

Assessment and Results Procedure

Version 2 - Approved 3 July 2022

Contents

Purpose.....	1
Applicable governance instruments.....	1
Procedure	2
1. Background.....	2
2. Assessment design	2
3. Examinations (Exams).....	4
4. Assignments.....	4
5. Marking, grading and academic results review.....	5
6. Final unit grades	7
7. Special circumstances and deferred assessment	7
Versions	9
Schedule A: University grades schedule.....	10
Schedule B: Calculating Grade Point Averages.....	11

Purpose

This procedure establishes the processes for assessment of coursework units at the University of Tasmania and assists University staff to undertake assessment that promotes student learning and measures student achievement in ways that are valid, reliable, fair, transparent, and equitable.

This procedure encompasses the assessment of Honours theses but not Higher Degree by Research theses.

Applicable governance instruments

Instrument	Section	Principles
Higher Education Standards Framework (Threshold Standards), 2021 Cth	1.4 Learning Outcomes and Assessment	N/A
National Code of Practice for Providers of Education and Training to Overseas Students 2018 Cth	Standard 8 – Overseas Student Visa Requirements	N/A
Student Participation and Attainment Ordinance	Part 5 – Assessment and Results	N/A
<i>Assessment and Results Policy</i>	All	All
<i>Review and Appeal of Academic Decisions Procedure</i>	All	N/A

Procedure

1. Background

All students enrolled in a coursework unit at the University are required to complete assessment tasks as part of the unit. Units can include two types of assessment task:

- **Examinations:** conducted and managed in accordance with section 3 and/or
- **Assignments:** prepared, submitted and managed in accordance with section 4.

Attendance in itself (meaning marks for simply 'showing up' at a physical or virtual meeting, keynote, or tutorial) must not be included within any assessment schedule, in any unit.

For the purposes of this procedure, examinations (exams) are understood as time-limited assessments during the ordinary examination period. The term 'assignment' refers to any type of assessment task (excluding exams) whether in-class or online. Assignments include (but are not limited to) written assignments, essays, reflective pieces, participation, presentations, tests, quizzes and vivas (held outside of the exam period), exhibitions, artworks, performances and so on.

The final grade for a unit will be determined in accordance with the **University Grades Schedule in Schedule A**.

If a student encounters special circumstances that adversely affect their ability to meet assessment requirements, special arrangements may be made in accordance with section 7.

There may be extraordinary circumstances that require exceptional handling outside this procedure. All such exceptions must be endorsed by the Associate Dean (Learning and Teaching Performance) and approved by the Deputy Vice-Chancellor Education. All exceptions will be reported directly to the University Course and Unit Proposals Committee (UCUPC) and clearly communicated to students in the Unit Outline.

2. Assessment design

2.1. Intended learning outcomes and constructive alignment

Course learning outcomes (CLOs) underpin the development of unit-level Intended Learning Outcomes (ILOs). A holistic and programmatic approach to assessment design should be taken across all courses and majors. ILOs must communicate the core purpose of the unit and clearly state what students must demonstrate to successfully complete the unit. Assessment tasks must align clearly with unit ILOs and support the achievement of the CLOs.

2.2. Types of assessment tasks

Units should be designed using multiple assessment types, to provide students with the best opportunity to demonstrate their learning. Units should include early formative tasks or early, lightly weighted assignments to support student engagement and learning.

Hurdle Tasks

A hurdle task is a task a student must successfully complete to pass the unit. Hurdle tasks may only be used for safety reasons or to assess threshold professional standards.

Hurdle tasks are either:

- a task that students must submit or undertake but which does not contribute to the final mark for the unit or
- an assessment task that students must pass in order to pass the unit overall or
- a task that students must successfully complete prior to undertaking another learning activity within a unit.

Where practicable, students who fail a hurdle task must be given a supplementary hurdle task set by the Unit Coordinator. The supplementary hurdle task may either be a resubmission of the failed task or a new assessment task. The supplementary hurdle task should be assigned as soon as practicable after the grading of the initial hurdle task.

Attendance must never be used as a hurdle task.

2.3. Weighting, timing, and setting due dates

The weighting and timing of an assessment task should be commensurate with the volume and complexity of the work required to complete the task. The maximum weighting for an assessment task (other than exams) is 50%. A major thesis may have a higher weighting if the student is provided feedback on the task throughout the semester. Teaching staff must not assign 'bonus marks' in any circumstances.

The final assessment task for a unit offering may be due in the exam study/preparation period only if the unit has no exam.

2.4. Using student peer review of assessment tasks

Student peer review of assignments may be used as a formative task. If peer review is used as an assessment task:

- a. teaching staff must ensure that students are equipped and trained to perform such peer review and
- b. the result of the peer review must be transparently moderated and checked prior to releasing any feedback, marks, or grades to students.

2.5. Using group work in assessment

Group work may be used as a formative task. If group work is used as an assessment task, teaching staff must ensure that students are equipped and trained to work in groups. For group work worth more than 10% of the unit grade, both the group as a whole and the individual student contribution must be graded as separate components. ePortfolios, peer evaluation and reflective tasks may be used to evidence an individual student's contribution to group work assignments.

2.6. Communicating assessment requirements to students

Where practicable, all assessment resources must be made available within the Learning Management System. These resources must include the Unit Outline which must include details of assessment tasks, weightings, and due dates.

Complete details of assessment tasks, including marking rubrics with criteria and standards descriptors, must be made available within the Learning Management System at least 15 business days before the assessment task is due.

In extraordinary circumstances, an assessment task may need to be altered just prior to or during a teaching period. Any such change must be approved by the College Associate Dean (Learning and Teaching Performance), communicated to all students via the Learning Management System, and reported directly to the University Course and Unit Proposals Committee (UCUPC).

2.7. Minimising opportunities for breaches of academic integrity

Assignments must be the student's own work or include the student's contribution to group work as specified in the Unit Outline. Assessment tasks should be regularly reviewed to ensure quality and to minimise opportunities for intentional, or non-intentional academic integrity breaches. Unit Coordinators must ensure all written (typed, text-based) assignments use plagiarism detection software.

Advice on designing assessments to minimise opportunities for breaches is available from the [Academic Integrity staff intranet site](#).

3. Examinations (Exams)

Exam tasks must align clearly with ILOs. Exams are to be weighted no higher than 40%.

All time-limited assessments during the ordinary examination period are exams. Exams may be:

- **Invigilated:** invigilators present physically or virtually, or formal monitoring taking place, with explicit restrictions on permitted materials or
- **Non-invigilated:** no invigilator present or formal monitoring occurring and without restrictions on permitted materials or
- **Take-home:** no invigilator present or formal monitoring occurring, without restrictions on permitted materials and open to students for more than 3 hours.

Invigilated and non-invigilated exams will be no more than 3 hours in duration. Non-invigilated exams should be conducted online. Invigilated exams are preferably held on-campus; however, online invigilated exams may be used for students studying remotely.

All exams within the ordinary examination period will be scheduled centrally by the Examinations and Results team. On-campus invigilated exams are administered by the Examinations and Results team. Take-home exams and online invigilated exams are administered by the Unit Coordinator via the Learning Management System. Students requesting a deferral of an exam (in accordance with section 7) are required to follow the instructions in the [Student Portal](#).

Generic feedback on exams should be made available once the results for the study period have been finalised. Individual feedback on exams should be made available on individual request.

4. Assignments

4.1. Assignment submission

Where practicable, assignments should be submitted to an assignment submission folder in the Learning Management System. Students are to submit assignments by the due date or receive a penalty (unless an extension of time has been approved by the Unit Coordinator). Students submitting any assignment in hard copy, or because of a practicum finalisation, must attach a student cover sheet and signed declaration for the submission to be accepted for marking.

The University is responsible for providing reasonable access to learning resources so as to afford students a reasonable timeframe within which to complete assignments. Where such access is not provided within a reasonable timeframe, the assignment due date must be adjusted.

A student may re-submit an ungraded assignment at any time up to the due date. A request to re-submit after the due date is to be managed in accordance with section 7.

4.2. Providing feedback

Constructive feedback, indicating what was done well and areas for improvement, must be provided for all assessment tasks. Feedback should be both generic and individual. Generic feedback should be used to provide students with insight into how the cohort has performed on the assessment task by identifying common strengths and errors. Individual feedback should be specific, personalised and future-focused to provide each student with insight into their performance on the assessment task and how they might improve performance in future tasks (whether within or beyond the unit).

For assessment tasks worth 10% or less, at least generic feedback should be provided to the entire student cohort.

For information on feedback on exams, see section 3.

4.3. Return of assignments

Assignments submitted by the due date should be marked and returned to the student, together with appropriate feedback, within 15 business days of the due date. Externally marked major theses are exempt from this requirement.

If one assessment task informs another assessment task, the former must be returned at least 5 business days before the next assessment task is due. Students must raise any concerns over the grade or feedback with the Unit Coordinator within 10 business days of receipt of their marked assessment task.

4.4. Extensions for assignments

If a student knows that they will be unable to submit an assessment task by the due date, they should apply for an extension. A request for an extension should first be discussed with the Unit Coordinator or teaching support team where possible. A request for an extension must be submitted by the assessment due date, except where a student can provide evidence that it was not possible to do so (in accordance with section 7).

Typically, an application for an extension will be supported by documentary evidence: however, it may not always be possible for students to provide evidence in support of their request for an extension. It is important that in these circumstances, students are treated fairly and with empathy.

The Unit Coordinator must notify the student of the outcome of an extension request within 3 working days of receiving the request. If the request is approved, the due date for the assessment task will be adjusted in the Learning Management System. If the request extends the due date into the immediately subsequent teaching period, this may result in an Assessment Ongoing (AO) grade.

4.5. Late submissions and late penalties

Assignments submitted after the deadline will receive a late penalty of 5% of the original available mark for each calendar day (or part day) that the assignment is late. Late submissions will not be accepted more than 10 calendar days after the due date, or after assignments have been returned to other students on a scheduled date, whichever occurs first.

4.6. Review of a mark for an assignment

Students are entitled to ask for a review of the marking and grading of their assessment task if there is an irregularity in the marking standards or an error in the process for determining the outcome of an assessment. Details on how to request a review of a mark for an assignment are outlined in the *Review and Appeal of Academic Decisions Procedure*.

5. Marking, grading and academic results review

5.1. Using rubrics and Gradebook

Marking is to be fair and equitable, and based on student performance against clear assessment criteria outlined in the marking rubric. Markers must be briefed on the details of the assessment requirements, and trained in using marking criteria, identifying academic integrity breaches, and providing students with constructive feedback. All assessment marks must be recorded using the Gradebook tool in the Learning Management System in line with the University's [Online Delivery Standards](#).

5.2. Grades of pass

To be awarded a final passing grade in a unit a student must have:

- Demonstrated achievement of all ILOs for that unit;
- Receive a mark of 50% or above for that unit; and
- passed all requisite hurdle tasks.

Students who fail a hurdle task will be given an AN or NN, with no final mark for the unit. The way in which final grades are determined must be made clear and transparent to students.

Version 2 – Approved 3 July 2022

Definitions and acronyms can be found at: <https://www.utas.edu.au/policy/policy-definitions>

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5.3. Academic Results Review

The Academic Results Review provides an opportunity for the Discipline, School or Institute to review results to ensure marks and grades for units are fair and accurate. Prior to the Academic Results Review, a Unit Coordinator must ensure that the unit results presented for review are accurate for each student.

An Academic Results Review may be convened, by prior agreement with the Head of Discipline, School or Institute, as either:

- a. a collective meeting of the relevant academic unit (Discipline, School or Institute) to ensure the accuracy of results and to provide oversight of those results across the academic unit or
- b. a meeting of the relevant Course or Major Coordinator with an individual Unit Coordinator to ensure the accuracy of results and to provide oversight across the course by unit.

To ensure that marking is fair and equitable, when there is more than one marker, multiple locations or different delivery approaches, marks for an assessment task should have been moderated by the Unit Coordinator.

Any conflicts of interest must be identified and declared to the Chair of the Academic Results Review meeting.

At the Academic Results Review, results are discussed and:

- a. grade distributions are reviewed by unit to ensure accuracy and appropriateness of marks and grades awarded
- b. grade distributions are compared with previous offerings of the unit to identify any significant changes and
- c. grade distributions are compared with other relevant units in that cohort year.

Marks are not to be changed at the Academic Results Review to align to a normal or other predetermined distribution for either individuals or cohorts; namely, no scaling or other marks adjustment is permitted. Marks sitting near a grade boundary should always be reviewed before releasing grades to students.

5.4. Granting supplementary assessment tasks

Assuming that all requisite hurdle tasks have been successfully completed:

- A student who has received a mark of 45% or above but has not demonstrated achievement of all ILOs for the unit will be awarded an NS grade and granted a supplementary assessment task or tasks
- When a student has received a mark within the range the 45%-49% and has not been deemed to have demonstrated achievement of all ILOs for the unit, the Unit Coordinator shall give further consideration to all their assessment to determine if any ILOs require further demonstration.
 - If further assessment is required, the Unit Coordinator shall award an NS grade and grant a supplementary task or tasks;
 - Otherwise, the Unit Coordinator shall adjust the final mark and grade to 50% PP.

The supplementary task may be a resubmission of a previously failed task or a new task as determined by the Unit Coordinator. The supplementary task should be designed to enable the student to demonstrate that they have achieved the relevant ILO(s).

Supplementary assessment tasks are to be finalised within 15 business days of the final results being released. Supplementary assessment tasks will be managed internally by the Unit Coordinator and can be issued immediately after unit results are released to students.

Students should be encouraged to progress with their studies if practicable, while awaiting the outcome of the supplementary assessment task.

Students who successfully complete the supplementary assessment task will be awarded a grade of 50% PP.

6. Final unit grades

6.1. Determination of final unit grades

A student's final result for a unit is determined by combining the student's marks for each assessment task in accordance with the Unit Outline. The final mark is then converted to a final grade in accordance with **Schedule A**. A student's Grade Point Average (GPA) is calculated from final grades in completed units according to **Schedule B**.

6.2. Review of a final unit grade

After the release of final unit results, students are entitled to ask for the final grade for a unit to be reviewed on the grounds of procedural error in the determination of the final grade. A review may result in no change to the grade or change to a higher or lower grade. Each review of a final result is determined on its own merits. Details on how to request a review of a final grade are outlined in the *Review and Appeal of Academic Decisions Procedure*.

7. Special circumstances and deferred assessment

7.1. Special circumstances

Students experiencing special circumstances may apply for consideration in relation to participation and assessment requirements. Any changes to an assessment task due to special circumstances (for example, a change in task requirements or due date) must be requested prior to the due date of the assessment task. Requests are submitted by the student to the Unit Coordinator.

Special circumstances will normally be:

- a) outside of a student's control
- b) have a significant impact and
- c) be unanticipated.

Students with approved reasonable adjustments due to disability are eligible to apply for consideration due to special circumstances and will be assessed on a case-by-case basis. Students who experience disability or an ongoing health condition are encouraged to contact [Accessibility Services](#) to develop a Learning Access Plan (LAP) which details the specialist services, study and assessment adjustments that they may require, based on the implications of their health condition or disability.

Special circumstances may include, but are not limited to:

- a) medical illness or injury, whether existing or new, including physical injury or serious illness and episodes of mental illness or cognitive function impairment
- b) family violence
- c) sad news/sorry business, death of a close relative or close friend
- d) adverse experience, including witnessing or being the victim of a serious crime, family violence or sexual assault
- e) sudden change in domestic arrangements (e.g., homelessness, eviction), unexpected serious financial difficulties or hospitalisation of a family member
- f) major upheaval or natural disaster affecting the student's place of residence or in the student's home country or town that has impacted the student's close relatives and which requires the student to undertake immediate emergency travel
- g) employment related reasons such as an employer unexpectedly increasing a student's working hours or an employer-directed transfer of a student to a new location or redeployment to a different position

- h) an unexpected sporting commitment at the state, national or international representative level
- i) religious observances
- j) active Defence Force member, compulsory Defence Reservist or other emergency services mobilisation
- k) legal commitments such as court appearances or jury selection
- l) constraints outside of a student's control arising from involvement with the justice system.

In accordance with the [National Code of Practice for Providers of Education and Training to Overseas Students 2018 \(Cth\)](#) additional special circumstances for international students may include, but are not limited to:

- p) inability to begin study in a course on the agreed starting date due to a delay in receiving an international student visa
- q) circumstances where the student's Confirmation of Enrolment (CoE) needs to be extended because the student has failed occasional units throughout a course but where these failures have not affected the student's academic standing.

7.2. Supporting documentation

Applications for consideration due to special circumstances must be supported by a declaration from the student which includes the circumstances, the duration of those circumstances, and explains the impact of the circumstances on their study progress, wellbeing, or ability to meet a submission deadline or sit an exam.

7.3. Deferred assessment

Deferred assessment will be offered to a student when the adjusted due date of an assessment item, excluding an examination, is beyond the final teaching day of a teaching period.

Any deferred assessment items must be based on the ILOs and content of the unit at the time of the student's enrolment in the unit.

Students who have been offered and complete a deferred assessment item are eligible for the full range of grades available for that unit.

Deferred assessment will be the only option available to students who are unable to complete an examination, or an assessment item with a due date during the examination period.

Applications to defer a formal examination must be made within three University business days of the date of the formal examination, using the approved [University form](#).

Applications to defer a formal examination may be rejected if there is reason to believe that the student is seeking an unfair advantage as might be suggested by a pattern of repeated deferred assessment applications. Applications will be checked for any previous history of requesting deferral of assessment items.

The student will be notified as soon as possible of the outcome of the request to defer a formal examination. If the supporting documentation is not available at the time the request is lodged, any deferral granted is provisional until supporting evidence of the extenuating circumstance is provided.

Deferred examinations will normally be held in the next deferred examination period. A student's final grade will be finalised as soon as possible and no later than the census date of the subsequent teaching period.

Students will not be offered a deferred formal examination if the student will fail the unit irrespective of the outcome of the deferred formal examination.

7.4. Special consideration for examinations

If a student is affected by special circumstances during an ordinary examination, they may subsequently apply for special consideration if:

Version 2 – Approved 3 July 2022

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- a) they attended the examination but due to extenuating circumstances (such as physical illness) were unfit to complete it or
- b) they completed the examination but believe their performance was significantly impaired by illness or other incident during the examination itself to the extent that they could not properly demonstrate their level of achievement of the learning outcomes of the unit.

A Special Consideration Application Form, available from the [Student Portal](#), must be submitted by the student to the Unit Coordinator no later than 3 business days after the date of the formal examination and must include the details of the relevant circumstances and supporting documentation. The relevant circumstances giving rise to the request must also be verified via an incident report lodged by the Examination Supervisor. Applications unable to be verified against an Examination Supervisor's report will be rejected.

The Unit Coordinator will determine the outcome of the application following consultation with the Associate Dean (Learning and Teaching Performance). Decisions on special consideration applications are reported to the Academic Results Review.

Versions

<u>Version</u>	Action	Approved By	Business Owner/s	Approval Date
Version 1	Approved	Provost	Deputy Vice-Chancellor (Education)	21 February 2022
Version 2	Approved	Deputy Vice-Chancellor (Education)	Director, Curriculum	3 July 2022

Version 2 – Approved 3 July 2022

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Schedule A: University grades schedule

Grades awarded and aligned numerical range in award units:

HD – High Distinction	80–100%
DN – Distinction	70–79%
CR – Credit	60–69%
PP – Pass	50–59%

Grades awarded below 50% with an NN or AN:

If a student has attempted assessment tasks worth at least 75% of the total assessment for the unit and has a mark less than 50%, then an NN (fail) grade will be awarded.

If a student has attempted assessment tasks worth less than 75% of the total assessment for the unit and has a mark less than 50%, then an AN (absent deemed failed) grade will be awarded with no mark.

Grades awarded in approved ungraded (pass/fail) units:

UP – Ungraded pass	Performance against ILOs is satisfactory
NN – Fail	Minimum standards have not been achieved
AN – Absent deemed failed	Insufficient assessment tasks attempted

Other grades awarded:

NS	Failure, supplementary assessment granted
WT	Results withheld due to extension, academic integrity investigation, marking delay, or for students who have a debt to the University
AO	Assessment ongoing, assessment for a unit covers more than one semester

Grades awarded (and aligned numerical ranges) for Honours:

HF – Honours First Class	80 – 100%
HU – Honours Second Class – Upper Division	70 – 79%
HL – Honours Second Class – Lower Division	60 – 69%
HT – Honours Third Class	50–59%
HN – Honours Failure	0 – 49%
XX	Results in another unit, may be used for Honours sub-unit results
IC	Result for a unit that is a part of a series of units where the result is not available unit the final unit is completed, such as thesis A unit

Schedule B: Calculating Grade Point Averages

The Grade Point Average (GPA) summarises the final results of the units completed in a student's course into one single figure. The maximum GPA achievable is 7.0. The GPA grading scheme is as follows:

7	HD/HF (High Distinction/Honours First Class)
6	DN/HU Distinction/Honours - second class upper division)
5	CR/HL (Credit/Honours - second class lower division)
4	PP/HT (Pass/Honours - third class)
0	NN/HN (Fail/Honours - failure)
0	AN (Absent deemed failed)
0	0 - WN (Withdrawn deemed failed)

The GPA is calculated by multiplying the grade for each of the units by the number of credit points of the unit (for example, 6 x 12.5 for a Distinction in a standard 12.5 credit point unit) to give a 'grade point'. The GPA for the course is then the sum of grade points divided by the total credit points attempted

Failed units are taken into account in the GPA calculation even if the student later passes the same unit.

Credited units do not contribute to the GPA calculation. However, if the units were credited from another UTAS course, they will contribute to the GPA of the original course.

Ungraded passes (UP), or units with withheld results will not be included in GPA calculations.

Units for which exemptions have been granted are not to be included in the calculation of a GPA, but units transferred with their grade are to be included. Non-contributory units are not to be included in the calculation of a GPA.