

# ASSESSMENT AND COURSE POLICY & PROCEDURE CHANGES

## FAQ for Deans & Associate Deans, Academic

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### 1. What are these changes?

The University of Saskatchewan is introducing a revised structure for assessment policy and procedures. This includes replacing the Academic Courses Policy (ACP) with a set of more focused and accessible documents, introducing a **Course-Based Assessment Policy and Procedures framework, and separating course delivery expectations** (e.g., syllabi, exams, recording) into distinct policy and procedure documents. Together, these changes are intended to improve clarity, consistency, and usability across the institution.

### 2. Why were these changes necessary?

The previous structure combined multiple functions within a single older policy, making it difficult to:

- interpret expectations consistently,
- support emerging assessment contexts (e.g., AI, experiential learning, accreditation), and
- distinguish between institutional requirements and local implementation.

This work began in 2021 and reflects extensive consultation and phased approval.

### 3. What is changing at a high level?

USask has clarified and reorganized how assessment expectations are articulated and supported.

- The Academic Courses Policy (ACP) will be replaced in Fall 2027 with 4 streamlined and easy to navigate documents.
- University **Course-based Assessment Policy and Procedures** have been introduced to clarify assessment policy and procedure.
- **Course delivery elements** (e.g., syllabi, recording, exams) are now housed separately.

This structure improves clarity and supports consistent implementation.

### 4. What decisions fall within College/School authority?

Colleges and Schools are responsible for:

- developing or confirming college-level assessment procedures where applicable,
- determining the use of competency-based assessment within programs,
- improving assessment consistency across sections of the same course and/or the program
- clarifying who is responsible for specific assessment tasks that fall to leadership
- aligning assessment practices with accreditation requirements, and
- supporting educators with guidance and learning opportunities.

### 5. What does the policy outline as consistent institution-wide?

Across all Colleges:

- [Course-based Assessment Policy and Procedures](#) must be met,
- syllabi must include required elements,
- assessment practices should become more fair, clear, and defensible over time, and
- grade submission and appeal processes follow university procedures.
- Colleges retain discretion in how these expectations are enacted as articulated in their college-level procedures.

## 6. What is the implementation timeline?

This is a phased, supported rollout.

- **Fall 2026:** College procedures and pilots
- **Winter/Spring 2027:** Learning and preparation
- **Summer 2027:** Syllabus updates
- **Fall 2027:** Full implementation

## 7. What are the implications for academic leaders?

Leaders help when they:

- support clarity (rather than uniformity),
- ensure educators (including sessionals and TAs) have access to guidance,
- monitor workload and resourcing implications, and
- integrate assessment expectations into existing governance processes.

## 8. How might concerns be addressed?

Concerns should be addressed through clarification, examples, local guidance, and supported implementation. Assessment transitions are likely to cause concern from some students, educators and leaders until the implications and processes are well understood.

**Support is available through:**

- templates, checklists, and exemplars, and
- professional development opportunities or 1-to-1 consultations with the Gwenna Moss Centre for Teaching and Learning ([GMCTL](#)).

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## Reference documents

- [Course-based Assessment of Student Learning Policy](#) – policies.usask.ca (Effective: Sept 1, 2027)
  - [Course-based Assessment Procedures](#) – PDF document
- [Course Delivery Policy](#) – policies.usask.ca (Effective: Sept 1, 2027)
  - [Course Delivery Procedures](#) – PDF document
- College-level templates and decision-making tools, contact [GMCTL](#).

*These FAQs are intended to support understanding and implementation of the upcoming changes to the USask assessment policy and procedures. They are audience-specific and focus on practical implications rather than policy interpretation. Additional guidance and support will continue to be available as implementation progresses.*