Student Assessment Guide

(A Guide for IHM Students)
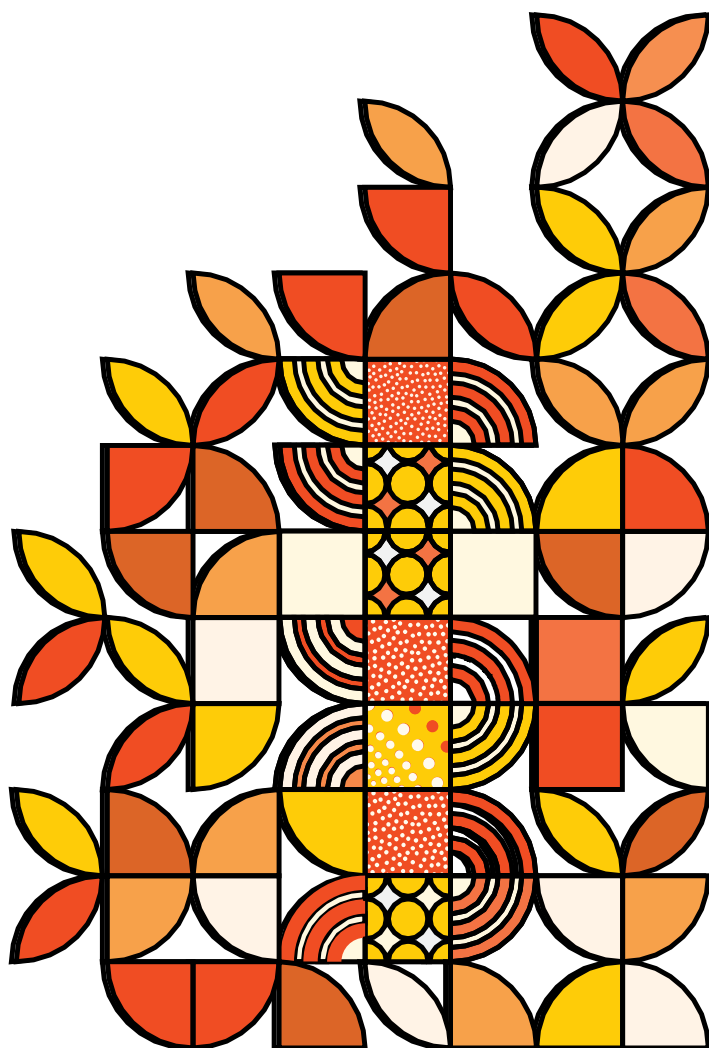
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Assessment

1. Assessment in Higher Education is intended to measure the knowledge and skills of a student specifically related to the learning outcomes. All units of study have defined learning outcomes, and the assessments for each unit are then designed with the learning outcomes in mind. Assessments are planned throughout a course of study, allowing a journey from the skills and knowledge a student has near the start to the progression and development that occurs until the end of the program. It is, therefore, important to understand that each assessment is a development opportunity in itself, providing an opportunity to exercise skills and learn from the feedback provided.

2. Academic skills are beneficial far beyond the Higher Education context. The time spent as a student in Higher Education is an important opportunity to learn and develop the skills and knowledge that will support career development and life-long learning.

3. Assessment is the task conducted by the educators, i.e., they assess the students. Assignment is the piece of academic work that the student prepares and submits to be assessed.

Evidence and Academic Writing

4. Academic writing is a communication style of objective, logical reasoning that utilizes evidence to present an argument. There is, therefore, great importance in providing robust and coherent information that clearly differentiates where evidence is referred to and where the author is providing their own narrative.

5. All assessments are an opportunity to demonstrate the author's own understanding and unique perspectives informed with shared knowledge and personal experience and ideas to create an ultimately individualised argument and message. Even where two authors may aim to present the same point, there will always be differences in how the two authors explain and apply the logic of their arguments.

6. The choice of evidence provided in a piece of academic writing should clearly match the point it is being referenced for. Where the author is extending beyond the ideas or information provided in the reference source, the author should clearly identify where their own idea is separate and related to the content of the source of evidence.

7. Peer review is a process of vetting a piece of academic work before granting it approval for publication. It is thus an important step in demonstrating that the work is robust, has been fact checked, and contains quality content. Journals that use a peer-review system to protect the quality of what is published. Blog sites and magazines do not have the degree of scrutiny applied to their publishing process. The level of scrutiny indicates how reliable, valid and robust their content is. Academic writing should prioritize the most robust sources of evidence available to strengthen the work being written.

8. All academic writing, whether in the form of an essay or graphic poster, should be written or designed with the same consideration of strength and application of evidence. All academic work should aim for high standards of quality and robustness.

Referencing

9. All evidence should be referenced in line with the rules of the American Psychological Association (APA) 7th style. Specific guidance on how to reference are available at:

   • The IHM Referencing guide: Referencing - Institute of Health & Management

   • The APA Style Manual: http://www.apastyle.org/

10. Students are expected to learn and apply the current APA system of referencing and formatting correctly. All assessments include the correct usage of referencing a spart of the marking criteria.

Types of Assessments

11. IHM provides a range of assessment formats to support the development of skills that apply to real-life professional contexts. The two broad formats are **written assessments (assignments)** and **presentations**. All formats require a process of planning, creating, and constructing the narrative, logic and argument to communicate via the assignment.

12. Assessments are classed as **formative** or **summative**. The difference between the two types is whether the assessment outcome is used in calculating the grade for a given unit. Formative assessments are not typically counted for grade calculation, whereas summative assessments are. For the student, there is no practical difference in preparing their assignments in either of the two types. All formative assessments are for the students' benefit to maximise the opportunities for academic development.

13. During each unit, formative assessments may be planned in the form of preparation of working plans or drafts that can then be used for preparing the summative assessment. Other forms of formative assessment may target developing skills and applying knowledge from the unit contents.

14. All assessment tasks are for the student's benefit for their academic development and ultimate performance within and beyond the course study at IHM.

Assignment Guidelines

15. Each assessment will have specific instructions regarding content and format. While the content must be a unique piece of student work, the required format should be consistent for all the assignments to allow consistent marking and reflection of student performance to the given instructions and requirements.

16. General formatting recommendations should follow the APA Style's latest information unless otherwise advised by the educator. The rest of these guidelines will provide some advice and recommendations to assist in preparing assignments for the course of study.

General Advice on Planning and Writing Assignments

17. All assignment formats are a curated selection of information. Effectively, a story is being told in every assignment. Telling the story well is supported by a few key skills and habits that apply to all forms of academic work. The

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following principles can be used to help plan and design the content of an assignment to ensure the story of the work is effectively made:

17.1 Information should be presented in a logical sequence or arrangement. The story of the work should be designed to introduce, explain, argue, and effectively deliver the objective behind the work. Planning the story can help the writer to maintain clarity on the core structure of the writing.

17.2 Express each point succinctly using as few words as possible. A well-made point is clear, concise and simple to say, write or read.

17.3 Keep the end in mind. The core objective or message should be clear throughout the work. Only what is relevant and important for the chosen narrative should be provided.

Written Assessments

18. Written assessment is a common format for assessment. Some of the most familiar written assessment formats are:

18.1 Essay – usually comprises an introduction, body and conclusion where the objective of the essay can be descriptive, reflective or argumentative.

18.2 Report – a more focused work based on a given topic or event, can be used in response to a call to action, e.g., determine the current status, or document something new. A report can be applied to research, literature, or case studies.

18.3 Reflection – personal experience led knowledge is a crucial part of developing critical thinking skills, reflective work is thus a very personalised and potentially powerful tool in academia.

Designing and Formatting Written Assignments

19. The required format for an assessment will be provided in the assessment instructions, including specific guidance to follow in preparing the assignment. Any further clarifications should be sought from the educator.

Presentations

20. The most common form of presentation is a spoken delivery, usually supported with slides containing visual and written content for the speaker to address. The oral presentation is used in many professional contexts as well as academically, including the traditional lecture format, which is an example of an oral presentation. The presentation can vary in the following ways:

20.1 Duration – a short 3-minute presentation as occurs in a 'pitch', 15 minutes like a conference talk, or over an hour like a lecture are examples of different lengths of time for presentations. Presentations are commonly set to given time limit, which is important for planning of the event the presentation is part of. Assessments will always advise the expected duration to plan and practice the presentation for.

20.2 Media – slides can be used to accompany the talk, commonly following the rule of up to 2 minutes per slide, or a poster can be the core media. The poster can be printed as a large wall poster commonly used

at conferences or can be digital to the same size specifications to be read as a single slide that contains the whole story of the presentation. Slides or posters are the two most common media formats, any other media formats should be clearly explained by the educator.

20.3 Delivery – Single speaker or group work, small or large audience, question time or peer-review opportunity at the end or not are all possible variations to how a presentation can be delivered. The required format will impact the design and planning of the presentation content. Clarity on the delivery context should always be sought before starting to plan or write content.

21. Presentations should always maintain scholarly standards and quality in their content and delivery format. For assessment, students will be evaluated not only on the content they present but also on the structure and quality of delivery.

Designing and Formatting Presentation Assignments

22. The assessment instructions should always advise the specifications to be used when designing and planning a presentation assignment. In all formats, it is imperative to plan and manage time and visual space to be used. Allocating an appropriate amount of time and visual space to each part of the content covered should allow the balance of content and delivery whilst remaining within the overall limits specified. For example, the amount of content in a section should be manageable for the reader and speaker alike.

23. Effective presentation design can be supported by the following recommendations:

23.1 Include only 3 - 5 bullet points per slide/section. Only key points and no extraneous information.

23.2 Check delivery format i.e., colour choice and font size on screen vs in print or projection. Use no font smaller than size 32 on your slides when presenting in a classroom, as smaller fonts will not be readable for those in the back row. **Note:** For presentations that are done online, such as in a webinar, smaller fonts (as small as 24) may be used, but care should be taken not to add excessive amounts of text that would confuse the viewer.

23.3 Font sizes for headings and text should be balanced and should be sufficient to be clearly readable and appropriate to the medium. In the case of posters and ePosters, the content should be eye catching and easy to see from a few metres away.

23.4 Students need to consider the 'user experience' of the media they produce. Key statements that need to stand out should do so within the overall style of the work.

23.5 Text and images must have in-text citations, and a separate slide/section with a reference list must be shown at the end.

General Advice for Presentation Delivery

24. Making effective use of visual aids is a product of how well the presentation has been designed as well delivered. Supporting media should be able to support the key messages independently, i.e., a poster or slides can make sense

if read independently. Where there is a speaker, it should be the speaker leading the story using the visual components rather than relying on them, i.e., the visual media should never be used as a script.

25. Specifically for oral presentation delivery, effective communication of the information is supported by:

25.1 Considering use of tone, eye contact and body language: the act of delivering information in an oral presentation is helped or hindered by how a person physically delivers the information.

25.2 Responsiveness to the audience: considering how the audience appears to hear, understand, and follow what is being said, it is important to know whether to slow down, speak louder, or rephrase or elaborate on points that may be needed accordingly.

25.3 Each point should be expressed succinctly using as few words as possible. Additional and incidental information and explanations should be given orally. The writing should be there only for emphasis and to remind the audience of the topic and logic being discussed.

26. When a group presentation is used for assessment, students are being assessed not only based on the content and quality of the presentation but also based on how well they individually and collectively have delivered the assignment.

27. When planning and delivering as a group, the students should consider presenting content in a logical sequence by planning who will say what and when. It may help if the topic is broken down into themes and each speaker focuses on one of the themes, akin to planning paragraphs in an essay.

28. Ensure that each speaker's part:

28.1 Clearly recognises how their content follows on from that of the previous speaker;

28.2 Reminds the audience of how what they are saying relates to the overall position taken by their group; and

28.3 Logically flows into the next speaker's part.

Checking Before Submission

29. When an assignment has been prepared and considered ready for submission, it is good practice to use a checklist to confirm key criteria have been addressed. The following checklist can be used as a general list, though students are encouraged to expand their checklists to include the specific requirements of their assignment at hand:

Assignment Content	
□	Assignment content is directly related to the assignment instructions
□	All rubric criterions are addressed in the assignment content
□	Supporting evidence is relevant, logically applied and recognised as separate to author's ideas
□	All parts of the assessment instructions provided have been addressed
General formatting	
□	The assignment should be set out in the following order: • Title page (cover page)

	• Main body of the assignment – the required format has been adhered to e.g., essay, poster, report, presentation slides, etc. • References section • Appendices (if applicable)
☐	Title page information should include: • Student Name and ID number • Unit code and title, • Title of assignment, • Due date, • Word count (excluding reference list) – should be within +/-10% of the target count
☐	Font and formatting are consistent throughout the work; for written assignments, consider: • Font sizes for main text – recommend font 12 • Line spacing- recommend double space • Referencing is APA 7th; in text citations and reference list • Indentations styles • Heading styles • Headers/Footers if used • Margins • Page numbering recommended
☐	Academic Integrity Declaration (check if it should be submitted with the assignment cover page or integrated in the designated LMS assessment page)
☐	If an extension has been granted, add the signed extension form/evidence of being granted in the same document (drag and drop the .pdf file into Word)

Submitting Assignments

30. Assessment in Higher Education is an exercise to evaluate how well a student has understood and expressed knowledge and skills from their course or study. It is, therefore, of utmost importance to allow the student's own skills and knowledge to be the focus of the work and how the work is marked. Academic honesty and integrity are the means by which this recognition is managed.

31. IHM maintains a policy and procedure to demonstrate, manage and respond to academic honesty and integrity. IHM uses a plagiarism detection system on submitted assignments to verify academic honesty and integrity, which students are strongly encouraged to also use as part of verifying their own work.

32. The 'similarity report' generated by the detection system is strongly encouraged to be added to any student checklist before completing the assessment submission process.

Using the Similarity Report

33. Assignments can be submitted into the LMS multiple times before the deadline for an assessment occurs. It is important to be able to update or correct work should a change be needed. Once an assignment has been

submitted, the similarity report is generated and is then available. The report will show which text has been detected as plagiarism, the source it has been detected from as well as an overall rating and filter options.

34. Students should read the similarity report to address any areas that have been identified, correcting any referencing and paraphrasing accordingly to improve the academic integrity quality of the work.

35. To allow time to read and address any issues, students are encouraged to submit their work to **generate the report 3 days or more prior to the assessment deadline**.

36. It should be noted that it is entirely the responsibility of the student to assure that principles and practices of academic honesty and integrity have been adhered to, as well as to ensure their assignment has been submitted and available in the LMS (learning management system) of IHM before the assessment deadline.

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Version 2.0	17/09/2024	Major revision
Version 2.1	23/09/2024	Revised content to align with IHM assessment practices
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