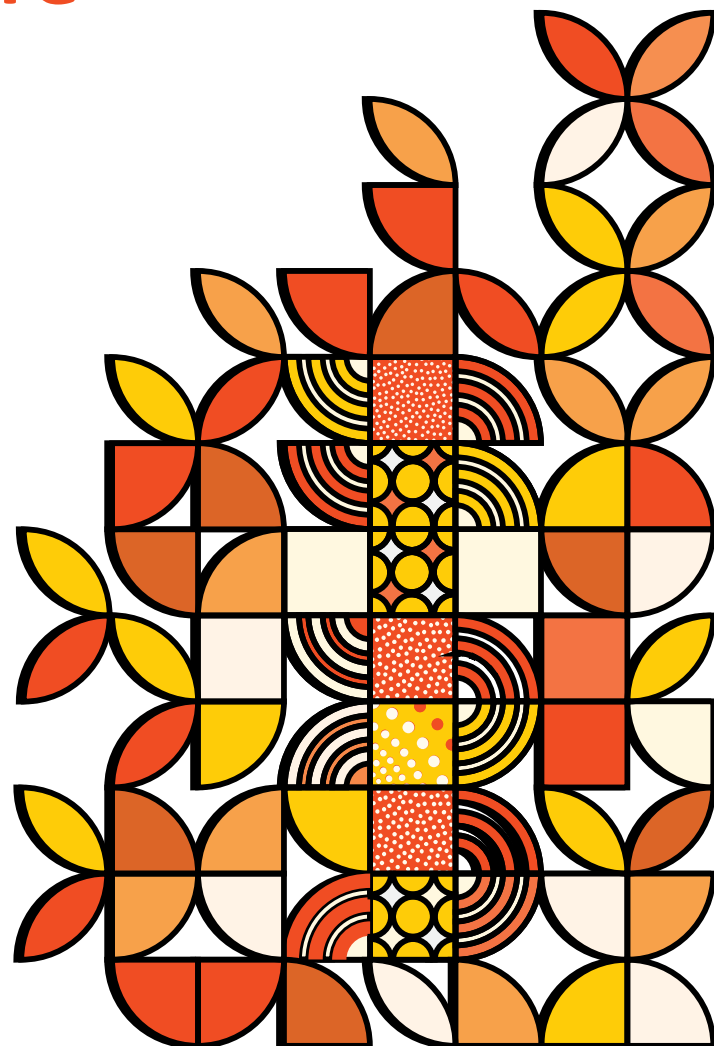


# Assessment Design, Moderation and Validation Procedure



## SECTION 1

### Purpose

1. The purpose of the Assessment Design, Moderation and Validation Procedure is to:
  - a) Specify the assessment moderation practice and procedures consistent with TEQSA requirements.
  - b) Maintain and strengthen the integrity of the overall assessment system at Institute of Health & Management (IHM).
  - c) To ensure that grades attributed to students' performances reflect the appropriate standards at the Unit level and satisfy institutional, national, and international standards of the academic discipline or professional community.

### Scope

2. This Procedure applies to all:
  - a) Higher education courses at IHM.
  - b) students, staff, and others associated with, or contracted by, IHM who are responsible for assessment in these courses.

### Suite documents

3. This Policy is linked to the following:
  - a) Assessment Design, Moderation and Validation Policy
  - b) See also the associated information listed in the 'Related Internal Documents' in Section 4 below.

## SECTION 2

### Policy

#### 4. **Guiding principles**

- 4.1 The purpose of assessment is to facilitate and certify the achievement of specified unit learning outcomes and Course Learning Outcomes and relevant graduate attributes.
- 4.2 Where a unit of study has prerequisites, the assessment may assume students have obtained an appropriate level of prior knowledge and assessment may rely on that prior knowledge.
- 4.3 IHM will provide students with a unit guide before or at the commencement of the teaching period.

- 4.4 The unit guide must contain details of the assessment strategy and all requirements for a student to complete the unit.
- 4.5 A rubric must be available to students from the commencement of a unit for all assessments to guide consistent and fair evaluation and to guide students in their preparation and understanding of what is expected of them.
- 4.6 All assessment designs will cater for flexibility to accommodate variations for alternative learning modes, needs, and locations providing the equivalence requirements of the Academic Courses Regulations are met.
- 4.7 The Unit Outlines and learner's guides must be approved by the Course Development and Advisory Committee (CDAC) before they may be implemented and published to students.

### 5. **Assessment Load and weightage**

- 5.1 Assessment and workload requirements vary according to the credit point and weighting of a unit.
- 5.2 Assessment weightings advise the contribution each assessment takes makes towards the final unit grade.
- 5.3 Credit points advise:
  - a) The contribution each unit makes towards the final course grade, and;
  - b) The expected number of hours required to complete all the assigned learning, teaching and assessment activities as prescribed in the unit outlines.
- 5.4 In line with the unit credit points, the number of assessments in a unit will typically follow;
  - a) 8 credit point units contain 2-3 assessment tasks
  - b) 12 credit point units contain 3-4 assessment tasks
- 5.5 The average number of hours expected of students to spend on the assessments for a unit will also guide submission requirements of each assessment in the unit assessment strategy.
- 5.6 The assessment strategies per unit will follow the general guidelines:
  - a) Undergraduate units will have an aggregated target word count of 2000-2500 words for 8 credit point units, and an aggregated target of 3000-4000 words for 12 credit point units.
  - b) Post Graduate units will have an aggregated target word count of 3000-4000 words for 8 credit point units, and an aggregated target of 4000-6000 words for 12 credit point units.
- 5.7 Weightage of each assessment within a unit is determined by the credit points of the unit, the number of assessments in the unit, mapping of skills assessment to the Unit and Course Learning Outcomes and the assessment requirements as described in section 2. B), whereby;
  - a) Any unit with 3 or more assessments cannot have any single assessment weighted greater than 45%.
  - b) Any unit with only 2 assessments cannot have any single assessment weighted greater than 60%.

### 6. Considerations in structuring assessment strategies for courses

- 6.1 The assessment schedule across the course should consider the assessment load of concurrent units such that students have a fair and reasonable workload at any point in the course. Concurrent assessment due dates across units should be kept to a minimum where possible.
- 6.2 Assessment types should vary across a course to encourage diversity of skills being developed.
- 6.3 Professional standards applicable to a course should be used to guide assessment design and marking criteria to support authenticity, required skills development, application of skills in the workforce and workplace readiness as a result of completing the course.
- 6.4 Assessment strategies should align with Course Learning Outcomes across the course wherever possible.

### 7. Considerations in structuring assessment strategies for units

- 7.1 The assessment schedule across the unit should consider the assessment load such that students have a fair and reasonable workload at any point in the unit. Concurrent assessment due dates should be kept to a minimum where possible.
- 7.2 Assessment types should vary across a unit to encourage diversity of skills being developed.
- 7.3 Assessment design and marking criteria should align with Unit Learning Outcomes across the unit wherever possible.
- 7.4 Formative and summative assessment should be included in the assessment strategy for all units, whereby the first formative assessment opportunity begins within 3 weeks of commencement of the unit.
- 7.5 Ensure a reasonable schedule for students to prepare and submit assessments that does not put undue pressure and increase likelihood to consider academic misconduct.

## 8. Assessment Design

### 8.1 Assessment Types

- a) IHM maintain a standardised approach to assessment design to assure scholarly and academic standards which are reviewed and approved by the CDAC and adopted by the Academic, Learning and Teaching and eLearning faculty.
- b) A formative assessment is any task in which student performance may be evaluated for which feedback is provided with the goal of development for the student. No formal mark is provided nor accounted for in the unit assessment strategy. A formative assessment may involve any task that may be used as a summative assessment, including a preparation of a piece of work intended to be used in the summative assessment whereby formative feedback may be provided to assist the student in finalising their planned submission for the summative assessment.

- c) All IHM assessments should be derived from the approved glossary and applied in the unit and course design with modifications as deemed appropriate:

Category	Type	Format	AQF	Description and Purpose
Written assignment	Essay	Descriptive	7-8	<p>An essay is an informative piece of writing with an introduction, a main body, and a conclusion. The purpose of the essay will guide the key message being delivered in the essay.</p> <p>Descriptive essay aims to introduce a topic and it's given context as an introductory task to a new subject matter.</p>
		Reflective	8-9	<p>An essay is an informative piece of writing with an introduction, a main body, and a conclusion. The purpose of the essay will guide the key message being delivered in the essay.</p> <p>Reflective essay aims to present a reflective thought process or outcome that has come from a given experience.</p>
		Argumentative	8-9	<p>An essay is an informative piece of writing with an introduction, a main body, and a conclusion. The purpose of the essay will guide the key message being delivered in the essay.</p> <p>Argumentative essay aims to present and explain the justification of a given position on a topic or subject matter.</p>
	Report	Summary	7-8	<p>A summary report is a brief overview of a longer work. It should provide enough description to provide context to understand the analysis and conclusions or recommendations also given. The aim of the work is provided, along with a curated overview, ended in the conclusions.</p>
		Research	9	<p>A research report is one where the student investigates, evaluates and interprets sources of information on a specific subject. The report serves to provide the student with an exceptional opportunity to increase their knowledge in a given field.</p> <p>The goal of a research report is to draw on what aspects about a topic are or aren't being investigated, considering the sources of evidence currently</p>

				available, and offer a unique perspective, insight or recommendation on the subject. This may involve recommendations for further research in a specific direction with reasons why this would add value, or insights on research that has not been presented before with justification behind the given insight.
		Literature Review	7-8	<p>A literature review is one where the student investigates, evaluates and presents current knowledge on a specific subject. The report serves to provide the student with an exceptional opportunity to increase their knowledge in a given field.</p> <p>The goal of a literature review is to illustrate the level, areas of focus and/or gaps in the knowledge and ideas on a given subject. No new ideas should be provided, focusing instead of providing a clear picture that could be used to inform further work.</p>
		Case Study	7(-9 with reflective elements)	A case study is an analysis and account of a real or hypothetical situation, event, or action. The study introduces the context and observations that may include an interpretation of the complexities involved.
	Reflection	Critical	8-9	Critical Reflection is an analytical literary process using experience as the subject to draw meaning and learning content through reflection on the analysed experience. Reflecting critically can aim to add depth by challenging simplistic conclusions, comparing perspectives, examining causes, and raising questions. Critical reflection helps students better analyse and understand their experiences, draw interpretations based on evidence and improve their critical thinking skills. Outcomes of critical reflection aim to enable applying learnings to future situations, promoting ongoing personal and professional development.
		Journal	8-9	A reflective journal utilises and maps progress or changes over a course of time to the perceptions, interpretations and critical thinking about a topic which may include the learning journey itself. The journal may begin with describing experience and over time increase the use and application of critical and reflective thinking generated from the experiences.

	Discussion board	Post	7-8	<p>A discussion board is an online communication forum that allows students (and teachers) to discuss relevant issues and topics anytime and anywhere that an internet connection is available. Students can post comments, questions and responses, and the discussion board constitutes a record of their contributions, which may or may not be assessed.</p> <p>Typically, discussion posts can be used to inform a group of information, ideas of experiences beyond their own as well as encourage engagement in the subject matter or general learning experience.</p>
		Reply	7-9	<p>A discussion board is an online communication forum that allows students (and teachers) to discuss relevant issues and topics anytime and anywhere that an internet connection is available. Students can post comments, questions and responses, and the discussion board constitutes a record of their contributions, which may or may not be assessed.</p> <p>A targeted reply to an existing post requires the student to consider the choice of posts and reflect on them to form a new idea or critically analyse the initial information given.</p>
Presentation	Debate	Oral	7-9	<p>Debates involve two opposing individuals or teams presenting and responding to prepared and structured arguments regarding a given topic. The preparation for the event is used in conjunction with critically responding to opposing arguments to draw logical transitions between points or ideas raised.</p>
	Slides	Oral	7-9	<p>An oral presentation communicates a concise, and engaging account of relevant information pertaining to a topic. The choice of visual or written aids compliments the spoken delivery, where the spoken content is to effectively communicate. The design of the presentation considers what content should be delivered, in what medium, to collectively aid the audience to absorb the key messages. Body language, directing the visual placement of aids, person and speech delivery including pauses, points of emphasis and linkage of verbal and visual content for a cohesive and effective delivery.</p>

				Use of ppt slides allows a segmented delivery where content is designed to be layered or built upon as the presentation progresses.
	Poster	oral	7-9	<p>An oral presentation communicates a concise, and engaging account of relevant information pertaining to a topic. The choice of visual or written aids compliments the spoken delivery, where the spoken content is to effectively communicate. The design of the presentation considers what content should be delivered, in what medium, to collectively aid the audience to absorb the key messages. Body language, directing the visual placement of aids, person and speech delivery including pauses, points of emphasis and linkage of verbal and visual content for a cohesive and effective delivery.</p> <p>Use of a Poster as they visual aid refines the presentation to focusing on delivering the Posters contents and key message, whereby the verbal delivery is to enable the intention of the Poster to clearly and engagingly delivered.</p>
		Infographic	7-8	A Poster presentation communicates a concise, and engaging account of relevant information pertaining to a topic. The design of the Poster considers what content should be delivered, in what visual form, to collectively aid the audience to absorb the key messages. The Poster should be able standalone in effectively present the context, objective, methods, analyses undertaken, interpretations, insights/recommendations and ultimately the key messages.
	Group work	-	7-9	Group work requires a given task to be prepared, planned, and delivered collaboratively as a team. The workload should be as equitable as possible and allow students to utilise strengths and weakness among the group to collectively strengthen the work produced and/or delivered.
	With peer review	-	8-9	Peer review panels emulate real life scenarios in which the audience may raise questions for immediate consideration/answering. This exercise demonstrates what the audience were able to understand from the presentation, how the content is interpreted and the likely conclusions and ideas the



				information led them to. The challenge of responding in a dialogue allows the student to demonstrate responsive, reflective, and critical thinking in a versatile and adaptive context.
	With summary report		7-8	A summary report is a brief overview of a longer work. It should provide enough description to provide context to understand the analysis and conclusions or recommendations also given. The aim of the work is provided, along with a curated overview, ended in the conclusions as provided in the main presentation. The two elements should complement and be logically drawn from each other.
Professional Body Criterion based assessment	Various	-	NA	Professional bodies may have specific skills, tasks or experiences that need assessing before registration or qualification may be redeemed. Examples are NCLEX, or PEP which are specific to the field of nursing and can entail a mix of professional placements in clinical settings, practical assessments such as clinical skills observations.

## 8.2 Assessment requirements

- Word count, or equivalence, requirements should be guided by and appropriate to the type of assessment.
- IHM adopt the following general guidelines for designing the appropriate word count or equivalence:

Category	Type	Word Count Equivalence
Written Assignment	Report	2000-4000
	Reflection	2000-3000
	Essay	1000-4000
Presentation	Oral	15 minutes
	Poster	600
	Group	1000 per member

- The weighting of an assessment along with the AQF level and credit points for the unit are used to determine appropriate assessment word count expectations as follows:

Unit Credit Points	Assessment weightage	Target Word Equivalence	
		Under-Graduate (AQF 7-8)	Post-Graduate(AQF 8-9)
8	20	400-500	750-1000
	30	600-750	900-1200

	40	800-1000	1200-1600
	50	1000-1250	1500-2000
12	10	750-1000	450-600
	20	900-1200	900-1200
	30	1200-1600	1350-1800
	40	1500-2000	1800-2400

## 9. Quality Assurance

9.1 IHM adopts a systematic approach to quality assurance to assure all assessments meet required standards academically, professionally, and pedagogically through cycles of feedback, review, and moderation. Please refer to the Course Design and Development Policy and Procedure for more information regarding the review process and cycles.

9.2 **General rules:** The key components to be reviewed for assessment quality assurance, at design, development and/or delivery are as follows:

- a) Ensuring the assessments align with external criteria and standards at a unit and course level. Any identified gaps should be reported and addressed via the review reporting processes.
- b) The unit outlines, learner descriptions, curriculum and LMS assessment information is consistent and includes assessment requirements, timeframes, targeted learning outcomes, sufficient description to inform the student of the key skills, and a complete marking rubric.
- c) Unit and course assessment strategies employ a variety of assessment types that encourage a progressive development of skills.
- d) Assessment design caters to a diversity of learner needs, learning styles and modes of engagement across online and campus-based offerings whereby performance can be consistently assessed for all.
- e) Assessments are reviewed for quality assurance during the initial design, development and at each cycle of unit, course and academic governance review.
- f) All members of academic faculty adhere to responsibilities in review processes and ensuing development responsibilities.
- g) Student feedback, formal and informal, and performance insights are included in the review processes accordingly.

9.3 **Academic integrity:** Progressive changes in challenges and considerations in maintaining, monitoring and responding to issues of academic integrity impact changes in design and delivery of assessments. Current measures adopted in assessment design, development and delivery are as follows:

- a) Assuring clarity in the assessment requirements as to use of generative or other forms of artificial intelligence in preparing and submitting an assignment.
- b) Demonstration of logic, development of ideas and reflective practices are strongly encouraged to be prioritized in assessment design and marking criteria.
- c) Embedding formative assessment in the assessment strategy to engage with development of skills and identification of students at risk of considering engaging in breaches of academic integrity.
- d) Avoid assessments being weighted too greatly or at times with high assessment and workload that may overwhelm students.

**9.4 External Benchmarking of Assessment:** External quality assurance is undertaken by an appointed external moderator with expertise in the relevant discipline at the initial design of a new course or unit, development, and review of current courses processes.

- a) IHM uses the [Peer Review Portal](#), an online system where pertinent information is uploaded for review.
- b) Completed Peer Review Reports are distributed to all lecturers and tabled at the next scheduled Learning and Teaching Committee in line with course and unit review processes, where Committee members deliberate upon the external feedback that has been given to optimise the assessment and marking processes.
- c) The completed Peer Review Report feeds into the subsequent course reviews and ensures that IHM has adequate reporting to satisfy TEQSA requirements.

## 10. Moderation

10.1 Quality assurance is a system of processes to ensure standards and requirements are being met and will include activities at the design, development and delivery stages. The objective of moderation is to verify consistency of marking with the given assessment, description and rubric. Moderation therefore informs how effectively the assessment design and delivery meets a consistent standard of academic achievement. The lecturer's performance in marking the assessment is the subject of this type of quality assurance activity.

10.2 The moderation of assessments is conducted through the following process:

- a) The teaching team for each unit meets to discuss, review, and provide feedback on the assessments and the marking rubrics at the start of each teaching, assessment and unit review period.
- b) All marking rubrics as shared to the students must be used as the key criterion for assessing performance and providing feedback.
- c) A moderation sample should contain at least 10% of the assessments across the range of scoring bands, i.e., High Distinction, Distinction, Credit, Pass and Failed.

- d) Moderation requires markers to assess a sample of submissions provided by the unit coordinator and identify the allocated score to each criterion in the marking criteria, as well as provide general comments.
- e) All markers should review the moderation of their assessments to ensure continuous learning individually and as a teaching team.
- f) The Unit Coordinator identifies any major discrepancy between grades/scores. If a discrepancy of greater than 10% of the weighting of the assessment is detected, a meeting of the lecturers is convened and the reasons for the discrepancy are discussed to reach a consensus. If a consensus cannot be reached, the matter is referred to the Course Convenor/Course Coordinator, who makes a final decision as to the grading rationale.

10.3 The moderation of assessments takes place at the following stages:

- a) At the start of each teaching period, all unit coordinators should select a sample of prior submissions for each assessment in the unit for all unit markers to assess and review their markings for teaching moderation and feedback to ensure consistency and alignment between the unit markers for that unit.
- b) Any new assessments should have a moderation led by the unit coordinator among the allocated marking team using a sample of test/example submissions before commencement of marking the whole cohort.
- c) Any changes to the marking team should be followed by a moderation exercise as per 4. a) to ensure consistency among the marking team before the new team member may begin marking the cohorts.
- d) Each assessment should contain moderation by the unit coordinator of a sample containing the highest, lowest, and average scoring submissions.
- e) All assessment submissions that scored 50% or below should be moderated by the unit coordinator or an allocated moderator from the academic faculty as advised by the course coordinator.
- f) Where units are taught in multiple campuses, the course coordinator will monitor consistency and implement moderation as necessary in response to any significant differences identified. All actions and outcomes will be reported to the CADC accordingly.

10.4 The outcomes and feedback derived from the moderation process will be utilised in the following ways:

- a) The Unit coordinator will report all moderation results at the CDAC meeting.
- b) Unit review reporting will contain outcomes and feedback from all moderation events since the previous unit review report.
- c) Significant outcomes or feedback at the start of the teaching period, for new assessments, or where a change to teaching/marking team has occurred will be promptly reported to the course coordinator to consider if any changes may be required such as amendments to the assessment description and/or instructions.

- d) Any moderations incurred as a result of students attaining a mark of 50% or less will be reported and overseen by the course coordinator to review for a consensus decision or final decision to the grading for the impacted students.

### 11. Post Moderation Actions

11.1 The CADC will review the moderation reporting to consider if the following objectives have been achieved:

- a) Assessment criteria and standards for marking current cohorts have been consistent across all markers in the same unit regardless of learning mode and campus location.
- b) Assessment and moderation procedures for current cohorts yielded evidenced feedback, identifying actions, areas for improvement and of good practice as applicable.
- c) Academic standards to be achieved by students were transparent, widely understood and observed.

11.2 The CADC may then recommend the following:

- a) Changes to an assessment description, instruction, grading rationale, as per course design and development procedures.
- b) Benchmarking of current cohort performance against similar programs of learning offered by other higher education providers.
- c) Review of requests or areas of concern raised by faculty and/or feedback surveys.

### 12. Validation

12.1 The final phase of Quality assurance is to validate if the assessment reliably targets the intended skills and learning outcomes. The likely or actual student performance is thus the subject of validating the assessment design and delivery.

12.2 Validation takes into account the following key components:

- a) Learning assessment tasks are consistent with stated learning outcomes
- b) Assessment design and marking criterion are set at the appropriate Australian Qualifications Framework level for the award.
- c) Determine if assessment outcomes are authentic, valid, reliable, at the correct level, and in line with the academic standards.
- d) The assessment description, instructions and marking criterion are transparent, fair, and provide clear expectation of the skills and knowledge being targeted in line with the stated learning outcomes and objectives.

12.3 The Unit Coordinator/Unit Chair will conduct the validation process as follows:

- a) Validation of assessments is generally undertaken as part of the development, or review process occurring outside of active teaching and assessment periods, i.e., before the first teaching period of a new assessment or between teaching periods of an assessment being reviewed.
- b) All reporting will be submitted to the Course coordinator as part of review processes.
- c) The report provided should include findings of merit and area's of improvement.
- d) The validation report should indicate whether the assessment strategy aligns with the IHM graduate attributes.
- e) Review a selection of graded assessments to consider student performance with the given assessment strategy and intended learning outcomes.
- f) A whole of course consideration should be given to the course structure, content and assessment strategy leading to the likely or observed student performance.
- g) The validation report will be submitted to the CDAC for consideration and recommendations as deemed necessary.

## SECTION 3

### Roles and Responsibilities

13. The CDAC is responsible for ensuring the implementation of the Assessment Policy and Procedure and for reviewing and reporting of assessment results to relevant committees.
14. The Board of Examiners is responsible for monitoring and reporting all assessment results.
15. Board of Examiners is responsible for awarding final grades and supplementary assessment and reports to the Academic Board.
16. Course Coordinators are responsible for designing assessments with course teams and moderating and assessing student work.
17. Teaching staff are responsible for:
  - a) explicitly communicating assessment and feedback to students in a timely, constructive manner;
  - b) ensure that the design, moderation and validation of assessment in units is implemented in accordance with Academic quality assurance practices and procedures.

## SECTION 4

### Associated Information

<p><b>Related Internal Documents</b></p>	<ul style="list-style-type: none"> <li>• Academic Honesty and Integrity Policy</li> <li>• Academic Honesty and Integrity Procedure</li> <li>• Assessment Design, Moderation and Validation Policy</li> <li>• Benchmarking Policy</li> <li>• Benchmarking Procedure</li> <li>• Course Design and Development Policy</li> <li>• Course Design and Development Procedure</li> <li>• Course Review and Evaluation Policy</li> <li>• Course Review and Evaluation Procedure</li> <li>• Credit and Recognition of Prior Learning Policy</li> <li>• Credit and Recognition of Prior Learning Procedure</li> <li>• IHM Benchmarking Document template</li> <li>• IHM Course Curriculum Template</li> <li>• IHM Course Proposal Template (IHM-CPT)</li> <li>• IHM Mapping Document Template</li> <li>• IHM Session Plan Template</li> <li>• Learning and Teaching Plan</li> <li>• Learning and Teaching Policy</li> <li>• Learning and Teaching Procedure</li> <li>• Student Assessment and Examination Policy</li> <li>• Student Assessment and Examination Procedure</li> <li>• Student Selection and Admission Policy</li> <li>• Student Selection and Admission Procedure</li> <li>• Unit Guide Template</li> </ul>
<p><b>Related Legislation, Standards, and Codes</b></p>	<ul style="list-style-type: none"> <li>• Australian Qualifications Framework (2013)</li> <li>• Higher Education Support Act (2003)</li> <li>• Higher Education Standards Framework (Threshold Standards) 2021</li> <li>• National Code of Practice for Providers of Education and Training to Overseas Students (2018)</li> <li>• Tertiary Education Quality and Standards Act (2011)</li> </ul>
<p><b>Date Approved</b></p>	<p>14.06.2024</p>
<p><b>Date of Effect</b></p>	<p>17.06.2024</p>
<p><b>Date of Next Review</b></p>	<p>30.06.2027</p>
<p><b>Approval Authority</b></p>	<p>Academic Board</p>
<p><b>Responsibility for implementation</b></p>	<p>Academic Department</p>
<p><b>Document Custodian</b></p>	<p>Chair, Course Development and Advisory Committee (CADC)</p>
<p><b>IHM Doc ID</b></p>	<p>IHM-MVP1 – 5.0</p>

### Change History

Version Control		
Change Summary	Date	Short description of the change, incl version number, changes, who considered, approved etc
Version 3	02/12/2020	<ul style="list-style-type: none"> <li>• Added rubric, standards, Summative assessment, to the definition</li> <li>• Reworded subjects to units</li> <li>• Replaced Director, QA with Academic Dean</li> <li>• version 3, approved by Academic Board on 02/12/2020</li> </ul>
Version 4	03/08/2022	<ul style="list-style-type: none"> <li>• Wells Advisory provided a review of all Course Design and related policies and procedures (May 2022)</li> <li>• Version 3 amended as follows:               <ul style="list-style-type: none"> <li>• Minor edits to definitions</li> <li>• Aligned to HESF 2021 standards</li> <li>• Approved by Academic Board on 03/08/2022</li> </ul> </li> </ul>
Version 4.1	22/11/2023	<ul style="list-style-type: none"> <li>• The definitions have been relocated to the IHM glossary and the template has been updated.</li> </ul>
Version 5.0	14/06/2024	<ul style="list-style-type: none"> <li>• Renamed “Moderation and Validation Policy” (version 4.1) as “Assessment Design, Moderation and Validation Policy” (version 5.0)</li> <li>• Revision in line with associated procedure clarifying order or moderation and validation</li> <li>• Inclusion of assessment design content as merged from assessment policy to be archived</li> <li>• Feedback from Academic Board incorporated</li> <li>• Approved by Academic Board on 14/06/2024</li> </ul>