



## MINIMUM ESSENTIALS FOR GOOD PRACTICE IN ASSESSMENT<sup>1</sup>

(in accordance with Academic Council R240/97, R72/04)

- A1.** That the Head of School ensure there is a mechanism (whether a committee or an individual) to monitor and co-ordinate assessment practices.
- A2.** That each School provide to students a written statement of its overall assessment policy and principles, to include any penalties system for late submissions of assessment pieces, and a time-frame within which assessed work will be returned to students.
- A3.** That within each Faculty and for each degree, diploma and certificate offered at undergraduate and postgraduate level, a set of desired learning outcomes be established and these outcomes be provided to the students.
- A4.** That each unit co-ordinator provide to students a unit outline, which contains a written statement of the unit learning outcomes aligned with assessment tasks and explicit marking criteria for each assessment task, no later than the second week of the semester in which they are offered.
- A5.** That in each unit careful consideration be given to the number of assessment components, to guard against the possibility of under or over-assessing.
- A6.** That, as far as possible, the timing of assessment across units within the same course/program is appropriately spaced and does not place an undue burden on students.
- A7.** That the mechanism for monitoring and co-ordinating assessment practices within a School be responsible *inter alia* for ensuring comparability between assessors in a particular unit/course.
- A8.** That an assessor's comments on any piece of assessed work should indicate the strengths and the weaknesses of that work in relation to the specified learning outcomes.
- A9.** That there be a method of feedback and analysis of any assessment component which forms part of the assessment process to the students. Wherever practicable, this should also apply for formal examinations.
- A10.** That it is the responsibility of unit co-ordinators to devise examination papers that are sufficiently different from previous papers in the same unit, especially where previous papers are available.
- A11.** That all examination papers be checked by a colleague in their discipline area for alignment with unit learning outcomes, clarity of questions and absence of typographical errors<sup>2</sup>.
- A12.** That, as part of their induction, new staff members - full-time, fractional and casual staff - receive all relevant documentation as to the School's assessment policies, practices and procedures.

17 December 1997

Amended 3 June 2004 by Teaching and Learning Committee

---

<sup>1</sup> Extracted from Assessment Practices Working Party Report, December 1997.

<sup>2</sup> The Examination Cover Sheet, which must accompany every examination paper, requires confirmation that the examination paper has been checked. These requirements should be taken into account.