

## Monash University Policy

*[This policy applies to assessment in all teaching periods commencing on or after 17 July 2017]*

<b>Policy Title</b>	Assessment in Coursework Units Policy
<b>Date Effective</b>	17-July-2017
<b>Review Date</b>	16-November-2019
<b>Policy Owner</b>	Vice-Provost (Learning and Teaching)
<b>Category</b>	Academic Quality and Standards
<b>Version Number</b>	2.0
<b>Content Enquiries</b>	<a href="mailto:policy-education@monash.edu">policy-education@monash.edu</a>
<b>Scope</b>	This policy applies to all coursework units. It does not apply to the thesis component or equivalent of a graduate research course.
<b>Purpose</b>	The purpose of this policy is to define the nature of assessment at Monash for units involving coursework, including as part of a graduate research course.
<b>POLICY STATEMENT</b>	

### A vision for assessment at Monash

Assessment is at the heart of the student learning experience. Assessment acts as the main link between the learning outcomes, the curriculum content and the teaching and learning activities and provides the mechanism for staff and students to monitor and improve learning. Assessment must help shape the curriculum and therefore be an integral component in all curriculum development activities. Assessment linked to the learning outcomes ensures that students will be able to demonstrate the [Monash Graduate Attributes](#).

Assessment helps define what is important for students in their learning journey and therefore assessment design needs to focus on demonstrating the learning outcomes to ensure the learning will be appropriate and defined. Effective assessment must provide meaningful and timely feedback to students in order to facilitate and enhance learning. Assessment must be appropriately challenging, authentic and enable students to demonstrate evidence of learning at the appropriate level of study. Assessment practices and processes must be continuously monitored for academic quality and appropriate standards.

Assessment at Monash must therefore be considered within a framework of three overlapping domains; knowledge and understanding, skills and competencies, and attributes and professionalism. Assessments must target each domain to ensure students are able to demonstrate the full breadth of their learning, but need to be designed in a way that motivates students to engage intellectually and professionally, is applicable to the real world, and ensures appropriate integration of theory and practice.

From the [Monash Assessment Vision](#)

### Principles of assessment at Monash

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. Faculties must ensure that the design, development and delivery of assessment is actively and appropriately resourced. Assessment at Monash is:

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.

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.
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.
4. *challenging* – assessment should be intellectually challenging, appropriate to the level of study, relevant, and provide opportunities for students to demonstrate evidence of learning.
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.
6. *integrated* – assessment tasks must foster the integration of theory, practice, and salient professional requirements.
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.
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.
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.
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.
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.
12. *valid and reliable* – assessment tasks must be appropriate measures and strive to yield consistent results.
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.
14. *responsive* – assessment feedback must be constructive and supportive of further learning.

<b>Supporting Procedures</b>	<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>
<b>Responsibility for implementation</b>	Deans Associate Deans (Education)
<b>Status</b>	Revised

<b>Approval Body</b>	<b>Name:</b> Academic Board <b>Meeting:</b> 7/16 <b>Date:</b> 16-November-2016 <b>Agenda item:</b> 7.2
<b>Endorsement Body</b>	<b>Name:</b> Learning and Teaching Committee <b>Meeting:</b> 7/16 <b>Date:</b> 18-October-2016 <b>Agenda item:</b> 8.1
<b>Definitions</b>	<p><b>Assessment for preparation:</b> Assessment tasks must be designed to appraise the knowledge and skills of students early in a unit of study. Diagnostic assessment is therefore used to show a learner's preparedness for a unit and identify potential gaps in knowledge, skills and understanding.</p> <p><b>Assessment for learning:</b> Assessment tasks must be designed to help students engage with ideas, skills and practices that they will develop further during their unit or course. Such tasks should 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 learning must be a prominent focus in the design and delivery of units, must be varied in nature and be meaningful to learning.</p> <p><b>Assessment for demonstration:</b> Assessment tasks must be designed to make overall judgements about student's understandings and performances in relation to the learning outcomes of the unit and course. These summative assessment tasks must be varied in nature, aligned with the learning outcomes and be appropriately staged in the learning cycle.</p> <p><b>Summative Assessment:</b> The goal of summative assessment is to evaluate student learning during or at the end of a unit of study by comparing it against some standard or benchmark. Summative assessments contribute to a student's overall mark in a unit of study.</p> <p><b>Formative Assessment:</b> The goal of formative assessment is to monitor student learning to provide ongoing feedback that can be used by educators to improve their teaching and by students to improve their learning. Whilst formative assessments do not contribute to the overall student's mark in a unit of study they are critical components of the learning cycle.</p>
<b>Legislation Mandating Compliance</b>	<a href="#">Monash University (Academic Board) Regulations</a> - regulations 16-25 <a href="#">Disability Discrimination Act 1992</a> <a href="#">Higher Education Standards Framework (Threshold Standards) 2015 (TEQSA Act 2011)</a>
<b>Related Policies</b>	<a href="#">Student Academic Integrity Policy and Procedures</a> <a href="#">Course Design Policy and Procedures</a> <a href="#">Coursework Course and Unit Accreditation Policy</a> <a href="#">Special Consideration Policy and Procedures</a> <a href="#">Grading Scale Policy and Procedures</a> <a href="#">Academic Programs from Multiple Campuses Policy</a> <a href="#">Candidature Progress Management Policy</a> <a href="#">Candidature Progress Management - Confirmation &amp; Non-Confirmation Procedures</a>

	<a href="#">Candidature Progress Management - Termination Procedures</a> English Language Policy [Forthcoming]
<b>Related Documents</b>	<a href="#">Monash Assessment Vision</a> <a href="#">Withdrawn Incomplete (WI) flowchart</a>