Assurance of Learning Policy

Current version in effect from: 1 Jan 2026
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Policy Steward: Dean of Academic Programs

Related documents

TEQSA Guidance Note: Academic monitoring, review and improvement, version 1.0, 19 March 2024

TEQSA Guidance Note: Monitoring and analysis of student performance, version 1.0, 6 January 2020

TEQSA Guidance Note: Academic quality assurance, version 2.2, 11 October 2017

TEQSA Guidance Note: Course Design (including Learning Outcomes and Assessment), version 1.3, 11 October 2017

Assessment Policy and Procedure

Academic Integrity Policy and Procedure

Unit Development and Review Policy and Procedure

Support for Student Policy and Procedure

Regulation 2 Academic Board

Regulation 11 Awards Courses and Units

Related Legislation and Regulatory Standards

Australian Qualifications Framework

Higher Education Standards Framework 2021

Privacy Act 1988 – relating to collection and handling of student and industry partner data

1.   Rationale and Objectives

1.1   This Policy establishes a set of principles and guidelines for how the University of Divinity ensures that students graduating have attained the learning outcomes of the award in which they were enrolled.

1.2   The University of Divinity seeks to equip graduates with the knowledge, skills and ability to serve the common good and be agents of transformation in the world.

1.3   Together with the Assessment Policy, Academic Integrity Policy, Support for Students Policy, Unit Development and Review Policy, and associated Procedures, this Policy forms the Education Framework at the University of Divinity

2.   Scope

2.1   This Policy applies to all courses and units of study at the University.

2.2   This Policy applies to all students, academic staff, examiners, and administrative staff associated with the recording of results and assessment information.

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.

3.2   **Assessment Security**: The measures undertaken by the University, Colleges, and Academic Staff around assessment tasks to ensure that the students demonstrate their actual achievements of unit or course learning outcomes.

3.3   **Assessment Validity**: The degree to which the assessment tasks are constructed and accurately measure the intended learning outcomes of a unit or a course in which a student is enrolled.

3.4   **Assurance of Learning (AoL):** Both the systems and the processes for demonstrating that students achieve the learning outcomes in terms of knowledge, skills and application set out in the awards from which they graduate.

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   **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. This approach also recognises that students learn more deeply when they construct meaning through relevant activities aligned to learning outcomes.

3.7   **Course Learning Outcome:** What the learner is expected to know, understand, do or apply at the end of the course of study.

3.8   **Generative Artificial Intelligence (GenAI):** A technological tool that can generate text, images, videos, audio and other types of content using large language models and available data by responding to questions and prompts.

3.9   **Pedagogy**: A philosophy about teaching and learning that guides how units are designed and delivered.

3.10   **Unit Guide**: A document that details how a unit is delivered based on the Unit Record, detailing the contents of the delivery, the pedagogy to be used, the learning activities, assessment methodologies and types as well as timing, mode of delivery, and extensive bibliography.

4.   Principles

4.1   **Ensure units and assessments support the course learning outcomes**. All learning and assessment undertaken by students throughout their studies should be demonstrably linked to the course learning outcomes. Ensure that all units support scaffolded learning toward the relevant AQF level.

4.2   **Assessment tasks are designed to support and detect the learning, and skills graduates require**. Where possible, and appropriate to learner development, assessment tasks should be designed to reflect authentic problems faced by future graduates. Tasks should be designed to make the learning process visible to the assessor and avoid depending on singular take home artefacts, thus ensuring assessment validity.

4.3   **Educate students and staff in GenAI capabilities and risks**. With the prevalence of GenAI and other technological advances, it is the responsibility of each student and academic Staff to be educated in what GenAI can do, how it works and the opportunities and risks to learning. The responsibility of the University and Colleges is to make Professional Development and Training opportunities available to the staff and students.

4.4   **Ensure assessment design balances validity, access and security**. Assessment tasks should be designed for validity and authenticity so that they measure the intended observation of learning, equitably – considering disabilities and cultural and linguistic diversity – and regularly mitigate against the risk of student work being inappropriately replaced with GenAI use. Colleges will have the freedom to allow the use of GenAI in their teaching and assessment practices or introduce some assessments through invigilation and in person tasks. Clear rationale for the choices must be recorded and reported to the Dean of Academic Programs.

4.5   **Teaching staff must focus on the Assurance of Learning as well as the Assurance of Teaching**. As educators, the learning and teaching faculty (both College academics and adjunct staff) must ensure that not only are they delivering the teaching of material, but also ensuring the students' learning by measuring the skills, knowledge and application aligned with the course and unit learning outcomes.

4.6   **Continuous improvement of curriculum development and delivery**. All delivery of units and marking of assessment tasks must be reviewed periodically and systematically as part of the Assurance of Learning to ensure that the course learning outcomes are being achieved by the students enrolled in these courses.

4.7   **Assessments are not only to measure learning, but also to promote learning**. Students should have many opportunities to be tested in a formative manner to

promote learning. This is done through assessment tasks designed for learning or as learning from which students receive feedback and grow their knowledge, skills and application. Formative assessments allow the student and teach to measure growth in knowledge and skills and reflect on feedback to achieve their learning outcomes. Summative assessments measure the learning attained in terms of knowledge, skills and application, and these tasks should be secure to ensure the integrity of what is being measured.

4.8   **Transparency of processes and accountability at every level.** Assurance of Learning is the responsibility of everyone involved in the Teaching and Learning at the University of Divinity. Measures taken to bolster the AoL must be recorded by the lecturer, Academic Dean, College Academic Committee and the Dean of Academic Programs and reported to the higher Governance body, such as the Learning and Teaching Committee or the Academic Board.

4.9   **Engagement with stakeholders**. Colleges and course designers should engage in regular consultation with students, employers and related professional accreditation bodies to ensure that teaching, learning and assessment provides graduates with the skills, knowledge and abilities required for work and vocation.

5.   Roles and Responsibilities

5.1   The Academic Board must:

a)   Oversee the Academic Policies and their implementations and across the University

b)   Monitor compliance with the Policies and procedures in line with the Higher Education Standards Framework.

c)   Ensure that all academic programs are delivered, assessed and monitored to achieve the students' AoL.

5.2   The Dean of Academic Programs must:

a)   Oversee the quality assurance of the units being delivered in the University's awards and the accreditation of the academic staff to deliver the units at the College level.

b)   Oversee strategic continuous improvement initiatives to maintain AoL in line with the Learning and Teaching Plan.

5.3   The Office of the Vice-Chancellor must provide regular Professional Development and Training related to AoL, including GenAI and Digital literacy.

5.4   College Academic Committees (CACs) must:

a)   Oversee the AoL at the College level by monitoring the quality of teaching and assessment, constructive alignment of assessment tasks to unit and course learning outcomes, student performance, review and update of assessment tasks to become GenAI resilient.

b) Ensure the validity of the assessment tasks of all units delivered at the College to assure itself and the University that the student learning outcomes have been achieved.

c) Ensure that assessment security measures are in place to ensure the University's academic integrity standards.

d) Report to the Academic Board or delegate the activities related to AoL including assessment reforms, assessment moderation, academic integrity and student performance reports.

5.5 College Academic Deans must:

a) Champion the principles of AoL in their College to the academic staff and students.

b) Ensure that assessment tasks are aligned and measure the unit and course learning outcomes through appropriate rubrics.

c) Ensure that assessment tasks have been designed, updated and secured to become GenAI resilient wherever it is practicable and appropriate.

d) Provide training and training opportunities to the College academic staff and students in AoL, GenAI and Digital literacy as it relates to assessments.

e) Ensure that academic staff are following up students' issues related to possible use of GenAI or academic integrity.

f) Report to the Academic Board via the Dean of Academic Programs on the assessment validity and security of all units' assessment tasks.

5.6 College Academics must:

a) Keep up to date with AoL professional developments and scholarship at the College, the University and externally.

b) Ensure that ethics and moral aspects of the use of GenAI is discussed in the delivery of their units, and how this may relate to the assessment tasks.

c) Ensure that every assessment task has a rubric or marking guide that measure how the student is achieving the intended unit or course learning outcomes.

d) Before the beginning of the teaching period, declare how they have prepared their material and assessment to be GenAI resilient and report it to the Academic Dean.

e) Ensure that the set assessments take into consideration possible use of, or no use of GenAI, and how the students are to report on their usage (when permitted) of GenAI to improve their learning, skills and achievements of the learning outcomes.

f) Ensure that students are informed at the beginning of the teaching period about academic integrity requirements including the approved and unapproved use of GenAI.

g) After marking of assessment tasks and uploading the results to the Learning Management System, declare whether the assessments were checked for GenAI resilience that goes to the College Academic Dean.

5.7 Students must:

a) Follow all University policies and Procedures in relation to Assessments, Academic Integrity and GenAI.

b) Follow the Unit Guide and assessment information of their unit of study.

c) Seek clarification and assistance from their lecturers and coordinators, Academic Deans in relation to their performance, assessments and learning needs.

d) Declare when, where in their assessment, and how they used GenAI if it was used.

6. Date of Next Review

6.1 This policy must be reviewed no later than 31 December 2030.