

ASSESSMENT POLICY



Current version in effect from: 1 Jan 2026
Approved by Academic Board: 11 Nov 2016
Revised by Academic Board: 30 Jun 2017, 27 Jul 2018, 14 Sep 2018, 9 Nov 2018,
15 Nov 2019, 19 Nov 2021, 28 Jul 2023, 3 Jun 2025
Policy Steward: Dean of Academic Programs

Related Documents

Australian Qualifications Framework

Higher Education Standards Framework

Regulation 2 Academic Board

Academic Integrity Policy and Academic Integrity Procedure

Appeals Policy

Assessment Procedure

Support for Students Policy

Unit Development and Review Policy and Unit Development and Review Procedure

1. Rationale and Objectives

- 1.1 This Policy establishes a set of principles for the design, development, implementation and review of assessments in all coursework study at the University of Divinity.
- 1.2 The principles in this Policy are in line with the vision, mission and commitments of the University of Divinity. They set and maintain the academic standards of student achievement, support skill development, and safeguard the course quality and academic integrity.
- 1.3 Together with the Unit Development and Review Policy, Academic Integrity Policy, Support for Students Policy, and associated Procedures, this Policy forms the Education Framework at the University of Divinity.

2. Scope

- 2.1 This Policy applies to assessments in all units of study at the University, excluding:
 - a) the examination of a higher degree by research; and
 - b) the examination of a Minor Thesis (except as regards extensions and penalties).
- 2.2 This Policy applies to all students, academic staff, examiners and professional staff associated with preparing and marking assessments and recording results.

3. Definitions

- 3.1 **Assessments:** The methods by which the student's progression to attain the learning outcomes is measured through valid and reliable evidence. Assessments measure the

students' knowledge and skills, and the application of such knowledge and skills in line with Unit and Course Learning Outcomes. Assessments are vehicles for feedback that shape ongoing and future learning and teaching.

- 3.3 **Assessment Task:** A particular assessment task that requires students to demonstrate their academic capabilities against specific unit learning outcome(s).
- 3.4 **Constructive Alignment:** An approach to teaching where desired student Learning Outcomes are defined before teaching takes place. Teaching activities and assessment methods are then designed to best support those outcomes and to assess the standard at which they have been achieved.¹ This approach also recognises that students learn more deeply when they construct meaning through relevant activities aligned to learning outcomes.
- 3.5 **Academic Integrity:** A moral code guiding academic endeavour and engagement. It involves the generation and communication of information in an ethical, honest, fair, respectful and responsible manner.
- 3.6 **Moderation:** A quality assurance process to ensure that the marks or grades have been awarded appropriately, consistently, fairly and in a valid and reliable manner.

4. Principles

Assessments are:

- 4.1 *Learner centred:* they position the activity and experience of the learner at the forefront of the learning process.
- 4.2 *Constructively aligned:* the assessment methods are designed to best support the Unit Learning Outcomes and to assess the standard at which they have been achieved.²
- 4.3 *Fit for purpose:* they are designed as learning, of learning, and for learning.
- 4.4 *Authentic:* they enable students to demonstrate the outcomes of their learning either in their personal and professional contexts, or in real world scenarios, whether in historical or contemporary contexts.
- 4.5 *Engaged and innovative:* they prepare students to be skilled at engaging with ideas, tools and other approaches that support critical thinking and ethical decision-making.
- 4.6 *Characterised by academic integrity:* they promote and support values of ethical, honesty, fairness, respectful, and responsible.
- 4.7 *Equitable and inclusive:* they are designed to support unique student needs
- 4.8 *Timely and specific:* they have clear criteria and provide timely feedback that celebrates students' strengths, identifies areas for improvement and enables scaffolded learning from one task to another.

¹ Biggs, J. (2014) Constructive alignment in university teaching, HERDSA Review of Higher Education, 1, 5-22 <http://taw.fi/HRHE1-5-22> as quoted by Hillier, M, <https://teche.mq.edu.au/2022/06/constructive-alignment-in-a-nutshell-identifying-what-we-want-students-to-learn/>.

² ibid

- 4.9 *Quality assured:* they are regularly reviewed and improved upon through processes of student evaluation, unit reviews, moderation and benchmarking.
- 4.10 *Vocationally focused:* they provide opportunities to prepare students for the world of work and ministry.
- 5. **Date of Next Review**
- 5.1 This policy must be reviewed no later than 31 December 2028.