

Uva Wellassa University

Policy name:	Policy on Assessment and Award of Qualifications
Policy number:	UWU-P-024
Date of Approval:	28.02.2025
Approving Authority:	The Council of Uva Wellassa University
Administrative Responsibility:	The Senate, Faculty Boards, Boards of Study, Boards of Examiners, Examination Division
Monitoring responsibility:	

Overview

Assessment is the systematic process of collecting, analyzing, interpreting, and communicating information regarding learners' educational achievements, measured against established goals and criteria. This process aims to provide formative feedback on learning while facilitating summative decision-making related to progression, certification, and awards.

The Council shall review and confirm this policy every five years to ensure its ongoing relevance. The Council retains the exclusive authority to exercise discretion over any clauses within this policy, allowing for interpretation, modification, or amendment as deemed necessary.

Scope and Application

This Policy on Assessment and Award of Qualifications encompasses all assessment-related processes and procedures for study programs offered by Uva Wellassa University, including the Postgraduate Unit (PGU) and the Center for Open and Distance Learning (CODL). It applies to all administrators, examiners, support staff, and candidates involved in examinations conducted by the University.

The objectives of this Policy are to ensure that assessments are:

1. Designed to promote student learning.
2. Measured against intended learning outcomes to ensure valid and consistent judgments.
3. Structured to provide useful feedback for both student learning and program evaluation.
4. Designed to maintain public trust in the University's educational process.
5. Fair, transparent, and equitable.
6. Aligned with relevant national guidelines while maintaining local standards in line with international benchmarks.
7. Conducted and awarded by all faculties, PGU, and CODL following approved procedures and under the supervision of relevant university authorities.

This document was approved by the 204th Meeting of the Council of Uva Wellassa University

Key Policy Principles

Overall Process

1. The University shall establish procedures for designing, approving, monitoring, and reviewing assessment strategies to uphold academic standards through appropriate assessment practices.
2. Credible procedures and guidelines will be instituted for effectively conducting assessments.
3. Internal and external benchmarking will guide the University in maintaining academic standards through established assessment practices.
4. Assessment practices and regulations will be reviewed and amended periodically to ensure they remain relevant.
5. Students shall be assessed based on published criteria, regulations, and procedures, which will include important dates, deadlines, formats, weightage of components, marking methods, and provisions for appeals. This information will be provided in examination by-laws, program manuals, student handbooks, study guides, and internal circulars at the start of each course.
6. Responsibilities for assessment-related procedures will be clearly delegated within Faculties/Institutes/CODLs, communicated through by-laws, SOPs, internal circulars, ToRs, and appointment letters.
7. Staff involved in assessments will be competent and free from conflicts of interest, with any existing conflicts declared at the start of the academic year.
8. Credit transfers within the University or with other universities will require prior approval from the Senate or be conducted according to relevant prior arrangements/MoUs.
9. Mechanisms for recognizing prior learning/qualifications and inter-faculty or inter-institutional credit transfers will be made available to prospective applicants.
10. By-laws, guidelines, and SOPs for conducting e-assessments will comprehensively address technology failures, candidate authentication, plagiarism, and other forms of cheating.
11. A mechanism will be established to monitor and prevent emerging forms of assessment malpractices, particularly in remote and online assessments.
12. Degrees awarded will comply with national requirements according to the Sri Lanka Qualifications Framework (SLQF).

Ensuring Constructive Alignment

13. Assessments will be aligned with program and course learning outcomes, teaching and learning strategies, and course content, adhering to SLQF level descriptors and relevant Subject Benchmark Statements (SBS) and professional body requirements.
14. Each faculty will have a policy regarding the weightage of different assessment components in course specifications.
15. The volume, timing, and nature of assessment tasks will effectively measure students' attainment of program outcomes.

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Setting and Conducting Assessments

16. The confidentiality of examination materials is paramount. The University will have by-laws, SOPs, and necessary infrastructure to ensure security and confidentiality at every assessment stage.
17. Newly recruited academic and administrative staff will be trained in standard procedures for secure assessment delivery before being entrusted with relevant duties.
18. Regular, appropriate, and timely feedback on formative assessments will be provided to promote effective learning and support academic development.
19. Policies will govern the appointment of internal and external examiners, who will receive clear Terms of Reference (ToRs). Reports from external examiners/moderators will be considered by examination boards to enhance assessment processes.
20. Assessment blueprints will be utilized for all summative assessments to ensure adequate coverage and constructive alignment.
21. Provisions will be established for addressing any rule infringements during assessments.

Marking, Grading, and Releasing Results

22. The marking of students' assessment work will be conducted with rigor, honesty, transparency, fairness, and confidentiality.
23. Standards in marking will be maintained through appropriate procedures, including external/independent second examiners and established grading practices.
24. Well-defined marking schemes/rubrics, moderation procedures, and relevant forms will ensure transparency, fairness, and consistency in grading.
25. Assessment results and decisions will be documented accurately and systematically.
26. Office of Head of Departments. Office of Deans and Examination Division will communicate decisions to students within a specified timeframe.
27. Approved results will be communicated without delay and made accessible on the Virtual Learning Environment (VLE).
28. The graduation certification process will ensure that transcripts accurately reflect stages of progression and student achievements.
29. A complete transcript conforming to the Senate's agreed principles will be available upon request, along with provisions for interim transcripts.
30. Appeals against assessment outcomes will be considered per prevailing rules and regulations.
31. Immediate measures will be taken to rectify any erroneous results upon detection.

Equity and Equality in the Assessment Process

32. Every student will be provided with an equal opportunity to demonstrate their competencies.
33. The University will enforce examination rules and regulations strictly.
34. A validated, quality-assured system will support students with disabilities during assessments, with provisions made for both permanent and temporary disabilities.

Credibility of the Assessment Process and Prevention of Irregularities/Malpractices

35. Performance evaluations (Continuous and End semester) will involve examiners appointed by the Senate, adhering to the approved course assessment structure. Exceptions will be specified in the University's Examination Procedures Guidelines.
36. Designated facilities will be provided for duplicating assessment materials and arranging resources for practical components of assessments.
37. Records of candidates' submissions, movements, and access permissions will be maintained until long-term storage by the administration.
38. Suitable infrastructure and software, will be provided for examiners to securely store and mark evaluation materials.
39. Records of assessment marks and grades will be kept in hard and soft copies for safekeeping.
40. Rules and guidelines will be established to uphold confidentiality, accountability, and fairness to prevent irregularities/malpractices in assessments, conforming to related overarching policies and codes of ethics.
41. A standing committee will be appointed to receive complaints, conduct preliminary investigations, and introduce measures to prevent irregularities/malpractices.
42. Appropriate actions will be taken against any staff member for alleged violations, with measures ensuring fairness for all parties involved.

Definitions

- **Assessment Criteria:** Specific outcomes expected to be demonstrated in a particular assessment task.
- **Intended Learning Outcomes (ILOs):** Clear statements indicating what students are expected to know or be able to do upon completing a lesson, unit, or program.
- **Continuous Assessment (CA):** An ongoing evaluation process of a student's progress throughout a course, utilizing methods such as assignments, quizzes, and class participation. Its primary aim is to provide regular feedback, promote engagement, and ensure assessments reflect a well-rounded understanding of the subject.
- **Formative Assessment:** Assessments primarily designed to provide feedback to students on their progress against learning outcomes.
- **Summative Assessment:** Assessments conducted typically at the end of a unit of study, allowing teachers to measure students' achievements of the ILOs for decisions on progression, certification, or awards.
- **Course:** A self-contained unit of study with a defined level, credit value, aims, intended learning outcomes, delivery modes, assessment scheme, and pre- and co-requisites (if applicable).
- **Course Credits:** The credit rating of a course based on the required notional learning hours for completion, determined according to relevant national frameworks.
- **Award of Qualification:** A certificate or title conferred by an academic institution indicating successful completion of a prescribed course of study leading to

qualifications such as a degree, diploma, certificate, or other formal recognition.

Related policies:

- Policy on Curriculum Planning, Development and Revision
- Policy on Teaching and Learning
- Policy on Quality Assurance
- Policy on Conflict of Interest
- Policy on Online Teaching, Learning and Assessment
- Policy on Students with Disabilities

Related Acts, Rules, Regulations, and Key Circulars:

- Universities Act, No 16 of 1978, as amended
- Sri Lanka Qualification Framework, UGC, 2015
- UGC circulars on assessment/re-corrections/credit policies
- Examination Procedure of the Uva Wellassa University
- Right to Information Act, No. 12 of 2017

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