

# Student Assessment and Examination Policy



Institute of Health &  
Management Pty. Ltd.

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## SECTION 1

### Purpose

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

### Scope

2. This Policy applies to all Higher Education courses of study at IHM.
3. 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

4. The following definitions are relevant to this Policy:
  - 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) **Academic Progress** - The process by which students are able to advance in their course of study, having fulfilled all the academic requirements which are stipulated in IHM's grading schema. It is the responsibility of a student to maintain satisfactory academic progress in their course, that is, successfully completing at least 50% of their attempted units in that trimester or teaching period or in the case of part-time students at least one unit.
  - c) **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>1</sup>
  - d) **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.
  - e) **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.
  - f) **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.
  - g) **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>2</sup>

<sup>1</sup> Refer to the AQF Glossary of Terminology in the *Australian Qualifications Framework*, January 2013

<sup>2</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)

- h) **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.
- i) **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.
- j) **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.
- k) **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.
- l) **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.
- m) **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.
- n) **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>3</sup>
- o) **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>4</sup> At IHM, moderation has three phases: pre-delivery moderation; moderation during delivery; and post-delivery moderation.
- p) **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.

<sup>3</sup> Refer to the AQF Glossary of Terminology in the *Australian Qualifications Framework*, January 2013

<sup>4</sup> Definition adapted from TEQSA's Glossary of terms (Link: <https://www.teqsa.gov.au/glossary-terms>, accessed 15 June 2022)

- q) **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.
- r) **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).
- s) **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.
- t) **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.
- u) **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.
- v) **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

- 5. This procedure is linked to the following documents:
  - a) Student Assessment and Examination Procedure
  - b) Assessment Policy
  - c) Assessment Procedure
  - d) See also the Associated Information listed in the "Related Internal Documents" in Section 3 below.

## SECTION 2

### Policy

- 6. **Assessment Principles**
  - a) IHM's approach to assessment practice is guided by the following principles designed to enhance the learning experience and achievement of learning outcomes:
    - a. Assessment aligns with intended learning outcomes
    - b. The assessment addresses Graduate Attributes
    - c. Assessment practices have a substantial impact on student learning
    - d. The assessment provides high quality and timely feedback to students

- e. Courses and units include a variety of assessment types
- f. Assessment is inclusive and equitable
- g. Assessment is valid and reliable
- h. The assessment information is readily available and should be communicated to all students.
- i. The amount of assessed work is manageable
- j. Assessment is designed to promote and educate students about academic integrity and minimise academic misconduct
- k. The assessment quality process is transparent to students and teaching staff.

## 7. Examination Principles

- a) IHM's approach to examinations is guided by the following principles designed to enhance the
- b) The examination will test a representative sample of the knowledge, understanding and skills gained from a unit.
- c) The examination will be constructed in such a way that it provides a representative sampling of a range of unit learning outcomes.
- d) The level of difficulty of a paper should be maintained consistently from year to year.
- e) The examinations should include a range and balance of question types, including multiple-choice questions, short-answer free response questions, open-ended questions and extended responses including essays.
- f) The number and length of student responses required, the amount of reading time provided, and the complexity of the questions should be consistent to the time allocated for the examination.
- g) Examination layout should be concise and clear for the students to follow the instructions.
- h) Questions will be set simultaneously with marking guidelines and will allow for marks to be awarded commensurate with performance.
- i) The marks allocated for each question or part question will be clearly indicated.
- j) The question structure and language follow the principles stated below.
  - a. Questions must be free of culture or gender bias, stereotyping or tokenism.
  - b. The language used in questions will be accessible to candidates using simplest and clearest language in the wording of questions.
  - c. Questions will require minimal reading time except where reading and comprehension are being specifically examined.
  - d. Where definitions such as 'describe', 'analyse', 'synthesise' and 'evaluate' are used they will be used consistently and appropriately.
  - e. The requirements of the question will be clear to all adequately prepared students while encouraging flexibility in their responses.

## SECTION 3

### Associated information

<b>Related Internal Documents</b>	<ul style="list-style-type: none"> <li>• Student Assessment and Examination Procedure</li> <li>• IHM Course Curriculum</li> <li>• Learner Guides; Unit Guide Template</li> <li>• Moderation and Validation Policy</li> <li>• Moderation and Validation Procedure</li> </ul>
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## Student Assessment and Examination Policy

<b>Related Legislation, Standards, and Codes</b>	<ul style="list-style-type: none"> <li>Australian Qualifications Framework (2013). <a href="https://www.aqf.edu.au/aqf-second-edition-january-2013">https://www.aqf.edu.au/aqf-second-edition-january-2013</a></li> <li>Higher Education Support Act (2003). <a href="https://www.dese.gov.au/higher-education-loan-program/higher-education-support-act-2003-and-guidelines">https://www.dese.gov.au/higher-education-loan-program/higher-education-support-act-2003-and-guidelines</a></li> <li>HESF (2021). Higher Education Standard Framework. <a href="https://www.teqsa.gov.au/higher-education-standards-framework-2021">https://www.teqsa.gov.au/higher-education-standards-framework-2021</a></li> <li>National Code of Practice for Providers of Education and Training to Overseas Students (2018). <a href="https://www.legislation.gov.au/Details/F2017L01182">https://www.legislation.gov.au/Details/F2017L01182</a></li> </ul>
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<b>PinPoint DocID</b>	IHM-SAP1

### Change History

<b>Version Control</b>		Version 3.2
<b>Change Summary</b>	<b>Date</b>	Short description of the change, incl version number, changes, who considered, approved etc
	02/12/2020 Version 2	Added assessment, assessment tasks, Graduate Attribute and Core Generic skills to the definition and reworded subjects to units and teaching period to study periods, version 2, approved by Academic Board on 02/12/2020
	17/01/2022 Version 3	<ul style="list-style-type: none"> <li>Policy re-named as Student Assessment and Examination Policy</li> <li>Added Examination rules, Assessment moderation procedure steps</li> <li>Minor editorial changes have been made</li> <li>Version 3 approved by Academic Board on 2<sup>nd</sup> February 2022</li> </ul>
	26/07/2022 Version 3.1	<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 3.1 amended as follows: <ul style="list-style-type: none"> <li>Minor edits to definitions</li> <li>Aligned to HESF 2021 standards</li> <li>Course review section deleted (separate policy and procedure exists)</li> </ul> </li> <li>Approved by Academic Board on 03/08/2022</li> </ul>
	09/11/2022 Version 3.2	<ul style="list-style-type: none"> <li>Updated definition of academic progress (minor amendment)</li> </ul>