

Higher Education Assessment (inclusive of FedTASKs) Procedure

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Purpose

This procedure mandates operational activities and assigns responsibilities that are required to support the implementation of Federation University Australia's [Academic Governance Policy LT2069](#). It steps through the practical actions required and reflects the Higher Education Standards Framework (Threshold Standards) 2021.

Scope

This procedure applies to assessment of all Federation University Australia undergraduate and coursework postgraduate units and for those units offered through collaborative provision (i.e. through third-party providers). However it **does not** apply to assessment of individual students in higher degrees by research which is the subject of the *Federation University Australia (Academic) Regulations 2022 (Schedule 5)*. It also provides context and detail to the Federation TASKs (FedTASKs) aligned with attributes aligned with industry preparedness (Section 14).

All staff and title holders of the University must comply with the [Academic Governance Policy LT2069](#) and this procedure whenever they are engaged in any aspect of the assessment process.

Assessment design and moderation at Federation University must promote equitable access and participation for all students, including those with disabilities, through the application of inclusive and accessible assessment practices consistent with the [Accessibility Learning Access Plan \(LAP\) Procedure SS1966](#) and Universal Design for Learning (UDL) principles.

Legislative context

University Statutes and Regulations

- Federation University Australia Statute 2021
 - Part 5 – Division 1 – Academic Board
 - Part 6 – Division 2 – Award Programs
 - Part 6 – Division 3 – Academic progress
 - Part 6 – Division 5 – Suspension or exclusion on health or safety grounds
- Federation University Australia (Academic) Regulations 2022
- Federation University Australia (Students) Regulations 2022

Definitions

Term	Definition
Academic integrity	Academic integrity is the honest and respectful engagement with the scholarships of learning, teaching, research and community. It is an essential moral code to be upheld by the academic community inclusive of staff and students. See Academic Integrity Procedure LT1944 .
Accessibility	Accessibility refers to the design of learning environments, materials, and assessments that enable all students, including those with disabilities, to engage on an equal basis.
Active participation	In learning, this can include but is not limited to: • Formal classroom or online discussion • Workshops, artistic performances, practical sessions or field trips • Small group discussions or written exercises • Class presentations, laboratory work, role plays, blogs, wikis and webinars • Reflecting on, critiquing, or commenting on content or presentations provided by staff or other students Attendance alone is not normally regarded as active participation.

Alternative assessment	An assessment task provided to give a student further opportunity to demonstrate achievement of learning outcomes when they have been unable to do so in the assessment tasks stipulated in the Unit Description. Alternative assessment may be authorised by the Dean or nominee. Refer Higher Education Special Consideration Procedure SS1967 .
Artificial Intelligence (AI)	A broad field of computer science focused on creating systems capable of performing tasks that typically require human intelligence, such as reasoning, learning, perception, and problem-solving. Includes both predictive and generative systems.
Assessment	The process of collecting evidence and making judgements on whether the agreed learning outcomes for that unit has been achieved. Assessment outcomes may also reflect compliance with assessment requirements, including submission conditions and the application of penalties, where relevant.
Assessment Task	A specific, discrete learning activity or exercise designed to obtain evidence about a student's achievement of the published learning outcomes of a unit. Tasks can be diagnostic, formative or summative, including but not limited to, essays, presentations, performance, exhibition or final examinations.
AQF	Australia Qualification Framework. For further information see: The Australian Qualifications Framework AQF .
Course	Study/research leading to the granting of an official University award or qualification – refer Higher Education registers. A course contains subsidiary elements referred to as units.
Course Coordinator	Person responsible for the overall management of a course or range of courses.
Deferment of Assessment	An application for deferment of an assessment can only be made in exceptional circumstances, in accordance with the Higher Education Special Consideration Procedure SS1967 .
Diagnostic assessment	Assessment tasks used to determine students' level of knowledge, skills, and understandings prior so that curriculum and teaching can be adapted to support learning.
External benchmarking	Comparing performance outcomes and/or processes of similar units delivered by other Australian higher education providers.
Equity and Inclusive Practice	Inclusive practice refers to teaching and assessment approaches that recognise and accommodate student diversity, promoting equity of access and participation.
Final Unit Supplementary Assessment	Students who receive an MF grade in their final Semester may apply to the Course Coordinator within 7 days of the publication of results for supplementary assessment if that unit is the only outstanding unit required to complete the degree, the unit is not exempt from supplementary assessment, and the student has not been found guilty of academic misconduct in that Semester. The highest grade attainable will be a Pass grade. This only applies if the student is not eligible for any other form of supplementary assessment.

Formative assessment	Refers to a wide variety of assessment methods which are used to monitor students' progress against standards and provides them with feedback that compares their progress to standards and supports their learning. These assessment tasks can be integrative and support future student learning.
Generative Artificial Intelligence (GenAI)	A subset of AI technologies capable of producing novel outputs (e.g. text, images, code) based on learned patterns from data.
Hurdle task	An assessment task that the student must pass to pass the unit.
Inherent Requirements	Inherent requirements are the fundamental tasks, skills, and knowledge that must be demonstrated to achieve the learning outcomes of a course, which cannot be removed without compromising the academic integrity of the qualification.
Institute/-School/Centre	Federation University Australia has a number of Academic Organisational Units.
Invigilated assessment	Any type of supervised assessment. An invigilated assessment task (written or practical) can be delivered during the teaching semester and/or timetabled within an examination period and that forms part of the final results in a unit or course, e.g. exams, in-class tests, online tests, etc.
Learning Access Plan (LAP)	A formal document that assists registered students to communicate their negotiated reasonable adjustments and/or other supports for flexible study with Institute/Schools within the University. The LAP outlines: • how the elite performer/coach/athlete's commitments or medical condition, mental health condition, or disability impacts on a student's ability to participate in education • the student's own strategies to address these impacts • the adjustments required within the student's academic course • in-class adjustments • examination adjustments • placement or off-campus activity adjustments • other services required
Moderation	A quality assurance process which ensures that assessment is continuously conducted with accuracy, consistency, transparency and fairness in design, practice and marking.
Moderation of Assessment Manual	A mandated resource for use in all types of assessment moderation.
Peer Review and Benchmarking	Peer review is defined as a process where key stakeholders including teaching academics, provide constructive feedback on any aspect of one another's practice to improve quality of learning and teaching. Benchmarking is a form of external referencing. "TEQSA understands this term to describe activities wherein a provider assesses an aspect of their operations against an external comparator" (Reference Guidance Note: Academic monitoring, review and improvement).
Published Assessment Criteria	The criteria against which a student's performance in the unit will be judged, made available in writing to students within the Unit Description or

	via the University's LMS. The intent is to provide students with a clear and explicit understanding of the standards they are expected to achieve relative to marks awarded.
Published Learning Outcomes	Learning outcomes that are provided in writing to students in the Unit Description which is based on the Unit Outline prior to the start of teaching Learning outcomes serve as a reference point for preparation and review phases of moderation of assessment.
Ratification of results	The process used by Institute/Schools/Centre to approve student results and grades The process of ratification should enable confidence that the result is sufficiently accurate to be representative of the total population of assessments being ratified.
Reasonable adjustments	Measures and adaptations put in place to facilitate student participation in Units and Courses while ensuring that academic standards and inherent requirements of the Unit are not compromised.
Special consideration	Acknowledgement by a Dean or nominee that a student has experienced or encountered some form of disadvantage or impediment that has prevented them from performing on their merits in an assessment task/s. In such circumstances, the particular disadvantage or impediment will be taken into account in assessing the student's work. To enable the student to demonstrate their achievement of the unit learning outcomes, they may be granted deferred assessment, additional assessment, an extension of an assessment due date or other suitable accommodation as deemed necessary. Such allowance may be made for one or more assessment tasks or units within any teaching semester. Grounds for a student to submit an application for special consideration include serious illness and/or serious psychological condition, loss or bereavement, or hardship/trauma - refer Higher Education Special Consideration Procedure SS1967 .
Student	Any person admitted to the University in a Unit or Course.
Summative assessment	Summative assessments are used to evaluate student learning, skill acquisition, and academic achievement at the conclusion of a defined instructional period. There are three main criteria of summative assessment: (1) Used a tool to evaluate if students have learned the expected outcomes; (2) normally given at the conclusive of an instructional period; (3) results that are often recorded as scores or grades that are then factored into a student's permanent academic record (Reference: Link).
Supplementary assessment	An assessment or examination that provides eligible students with a further opportunity to demonstrate that they have achieved the required learning outcomes of a unit when they have marginally failed (45%+) previous examination/assessment tasks. Refer Supplementary Assessment Procedure LT2032 .
Third Party Providers	Other entities through which registered providers deliver higher education units, either on shore or off shore, within the requirements of the Threshold Standards, regardless of mode or location of delivery and includes various models.

Unit	A subsidiary element of a course.
Unit Coordinator	An academic with overall responsibility for the design, delivery and assessment of a unit of study.
Unit Description	A thorough description of the expected unit learning outcomes, assessments, due dates, marking guides and sequence details of a unit. It must align with Federation University Unit Description template . Unit Descriptions will be progressively developed in Curriculum Centre. See support resources for Curriculum Centre .
Unit Moderator	Academic staff member responsible for overseeing moderation of marking process within a unit delivery period. This may be the Unit Coordinator, or a designated member of the Unit Teaching Team, or Unit Grading Team, or a person independent from the unit, if deemed appropriate by the Executive Dean.
Unit Reviewer	Academic staff member independent of the coordination, teaching or marking of a unit within a unit delivery period. They may be from within or external to the discipline area.
Unit Teaching Team	All teaching staff involved in teaching within a unit delivery period.
Unit Grading Team	All teaching staff involved in marking/grading assessments within a unit delivery period.
Unit Outline	A brief description of the unit including learning outcomes, content and assessment which is approved by the Curriculum Committee and used as the basis for the Unit Description.
Universal Design for Learning (UDL)	An educational framework that guides the design of learning experiences to make them accessible and effective for all students. UDL promotes flexible approaches to teaching, learning, and assessment that accommodate differences in ability, language, culture, and background without requiring individual adjustments.

Supporting documents

- [Academic Governance Policy](#) AG2069
- [Academic Integrity Procedure](#) LT1944
- [Accessibility Learning Access Plan \(LAP\) Procedure](#) SS1966
- [Equal Opportunity and Valuing Diversity Guidelines](#) CG1445
- [Federation University Australia \(Academic\) Regulations 2022](#)
- [Federation University Australia \(Students\) Regulations 2022](#)
- [Higher Education Examinations Procedure](#) LT1940
- [Higher Education Special Consideration Procedure](#) SS1967
- [Peer Review and Benchmarking Manual](#)
- [Student Feedback Survey \(SFS\) Procedure](#) CG1703
- [Student Misconduct Procedure](#) AG2062
- [Study Adjustment and Course Flexibility Guidelines](#) ST2092
- [Supplementary Assessment Procedure](#) LT2032

- Key support resources are available at the [Learning and Teaching Sharepoint Site](#)

Forms.

- [Assessment and Curriculum Design Guidelines](#) (DOCX 644.6kb)
- [Calibrating Assessment Workload and Task Design - Quick Reference Guide](#) (PDF 377.8kb)
- [Course Coordinator's Ratification Report](#) (PDF 1293.2kb)
- [Good Practice Guide - Writing Learning Outcomes - Feb 2026](#) (PDF 524.7kb)
- [Moderation of Assessment Manual](#) (PDF 458.0kb)
- [Second Marking Request Form Template](#) (DOCX 74.9kb)

Actions

Each of the mandatory procedures below, details the activity which must be conducted in accordance with the assessment principles outlined below.

1. Quality assurance

The [Moderation of Assessment Manual](#) provides operational guidance on three key types of assessment moderation to support Institutes/Schools/Centres with quality assurance measures for assessment design, assessment marking and assessment practices. Moderation of assessment ensures consistency, equity, integrity and compliance with contractual obligations at Institute/School/Centre level and all third-party providers.

	Activity	Responsibility	Steps
A.	Implementing and overseeing all processes for each type of assessment moderation	Executive Dean (or nominee) Dean (or nominee) Pro Vice-Chancellor (Learning and Teaching)	1. Review planned unit offerings for the year 2. Develop and publish agreed quality assurance targets - as per Moderation of Assessment Manual (refer Section 1.2)
B.	Defining roles, responsibilities and accountabilities of appointed staff involved in moderation processes	Executive Dean (or nominee) Dean Associate Dean, Learning and Teaching	1. As per Moderation of Assessment Manual (refer Sections 1.2, 2.2, 3.2 & 4.2)
C.	Providing information about moderation of assessment processes to students and staff	Course and Unit Coordinators	1. As identified within each type of assessment moderation in the Moderation of Assessment Manual (refer Section 2, 3 & 4)
D.	Providing induction and training activities for all roles involved in the assessment moderation process, where appropriate	Executive Dean (or nominee) Dean (or nominee) Associate Dean, Learning and Teaching	1. As per University Policy and utilising the Moderation of Assessment Manual 2. Attend specific workshops (e.g. Academic Induction Course, Institute/School

			Induction Course, fdlGrades training)
E.	Providing guidance as to which type of moderation is to be undertaken on which assessment tasks, as per agreed quality assurance targets.	Executive Dean (or nominee) Associate Dean, Learning and Teaching	1. As identified within the Moderation of Assessment Manual (refer Section 1.2)
F.	Providing guidance on technical aspects of assessment moderation	Executive Dean Dean Associate Dean, Learning and Teaching Unit Coordinator	1. As identified within the Moderation of Assessment Manual (refer Section 1.2)
G.	Developing procedures for resolving disagreements between roles within a moderation process	Executive Dean (or nominee) Dean Associate Dean, Learning and Teaching	1. As identified within the Moderation of Assessment Manual (refer Section 1.2)
H.	Articulating requirements for recording decisions, reporting results and maintaining records	Unit Coordinator	1. As identified within the Moderation of Assessment Manual (refer Sections 1.2, 2.2, 2.3 & 2.4)
I.	Ensuring that the Moderation of Assessment Manual is up to date and approved for distribution to all stakeholders involved in the process	Deputy, Pro Vice-Chancellor (Learning and Teaching) Learning and Teaching Quality Committee	1. Access the current version of the Moderation of Assessment Manual .
J.	Ensuring all Unit Descriptions for units to be offered during the year include the requisite information on learning outcomes and assessment, including moderation of marking model used, and are approved for distribution to students	Executive Dean (or nominee) Dean Unit and Course Coordinators	1. Check requisite information in Unit Description form (docx, 245kb). 2. Check appropriate approvals are in place 3. As per Moderation of Assessment Manual (refer Section 3.2 & 5.2)

2. Sound design of assessment

The number and type of assessments in each unit depend on the following key factors:

1. The [learning outcomes](#)
2. The AQF level specifications
3. The Higher Education Standards Framework HESF and
4. Student workload parameters.

A 15-credit point unit should ideally have between two and four (2-4) assessment tasks. In instances where more than four (4) tasks, a clear explanation is required to explain the circumstances.

As part of assessment design, please review the following activities (A-D), particularly the design principles (A1-11).

	Activity	Responsibility	Steps
A.	Designing assessment tasks	Unit Coordinator	Sound assessment design needs to consider the following elements: Alignment - Alignment with the unit learning outcomes and learning activities, specified in terms of capabilities, behaviours, knowledge, skills, application of knowledge, skills, values, and Discipline and/or University desired FedTASKs, as described in Section 14. Refer to Assessment and Curriculum Design Guidelines for additional guidance. - Sequence and scaffold learning logically so that knowledge builds upon previous tasks and assessment task. Validity - The choice of task for each learning outcome should be considered best practice and evidence-based. - Designed to provide evidence of student attainment of the learning outcomes to enable valid judgement of attainment against learning objectives. In determining final outcomes, assessment judgements may also incorporate the application of approved assessment conditions (e.g. late penalties), which

			are separate from the evaluation of learning outcomes. Refer to Assessment and Curriculum Design Guidelines for additional guidance. c. Consider content and face validity in the context of the mode of delivery (e.g. online, face to face, flexible). d. Ensure that assessment has not been inappropriately used to measure engagement in learning, as opposed to demonstrating learning (i.e. hurdle tasks, attendance, online logs, participation). Refer to Assessment and Curriculum Design Guidelines for additional guidance. 3. Authenticity a. Challenges students to extend their knowledge, understanding and stimulate their interest within the context of the unit, year level and course. b. Where relevant, correlates to the knowledge, skills and values required for a career after leaving the university – i.e.: real world relevance. c. Is feasible in relation to student workloads for unit credit points d. Is ethically sound as per Discipline, Institute/School and University codes of conduct and placement agreements. 4. Transparency a. Provides students with an understanding of the link to learning outcomes and
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			explicit expectations for successful completion. b. Assessment requirements communicated to students as per Action 6. Communicating assessment requirements to students 5. Inclusiveness a. Accounts for a student's current knowledge, experience, academic literacy and digital literacy needs for successful completion of the task b. Tasks are fair and can be undertaken by a range of students with diverse background and/or additional learning needs to minimise unfair discrimination and protected attributes. c. Equitable across campuses/modes of offering. d. Reasonable adjustments can be considered at the request of the student and discretion of the unit or course coordinator, to incorporate or exclude the use of GenAI in the completion of assessment tasks. See Section 6B. 6. Veracity a. Consider the need for invigilation in assessment to maintain veracity of tasks, as per the Higher Education Examinations Procedure LT1940. b. Undertake specific steps to maintain academic integrity of submissions and prevent the likes of contract cheating, academic misconduct, collusion and plagiarism, as per the Academic
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			<u>Integrity Procedure</u> LT1944. c. Consider the implications of the use of social media, and/or technologies not supported by the University in maintaining assessment veracity. d. Consider the implications of GenAI for assessment veracity and determine if a task should be independent capability or integrated application. 7. Feedback a. Opportunities to provide formative feedback, summative feedback, or both, for all assessment tasks. b. Provided in a way that allows for effective understanding of progress, achievement of learning outcomes and support future assessment tasks. c. Provided within two weeks of student submission, where possible. d. Feedback must be written by the marker, but may be enhanced using secure GenAI tools. 8. Reliability a. The assessment criteria clearly differentiate and articulate the evaluation components and performance levels required to achieve varying levels of learning b. Moderation of assessment and marking processes is undertaken to ensure fair, just and consistent assessment practices. c. Assessment is designed holistically to achieve assurance of learning through a balance of
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			independent capability and integrated application tasks (see GenAI L&T ASSURE Framework located at the L&T Sharepoint Site – Using Artificial Intelligence). 9. Manageability - Students are able to complete the tasks within the time allocation prescribed, as per the learning hours/credit points assigned to the unit. See Assessment and Curriculum Design Guidelines for additional guidance. - Assessors able to moderate and mark the tasks within the allocated staff workload hours as per the Academic Workload Guide that applies at the time. - Marking requires human oversight and judgement. No marks are to be allocated using AI alone. Student work must not be uploaded to public AI tools. 10. Hurdle tasks - Due to the potential impact on student progression, an assessment task must only be designated as a hurdle requirement on the following grounds: - Professional accreditation or registration requirements. - Safe practice or professional competencies. - An assessment task must be approved as a hurdle requirement following the unit approval process
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			described in the Approval and Maintenance of Higher Education Courses Procedure. c. Hurdle tasks must be clearly identified in the unit outline and unit description. 11. Evaluation a. Consideration given to how to evaluate, measure and/or review how to evaluate, measure and/or review both the student and facilitator use of the assessment task(s) in achieving alignment to the learning outcome(s). b. Utilise feedback from a range of sources, such as student surveys, unit coordinators reports, and ratification processes.
B.	Aligning with course learning outcomes	Course Coordinator	1. Course learning outcomes: • A 360 credit point course should have 6-8 learning outcomes. There may be less for a course of shorter duration. • Each course learning outcome should be written to specify what students will be able to do when they successfully complete the course. • The course learning outcome should be written to specify what students will be able to do when they successfully complete the course. • The course learning outcomes should be designed in relation to the most relevant accrediting body or discipline body standards. Where none are available, course learning outcomes should be designed in relation to

			international and/or national comparators. 2. Ensure unit learning outcomes, tasks and assessment are aligned and sequenced to the broader objectives and structure of the course, and the Universities FedTASKs (See section 14). 3. Unit assessment must consider and contribute to the achievement of AQF standards required of the course, as approved by Academic Board. 4. Ensure each course has an appropriate variety of types of diagnostic, integrated, summative and formative assessments 5. Unit assessment must consider type and timing of submission with other unit assessments and workloads, studied within the same semester. 6. Ensure that the specification of assessment tasks for a new unit, or changes to assessment tasks in an existing unit, are: • reviewed by at least one other academic within the discipline responsible for the unit or a cognate area • discussed with peers within the discipline base or other appropriate staff including the Course Coordinator, the Associate Dean, Learning and Teaching. 7. Consider any relevant accreditation requirements. 8. Proposed changes to curriculum require the completion of appropriate Course and/or Unit Modification documentation for presentation to Institute/ School Board prior to submission for approval
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			and/or noting at the University level Curriculum Committee.
C.	Aligning with unit learning outcomes	Unit Coordinator	- Unit learning outcomes: - Each unit should have 4-6 learning outcomes. - Each unit learning outcome should be written as a succinct outcome specifying what students will be able to do when the successfully complete the unit. - The unit learning outcomes should indicate the knowledge, skills and application appropriate to the AQF level of the unit. - In core units, all unit learning outcomes should be clearly aligned with a course learning outcomes. Achievement of CLOs can be demonstrated by completion of core units. - All unit learning outcomes must be observable, measureable, and assessable. - Ensure assessment is aligned to unit intended learning outcomes, and unit learning activities - Ensure each unit has an appropriate variety of types of summative and formative assessments - Schedule opportunities to give constructive meaningful feedback, comparing drafts/ progress to expected standards - Where feasible, a small low weighted assessment task that provides summative feedback is completed within the first four weeks of teaching. This forms the basis of identifying any early interventions if a student does not perform satisfactorily. - Ensure that all students have access to the appropriate

			supports and/or resources to undertake the assessment. For example, opportunities for students to build digital literacies and competency with technologies to enable the successful completion of online assessments. Scaffold academic skills and other relevant skills and provide access to further support materials and/or services.
D.	Developing staff competence in the design and implementation of assessment	Executive Dean/Dean (or nominee)	1. Arrange access to appropriate training through formal qualifications or professional development courses. Collate evidence of progress in this area through Your Growth Matters discussions. 2. Encourage staff to seek assistance from the respective institute Associate Dean, Learning and Teaching and Learning Designer. 3. Meet criteria in the University's Learning and Teaching Plan, and Teaching Expectations for Academic Staff, for quality teaching and assessment practices.

3. Moderation of assessment design (type I)

This type of assessment moderation ensures independent review of all elements of assessment design and subsequent supports for student success. Completed PRIOR to unit delivery, it focuses on providing checks on, and support for, the preparation of evidence-based best practice assessment tasks.

	Activity	Responsibility	Steps
A.	Preparing and submitting items for independent review	Unit Coordinator and academic staff responsible for setting assessment tasks	1. As outlined in Type I - Steps 1 – 3 of the Moderation of Assessment Manual (refer Section 2)
B.	Reviewing and providing feedback on proposed assessment tasks	Unit Reviewer	1. As outlined in Type I - Step 4 of the Moderation of Assessment Manual (refer Section 2) 2. Peer Review and Benchmarking Manual can be followed to facilitate both

			reporting and record-keeping of the moderation of assessment design
C.	Resolving any disputes arising from the moderation process	Associate Dean, Learning and Teaching, Executive Dean/Dean or nominee, academic staff members and Unit Coordinator and Unit Reviewer	1. As outlined in Type I - Step 5 of the Moderation of Assessment Manual (refer Section 2)
D.	Releasing assessment tasks for use	Unit Coordinator	1. As outlined in Type I - Step 5 of the Moderation of Assessment Manual (refer Section 2)
E.	Recording the outcomes of the moderation of assessment design process	Unit Coordinator	1. As outlined in Type I - Step 5 of the Moderation of Assessment Manual (refer Section 2)

4. Formalising assessment requirements

	Activity	Responsibility	Steps
A.	Developing templates for Unit Outline and Unit Description	Curriculum Committee	1. Ensure approved electronic templates are provided for the Unit Outline and Unit Description via the University website under Course Approvals and Reviews Academic Board , and via relevant online document management systems where practicable.
B.	Preparing and approving assessment within Unit Outlines	Course and Unit Coordinator	- As a governing document, the Unit Outline must provide a brief description of: - Learning Task - Assessment Type - Learning Outcomes Assessed - Weighting (range) - Adopted Reference Style - Supplementary Assessment - Hurdle Assessment (if applicable) - Placement (if applicable) - FedTASKs - Modifications to the assessment within Unit

			Outlines must adhere to Action 2: Sound design of assessment and requires approval from the relevant Institute/School Board, and must be noted by the Curriculum Committee and Academic Board. 3. Approved changes will be documented in the University approved document management system 4. Approved Unit Outlines are loaded to and accessible from the University's website, and relevant online document management systems.
C.	Preparing and approving assessment within Unit Description	Unit Coordinator	1. As an operational document, the Unit Description must provide a description of: • Learning Task (including purpose and task description/instructions) • Assessment Type (including any specific learning technology tools) • Learning Outcomes Assessed • Mode of submission • Due date and time • Weighting • Word length (or equivalent if using creative work, presentation, video or audio tools) • Approximate time to allocate for completion • Referencing Style if applicable • Minimum number of references 2. The information in the Unit Description must align with the information in the corresponding approved Unit Outline. 3. If applicable, include any enhancements to assessment tasks identified from previous

			iterations, in the Unit Description 'Closing the Loop' section, as per Step 5: Evidence of Corrective Action in the Student Feedback Survey (SFS) Procedure CG1703 - Peer review process undertaken as per Model 2: Unit Description Peer Enhancement in the Peer Review and Benchmarking Manual. - All assessment tasks submission time should be set at 11.59pm on the relevant day. Exceptions may be implemented where a timed test is required, particularly in an online short-term assessment type. The university recommends that students manage their time well and submit assignments with adequate time. - If students experience any technical issues at the time of submission, they should be directed to the following resources/links to troubleshoot the potential issue and collect evidence of the submission issue (such as screenshots): - Links to access student-facing IT resources associated with assessment submission: Current Students Online Study Hub Technology for Assignments Log a job through the Service Desk portal
D.	Publishing assessment requirements	Unit Coordinator	Provide the approved and published version of the Unit Description to the University's LMS site for the unit, two weeks prior to the commencement of the teaching semester.

			2. If such has not been included in the Unit Description, the following must also be provided to students, via the University's LMS, based on the appropriate release of assessment as outlined in the Assessment and Curriculum Design Guidelines such as: • Assessment criteria • How and when feedback and marks will be provided • Resources and/or services to support successful completion of the task • Details about the acceptable or suggested use of GenAI within the task
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5. Communicating assessment requirements to students

	Activity	Responsibility	Steps
A	Communicating assessment requirements to students	Course Coordinator/Third-party providers	1. All details for successful completion of assessment tasks to be available to students as per Action 4: Formalising assessment requirements - Point D 2. Additional and repeated forms of communication should be considered such as emails, broadcast via the LMS, online forums via the LMS, hardcopy formats, direct emails to students, and reminders during scheduled lectures, laboratories and tutorials. 3. Students should also be informed about where and how to access any additional resources and supports to enable their successful completion of tasks. e.g.: online resources on how to use video or eportfolio's, Library resources on referencing or support workshops 4. Reasonable adjustment needs to be made when

			communicating to students with protected attributes, as per the Equal Opportunity and Valuing Diversity Guidelines CG1445 .
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6. Implementing Assessment

	Activity	Responsibility	Steps
A.	Ensuring academic integrity	Unit Coordinator/Third-party provider	1. Educate students about required standards of academic integrity and how to adequately and consistently correctly research, present and reference their work for an Australian educational environment. 2. The University will use text matching and authorship verification software where available for assessments. Submitting assessments into academic integrity software is a mandatory component of assessment regimes. Students who do not agree with and engage with academic integrity software, will not have their assessment graded. The academic receiving the assessment must ensure all student submissions are treated equally.
B.	Reasonable Adjustment	Student/Course/Unit Coordinator	1. Students can request a reasonable adjustment to an assessment task in discussion with the unit or course coordinator, to either include or exclude the use of GenAI.
C.	Assessing students with disability or special circumstances	Course/Unit Coordinator/Third-party provider	1. Provide access to reasonable adjustments in collaboration with the Accessibility and Learning Access Unit. 2. Refer to <i>Student Access, Progression and Wellbeing Procedure SS1965</i> and associated procedures and forms, in particular:

			• Higher Education Special Consideration Procedure SS1967 • Accessibility Learning Access Plan (LAP) Procedure SS1966 • Higher Education Examinations Procedure LT1940 • Higher Education Deferral or Leave from Studies Procedure SS1968
D.	Eligibility for supplementary assessment	Course/Unit Coordinator/Third-party provider	1. Refer <i>Student Access, Progression and Wellbeing Procedure</i> SS1965 and associated procedures and forms, in particular: • Higher Education Special Consideration Procedure SS1967 • Accessibility Learning Access Plan (LAP) Procedure SS1966 • Higher Education Deferral or Leave from Studies Procedure SS1968 • Supplementary Assessment Procedure LT2032 2. Students who receive an MF grade in their final semester and are not eligible for any other form of supplementary assessment, may apply to the Course Coordinator within 7 days of the publication of results for supplementary assessment if that unit is the only outstanding unit required to complete the degree and the student has not been found guilty of academic misconduct in that semester. The highest grade attainable will be a P 3. If an international student has returned to their country of origin and then applies for a supplementary assessment, the Institute/School will determine the appropriateness of the type of assessment and

			whether it is feasible to be completed in the student's own country
E.	Approving supplementary assessment	Executive Dean or nominee, such as Course Coordinator	1. Approve the proposed supplementary assessment task/s
F.	Notifying student of their opportunity to complete supplementary assessment	Student Admin	1. Immediately upon the release of end of semester grades, send an email (with a copy to the Unit Coordinator and Examinations) to the student's University address notifying them of the opportunity to complete a supplementary assessment: • Detailing the type of assessment (i.e. examination, invigilated test or non-invigilated assessment) • For non-invigilated assessments, the type of assessment (e.g. essay) and the contact details of their Unit/Academic Coordinator • For examinations, advise that further details will be emailed by the Examinations Office. Students must be given a minimum of five (5) working days notice for a supplementary examination. • For invigilated tests, the contact details of their Unit/Academic Coordinator, who will provide the time and place of the test. Students must be given a minimum of five (5) working days notice for a supplementary test. 2. In the case of a non-invigilated assessment, students must contact the Unit/Academic Coordinator within 7 days of the notification of eligibility for supplementary assessment. The designated due date would normally be before the

			close of the official deferred examination period.
G.	Conducting supplementary assessment	Institute/School/Third-party provider/Student	1. If a student cannot complete a supplementary assessment in the normal time-period specified above, an outcome will be negotiated that both reflects natural justice and is reasonable to the student, while being consistent with all other University procedures. 2. In the case of an examination, an Institute/School may choose to schedule a supplementary examination at a mutually convenient time, or defer it until the end of the next semester in which that unit runs. 3. All extensions of time for the completion of supplementary assessment must be in accordance with the Higher Education Special Consideration Procedure SS1967 and use the appropriate form. Wherever possible, supplementary examinations will be completed in the published deferred examination period. 4. Results must be lodged within ten (10) working days of the submission or completion of the supplementary task. Refer Higher Education Special Consideration Procedure SS1967 and associated forms

7. Ensuring security of student submitted assessment materials

	Activity	Responsibility	Steps
A.	Collecting and recording submitted assessment tasks	Unit Coordinator/Third-party provider	1. Arrange for the collection and recording of assessment tasks submitted by students utilising the University's approved Learning Management System.

B.	Ensuring security of submitted assessment tasks	Academic staff/Third-party provider/Executive Dean/Dean (or nominee)	1. Following University policy, securely store assessment tasks submitted by students while they are being assessed and prior to their return to the student. This process should be managed virtually utilising the University's approved Learning Management System, wherever possible, in accordance with the University's approved records management procedures. 2. If a breach of the secure storage of an assessment task occurs, the Academic staff member must contact the Executive Dean/Dean immediately, and appropriate action will be undertaken.
C.	Protecting confidentiality of students	Unit Coordinator/Third-party provider	1. If the need arises for the Unit Coordinator to discuss the work of a student with staff or other students, the discussion does not identify the author either directly or indirectly. 2. If work is to be used as an exemplar, permission of the student must be obtained prior to use. 3. Student work must not be uploaded to public AI platforms.
D.	Returning assessment tasks	Academic staff/Third-party provider	1. Return all assessment tasks submitted by students to the original author/creator. 2. Assessment tasks are not to be collected by friends or colleagues unless authorised in writing by the author/creator of the work. 3. Where appropriate, this process should be managed virtually, utilising the University's approved Learning Management System.

E.	Returning assessment feedback	Academic staff/Third-party provider	1. Return all assessment feedback to the original author/creator. 2. Where appropriate, this process should be managed virtually, utilising the University's approved Learning Management System.
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8. Moderation of assessment marking (type II)

This type of assessment moderation ensures all marking of assessment tasks are fair, consistent and accurate in line with published assessment criteria, regardless of the type of assessment, number of markers or delivery location.

	Activity	Responsibility	Steps
A.	Model or marking moderation	Unit Coordinator	1. As outlined in Type II - Steps 1 – 2 of the Moderation of Assessment Manual (refer Section 3) • Select and communicate to students the model or models of marking moderation used to maintain fairness, consistency and accuracy of the marking process • Note any contractual obligations of third-party vendors on choice of model
B.	Marking and grading assessment is based on criterion referencing	Academic/Third-party provider marking submitted assessment tasks	1. Identify any issues with the marking guide/rubric/ expectations to assist in developing consistent responses/grades 2. If applicable, mark selected assessment tasks for discussion with colleagues to assist in developing consistent responses/grades 3. Assess student performance against attainment of intended learning outcomes or graded against the level of attainment of intended learning outcomes using explicit, pre-specified, and/or negotiated criteria

			(rather than assessed relative to the performance of other students in a cohort)
C.	Moderating marks and grades	Unit Moderators	- As outlined in Type II - Steps 3 – 5 of the Moderation of Assessment Manual (Section 3) - Undertake selected model(s) of marking as per process outlined
D.	Requesting second marking	Unit Coordinator/Third-party provider	- Prior to completing a second-marking request, students must first have had the opportunity to meet with an academic staff member to discuss their grade and feedback, as per Section 10.B. To facilitate this process, academic staff can release unmoderated grades for all assessment tasks on Moodle gradebook (as per 10.A). - During a teaching period, and post-ratification, a student can request a second marking for an assessment task by completing a second-marking request form within 10 days of receipt of their grade and feedback. Requests must detail the reasons, such as a marking error, inconsistency, or procedural irregularity. Refer Federation University Australia Statute - Part 6 - Division 3 and the Federation University Australia (Academic) Regulations (Schedule 6) - Unit coordinators will review the second marking request and determine whether additional marking is warranted. Where moderation models already include second marking, additional requests will only be considered where procedural irregularities can be demonstrated.

			4. If approved, additional markers will be given a clean, unmarked and anonymous copy of the assignment. 5. The final grade will typically reflect the additional marker's assessment. In the case of a major piece of work (such as an undergraduate thesis) where additional marking includes a third marker, unit coordinators will arrange mark reconciliation in alignment with their discipline procedures. 6. All second marking requests and outcomes must be documented and retained, including notes in the student grading portal. 7. To commence a second marking review, please use the "Second Marking Request Form Template" listed within this procedure.
E.	Handling illness or other condition which prevents a student from completing an assessment or examination	Invigilator/Academic	1. If a student commences but is unable to finish an assessment task or examination due to illness or other eligible cause they must be advised to inform the academic or exam invigilator 2. Academics supervising assessment tasks will inform the Unit Coordinator of the circumstances of the terminated assessment. Exam invigilators will note the time of exit from the exam and reason associated 3. If the Institute/School has enough evidence to make an appropriate decision regarding grade assessment, this may be granted on approval of the Executive Dean/Dean. 4. Otherwise, refer to the Study Adjustment and Course Flexibility Guidelines ST2092 and associated procedures and forms in relation to

			Special consideration - deferred examination
F.	Assessing supplementary assessments	Unit Coordinator/Third-party provider	1. Assess the supplementary assessment task. For all supplementary assessment granted, only the grades of pass and fail (P and MF) will be awarded for the unit involved 2. Report supplementary assessment results in a timely manner to avoid disadvantage to the student
G.	Recording assessment results	Institute/School/Third-party provider	1. Record results in the University's approved record management system
H.	Recording outcomes of the moderation of assessment marking process	Unit Moderators, Unit Coordinator	1. As outline in Type II - Step 6 of the Moderation of Assessment Manual (refer Section 3)

9. Approving and reporting of moderated marking results

	Activity	Responsibility	Steps
A.	Confirming and approving students' results	Institute/School Board	1. Executive Dean/Dean/nominee will submit a report of provisional results to the Board in the approved format.
B.	Recording and releasing final results	Executive Officer in conjunction with the Executive Dean/Dean and Student Admin	1. Marks will be entered into the currently endorsed University records management system for grading in accordance with the Moderation of Assessment Manual 2. Marks will be made accessible to students via the University's approved records management system.

10. Providing students with feedback on assessment

	Activity	Responsibility	Steps
A.	Providing feedback	Academic staff/Third-party provider teaching a unit	1. Except for exams, provide feedback to students on submitted assessable tasks,

			both formative and summative, within two weeks of submission/the due date where possible, with sufficient information to allow the student to determine how their work could be improved. This might include identifying areas that require further study and any other strategies that may assist the student in the learning process. 2. Feedback must be written by the marker, but may be enhanced using secure GenAI tools. 3. Provisional (unmoderated) marks and/or grades awarded may be disclosed to students via the University grades management or Learning Management System.
B.	Discussing assessment attempts with students	Academic staff/Third-party provider teaching a unit	1. Allocate time for students to meet with academic staff to discuss their studies and assessable tasks. The option to discuss feedback should be made as an explicit invitation as part of returning a marked assessment.
C.	Appealing against an assessment outcome	Executive Dean/Dean (or nominee)	1. A student may appeal, in accordance with the procedure specified in the Regulations, to the Executive Dean/Dean of the relevant Institute/School, against any final grade awarded to the student in a unit 2. Students wishing to appeal a final grade must refer to the Student Appeal Procedure CG1464 with reference to the appropriate Statute/Regulation
D.	Notifying student of their opportunity to complete supplementary assessment	Institute/School/Third-party provider	1. Advise any student eligible for supplementary assessment of their eligibility, in accordance with Action 6 Steps C and E.

11. Moderation of assessment practice (type III)

This type of assessment moderation evaluates the success of the assessment tasks, unit learning plan, and facilitation practices undertaken in enabling and demonstrating student learning. Completed POST unit delivery, this process provides a vehicle for continuous improvement through acknowledgment of successes and challenges, and provision of recommendations to mitigate challenges for future assessment and unit learning plan design, development and delivery.

	Activity	Responsibility	Steps
A.	Review any outcomes from undertaking moderation of assessment design (type I) and/or moderation of assessment marking (type II)	Unit Coordinator	1. As outlined in Type III - Steps 1 – 2 of the Moderation of Assessment Manual (Section 4)
B.	Provide recommendations for future enhancements to assessment design, assessment marking model or process	Unit Reviewer	1. As outlined in Type III - Step 3 – 5 of the Moderation of Assessment Manual (Section 4)
C.	Maintaining records of the outcomes of the moderation of assessment practice process	Unit Coordinator	1. As outlined in Type III - Steps 6 – 7 of the Moderation of Assessment Manual (Section 4)

12. Ratifying results, posting of grades and managing appeals

	Activity	Responsibility	Steps
A.	Preparing for ratification	Executive Dean/Dean or nominee	1. Results will be entered into the currently endorsed University records management system. All final grades will be reported as whole numbers, as such appropriate rounding to a whole number will occur. 2. Ratification preparation occurs at an Institute/School level whereby all unit results are presented and discussed to determine if any modifications/ changes are required. 3. The Federation University Unit Coordinator Report must be completed and presented at all ratification meetings. This report provides evidence of learning and teaching quality assurance at the unit level and allows the Unit

			Coordinator to reflect at the conclusion of the teaching semester. 4. Once satisfied, ratification will progress to the Ratification and Assessment Committee (Institute level) and subsequently to the Institute/ School Board.
B.	Ratifying results	Executive Dean or nominee (such as Course Coordinators)	1. Institutes/Schools will review robustly and objectively through a documented discussion. 2. The review of the student file will ensure: • Assessment evidence matches duration of course/ unit (start and end dates). • Valid and authentic completed assessment tasks as listed in the course/ unit outline meet the principles of assessment and rules of evidence. • There is appropriate and adequate feedback to the student against each assessment task. • There is sufficient evidence of the recording of results at task, unit and course level. • Final In determining final outcomes, assessment judgements may also incorporate the application of approved assessment conditions (e.g. late penalties), which are separate from the evaluation of learning outcomes.
C.	Approving ratification	Ratification and Assessment Committee Institute/School Board Associate Dean, Learning and Teaching	1. All assessment ratification must be approved by the Institute/School Board before results can be published. 2. Results are submitted to the Board. 3. Board approves results in the form relevant to each course.

D.	Posting Grades	Manager, Student Admin or nominee	1. In the week of results' publication, create grade roster in approved student management system. 2. Send email to Institute/School Coordinator of Courses advising of the date for results publication and the date and time that files need to be forwarded to the service desk for uploading into student management system. 3. Upload grades into the student management system on the business day prior to results' publication day. 4. Undertake agreed process to identify any missing grades. 5. Conduct follow up process with Institute/School to resolve any issues. 6. On the morning of results' publication, post approved grades in student management system.
E.	Dealing with assessment appeals in a timely manner	Executive Dean/Dean or nominee	1. In accordance with the Student Appeal Procedure CG1464, an appeal against a final grade must be submitted in writing and lodged within 10 working days of the publication of the final grade or result. 2. Following due consideration (within 30 days) the student will be provided with a written response to the appeal, including reasons for the decision - Refer Federation University Australia Statute - Part 6 - Division 3 - Academic Progress, read in conjunction with Federation University Australia (Students) Regulation 2022 - Division 5 - Assessment. 3. The Institute/School must notify Student Admin of any amended results following an appeal.

			4. If the student is not satisfied with the decision, they can submit an appeal to the Student Appeals Committee in accordance with Federation University Australia (Students) Regulations 2022 - Division 7 - Appeals .
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13. Continuous improvement

The following actions refer to the continuous improvement of all elements of assessment through internal and external benchmarking, and monitoring and acting upon moderation outcomes

	Activity	Responsibility	Steps
A.	Collating an Annual Moderation Report	Executive Dean/Dean/nominee Associate Dean, Learning and Teaching	1. The Annual Report should, at a minimum, cover the conduct and outcomes of the moderation of assessment types undertaken, including any comments or advice from Unit Coordinators, Reviewers and Moderators.
B.	Consider the Annual Moderation Report	Institute Learning and Teaching Committee	1. Submit report to designated committee in agreed format 2. The Committee will monitor assessment practices and outcomes and consider if any improvements or amendments to its practices may be required 3. Refer Actions Arising from committee meeting's minutes to the Institute/School Board for noting
C.	Contributing to the Institute/ School's annual report on assessment and moderation	Executive Dean/Dean/nominee Associate Dean, Learning and Teaching	1. Collate relevant information into report for Academic Board / Learning and Teaching Quality Committee
D.	Monitoring the conduct and outcomes of all/any moderation types across the University	Executive Dean/Dean/ Learning and Teaching Quality Committee	1. A consolidated report from each Exec. Dean/Dean on the conduct and outcomes of moderation will be sent to Learning and Teaching Quality Committee 2. Following due consideration of moderation outcomes by the Learning and Teaching

			Quality Committee any key factors arising are identified and noted 3. The Committee will make recommendations for necessary changes to assessment policy or procedure that arise from moderation reports
E.	Benchmarking of assessment	Associate Dean, Learning and Teaching or nominee	- Both internal and external benchmarking are considered critical components of the overall assessment cycle and as such, benchmarking activities should be well documented to capture a rigorous, evidence-based practice across the University to demonstrate quality processes that meet audit requirements - Determine which areas to benchmark - Identify benchmarking partners - Determine types and level of benchmarking - Prepare benchmarking documents and templates including the purpose, scope of project, performance indicators, performance measures and performance data - Design benchmarking process - Implement benchmarking process - Review results - Communicate results and recommendations - Implement improvement strategies
F.	Undertaking external/internal benchmarking process	Associate Dean, Learning and Teaching or nominee	Subject samples of assessment tools and instruments, and assessment decisions to undergo an external benchmarking process to ensure a quality

			consistent with sector standards and procedures 2. Document the results within the University's approved records management system 3. Report the results of benchmarking to the Institute/ School Board 4. Internal benchmarking against other relevant units offered by Federation University Australia should also be undertaken 5. Document the results within the University's approved records management system 6. Report the results of benchmarking to the Institute/ School Board 7. For further information regarding peer review and benchmarking options at Federation University, refer to the Peer Review and Benchmarking Manual located at the following SharePoint site: Link.
G.	Following up on continuous improvement changes identified on assessment tasks	Associate Dean, Learning and Teaching	1. Drawing on moderation, benchmarking and ratification reports, identify areas for continuous improvement 2. Implement continuous improvement on assessment tasks 3. Review implemented after 12 months to confirm their success

14. Federation TASKs (Transferable Attributes Skills and Knowledge)

The Federation TASKs (FedTASKs) are an important part of the University's response to becoming a Co-Operative Learning institution.

Mapping of FedTASKs can occur at the unit and course level through university approval record management system (for example fdl). It is important to look at the holistic experience of the student and the skills being developed as they progress with their learning journey. Not all FedTASKs will be relevant at every unit and therefore, staff are encouraged to discuss this initiative with peers and your Director, Learning and Teaching as you align unit learning outcomes and assessment with FedTASKs. These FedTASKs may also align with accreditation expectations and other mapping activities.

Note: Further FedTASKs descriptors are currently under development. These descriptors will be further expanded to other AQF levels. This information will be made available at a designated website focused on FedTASKs and the Co-Operative Learning Model.

For further support and direction, please see the following resources:

<https://federation.edu.au/staff/learning-and-teaching/curriculum-quality/curriculum-frameworks-and-processes/fedtask>

FedTASK	Descriptor (AQF Level 7)
FedTASK 1 Interpersonal	- Students will demonstrate the ability to effectively communicate, interact and work with others both individually and in groups. - Students will be required to display skills in-person and online in: - Using effective verbal and non-verbal communication - Listening for meaning and able to influence via active listening - Showing empathy for others - Negotiating and conflict resolution skills - Working respectfully in cross-cultural and diverse teams
FedTASK 2 Leadership	- Students will demonstrate the ability to apply professional skills and behaviours in leading others. - Students will be required to display skills in: - Creating a collegial environment - Showing self-awareness and the ability to self-reflect - Inspiring and convincing others - Making informed decisions - Displaying initiative
FedTASK 3 Critical Thinking and Creativity	- Students will demonstrate an ability to work in complexity and ambiguity using the imagination or original ideas to create new ideas. - Students will be required to display skills in: - Reflecting critically - Evaluating ideas, concepts and information - Considering alternative perspectives to refine ideas - Challenging conventional thinking to clarify concepts - Forming creative solutions in problem solving
FedTASK 4 Digital Literacy	- Students will demonstrate the ability to work fluently across a range of tools, platforms and applications to achieve a range of tasks. - Students will be required to display skills in: - Finding, evaluating, managing, curating, organising and sharing digital information - Collating, managing, accessing and using digital data securely - Receiving and responding to messages in a range of digital media - Contributing actively to digital teams and working groups - Participating in and benefiting from digital learning opportunities

FedTASK 5 Sustainable and Ethical Mindset	• Students will demonstrate the ability to consider and assess the consequences and impact of ideas and actions in enacting ethical and sustainable decisions. • Students will be required to display skills in: • Making informed judgements that consider the impact of devising solutions in global, economic, environmental and societal contexts • Committing to social responsibility as a professional and a citizen • Evaluating ethical, socially responsible and/or sustainable challenges and generate and articulate responses • Embracing life-long, life-wide, and life-deep learning to be open to diverse others • Implementing required actions to foster sustainability in their professional and personal life
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Responsibility

- Pro Vice-Chancellor, Learning and Teaching (as Approval Authority) is responsible for monitoring the implementation, outcomes and scheduled review of this procedure and will receive annual reports as part of the annual Course Performance Report from each Institute/School.
- Deputy Pro Vice-Chancellor (Learning and Teaching) (as Document Owner) is responsible for maintaining the content of this procedure as delegated by the Approval Authority.
- Executive Deans/Deans of institutes/schools are responsible for oversight of the operational implementation of this procedure.

Promulgation

The Higher Education Assessment Procedure will be communicated throughout the University community in the form of:

- A FedNews announcement and on the 'Recently Approved Documents' page on the University's Policy Central website
- Learning and Teaching Quality Committee
- Institute/School meetings
- Academic Induction Program
- Third-party provider communication and training

Implementation

The Higher Education Assessment Procedure will be implemented throughout the University via:

- Information Sessions; and/or
- Training Sessions

Records management

Document Title	Location	Responsible Officer	Minimum Retention Period
Unit Description	Institute/School Administrative Office	Institute/School Administrative Officer	While the Unit is continued to be offered
Unit Outline	Institute/School Administrative Office	Institute/School Administrative Officer	While the Unit is continued to be offered
Unit Handbook Entry	Institute/School Administrative Office	Institute/School Administrative Officer	While the Unit is continued to be offered
Assessment Criteria and Associated Marks and Student Feedback for each Student for each Unit	University's approved learning management system	Unit Coordinator	Destroy 18 months after the Appeals Period for that semester has ended Dispose of hard copy records as per disposal process in the Records Management procedure
Assessment Benchmarking/ Validation Schedule	University's approved records management system	Coordinator - Courses of the Institute/School/ Centre teaching the unit	Destroy 3 years from date of last action Dispose of hard copy records as per disposal process in the Records Management procedure
Final Assessment Results	University's approved student management system	Coordinator - Courses of the Institute/School teaching the unit	Permanent
Moderation of Assessment Schedule and Record	University's approved student management system	Coordinator - Courses of the Institute/School teaching the unit	Destroy 3 years from date of last action Dispose of hard copy records as per disposal process in Records Management procedure
Moderation of Assessment Manual	University's approved records management system	Deputy PVC (L&T)	Permanent
Record of Assessment	University's approved records management system	Coordinator - Courses of the Institute/School teaching the unit	Permanent

Re-issue of Statement of Results	University's approved records management system	Coordinator - Courses of the Institute/School teaching the unit	Destroy 1 year from date application made Dispose of hard copy records as per disposal process in the Records Management procedure
Student Assessment materials	Relevant online business system	Coordinator - Courses of the Institute/School teaching the unit	Destroy 2 years after administrative use has concluded. Dispose of hard copy records as per disposal process in Records Management procedure
Validation of Assessment Schedule & Record	Relevant online business system (electronic) or School (hard copy)	Coordinator - Courses of the Institute/School teaching the unit	Destroy 3 years from date of last action Dispose of hard copy records as per disposal process in Records Management procedure