



Sabaragamuwa University of Sri Lanka

Policy Title –Policy on Student Assessment

Functional Area – Academic, Non-academics and students

Accepted date: 26.10.2020

Amended Date:

Approving Authority – The Council, Sabaragamuwa University of Sri Lanka

Administrative Responsibility – Heads of Departments, Deans of Faculties, SAR Examination Branch, Senate

Rationale & Purpose -

Sabaragamuwa University of Sri Lanka (SUSL), recognizes the Assessment processes have a significant influence on the student learning experience and it measures the knowledge and skills acquired by the student through learning process. Assessments enable to measure the levels of intended learning outcomes of a module or programme is achieved by the students and facilitates students to progress through the educational process.

Scope -

Heads and all academic Staff members, students, SAR examination and SAR/AR of faculties.

Related Policies, Procedures, Guidelines–

Academic procedures handbook for Sri Lankan universities part i code of practice on assessment of students, Manual of Procedure for Conduct of University Examinations, Manual for review of undergraduate programmes of Sri Lankan Universities and Higher Education Institutes, Institutional examination By-Laws and Regulations.

Policy Statement –

The Sabaragamuwa University student assessment policy framework ensures that Assessment strategy of student learning is an integral part of the programme design with clear relationship between assessment tasks and programme Intended Learning outcomes (ILO). The university is responsible for review and amend assessment strategies and regulations periodically as appropriate and ensuring student progression through academic programmes.

This documentation establishes the policy framework for student assessment strategies with following guidelines.

1. Student assessment policies, regulations and processes should be clearly aligned with the academic standards of the programmes with reference to SLQF and SBS, and where applicable, requirements of professional bodies.
2. The university have approved procedures for designing, setting, moderating, marking, grading, monitoring and reviewing the assessment methods and standards of awards. (template)
3. The University must provide regular training on methods of assessments to staff ensuring that they are competent to undertake their roles and responsibilities, and have no conflict of interest.
4. The assessment procedures and the weightage assigned for different components should be clearly stated in the programme/course specifications and clearly communicated to students ensuring that the principles, procedures and processes of all assessment are explicit, valid, and reliable;
5. All programmes should adopt well defined marking scale, marking scheme, various forms of internal second marking and procedures for recording and verifying marks etc, to ensure transparency, fairness and consistency. Question papers need to be marked independently by the first and the second examiners and any discrepancies more than 15% need to be agreed upon or sent to a third marker.
6. The university ensures the provision of same opportunities of assessment and, practices, to differently abled students for them to demonstrate the achievement of learning outcomes.
7. The University ensures adoption of different forms of assessment strategies i.e. Diagnostic, Formative, and Summative for facilitating students to achieving the ILOs. It also include all aspects of learning including industrial training, field-based training, clinical training etc. Further students are provided with regular, appropriate and timely feedback on formative assessment to promote effective learning.
8. The university ensure Assessment regulations are strictly enforced and disciplinary procedures are in place for handling breaches of examination regulations by students; malpractices such as plagiarism etc. and violation of codes of conduct.
9. Examination boards and panels are responsible for timely release of results, and recording assessment decisions accurately; such records are maintained for a designated period of time. Examination results need to be released within 2 months after completion of the examination. Within two weeks after release of the results, the students are allowed to apply for the re-scrutinization of marks and the re-scrutinization will be conducted according to UGC guidelines.
10. The staff carries out all aspects of assessment ensures the integrity of the assessment process and the integrity of academic standards of each award by maintaining confidentiality and declaring conflicts of interest where applicable.

Definitions –

Outcomes-based education: an educational theory that bases teaching learning and assessment components of an educational system around intended outcomes to ensure achievement of the intended learning outcomes (ILOs) by every student at the end of the educational experience; a process that involves the restructuring of curriculum, assessment and reporting practices in education to reflect the achievement of high order learning and mastery rather than the accumulation of course credits.

Formative Assessment: assessment of learning that is carried out during a course to provide feedback to students.

Summative Assessment: assessment of learning that takes place on completion of the learning activity or activities.