UNIVERSITY *of* **TASMANIA**

UNDER REVIEW

Assessment Procedure

Related Policy	*Assessment Policy*
Responsible Officer	Provost
Approved by	Provost
Approved and commenced	December, 2017
Review by	December, 2020
Responsible Organisational Unit	Academic Division

CONTENTS

1   Objective

The objective of this Procedure is to assist University of Tasmania teaching staff in applying the *Assessment Policy* so that assessment:

- promotes student learning;
- measures student achievement in ways that are valid, reliable and maintain academic standards; and
- is fair, transparent and equitable.

2   Scope

This Procedure applies to:

- all coursework programs offered by the University of Tasmania;
- academic leaders; and
- all staff undertaking teaching and assessment, including casual staff.

3   Procedure

	Procedure	Indicative Responsibility	References to the relevant Rule/Policy provision
1.	**Designing and setting assessment tasks at course level**		
	Context: Assessment is an integral part of the learning and teaching cycle and there should be clear alignment between stated intended learning outcomes, the learning experiences provided for students, and the assessment tasks. Assessment tasks should be designed to guide students' meaningful learning and give them the opportunity to demonstrate their ability to meet the intended learning outcomes of the unit.		
1.1	Course level outcomes underpin the development of unit level learning outcomes and associated assessment tasks.	Course or discipline coordinator	Policy Provision 3.1a
1.2	Course level learning outcomes are written to take into account any discipline specific threshold learning outcomes, the University's Graduate Quality Statement, the AQF level and relevant professional accreditation requirements.	Course or discipline coordinator	Policy Provision 3.1a
1.3	Assessment tasks across courses are regularly mapped to ensure that students have experienced a range of assessment tasks and have the opportunity to demonstrate the progressive development of all course and graduate attributes.	Course or discipline coordinator	Policy Provision 3.1e
1.4	Consideration is given to the use of capstone units or the setting of assessment tasks that assess intended learning outcomes across units.	Course Coordinator	Policy Provision 3.3c FoE/AMC guidelines

2.	**Designing and setting assessment tasks at unit level**		
2.1	Unit level learning outcomes are determined through a consideration of subject unit level outcomes and course level outcomes.	Course or discipline coordinator and unit coordinator	Policy provision 3.1a
2.2	Assessment tasks are designed to allow students to demonstrate achievement against **all** intended learning outcomes (see *Guidelines for Good Assessment Practice,* 3rd Edition).	Unit Coordinator	Policy Provisions 3.1a, b
2.3	Assessment tasks are designed to assess the capacity to comprehend, analyse and synthesise information and concepts; not only recall the information previously presented.	Unit Coordinator	Policy Provision 3.1a
2.4	Both formative and summative assessment tasks are used.	Unit Coordinator	Policy Provisions 3.1c,d
2.5	Methods of assessment are selected to reflect the learning outcome being assessed taking into account any relevant professional accreditation requirements.	Unit Coordinator	Policy Provision 3.1a
2.6	More than one type of assessment task is provided in a unit unless the assessment is both process and product (e.g. thesis; design project). When group assessment tasks are used, consider the use of at least one other assessment task that is assessed individually.	Unit Coordinator	Policy Provision 3.1b
2.7	Assessment tasks are designed to take into account a student's progression through a course of study with a concomitant increase in complexity and challenge.	Course Coordinator and Unit Coordinator	Policy Provision 3.1e
2.8	Inherent bias (eg gender, racial or cultural) is avoided in the setting and description of assessment tasks. Inclusive language is used.	Unit Coordinator	Policy Provision 3.3d
2.9	An attendance requirement should only be included in summative assessment if the achievement of intended learning outcomes is substantially dependent on this attendance (e.g. an orchestra or ensemble; a field placement).	Unit Coordinator/Course Coordinator	Policy Provision 3.1a
2.10	Units with the same unit code must have the same learning outcomes and equivalent assessment in terms of workload and opportunity to meet intended learning outcomes, as well as the same expectations of assessment standards. Access to resources and equity of time for completion of assessment tasks should be taken into account.	Unit Coordinator/Course Coordinator	Policy Provision 3.3b

3.	**Weighting and timing of assessment**		
	Context: Assessment supports student learning through a progression of assessment tasks that are developmental, timely, provide indications of achievement and take into account student workload.		
3.1	Weight assessment tasks to balance the developmental ('formative') and judgmental ('summative') roles and reflect the importance of the learning outcomes being assessed by that task.	Unit Coordinator	Policy Provision 3.1c
3.2	Where practicable, provide students with at least two summative assessment opportunities to demonstrate they have met the intended learning outcomes of the unit.	Unit Coordinator	Policy Provision 3.1c
3.3	Distribute assessment tasks across a unit to allow for reflection on learning, to gain feedback and to spread workload.	Unit Coordinator	Policy Provision 3.1c
3.4	Ensure that each unit has at least one assessment task that is submitted, marked and returned to students by the midpoint of the unit. Where this is impractical, ensure that some feedback is given during the duration of the unit prior to final assessment.	Unit Coordinator	Policy Provision 3.1c
3.5	In the case of a unit that is taught over a period extending beyond one study period, an assessor must after the end of the first study period, advise the student in writing, if the standard of their assessable work to date does not demonstrate achievement of learning outcomes.	Unit Coordinator	Policy Provision 3.1b
3.6	Timetable assessment tasks to avoid unreasonable demands on students and staff and take into account relative weighting and level of the unit.	Unit Coordinator/ Course Coordinator/ Head of Academic Unit	Policy Provision 3.3c
3.7	At each year level within an Academic Unit, schedule and design assessment tasks which take into consideration student workloads and avoid due dates for assessment tasks in related units coinciding.	Head of Academic Unit/ Course Coordinator	Rule 6: Policy Provision 3.3c
4.	**Informing students about assessment**		
	Context: Student understanding of the assessment process must be facilitated by clear explanations of: the assessment tasks; how the assessment tasks relate to the learning outcomes; and the criteria and standards against which students will be assessed		
4.1	Include in the unit outline: • the unit or course intended learning outcomes assessed through each assessment task • the method(s) of assessment • relative weightings of each assessment task • information about how the final grade will be determined, including that to	Unit Coordinator	Policy Provisions 3.1a, 3.2a, 3.3a

	pass the unit all intended learning outcomes must be met • all attendance and performance requirements, including any hurdle requirements and eligibility requirements for assessment • a timetable of internal assessment tasks and all assessment deadlines • requirements of assessment tasks including word limits and specific referencing requirements • information regarding how to certify the work is their own (eg by providing an electronic copy of the assignment coversheet or using a university authenticated system (noting that cover sheets are not required where students submit their work electronically via a university authenticated system such as MyLO) • information about the use of any text matching software, such as Turnitin • information regarding the consequences of plagiarism, and failure to meet the attendance requirement, assessment deadlines or word limits • information pertaining to requests for review of assessment • any other assessment deadlines.		
4.2	Make available to students clear criteria for the assessment of student work in the descriptions of the assessment tasks.	Unit Coordinator	Policy Provision 3.1
4.3	Make available to students the performance standards for each assessment criteria and/or exemplars that indicate required standards prior to commencing work on the assessment task.	Unit Coordinator	Policy Provision 3.2a
4.4	Inform students of the resources available to support academic honesty.	Unit Coordinator	Policy Provision 3.1f
4.5	In exceptional circumstances where assessment requirements need to be altered, changes to assessment requirements should be submitted to the Head of Academic Unit. In such cases there should be consultation with students, provision of adequate warning of the change, and students should be provided with written confirmation (hard copy or clearly communicated through MyLO or UTAS email address) and a replacement Unit Outline distributed.	Unit Coordinator/Head of Academic Unit.	Rule 6: 5.3
5.	**Use of formative assessment**		
	Context: Formative assessment should be used to provide feedback to students on their learning that is both detailed and constructive, returned in a timely manner, and		

	allows students to benefit in the preparation of future assessment tasks. It should also be used to enable staff to make judgments about students' progress against the criteria and standards, and to evaluate the effectiveness of the teaching		
5.1	Where practicable, use early low-stakes, low-weight assessment to provide students with constructive feedback on their progress.	Unit Coordinator	Policy Provision 3.1c
5.2	Provide constructive feedback that informs students on how well they have met the specific assessment criteria for the assessment task, highlights any areas of misunderstanding and advise how the task could have been improved and areas to work on for future assessment tasks	Marker	Policy Provision 3.1c
5.3	Give feedback where both commendations and recommendations are made on the students' work in a tone that is positive and respectful and able to be understood by the student.	Marker	Policy Provision 3.1c
5.5	Where possible, provide some general feedback on the assessment task to the cohort (not the return of individual assessment) within two weeks of the submission date.	Unit Coordinator	Policy Provision 3.1c
5.6	Return all assessment, other than the last assessment in a course as specified by the Academic Unit.	Marker	Policy Provision 3.1c, Academic Unit guidelines needed
5.7	Provide feedback to encourage students to critically evaluate their work, encourage them to improve performance and feed forward into future assessment tasks.	Marker	Policy Provision 3.1c
6.	**Marking assessments and arriving at final grades for units**		
	Context: Assessment, at every level, must be based on clearly articulated criteria, and decisions regarding grades awarded to students for units of study and pieces of assessment should be based on the attainment (or otherwise) of those criteria at stated performance standards and not be allocated to fit a predetermined distribution or be awarded by reference to the achievement of other students.		
6.1	Base grading of an assignment or task on the standards outlined in the Unit Outline or distributed to students prior to assessment. Do not make reference when grading to performance of other students, or a pre-determined distribution.	Unit coordinator/Marker	Policy Provision 3.2a
6.2	Determine the final grade with reference to a student's overall performance in meeting the intended learning outcomes of a unit of study.	Unit Coordinator	Policy Provision 3.2a
6.3	Maintain the anonymity of students' work in the assessment process where this is possible and practical.	Unit Coordinator/Marker	Policy Provision 3.2b
6.4	Ensure markers are appropriately qualified.	Head of Academic Unit/Unit Coordinator	Policy Provision 3.2a

6.5	Support markers through the marking process by providing details of the assessment task, the assessment criteria and standards against which the work will be marked, and what feedback is expected to be given. Where practicable, provide markers with samples of work at indicative levels, or receive assistance as detailed in Section 11 (Moderation).	Unit Coordinator	Policy Provision 3.2a
6.6	Where assessment of students is carried out wholly or partially in a workplace or practicum setting, supply the assessor with detailed information about the nature and purpose of the task/s being assessed, the assessment criteria and the standards for assessment (where relevant).	Course Coordinator/ Practicum Coordinator/ Unit Coordinator	Policy Provision 3.2a
6.7	Make available College guidelines for dealing with a potential conflict of interest when a near relative or close associate of a student is involved in assessment of a unit.	Associate Deans (L& T)	Policy Provision 3.2b
6.8	Declare any conflict of interest to the unit coordinator	Marker	Policy Provision 3.2b
6.9	Obtain declarations of conflict of interest and deal with these according to College guidelines.	Unit Coordinators	Policy Provision 3.2b
6.10	Avoid using negative marking (e.g. deducting marks for providing incorrect answers in multiple choice examinations or formula marking to correct for guessing; or deducting marks for failure to undertake specific tasks or attend tutorials) except when this is directly related to the learning outcome being assessed	Unit Coordinators	Policy Provision 3.2a
6.11	Record and collate marks for individual pieces of assessment and provide these to Unit Coordinators for such purposes as review of progress, moderation of results, confirmation of eligibility to receive a final grade and calculation of final results.	Markers/Unit Coordinator	Policy Provision 3.2b, c
6.12	The Grades tool in MyLO should be used to record results of assessment.	Unit Coordinator	Policy Provision 3.2b, c
6.13	Ensure markers follow Academic Unit guidelines in relation to return of assessment tasks.	Head of Academic Unit	Policy Provision 3.1c
6.14	Forward the recommended final grade to the relevant Academic Unit Assessor's committee by the due date set by the Chair of the committee.	Course Coordinator	Policy Provision 3.2a
7.	**Awarding final grades**		
	Context: Final grades are allocated according to the University's Legend of Results. An assessment committee considers the results of the Assessments recommended by the assessors for each unit for each student enrolled in the course, are considered by an assessment committee and awards grades are ratified in accordance with Rule 6 - Admission, Assessment and Student Progress.. An assessment committee is responsible		

	for monitoring trends in assessment outcomes for individual units and for courses so that standards are maintained and there is consistency of approach over time. It shall report on its findings to the Executive Dean, through the teaching and learning committee, annually.		
7.1	When a unit coordinator or course coordinator judges that the learning outcomes of a unit are best demonstrated by assessment against a level of competence (and it is of little significance, or difficult/impossible to measure if students progress beyond this) it may be appropriate to use an ungraded pass (UP) as the only passing grade. In these cases, approval of the relevant Academic Unit and College Learning and Teaching committee should be sought prior to the unit being offered.	Unit/Course Coordinator College/Academic Unit T & L committees	Rule 6 Policy Provision 3.2a
7.2	Award grades in non-graded units as follows: UP - Performance against the learning outcomes is satisfactory NN - Minimum performance standards have not been met	College Assessors' Committees	Rule 6 Policy Provision 3.2a
7.3	Award grades and aligned numerical range in graded units as follows: HD High Distinction 80 - 100 DN Distinction 70 - 79 CR Credit 60 - 69 PP Pass 50 - 59 NN Fail 0 - 49 [The number assigned to a grade reflects the extent to which student attainment matches the descriptors. For example, a mark of 60 indicates that the student's performance has met the minimum set of attributes that satisfy the credit standard; a mark of 65 demonstrates achievement above the minimum standard set for a credit, but not yet at Distinction standard.]	Assessors' Committees	Rule 6 Policy Provision 3.2a
7.4	Award an interim grade of NS to a student who has marginally failed a unit. In these cases, the Unit Coordinator would judge that the student has some attainment of learning outcomes with basic understanding of some unit content and some skill development (a numerical range of 45-49%). In this case, subject to meeting other eligibility criteria set out in the relevant Unit Outline, the student is eligible for supplementary assessment as determined by the Unit/Course Coordinator. This supplementary assessment should address the learning outcome/s that have not yet been demonstrated.	Academic Unit Assessors' Committees	Policy Provision 3.2a
7.5	A student who successfully completes the supplementary assessment will be awarded the grade of PP.	Assessors' Committees	Policy Provision 3.2a

7.6	Students should normally only be granted supplementary examinations in one unit or in 25% of the study load or as otherwise specified in College guidelines.	Assessors' Committees	Policy Provision 3.2a
7.7			
8.	**Academic Integrity**		
	Context: Plagiarism in various forms should be minimised through careful task design, clear explanations and education about academic integrity, and appropriate monitoring of academic honesty by academic staff.		
8.1	Regularly review assessment tasks/topics/questions to minimise opportunities for plagiarism.	Unit Coordinator	Policy Provision 3.1f
8.2	Make available resources to students to assist them in understanding their obligations of academic honesty.	Unit coordinator/TILT/Student Centre	Policy Provision 3.1f
8.3	Take all reasonable steps to detect academic dishonesty in accordance with the Academic Honesty Policy (under development).	Unit Coordinator	Policy Provision 3.1f
8.4	When plagiarism or another case of academic dishonesty is suspected, deal with such instances in accordance with the Academic Honesty Policy (under development) and Ordinance 9 (Student Discipline).	Head of Academic Unit	Policy Provision 3.1f
9.	**Assessment extensions and adjustments**		
	Context: Without compromising academic standards, or inherent requirements of a course, reasonable adjustments to assessment can be made for students who are disadvantaged through disability, special needs or unforeseen circumstances.		
9.1	Any inherent requirements of a unit should be explicitly communicated to students and stated in the unit outline. Inherent requirements must have a clear linkage to the learning outcomes of the unit or the course.	Unit Coordinator	Policy provision 3.3d
9.2	Students who wish to request a variance of assessment task, method, or schedule of submission date must make a request to the Unit Coordinator prior to the relevant assessment falling due. Unit Coordinators may grant a request when circumstances beyond the control of the student have arisen. These circumstances include, but are not limited to: medical reasons, bereavement; accident; religious observance; jury duty; Defence Force Reserve duties.	Unit Coordinator	Policy Provision 3.3e Need to refer to other relevant policies – eg Reservist policy, maybe alternative assessment procedures

9.3	Make available alternative assessment methods where required (as outlined in Learning Access Plans) to ensure equitable assessment practices and processes for students with a disability.	Unit Coordinator/ Associate Dean	Rule 6:5.1.4; Policy Provision 3.3e
9.4	Refer to the Alternative Assessment Procedure when developing adjustments to assessment.	Unit Coordinator/ Associate Dean	Policy Provision 3.3e
9.5	Ensure that penalties and adjustments, such as late penalties, are made consistently and according to the clearly articulated guidelines published in the Unit Outline.	Head of Academic Unit	Academic Unit guidelines needed (do exist)
9.6	At University and College level make available clear and published guidelines for eligibility for additional time in examinations for students from Non-English Speaking Backgrounds.	Executive Director Student Operations/Associate Dean	Policy Provision 3.3d
9.7	At University and College level make available clear and published guidelines for eligibility for Deferred Ordinary and Supplementary Examinations.	Executive Director Student Operations	Policy Provision 3.3a
10.	**Examinations**		
	Context: Formal, centrally coordinated and invigilated examinations can be used as a component of a unit's assessment.		
10.1	In determining whether an examination should be used as an assessment task, take into account learning outcomes of the unit as well as any accreditation requirements for professional bodies.	Unit Coordinator/ Course Coordinator	Policy Provision 3.1b
10.2	Make available examinations timetable to students – no later than 20 days before the start of the examination period for Semester 1 and 2 ordinary examinations and no later than 10 days before the start of the examination period for other study periods. The examination schedule must include advice to students to submit any new application for alternative arrangements within 10 days after the release of their timetable for Semesters 1 and 2 and 5 days after the release of their timetable for other study periods.	Student Centre	Policy Provision 3.3a
10.3	If it is necessary to conduct formal examinations outside normal business hours, they will be conducted in evenings or on Saturdays in preference to Sundays.	Student Centre	
10.4	Ensure that Student Centre is made aware of any particular arrangements for examinations including whether specified materials or resources are allowed into the examination room (e.g. open book; dictionary use permitted).	Unit Coordinator	Policy Provision 3.3a

10.5	Make information about the examinations procedure available to students.	Student and Academic Administration	Policy Provision 3.3a
10.6	Follow the process outlined in the Alternative Assessment Procedures in relation to any application for non-exam based assessment.	Associate Deans	Policy Provision 3.3e
11.	**Moderation**		
	Context: The practice of moderation is essential in ensuring that assessment is fair, transparent, valid and reliable. At UTAS, moderation processes for assessment have three foci: assessment design (pre-assessment focus); making judgments (point of assessment focus); and grading outputs (post-assessment focus. The Process for Moderating Results document is available for reference on the Assessment web page.		
11.1	Arrange for peer review of unit outline prior to finalisation of the Unit Outline	Unit Coordinator	Policy Provisions 3.2c, d
11.2	Undertake benchmarking of assessment requirements and standards (at the College and Academic Unit level) on a regular basis with respect to equivalency across year levels and increasing complexity at successive year levels.	Head of Academic Unit/ Course Coordinator	Policy Provisions 3.2 d, e
11.3	Undertake benchmarking of assessment requirements and standards with other Universities where appropriate.	Unit Coordinator/Course Coordinator/Head of Academic Unit	Policy Provision 3.2 e
11.4	When there is more than one marker, employ moderation procedures at the 'point of assessment'. This would include, as a minimum, provision of interpretive marking guidelines (in addition to a criteria sheet) and representative work samples where possible.	Unit Coordinator	Policy Provisions 3.2 c, d, e
11.5	When appropriate include, at the 'point of assessment' moderation, a group marking exercise to agree on standards, particularly for large numbers of markers, markers from different cognate areas, or inexperienced markers.	Unit Coordinator	Policy Provisions 3.2 d, e
11.6	When the practice of double marking a selection of assignments is used, make available Academic Unitoperational guidelines to Unit Coordinators to assist in determining the criteria for selection (e.g. random √n or borderline/NN/HD).	Head of Academic Unit	Policy Provisions 3.2 c, d, e
11.7	Where double marking is used, implement the operational guidelines determined by the Academic Unit.	Unit Coordinator	Policy Provisions 3.2 c, d, e
11.8	Where a trigger for review of assessment (see Process for Moderating Results) is identified, arrange for a review of assessment prior to the work being returned to the student.	Unit Coordinator	Policy Provisions 3.2 c, d, e
11.9	At the 'grading output' stage, Course Coordinators or Academic Unit Assessment	Course Coordinator/Head of Academic Unit	Policy Provisions 3.2 c, d, e

	Committees identify any triggers for review (see Process for Moderating Results).		
11.10	If a review of assessment trigger is identified, undertake a review of assessment *in the unit*. Procedures should be consistent with those used at point of assessment, clearly documented and available to students (*i.e.* basis for sampling assessed work when a review is requested, who will undertake the review, how this will be conducted [e.g. blind re-marking], and what course of action will be taken in a case where corrections to grades are required).	Course Coordinator	Policy Provisions 3.2 c, d, e
11.11	Where possible, ensure that review, any correction and/or determination of other course of action occurs within the current assessment timeframe. Use of WT awards and notification of Student and Academic Services of any likely delay will assist in this process.	Course Coordinator/Head of Academic Unit	Policy Provisions 3.2 c, d, e
11.12	Where possible, handle any queries about assessment prior to (and then report to), the College's Assessment Committee meeting for consideration. This should include how the findings of the review will feed forward into future assessment design or practice.	Course Coordinator/Head of Academic Unit	Policy Provisions 3.2 c, d, e
12.	**Student Progress**		
	Context: Progress against assessment tasks can provide valuable data to inform staff of a student's progress, and can be used to consider interventions and provide advice that will be of benefit to the students' learning.		
12.1	Ensure that Assessors keep a record of: • student's achievement on assessment tasks in a unit; • any requests for extensions or variation to assessment tasks; • records pertaining to eligibility or hurdle assessment requirements as appropriate**.** • as far as practicable these records should be held in within the learning management system**.**	Assessors/Tutors/Lecturers	Policy Provision 3.1d
12.2	Use data collected (as above) for providing advice to students, and to suggest interventions that will support the student's learning.	Unit Coordinator	Policy Provision 3.1c,d
12.3	When a Unit Coordinator becomes aware that a student's progress is at risk, attempt to make contact with that student, either in person or through the Student Advisor or other appropriate member of staff.	Unit Coordinator	Policy Provision 3.1d
12.4	When a student is going to be excluded from assessment in a unit, notify them as	Head of Academic Unit	Policy Provision 3.3a

	outlined in Rule 6 – Admission, Assessment and Student Progress, clause 5.6.1.		
12.5	Make decisions regarding placement of students on conditional or supported status if a student is deemed as making insufficient progress in a course.	Associate Dean (L&T)	
12.6	When a student is placed on conditional or supported status, ensure that they are notified and given the opportunity to receive advice with respect to recommended intervention strategies.	Course Coordinator/ Student Advisor	
13.	**Review of results of assessment**		
	Context: Students may request a review of assessment where they believe there are academic or procedural reasons for the request.		
13.1	Provide, at a College, Academic Unit and University level, clear and published processes available to students who request their results be reviewed.	DVC (S&E) Executive Deans, Heads of Academic Units	Policy Provision 3.3f
13.2	Students should contact the Unit Coordinator (in the first instance) in relation to queries about an assessment task. The Unit Coordinator may decide to review the assessment.	Students/ Unit Coordinator	Policy Provision 3.3f
13.3	Where a review of assessment reveals a calculation error in marks assigned, or the non-inclusion of the results of a piece of assessment ensure that this is considered an administrative error, not a remark. Correct the error.	Unit Coordinator	Policy Provision 3.3f
13.4	A student who has first requested a review of assessment of a single assessment task through a Unit Coordinator and still perceives the assessment to be unfair can make a request, in writing, to the Unit Coordinator to have the work marked by a review marker. In such a case, a suitably qualified member of the academic staff will undertake the second marking with reference to the marking criteria. Thereafter, the two markers shall agree to a final mark, that may be lower than the original mark awarded.	Student Head of Academic Unit or delegate	Policy Provision 3.3f
13.5	Deal with requests for review of examination scripts under the Guidelines Governing Access of Students to their Examinations.	Head of Academic Unit	
13.6	Students who request a review of a final unit grade do so in accordance with Rule 6 – Admission, Assessment and Student Progress (Clause 5.12).	Student	Rule 6 Policy Provision 3.3f
13.7	Deal with assessment complaints in accordance with Rule 6 – Admission,	As outlined in Rule 6	Rule 6 Policy Provision 3.3f

	Assessment and Student Progress and Ordinance 8 (Student Complaints)		
14.	**Quality Assurance**		
	Each course should have an assessment Quality Assurance process that includes opportunities for: students to give feedback on assessment; peer review and external benchmarking of assessment tasks; feedback on reviews of assessment reported at Assessor's meetings and consequent review and renewal of assessment tasks.		
14.1	Invite students to give feedback on assessment tasks through formal student evaluation and other mechanisms.	Unit Coordinator/Course Coordinator	Policy Provisions 3.2d,3.4
14.2	Undertake a review of the assessment in a unit at the end of each delivery taking into account: • How well the task/s assessed the intended learning outcome; • The standards achieved by the students; • Feedback received by students on the assessment task; • Feedback received from markers; • Peer review of assessment tasks and any benchmarking that has taken place.	Unit Coordinator	Policy Provisions 3.2d, e, 3.4.
14.3	Document any recommended or actual changes to assessment and report them at the relevant level (e.g. to the next cohort of students in the unit outline, to the course coordinator for the annual course report, to the Assessor's committee, to the Learning and Teaching Committee should a major change be recommended).	Unit Coordinator/Course Coordinator	Policy Provisions 3.2d, 3.4
14.4	Monitor grading outputs at Assessment Committee meetings taking into account reports from Unit Coordinators, the standards achieved by students and any other feedback deemed appropriate.	Associate Deans (L&T)	Policy Provisions 3.2d, 3.4
14.5	Recommend review of assessment in cases where there are identified issues with assessment as documented in 13.2 and 13.4.	Associate Deans (L&T)	Policy Provisions 3.2d, 3.4

4 Definitions and Acronyms

Academic Unit	means the secondary organisational unit in the academic structure of the University, reporting directly to the College Executive Deans, as per Ordinance 14 – Academic Structure.
Associate Deans (Learning and Teaching)	means (a) the Associate Dean (Learning and Teaching) of the relevant College (b) in relation to the University College, the Deputy Principal of the University College (c) in relation to courses administered through the Academic Division, the Deputy Director of the Tasmanian Institute of Learning and Teaching

College	means
	(a) the primary organisational unit in the academic structure of the University, as per Ordinance 14 – Academic Structure
	(b) the University College, or
	(c) in relation to courses administrated through the Academic Division, College means that Division.

Executive Dean	means
	(a) the Executive Dean of the relevant College, or
	(b) in relation to the University College, the Principal of the University College, or
	(c) in relation to course administered through the Academic Division, the Pro Vice-Chancellor (Learning and Teaching)

Head of Academic Unit	May include Deans, Directors, Executive Directors, Principals or Heads of School.
Organisational Unit	College, Faculty, School, Centre, University Institute, other University Entity, Division, Section or University Business Enterprise.

5   Supporting Documentation

- Rule 6 – Admission, Assessment and Student Progress
  - Guidelines for Good Assessment Practice (3rd Edition) (http://www.teaching-learning.utas.edu.au/__data/assets/pdf_file/0004/158674/Guidelines-for-Good-Assessment_3rd-ed.pdf)
- Moderation (http://www.teaching-learning.utas.edu.au/assessment/moderation)
- UTAS Legend of Results
- *Alternative Assessment Eligibility Procedure for Students with Disability*
- Ordinance 8 - Student Complaints

6   Versioning

Former Version(s)	Version 1 – *Assessment Procedure*, amended in December 2016 to incorporate University College and College of Arts and Law.
Current Version	Version 2 – *Assessment Procedure* (current document); approved December 2017.