

Assessment

- 1.0 Purpose
- 2.0 Scope
- 3.0 Policy statement
- 4.0 Information
- 5.0 Related policy documents and supporting documents

1.0 Purpose

To establish the principles that underpin our approach to assessment at Griffith aligned with our [Academic Plan 2021-2025](#) and '[Creating a future for all](#)' - [Strategic Plan 2020-2025](#).

2.0 Scope

This Policy applies to all coursework offered by Griffith. Students and staff involved in coursework assessment are subject to this policy and the supporting Staff and Student Assessment Procedures.

3.0 Policy statement

We are committed to students as partners in their learning. Assessment practices should be inclusive and ensure that all students have equal access to learning. Assessment should be fit for purpose, and the intent of the assessment and principles underpinning it should be clearly expressed. Approaches to assessment should encourage authentic and collaborative learning.

Assessment practices support student learning and provide an accurate measure of the extent to which an individual has met the required learning outcomes. Learning outcomes are criterion- and standards-based, enabling a mechanism for staff and students to monitor and improve learning, and to ensure that students are able to demonstrate the [Griffith Graduate Attributes](#).

Assessment design should be considered across the program. The Program Director and Course Convenors work with their teams (e.g., staff, students, industry, business) to develop a range of different assessment tasks that promote coherent development of learning outcomes to support student progression throughout a program and into employment.

Assessment practices ensure that student achievement is assessed through the most appropriate modes of assessment to meet the requirements of a course and to enable effective student progression within and across a program of study. Assessment must be sustainable in supporting students to participate fully in the assessment process in order to understand the requirements for themselves and must be manageable for staff and students. A research-informed approach is advocated to ensure the best use of resources and to support student progression and successful attainment of learning outcomes.

3.1 Principles of assessment at Griffith

The following principles guide Griffith's approach to assessment practices to enhance the student learning experience and achievement of learning outcomes.

1. **Assessment is integrative:**

- all assessment tasks and learning outcomes should be aligned to support students in making connections across learning experiences and to enable them to achieve success at the highest of levels;
- the relationships between all dimensions of assessment are considered to enable the best use of resources to support student learning (e.g., how the design of assessment can inform the

timing of tasks, and the most productive use of feedback to maximise impact on student learning);

- there will be strong alignment between learning outcomes in a course, the assessment criteria, the nature of the assessment tasks set, and curriculum content and delivery;
- institutional processes and procedures, to include professional development and recognition, should support Program Directors and Course Convenors to promote team ownership and development of assessment.

2. Assessment must support learning:

- for students to be able to fully engage in their learning, they need to have a good understanding of the requirements of assessment, and therefore assessment practices should be appropriately scaffolded to support student transitions through their program;
- student achievement in the assessment task is assessed against pre-defined criteria which should be explicit and accessible to all students and communicated to students with reference to what was good, what let them down, and how to improve;
- emphasis should be placed on developing students' understanding of what the requirements of assessment are within the discipline;
- formative feedback from staff and students, where applied, should be planned to maximise students' ability to use it to inform the development of their work;
- early assessment opportunities, including informal formative ones, should be included within courses to enable students to assess their levels of understanding subject to externally imposed program accreditation requirements;
- the ability to self- and peer-assess is essential in the promotion of student understanding of assessment requirements and, as such, opportunities to participate in these processes should be encouraged;
- an assessment grade measures the extent to which the learning outcome(s) is/are achieved.

3. Assessment judgement must maintain academic standards:

- appropriately qualified academics use their judgement in marking assessment tasks;
- assessment standards are appropriate, reliable and dependable;
- each School Assessment Board oversees consensus moderation processes in courses to ensure consistency of marking and grading, and this process is communicated clearly to students;
- the marking and moderation process must be transparent and shared with students and academics.

4. Assessment must be fair, reasonable and equitable for all students:

- Course Convenors are to exercise their professional judgement in using a variety of assessment methods that are relevant, fair and appropriate to the aims and objectives of the learning outcomes;
- students engage with assessment with integrity, using resources and tools in ways that are ethical;
- the design of assessment ensures equivalent opportunities for academic success irrespective of students' educational background, entry pathway, mode or place of study;
- care must be taken to ensure student and staff wellbeing in assessment through careful consideration of the distribution and volume of assessment load;
- a reasonable adjustment, wherever possible, is to be made to meet the needs of a student with a disability without compromising academic standards of assessment.

5. Assessment must enable robust, fair and trustworthy judgement about student performance:

- in assessment design and practices, Course Convenors must consider how assurance of learning can be evidenced, ensuring that appropriate strategies are in place to minimise potential risks to integrity;
- the volume and range of assessment tasks are sufficiently varied to enable trustworthy and valid judgement of a student's achievement in relation to the learning outcomes and requirements of professional accreditation, where appropriate;
- subject to externally imposed program accreditation requirements, course grades should not be determined by using a single summative item or a single form of assessment;
- a grade is the result that a student receives in a course through the process of aggregating and weighting the marks achieved in individual assessment tasks;
- there is no predetermined distribution of the grades as an outcome of assessing a group of students nor are there predetermined cut-offs, as course grade cut-offs may be varied by Assessment Boards;
- marks awarded for individual assessment items cannot be reviewed or appealed (aside from an informal review by the Course Convenor upon the request of a student), as the relevant Course Convenor's decision as to an appropriate mark for an individual assessment item is final;
- the final course grade can be reviewed and appealed only based on an error in the calculation of the final grade.

6. Assessment practices must be linked to discipline, industry or professional requirements:

- assessment should be designed to enable students to demonstrate achievement of program learning outcomes and also prepare them for future work;
- assessment should be authentic and challenging and include tasks that reflect those that students will encounter in the workplace, where appropriate;
- assessment should be aligned with the requirements of professional accreditation, where appropriate.

7. Activation of assessment contingency procedures during a declared emergency or similar situation (e.g. COVID-19 Pandemic)

- Specific Assessment and Examination Adjustments Procedures will be activated and take effect in circumstances formally declared by the University Executive to constitute an emergency or similar situation. Specific Assessment and Examination Adjustments Procedures will cease to be activated when the University Executive formally declares the cessation of the emergency or similar situation.

4.0 Information

Title	Assessment Policy
Document number	2024/0000051
Purpose	This Policy outlines the assessment principles at Griffith.
Audience	Staff and Students
Category	Academic
Subcategory	Learning and Teaching

Approval date	18 July 2024
Effective date	Trimester 2, 2024
Review date	2026
Policy advisor	Senior Manager, Exams and Timetabling
Approving authority	Academic Committee

5.0 Related Policy Documents and Supporting Documents

Legislation	Higher Education Support Act 2003 Higher Education Standards Framework (Threshold Standards) 2021
Policy	Student Academic Integrity Policy
Procedure	Assessment Procedure for Students Assessment Procedure for Staff Student Breaches of Academic Integrity Procedure Staff Direction: Identifying and Preventing Breaches of Academic Integrity
