) Regulations</a> <a href="#">Disability Discrimination Act 1992</a> <a href="#">Higher Education Standards Framework (Threshold Standards) 2015</a>
Category	Academic
Approval	Academic Board 17 January 2021 MEETING 1, AGENDA ITEM 12.1
Endorsement	University Education Committee 27 January 2021

	MEETING 1, AGENDA ITEM 11.2
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