

# Assessment Procedure



Institute of Health &  
Management Pty. Ltd.

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## SECTION 1

### Purpose

1. This Procedure sets out the process and framework for the design, implementation, and review of assessment at the Institute of Health & Management (IHM).

### Scope

2. This procedure applies to all Institute of Higher Education courses of study at IHM. It applies to all students, staff, and others associated with, or contracted by, IHM who are responsible for assessment in these courses of study.

### Definitions

3. The following definitions are relevant to this Procedure:
  - a) **Academic integrity** - Relates to honest and responsible scholarship through students creating and expressing their ideas, acknowledging all sources of information, completing all work, e.g. assessment tasks independently and/or, acknowledging any collaboration.
  - b) **Assessment** - is a process to determine a student's achievement of expected learning outcomes and may include a range of written and oral methods and practice or demonstration.<sup>5</sup>
  - c) **Assessment task** - Includes, but is not limited to essays, tests, examinations, laboratory, field, and clinical work, workplace learning tasks, portfolios, projects, presentations, and online activities.
  - d) **Assignment** - An assignment is a set or prescribed task that a student is expected to complete over an extended period and by a designated due date. Assignments allow and usually require students to do further reading and research while completing the task. An assignment must produce an assessable artifact or performance such as a paper, a work in an electronic medium such as a video or a presentation.
  - e) **AQF Qualification** - This qualification is the result of an accredited complete course of learning leading to formal certification that a graduate has achieved the learning outcomes described in the AQF
  - f) **Benchmarking** - Is a structured, collaborative process for comparing practices, processes, and outcomes of courses across the Higher Education sector. It assists IHM to identify comparative strengths and weaknesses that will support ongoing improvements in academic quality.<sup>6</sup>
  - g) **Core Generic skills** - The Australian Qualifications Framework, which spans all education and training sectors, captures Core Generic skills under four broad categories: Basic Fundamental skills, People skills, Thinking skills, and Personal skills.
  - h) **Criterion** - is a specific aspect of performance that is specified by the assessor and which the student must consider and address in their submitted response to an assessment task. Where a grade is assigned, it is assigned on the judgment of the standard the student has achieved on each of the criteria specified for the task. It provides a focus for learning and teaching and specifies for both student and assessor what is required from the assessment task.
  - i) **Criterion-referenced assessment** - involves the use of predetermined criteria and standards to support judgments about the quality of a student's performance rather than a reference to the achievement of other students and/or a scaled distribution of grades across a cohort it is often defined in contrast to norm-referenced assessment defined below.

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<sup>5</sup> Refer to the AQF Glossary of Terminology in the *Australian Qualifications Framework*, January 2013

<sup>6</sup> Definition adapted from TEQSA's *Guidance Note: External Referencing (including Benchmarking)*, Version 2.5, 16 April 2019 (Link: <https://www.teqsa.gov.au/latest-news/publications/guidance-note-external-referencing-including-benchmarking>, accessed 15 June 2022)

- j) **Examiner**-Any academic staff member involved directly in the marking evaluation of a student's performance in an examination or assignment is considered an examiner.
- k) **Examination**-An examination is a formalised process allowing students to demonstrate skills, knowledge, and procedures within a limited timeframe. The time limitations on an examination are such that there is no or very limited opportunity for students to access resources or do further reading while they complete it.
- l) **Formative assessment** - an assessment task is formative when it provides feedback to students on how their work can be improved. Formative assessment aims to help students to monitor and reflect on their learning progress and determine where improvements can be made.
- m) **Learning Outcomes** -The expression of the set of knowledge, skills and the application of the knowledge and skills a person has acquired and is able to demonstrate as a result of learning.<sup>7</sup>
- n) **Moderation** - Is a quality assurance and control process that aims to assure consistency and/or comparability, appropriateness, and fairness of assessment judgments, as well as the validity and reliability of assessment tasks, criteria and standards. Moderation of assessment processes establish comparability of standards of student performance across, for example different markers, locations, subject, providers and/or courses of study.<sup>8</sup> At IHM, moderation has three phases: pre-delivery moderation; moderation during delivery; and post-delivery moderation.
- o) **Rubric (or assessment rubric)** - a rubric is an evaluation tool or set of guidelines used to promote consistent marking of an assessment task. A rubric communicates the application of expectations about learning outcomes, the criteria that will be used to judge their achievement, and the standards of performance or quality expectations around a particular criterion for demonstrating achievement of the learning in an assessment task.
- p) **Standards** - are statements describing the level of the quality of performance in relation to stated criteria in an assessment task. When specific criteria are established in standards-based assessment specified levels and qualities of performance are developed as standards to demonstrate achievement of those criteria for each assessment task. Marks can be awarded by reference to the standards of performance specified across the various criteria of the assessment task. To achieve this, staff must identify and articulate clearly the different levels of performance that are connected to the grade and communicate those standards to students and other staff.
- q) **Summative assessment** - assessment is summative when it forms part of the final grade in a Unit. The student's work is assessed in terms of pre-determined standards so that it can be classified in terms of levels of achievement (grades).
- r) **Student** - A person who has enrolled in and been admitted to a course or unit of study at IHM. For this policy, this includes students who have completed their course, up until all marking has been completed and their final transcripts and awards have been conferred.
- s) **Units** - Units are the component parts of accredited courses (this includes HE, Non-Award Courses) that are designed as discrete entities but also complement other Units to form a coherent course of study that leads to the learning outcomes of an award course. Each Unit has a distinct set of learning outcomes the achievement of which are measured through appropriate assessment tasks.
- t) **Prevention of plagiarism and collusion** - Prevention of plagiarism is central to the design of assessment tasks as well as the processes by which they are administered and marked. Policies and procedures relating to this are outlined in the Academic Honesty and Integrity Policy.

<sup>7</sup> Refer to the AQF Glossary of Terminology in the *Australian Qualifications Framework*, January 2013

<sup>8</sup> Definition adapted from TEQSA's Glossary of terms (Link: <https://www.teqsa.gov.au/glossary-terms>, accessed 15 June 2022)

- u) **Workloads** - Assignments and examinations are a part of the student workload for each unit of study and must therefore be taken into consideration in the calculation of hours and credit points.

### Suite Documents

- 4. This Procedure is linked to the following:
  - a) Assessment Policy
  - b) See Associated Information listed in the 'Related Internal Documents' in Section 3 below.

## SECTION 2 Procedure

### 5. Assessment structures for units

When designing, planning, and approving assessment structures and items for units, IHM should be guided by:

- a) IHM's Assessment Principles ;
- b) Requirements of professional or regulatory bodies;
- c) Alignment with relevant and current discipline, professional and/or industry standards, and informed by results of interim monitoring and comprehensive review of the course to which the unit belongs, benchmarking and student feedback;
- d) Flexibility to accommodate variations for alternative learning modes and locations providing the equivalence requirements of the Academic Courses Regulations are met;
- e) Comparability of assessment structures and loads across units.
- f) IHM will provide students with a unit guide before or at the commencement of the teaching period.
- g) The unit guide must contain details of the assessment structures and all requirements for a student to complete the unit.
- h) Assessment structures should generally include both formative and summative assessment items. In regards to formative assessment, it should occur at an early stage in the teaching period so students are provided with timely feedback to assist in their achievement of the learning outcomes and/or to identify students who require additional support.
- i) Assessment structures for a unit of study include features such as number, type, due dates, and where applicable the weighting of assessment items.
- j) Assessment structures may include one or more in-semester assessment items and/or a final examination.
- k) Assessment structures may include hurdle assessment items that are mandatory assessment items that are required to be completed and/or passed to achieve a pass result in the unit.
- l) Hurdle assessment items or requirements must be identified in the assessment structure information in the Unit guide.
- m) Changes to assessment structures for a unit after the commencement of a unit must not disadvantage any student.

### 6. Assessment design

- a) Standards-based, criterion-referenced assessment:
  - a. Assessment marking and grading will be criterion-referenced and will use standard-based grading;
  - b. Criteria and standards of achievement are set in advance of teaching and assessment;
  - c. Student performance is evaluated according to those criteria and set standards;
  - d. Number and weighting of assessment tasks:

- b) The assessment schedule for any 8 credit point units must be limited to a maximum of three assessment tasks;
- c) Unless justified and approved by the relevant Committee, no individual assessment task should have a weighting of more than 50 percent of the total assessment in a unit.
- d) Hurdle tasks:
  - a. Hurdle tasks may be included within individual units as compulsory requirements that must be met to pass the unit;
  - b. Hurdle tasks need to be pedagogically justified.
- e) Requirements to achieve a pass:
  - a. Achievement of a pass in all individual assessment tasks in a unit (other than hurdle tasks) is not normally a prerequisite for passing in the unit overall;
  - b. Exceptions are when the task is related to an otherwise unassessed learning outcome and/or required discipline-specific competency standards;
  - c. In such cases, the requirement to pass specific individual items of assessment to pass the unit must be clearly stated in the Unit guide;
  - d. Each assessment task should have a marking guide or rubric to facilitate reliability of assessment and to enable students to clearly understand the criteria and levels of performance required for each task.

## 7. Unit assessment task requirements

- a) The following weighting patterns for summative assessment apply to all units:
  - a. The units worth eight credit points, the maximum weighting of any assessment task, including examinations, is 60% of the mark for the unit.
  - b. The maximum weighting for the collective component of a group assessment is 50% of the mark for the unit. This is to allow an appropriate percentage for individual assessment/contribution to the group assessment task.
  - c. Assessment of a significant body of work presented as a portfolio may be weighted up to 100% of the mark for the unit providing the students are required to submit elements of the portfolio progressively for which they receive detailed formative feedback to promote learning, and they have the opportunity to incorporate this feedback into work that is included in the portfolio.

## 8. Hurdle requirements

- a) Any hurdle requirements are linked with the course learning outcomes and standards.
- b) Students who fail a hurdle requirement are ineligible for a pass conceded grade for that unit and will receive a result of no more than 44% for that unit.

## 9. Notifications to Students

- a) Assessment tasks, including marking criteria, must be communicated to students in the Unit guide at the commencement of the study period in which the unit is being undertaken.
- b) Changes to the assessment tasks after a unit guide has been published are only permitted with the approval of Course Development and Advisory Committee.
- c) Students will be notified via Learning Management System (LMS) and/or student email by the student support team

## 10. Assessment Load

- a) Assessment and workload requirements vary according to the weighting of a unit.

- b) The average student workload is 5 hours per week for twelve-week schedule. Typically eight credit point units include:
  - a. Two assessment tasks equivalent to 3000 words total.
  - b. Corresponds to an average of 60 hours of face to face and/or online learning contact over the study period(twelve-week) and 90 hours self-directed study per unit.

### 11. Quality assurance of assessment

- a) Quality assurance of assessment should occur at both the course and the unit level.
- b) Quality assurance of assessment must be maintained at every stage of the assessment cycle.
- c) Assessment tasks will be subject to routine pre-assessment review to ensure that they
  - a. reflect appropriate assessment design, including their fit with unit learning outcomes
  - b. focus on higher-order learning
  - c. use appropriate assessment criteria, and
  - d. align with the unit's learning outcomes.
- d) Units offered across campuses must be developed to ensure that they have equivalent assessment tasks with the same learning outcomes and graduate attributes at the same standards.
- e) Approved variation is possible, but equivalence should be demonstratable, and no students should be advantaged or disadvantaged relative to students undertaking the unit at another campus or location or in another study mode.
- f) Moderation will be undertaken in all units to ensure the assessment criteria and standards used when markings are consistent across all markers in the same unit regardless of learning mode and campus location.
- g) Lecturers are responsible for establishing a quality assurance regime for the assessment in courses and units.
- h) This will include both internal and external moderation and benchmarking of assessment.
- i) Evidence of moderation must be provided with the recommended grades and marks provided to Academic Board.
- j) Students should be informed that it is routine practice for samples of students' work to be used for moderation.

### 12. Submission

- a) Students must be advised of submission requirements for assessment tasks via the Learners Guide.
- b) Students may not resubmit an assessment task in an attempt to improve the result in that assessment task beyond the due date.
- c) Penalties will be applied for late submission of assessment tasks.
- d) Assessment feedback to students is due within 14 days after the assessment submission due date.

### 13. Personal circumstances affecting assessment

- a) Special provisions may be made in cases of disability, long and short-term illness, chronic and temporary illness, or other major disruptions to study which affect a student's ability to submit an assessment task.
- b) Special provisions may include an extension of submission date, supplementary assessment, special examination arrangements, deferred examinations, or other special adjustments.
- c) Applications for special provisions must be made using the prescribed form and include any required supporting evidence in accordance with the Assessment Procedures.



### 14. Appeals

Any appeal against an assessment decision will be dealt with in accordance with the Complaints and Appeals Policy and Procedure.

### 15. Grade Descriptors

Final Result Grade	Notation	Mark Range (%)	Descriptors
High Distinction	HD	>80%	The student provided an exceptionally high quality of performance and through this demonstrated an exceptionally high standard of learning achievement in relation to the unit learning outcomes.
Distinction	D	70%-79%	The student provided a high quality of performance and this demonstrated a high standard of learning achievement in relation to the unit learning outcomes.
Credit	C	60%-69%	The student provided a sound quality of performance and through this demonstrated a sound standard of learning achievement in relation to the unit learning outcomes.
Pass	P	50%-59%	The student provided an acceptable quality of performance and through this demonstrated an acceptable standard of learning achievement in relation to the unit learning outcomes.
High non-Pass mark	N1	45%-49%	The student did not achieve the standard of learning required from the unit learning outcomes.
Low non-Pass mark	N2	0-44%	The student did not provide a quality of performance that demonstrated an acceptable standard of learning achievement in relation to the unit learning outcomes.
Incomplete	IN		'Complete' will be awarded when a student does not complete all the mandatory Assessment Items.

### 16. Review of Grade

- This procedure applies to all units offered by IHM in both award and non-award enrolments.
- The review will be of the final grade issued at the end of a study period.
- A student may apply for a review of grade provided the student has completed all the essential assessment requirements set down in the Learner Guide issued at the commencement of instruction of the unit.
- A grade cannot be reviewed where the grade awarded is the outcome of a determination under the Student Misconduct Rule.
- There will be a prescribed charge for a review of a passing grade.
- The formal review of grade(s) will be undertaken by the Board of Examiners.

### 17. Grounds for a review of grade application

- A student may apply for a review of a final grade where:
  - the Lecturer did not provide a Learner Guide as required;
  - the assessment requirements as specified in the Learner Guide were varied unreasonably;
  - assessment requirements specified in the unit guide were unreasonably or prejudicially applied to the candidate;
  - a student is of the view that a clerical error has occurred in the computation of the grade;
  - due regard has not been paid to the evidence of illness or misadventure (that was previously provided to IHM, as part of an application for Special Consideration).

### 18. Applying for a review of grade

- a) Students seeking review of individual items of assessment should, in the first instance, approach the academic staff member responsible for the marking of that assessment item.
- b) Where, after detailed and reasonable discussion with the relevant academic staff, the student believes an error persists or the result is not a fair reflection of the student's work, the student may apply for a review at the end of the session following notification of the final grade.
- c) An application for review of grade must be lodged, in the appropriate published format, together with the prescribed charge (if appealing against a passing grade), within ten working days of the official notification of results .
- d) The grounds for the application for review of grade(s) must be clearly described in supporting documentation to the application.
- e) It is not sufficient merely to state that there has been an error or an injustice.
- f) A separate application must be lodged for each unit.
- g) A separate fee must be paid for each unit.
- h) The charge will be refunded to any student whose application is successful.

### 19. Consideration of review of grade applications

- a) An application for a Review of Grade will be rejected when one or more of the following apply:
  - a. the student's grade for that unit has been the subject of a determination under the Student Misconduct Rule;
  - b. grounds exist to review the grade, but such a review, if conducted, would not result in any alteration of the grade; or
  - c. the student has not completed all essential requirements of the unit (except in some cases of special consideration).
- b) The Lecturer will provide a written response to the grounds for the review of the grade outlined by the student.
- c) The Board of Examiners will consider the student's application and the response from the lecturer and determine whether the grade should be changed.

### 20. Outcomes of review applications

- a) Where a student's review of grade results in a change of grade, the prescribed charge (if applicable) will be refunded.
- b) Where an application for a review of grade is rejected or does not result in a change of grade, the student will be advised, via their student email account normally within one week after the decision, of the reason for the outcome and will not be entitled to a refund of any prescribed charge paid.

### 21. Responsibilities

- a) The Course Advisory and Development Committee is responsible for ensuring the implementation of the Assessment Policy and Procedure and for reviewing and reporting of assessment results to relevant committees.
- b) The Board of Examiners is responsible for monitoring and reporting all assessment results.
- c) The Learning and Teaching Committee is responsible for the moderation process.
- d) Board of Examiners is responsible for awarding final grades and supplementary assessment and reports to the Academic Board.
- e) Course Coordinators are responsible for designing assessments with course teams and moderating and assessing student work.
- f) Teaching staff are responsible for:
  - a. explicitly communicating assessment and feedback to students in a timely, constructive



- manner;
- b. ensure that the design, pre-moderation and post-moderation of assessment in units is implemented in accordance with Academic quality assurance practices and procedures.

### 22. Quality Assurance of Assessment

Assessments should be quality assured to ensure:

- a) Ensure a whole-of-course approach to assessment, including alignment of criteria and standards to the unit and course learning outcomes.
- b) Ensure there are an appropriate and varied range of assessment types, mapped across the course, that is developmental, especially in relation to academic literacy the IHM graduate attributes, and their English language capabilities.
- c) Ensure that all assessment are moderated at the design stage, during its implementation and post-implementation.
- d) Ensure that assessment is equivalent across campuses/locations and appropriate to the development level of the unit.

### 23. Maintain Academic Integrity in Assessments

- a) Ensure that the design and structure of the assessment will not lead to any academic misconduct among students by avoiding assessments with:
  - a. A short turn-around time .
  - b. High Weighting assessment.
- b) IHM also ensure the that the assessments are designed in, for example, the following ways:
  - a. Continuous assessment - provides regular feedback opportunities.
  - b. Online Quizzes - helps in incremental learning and offers regular feedback.
  - c. Group Work – helps students to work collaboratively and understand individual team roles.

### 24. Peer Review of Assessment through External Referencing

- a) IHM uses the [Peer Review Portal](#), an online system where pertinent information is uploaded for review.
- b) The completed Peer Review Report feeds into subsequent course reviews and ensures that IHM has adequate reporting to satisfy external accreditation and TEQSA requirements.
- c) The course team provides a rationale for the selection of units for peer review.

## SECTION 3

### Associated Information

<b>Related Internal Documents</b>	<ul style="list-style-type: none"> <li>• Academic Honesty and Integrity Policy</li> <li>• Academic Honesty and Integrity Procedure</li> <li>• Assessment 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> </ul>
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	<ul style="list-style-type: none"> <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>• Moderation and Validation Policy</li> <li>• Moderation and Validation 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>
<b>Related Legislation, Standards, and Codes</b>	<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>
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## Change history

Version Control		Version 3
Change Summary	Date	Short description of the change, incl version number, changes, who considered, approved, etc
	02/12/2020 Version 2	<ul style="list-style-type: none"> <li>Added Graduate Attribute and Core Generic skills to the definition and reworded subjects to units, version 2, approved by Academic Board on 02/12/2020</li> </ul>
	26/07/2022 Version 3	<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> </ul> </li> <li>Approved by Academic Board on 03/08/2022</li> </ul>