Assessment Types Schedule

1 Purpose

To provide guidance on the types of Coursework Assessment in use at the University.

2 Scope

This Schedule must be read in conjunction with the Assessment Procedure and is subordinate to it.

3 Schedule

3.1 Assessment forms

Table 1: Assessment forms

Form	Description	Recommended To
Diagnostic Assessment	Used at the beginning of a Course to assess the learning strengths and weaknesses of Students, and where necessary, direct Students to study advice and academic support services. Does not contribute to the Final Grade.	Establish a baseline of Student knowledge, skills or prior learning, so that learning and teaching delivery methods can be adjusted or modified to meet Student cohort needs.
Formative Assessment	Occurs as part of typical learning experiences and is used to monitor Student progress, build knowledge and skills, and provide timely and meaningful feedback. May also assist Course Coordinators to adjust or modify learning and and/or teaching delivery methods to meet Student cohort needs. Does not contribute to the Final Grade.	Orient Students to a new Assessment type that will be used for a subsequent, or related, Summative Assessment Item; Develop Student literacy around unfamiliar Assessment types; Support Students to reflect on learning progress and understanding (individually or as part of group Assessment Items).

| Summative Assessment | Enables Course Coordinators to make a professional judgement of Student learning at discrete points of a Course.

Summative Assessment should enable Students to make a self-judgement of learning progress and understand their overall academic achievement and performance.

Contributes to the Final Grade. | Formally measure or indicate the achievement of Course Learning Outcomes. |

3.2 Assessment approaches

Table 2: Assessment Approaches

Approach	Description
Assignment	An Assignment is a non-invigilated Assessment Item that is completed by Students (individually or in a group) as a component of independent study within a Course. An Assignment builds on the development of knowledge and skills acquired during directed study, such as lectures and tutorials.
Examination	Examinations are a formal test of Student knowledge or skill and are bound by specific restrictions, including the time and place where the Assessment Item will be attempted. Examinations are normally scheduled centrally. Some Assessment types can be attempted under examination conditions and can be delivered in person at a campus or online.
Negotiation	Negotiated Assessment is an approach involving an agreement between the Course Coordinator and Students about Course Learning Outcomes and Assessment. This approach is included as part of a Teaching Activity and contributes to the Student learning experience. Negotiated Assessment requires the Course Coordinator to provide all Students with an opportunity to work collaboratively in the development and implementation of a learning contract that details the conditions of Assessment. The Weighting of an Assessment Item, or the total number of Assessment Items in a Course, cannot be altered as part of a negotiated Assessment process.

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3.3 Assessment types

This section provides a summary of the Assessment types in use at the University. Each Assessment type includes a description of the task to be completed by Students. Assessment types are to be used for classification purposes only and more detailed descriptions can be included in the Course Specification as needed.

3.3.1 Written Assessment

A written Assessment Item involves any task requiring a written response to a prompt or question. The written Coursework Assessment types used at the University are set out in Table 3.

Table 3: Written Assessment types

Type	Description
Abstract	A short summary of a Research article or paper.
Annotated bibliography	A list of texts, primary sources and internet sites on a specified topic, with commentary, using a specific referencing convention.
Case study	An analytical account of an instance or event relating to a person, group or organisation within its real-life context applying discipline specific models, constructs and Research literature.
Critique (written)	A constructive criticism or judgement based on a pre-determined set of criteria.
Diary	A record of learning over a set period of time interspersed with reflective commentary.
Essay	An extended prose response to a set question, problem or issue. May also include essay plans that provide an overview of the preparation, planning and reading associated with a selected topic.
Journal	A record of news, events, experiences, or observations of a personal nature that are maintained on a regular basis (e.g. daily, weekly), interspersed with reflective commentary.
Literature review	Assessment of a body of Research that addresses a Research question.
Mathematical analysis	A series of subsidiary questions responded to with a mix of critique, calculations and analysis.

Online forums	Contribution to an online discussion with peers.
Planning document	A detailed proposal for doing or achieving something including, but not limited to, a project plan, financial plan, business plan, design plan, engineering plan, lesson plan, marketing plan, communication plan, strategic plan, professional development plan, treatment plan, clinical plan.
Portfolio	A compilation of work completed over a Course including but not limited to an ePortfolio, learning story portfolio, leadership portfolio, language portfolio.
Problem solving	A task to solve a problem of limited scope using predetermined rules or techniques such as an experiment or case scenario-based task. This Assessment type can lead to various outputs such as reports and oral-visual presentations.
Quiz	Responses to a set number of questions including but not limited to short answer and multiple-choice.
Reflection (personal or clinical)	A personal response to an experience, situation, event, or new Information, and may include the communicating of thoughts and feelings, exploring learning or gaining self-knowledge.
Report	A structured written product that follows a discipline specific report format including but not limited to major lab report, formal lab report, scientific report, business report, tender bids, funding applications.
Research (paper)	A written investigation of a selected topic using the required style of a particular discipline.
Research (project)	The building or testing of a theoretical position that is not part of a Thesis or dissertation.
Research (Thesis)	A long essay or dissertation on a particular subject or Research project completed as part of an Academic Program.
Workbook	An objective record of observations or completed tasks that have been attempted (e.g. lab workbook).

3.3.2 Oral Assessment

An oral Assessment Item involves any task requiring a spoken response to a prompt or questions. The oral Coursework Assessment types used at the University are set out in Table 4.

Table 4: Oral Assessment types

Type	Description

Critique (oral)	A constructive criticism or judgement based on a pre-determined set of criteria.
Debate or moot	An argument for or against a specific question or topic.
Viva voce	An oral response to a set of tasks, questions, or problems that that are provided in spoken form. An online viva voce may be offered as an alternate to an end of Study Period paper examination.
Interview	A dialogue, between two or more people, which is intended to generate Information, or identify problems, issues or strategies.
Presentation (individual, group, multimedia)	An oral presentation or speech on a specific topic that may also include multimedia materials or other presentation aids.

3.3.3 Practical Assessment

Practical Assessment Items involve the observation of Student performance in the completion of a process, skill or task. The practical Coursework Assessment types used at the University are set out in Table 5.

Table 5: Practical Assessment types

Type	Description
Practical	A demonstration of a professional or practical knowledge or skill.
Demonstration	A demonstration of a professional or practical knowledge or skill relating to a classroom practice, clinical Procedure or laboratory Procedure.
Laboratory skills	A demonstration of technical laboratory skills or practical skills including but not limited to lab exercises, demonstration, professional skill simulation.
Objective Structured Clinical Examination (OSCE)	A practical test of clinical skill performance and competence.
Placement performance	A demonstration of a professional or practical competency in a workplace or community context, such as an internship, field experience, clinical placement, community service or practicum.
Poster presentation	A 2D or digital representational work for public display including but not limited to the graphical summary of learning, an argument, concept or idea.

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Technical and/or scientific artefact	A tangible product of technical and scientific artefact effort including but not limited to problem sets, computer scripts, engineering drawing or developing an ICT item (e.g. app, game, webpage).

3.3.4 Creative Assessment

Creative Assessment Items involve bringing something new into existence, often through an artistic process. The creative Coursework Assessment types used at the University are set out in Table 6.

Table 6: Creative Assessment types

Type	Description
Creative work	A tangible product of creative effort including but not limited to a performance video or audio recording, multi-media artefact, finished design, gallery set-up, 3D model, poster, creative writing, blog, vlog, script, lyrics, music, webpage.
Exhibition	The curation of a physical or digital exhibition involving the selection, organisation and display of specific items.
Performance	An enacted, real-time performance event of creative work such as an audition, concert, spoken prose, vocal performance, instrumental performance, monologue, play, or dance. This may include a solo or group performance in music, dance, drama.
Portfolio	A compilation of work completed over a Course including but not limited to an ePortfolio, exhibition portfolio, photographic print folio.
Recorded/rendered work	The presentation of something through a recorded medium including but not limited to a podcast, video, web page, 3D models
Rehearsal or works in progress	The accumulation of knowledge or skill over time and active demonstration in an ensemble or individual work.

3.3.5 Design Assessment

Design Assessment Items are tasks involving plans and drawings describing the look and function of an object, process, or system. The design Coursework Assessment types used at the University are set out in Table 7.

Table 7: Design Assessment types

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Type	Description
Design	A 2D or 3D representation of an object, process or system including but not limited to interior, building or structural plans, software programs, scale models or other visual representations.
Model (theoretical)	A representation of a theoretical event, process or phenomenon.

3.4 Other Assessment components

This section summarises other key features that may be used with the various Assessment types listed in Section 3.3.

3.4.1 Early engagement Assessment Items

A low stakes summative or Formative Assessment Item scheduled early, in the first 20% of the Study Period.

3.4.2 Multipart Assessment

Multipart Assessment Items combine multiple single Assessment Items with individual due dates.

3.4.3 Group Assessment

Group Assessments allow Students to develop vital employability skills. A group Assessment can focus on the process, the product or both. Grades can be assigned collectively, individually or as a combination. The Assessment can involve group members, staff, or both. These facets of the Assessment must be explicitly outlined in the Assessment task sheet.

3.4.4 Self-Assessment

Self-Assessment is an opportunity for Students to reflect on their learning experience, and to make a judgement about their progress, understanding and study efforts during a Course.

Assessment types that include an element of Self-Assessment develop Student capacity to confidently apply, interpret and understand Assessment Item expectations, marking criteria and standards.

Development of Self-Assessment skills are critical to the preparation of Students for employment and developing their ability to exercise self-awareness and inner feedback in the independent completion of tasks.

3.4.5 Peer Assessment

Peer Assessment enables Students to develop knowledge and skills surrounding Assessment marking criteria and the judgement of academic progress. The opportunity to produce feedback for a peer should also increase Student engagement in, and reflection on, their own experience of receiving Assessment feedback.

Assessment types that include an element of peer Assessment expand Student understanding of feedback as a learning process and develop their skills in the shaping and delivery of constructive, specific and supportive feedback.

Where peer Assessment is included as part of Assessment, the Course Coordinator will be responsible for:

1. providing Students with written peer Assessment guidelines and criteria; and

2. moderating the results of peer Assessment Items.

3.4.6 Participation

The inclusion of participation is particularly appropriate within the context of group Assessment, or industry and work placements. Where Student participation is being marked and judged, the performance standard must be observable within the classroom or workplace setting.

When participation is included as an Assessment Item, it will:

1. contribute to Student achievement of Course Learning Outcomes; and

2. be recorded by the marker observing the Student.

3.4.7 Assessments conducted across a range of dates

When the Assessment Item is conducted across a range of dates then:

1. the due date will be the first day the Assessment Item can be attempted; and

2. the Course Specification will note that the Assessment will take place across a range of dates, commencing on the due date, to accommodate all Students in the Course.

3.4.8 Non-Replicable Assessment

An Assessment Item that is non-replicable (e.g. oral presentation or musical performance) and is not part of a Work Integrated Learning (WIL) placement will be recorded using video where

appropriate.

Where an Assessment Item is recorded, the Assessment task sheet will clearly identify who is responsible for capturing the real time attempt. That person must ensure:

1. necessary recording equipment is prepared in advance;

2. the Student is visible and clearly audible in the recording;

3. the Assessment criteria on Marks are captured by the recording; and

4. appropriate permission or consent is obtained from anyone appearing in the recording who is not being assessed.

3.4.9 Competency Assessment

In some disciplines, Students need to demonstrate competency before they can progress further in their studies. Competency involves the application of skills and knowledge to a particular standard of performance. Students need to pass all competency Assessments in a Course and reach a total passing Mark of 50% to be awarded a passing Grade. Competency Assessment Items are identified in the Course Specification.

3.4.10 Invigilated Assessment

Invigilated Assessments are those undertaken under supervision to ensure that Students complete the Assessment task themselves and only use approved resources. Supervision can occur remotely or in person. Practical Assessments can be invigilated, for example.

3.5 Examinations

Examinations are normally timetabled and released by the University to avoid clashes.

3.5.1 Invigilated examinations

Invigilated examinations will only be held where required as part of professional accreditation. The use of invigilated examinations in a Course needs to be justified and approved. Evidence that an external accrediting body requires invigilated examinations is required.

Invigilated examinations may be online and will be timetabled during the Scheduled Examination Period.

3.5.2 Non-invigilated examinations

Non-invigilated examinations are timetabled during the scheduled examination period. Normally,

Students use Course materials, and other accessible resources, while attempting the Assessment.

Type	Description
Take-home examinations	A take-home examination is provided to Students 24 hours before the due date and time.
Time-limited online examination	An online Assessment Item that is performed under time constraints (e.g. 3 hours in length).
Viva voce	A viva voce is performed under time constraints (e.g. 1 hour in length) and involves an oral response to a set of tasks, questions or problems that are provided in spoken form.

4 References

Nil.

5 Schedule Information

Accountable Officer	Provost
Responsible Officer	Deputy Vice-Chancellor (Academic Affairs)
Policy Type	University Procedure
Policy Suite	[Assessment Policy](#)
Approved Date	8/12/2023
Effective Date	8/12/2023
Review Date	14/2/2027
Relevant Legislation	
Policy Exceptions	[Policy Exceptions Register](#)
Related Policies	
Related Procedures	[Assessment Procedure](#) [Grades Procedure](#)
Related forms, publications and websites	[Assessment Pattern Schedule](#) [Assessment and Grades - Roles and Responsibilities Schedule](#)
Definitions	**Terms defined in the Definitions Dictionary**

[Academic Program](#)

An approved Higher Education Award of the University, consisting of a combination of Courses the successful completion of an offering of which, together with any credit transfers and Exemptions in accordance with the relevant requirements, will fulfil the prescribed requirements for that particular Award.

[Assessment](#)

The process of evaluating the extent to which Students have achieved the Learning Outcomes of a Course.

[Assessment Item](#)

An individual Assessment task as outlined in the Assessment schedule for a Course. Assessment Items may be formal, informal, Formative or Summative in nature.

[Assignment](#)

An Assignment is a non-invigilated Assessment Item that is completed by Students (individually or in a group) as a component of independent study within a Course. An Assignment builds on the development of knowledge and skills acquired during directed study, such as lectures and tutorials.

[Course](#)

A discrete element of a program, normally undertaken over a single Study Period, in which the Student enrols, and on completion of which the Student is awarded a grade.

[Course Coordinator](#)

Responsibilities of Course Coordinators include but are not limited to: Course planning, design and development Course Specifications and alignment with Program Learning Outcomes Assessment design, implementation and marking Course delivery and Student learning experiences by providing Student support leadership and guidance of teaching teams engagement with professional and accreditation bodies ensuring currency of disciplinary and content knowledge and expertise reflecting on evaluations for the purpose of quality enhancement of Courses.

[Course Learning Outcomes](#)

Course Learning Outcomes are the expression of the set of

knowledge, skills and the application of the knowledge and skills a person has acquired and is able to demonstrate as a result of completing a Course.

Course Specification

A written specification of the objectives, content, assessment methods, and other relevant details of a Course.

Coursework

A method of teaching and learning that leads to the acquisition of skills and knowledge and does not include a major research component.

Final Grade

A Final Grade is a code that normally represents the outcome of the Assessment of a Student's performance against the learning objectives of a Course but may reflect the outcome of an applicable administrative process.

Formative Assessment

Assessment that is designed to assist Students in monitoring their progress through a Course, but which does not contribute towards the Final Grade for that Course.

Grade (noun)

A Grade is a code that indicates the status of the Assessment of Student performance against the Learning Outcomes of a Course.

Information

Any collection of data that is processed, analysed, interpreted, organised, classified or communicated in order to serve a useful purpose, present facts or represent knowledge in any medium or form. This includes presentation in electronic (digital), print, audio, video, image, graphical, cartographic, physical sample, textual or numerical form.

Mark

An indication of mastery or non-mastery of an Assessment Item that takes the form of a numerical value.

Non-Award Program

A sequence of study which does not lead to an Award.

[Policy](#)

A high level strategic directive that establishes a principle based approach on a subject. Policy is operationalised through Procedures that give instructions and set out processes to implement a Policy.

[Research](#)

Research is the creation of new knowledge and/or the use of existing knowledge in a new and creative way to generate new concepts, methodologies, inventions and understandings. This could include the synthesis and analysis of previous research to the extent that it is new and creative.

[Student](#)

A person who is enrolled in a UniSQ Upskill Course or who is admitted to an Award Program or Non-Award Program offered by the University and is: currently enrolled in one or more Courses or study units; or not currently enrolled but is on an approved Leave of Absence or whose admission has not been cancelled.

[Study Period](#)

The period during which a Course or study unit is offered. Examples of Study Period include, but are not limited to, semesters, trimesters, blocks, intensives and sessions.

[Summative Assessment Item](#)

Any Assessment Item (Assignment or Formal Examination) used in the determination of a Student's final Grade and should provide for feedback except when it is the final Assessment Item for a Course. Where a Summative Assessment Item is used only to determine whether or not a Student is eligible to be given a passing Grade, the weighting allocated to the item may be zero.

[Teaching Activity](#)

Any action or group of actions undertaken with the aim of achieving a scientific purpose, where the scientific purpose is imparting or demonstrating knowledge or techniques to achieve an educational outcome in science, as specified in the relevant curriculum or competency requirements.

[Thesis](#)

	Also known as a Standard Thesis, is the material outcomes of a program of research. It is also referred to as a 'dissertation'.
	University
	The term 'University' or 'UniSQ' means the University of Southern Queensland.
	Weighting of an Assessment Item
	The Weighting of an Assessment Item is the percentage that the item contributes to the calculation of the Final Grade of a Student.
	Definitions that relate to this schedule only
Keywords	
Record No	20/593PL