

Assessment Policy

Table of Contents

1. Purpose
2. Scope and responsibilities
3. Policy statement
4. Reviews and appeals of assessment-related decisions
5. Supporting procedures

1. Purpose

- a. Assessment is an integral part of students' learning experience at Flinders University. Well designed and implemented assessment practices are important for student success, a key element of the University's underlying ethos of being student-centred, because they:
 - i. foster learning (assessment for learning)
 - ii. certify student learning (assessment of learning), and
 - iii. develop students' abilities to reflect on and monitor their progress to inform their future learning goals (assessment as learning).
- b. This policy sets out the principles that underpin the University's approach to supporting student success through assessment, regardless of the discipline or type of assessment.

2. Scope and responsibilities

- a. This policy applies in respect of all assessment for Flinders University topics and coursework courses.
- b. This policy does not apply in respect of the supervised, time-based research project in a higher degree by research course —see the [Higher Degrees by Research Policy](#).
- c. It is the responsibility of Topic and Course Coordinators, Teaching Program Directors and Deans (Education) to ensure that the principles specified in this policy are applied in the topics and courses for which they are responsible.
- d. It is the responsibility of students to:
 - i. familiarise themselves and comply with assessment information, including this policy, the supporting procedures, topic information, and the criteria and standards for assessment
 - ii. seek clarification if unsure about the requirements for assessment
 - iii. engage in the assessment process, including reflecting on and actioning (as necessary) feedback.

3. Policy statement

Principles:	Means of achieving these include:
a. Assessment is integral to learning and encourages, guides and supports learning	<ol style="list-style-type: none"> i. informing students about University and discipline-related academic practices and cultures that are relevant to their assessment activities ii. providing feedback-rich assessment early in a topic so that students can monitor the effectiveness of their learning

	<ul style="list-style-type: none"> iii. ensuring students are provided with timely, clear and usable feedback on their assessment activities, to enable them to improve their performance and progress towards achievement of the relevant learning outcomes.
b. Assessment is integral to topic and course design and aligned to appropriate academic and pedagogical standards	<ul style="list-style-type: none"> i. ensuring assessment activities are aligned with topic and course learning outcomes ii. ensuring that the requirement for assessment and feedback types and patterns enacted within the course are described in a whole-of-course assessment strategy iii. designing varied assessment activities to permit valid judgement of student achievement appropriate to the year and Australian Qualifications Framework (AQF) level iv. ensuring that an assessment activity's weighting corresponds to the importance of the learning outcomes being assessed by that activity v. designing assessment activities that will enable students to demonstrate that they have achieved the relevant topic and course learning outcomes vi. designing assessment activities to promote and support academic integrity, as stated in the Student Academic Integrity Policy.
c. Assessment is communicated effectively	<ul style="list-style-type: none"> i. before enrolment, providing students with high-level information on the types and weightings of assessment activities ii. at the commencement of each topic, providing students with the purpose, requirements, standards and criteria of assessment for each topic iii. building opportunities into topics to discuss assessment activities and expectations with students iv. creating opportunities for teaching teams to develop consistent understanding of assessment practices.
d. Assessment provides valid and reliable evidence of student learning achievements	<ul style="list-style-type: none"> i. ensuring that assessment practices are evidence-based and reflect good practice ii. ensuring that assessment activities and the overall grade for a course are decided by reference to pre-determined criteria, competencies and standards linked to the specified course learning outcomes iii. ensuring that the quality of assessment judgements is moderated by appropriately qualified individuals or groups.
e. Assessment is fair and equitable	<ul style="list-style-type: none"> i. ensuring that the effort students are expected to put into assessment activities is appropriate and proportional to the year and AQF level, and commensurate with the point value of the topic ii. assessment load is kept to a minimum for students and staff while according with the University's academic standards

	<ul style="list-style-type: none"> iii. ensuring that assessment is equivalent or comparable across a teaching team in a particular topic, and across different locations and learning platforms iv. ensuring that, where assessment activities involve the use of technologies, the relevant technologies are selected on the basis of fitness for purpose, accessibility, safety and usability v. ensuring reasonable flexibility, in respect of assessment, for students to complete their topic or course, consistent with fairness to all students and the other principles in this policy, and in accordance with the Assessment Variation Procedures vi. making reasonable adjustments for students in accordance with the Assessment Variation Procedures vii. giving students opportunity to discuss assessment results, grades and outcomes with academic staff, and informing them of the review process viii. giving students an opportunity, where practical, to resubmit the assessment activity if the student fails, in accordance with the Assessment Variation Procedures.
f. Assessment practices accord with the University's academic standards	<ul style="list-style-type: none"> i. ensuring new and changed assessment activities are approved in accordance with the Award Course Approval Procedures for courses and topics ii. applying grades consistently in accordance with the University's approved Grading Scheme iii. ensuring there are College processes to review and certify final topic results iv. ensuring ongoing storage and management of assessment results by Flinders University is on Flinders University-supported equipment.
g. Approaches to assessment are continuously reviewed with a view to improvement	<ul style="list-style-type: none"> i. ensuring that all Course Quality Advisory Groups include review of assessment approaches and practices as part of their focus on monitoring and improvement of curriculum and teaching quality in accordance with the Award Course Improvement and Accreditation Procedures ii. implementing moderation activities in respect of the above six principles, including peer scrutiny of course and topic assessment design, and engaging in topic calibration in accordance with the Award Course Improvement and Accreditation Procedures.

4. Reviews and appeals of assessment-related decisions

- a. A review of an assessment-related decision by the University may be requested in accordance with the relevant sections of the [Assessment Practice Procedures](#) or the [Assessment Variation Procedures](#).
- b. A student who is dissatisfied with the outcome of the review may appeal to the Student Appeals Committee, if specified grounds are met, in accordance with the [Student Review and Appeal Policy](#) and [supporting procedures](#).

5. Supporting procedures

Supporting procedures are part of this policy and provide additional detail to give practical effect to the policy principles.

[Assessment Practice Procedures](#)

[Grading Scheme](#)

[Assessment Variation Procedures](#)

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* Unless otherwise indicated, this policy or procedures still apply beyond the review date.

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