Student Assessment and Moderation Policy and Procedure

Policy Code: ACA011
Version 1.2    Effective Date: 23/11/2013

Purpose

To set out the principles and procedures of assessment and moderation that are recognised as integral components of design, implementation and evaluation of assessment for a course of study at IHM.

Scope

This document applies to all students, academics and general staff involved in the process of assessing and moderating academic work at IHM. The terms are used broadly to include units that are structured around special projects and ePortfolios.

Responsibility

The Director of Studies and Course Coordinators, under the oversight of the Academic Board, are responsible for ensuring that assessment and moderation are conducted in accordance with this policy. All IHM staff members involved in designing, implementing and evaluating assessment are responsible for implementing this policy.

Definitions

Formative assessment:

This is assessment that is used for the purposes of evaluating progress and which may help in the planning of subsequent teaching. Formative assessment is used both formally and informally during a unit of study. Formal formative assessment may include tasks, assignments or examinations administered to students for which feedback and marks are provided. Informal summative assessment may take place through such means as students’ participation in discussions or online forums.


Summative assessment:

This is assessment that is used to provide an evaluation of academic attainment. Summative assessment tends to be conducted toward the end of a unit of study in order to determine the extent to which a student is able to demonstrate their ability to perform academic tasks based in and on the content of that unit.

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.

Assignment:

An assignment is a set or prescribed task that a student is expected to complete over an extended period of time 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 artefact or performance such as a paper, a work in an electronic medium such as a video or a presentation.

Student:

A person who has enrolled in and been admitted to a course or unit of study at IHM. For the purposes of this policy, this includes students who have completed their course, up until such time as all marking has been completed and their final transcripts and awards have been conferred.

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.

Moderation:

Moderation relates to a quality assurance process by which an appropriately experienced individual or group confirms that assessment is continuously conducted with accuracy,
consistency and fairness. Moderation includes the entire assessment event and contributes to the continuous improvement of assessment practices.

**Academic integrity:**

Academic integrity relates to honest and responsible scholarship through students creating and expressing their own ideas, acknowledging all sources of information, completing all assignments independently or acknowledging collaboration.

**Feedback in the context of assessment:**

Feedback in the context of assessment relates to information returned to students on their progress in a unit of study or learning outcomes. The information can be quantified in the form of marks or grades for assessment tasks and/or in qualitative form such as comments, model answers, reading suggestions etc.. All assessments should incorporate both formative and summative assessment feedback for students to use in the pursuit of life-long learning (assessment FOR learning) in addition to assessment of learning to date (assessment OF learning).

**Learning outcomes:**

Learning outcomes refers to the expression of the set of knowledge, skills and the application of the knowledge and skills a student has acquired and is able to demonstrate as a result of learning.

**Unit of study:**

A Unit of Study relates to a single component of a course/qualification, or a stand-alone unit, that has been approved/accredited. A unit may also be called a subject or module.

**Principles**

This policy is designed to set out clearly the purposes of academic assessment and moderation at IHM and the principles on which academic assessment and moderation are founded. These principles are as follows:

**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.

**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.

**Relevance of assessment to course content:**

Assessment will focus on knowledge that is taught in the relevant. 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.

**Formative assessment:**

Formative assessment will be set early in each unit of study to assist Lecturers in identifying students’ support requirements.

**Integrity of assessments:**

IHM will take all reasonable and necessary steps to ensure that students complete their assessments themselves, unaided and with integrity. All students will sign or electronically acknowledge a declaration that work they are submitting for assessment is their own and is free from collusion, plagiarism and other forms of misconduct.

**Equity and ease of access:**

Assessment must avoid placing requirements upon students that they cannot meet due to their special needs, unless those requirements are an intrinsic part of the course content or the intended employment outcomes of its graduates. In some special cases, alternative assessment will be provided to students who have special needs such as a disability, injury of illness.

**Special consideration:**

In cases where students are placed at a disadvantage due to events that take place during the course of their studies, such as unforeseen illness or the death of a close family member or friend the Academic Board will make a decision as to whether a student shall receive special consideration.
**Student Assessment and Moderation Policy and Procedure**

Policy Code: ACA011

Version 1.2  Effective Date: 23/11/2013

**Language, expression and formatting in written assignments:**

Where language, grammar, expression and formatting are to be evaluated and reflected in the final mark for a written assignment, they must be specified in the marking criteria for that assignment which are included in course guides and assignment handouts. If no mention of these aspects of an assignment is made in the assessment criteria, they will not be taken into consideration in the marking of the assignment, except through their effects on other marking criteria.

To be accepted for marking, an assignment will be clearly legible and its format must not impinge upon the ability of the examiner to follow the logic and of the concepts it attempts to express.

**Feedback:**

IHM uses feedback to actively improve the teaching and learning processes of the organisation and ensures that it is informative, constructive, timely and offered throughout the learning process. Feedback must be fair, justifiable and reasonable to assist students to understand the learning objective achieved and how they will be able to improve the quality of their work.

Feedback will assist students to develop their ability to evaluate the quality of their own work in order to continue to prepare them to function as professionals and to foster a commitment to life-long learning.

Additionally, assessment can be utilised as a form of feedback on teaching that can be used to facilitate improvements in teaching and learning.

**Student progress:**

Formative assessment, both formal and informal, will be used to ensure that the IHM Student Progression Policy and Procedure is followed.

**Moderation:**

Moderation is fundamental to the quality assurance processes included in all courses of IHM and will include monitoring and adjustment of the quality of assessment and will ensure consistent and appropriate assessment.
Student Assessment and Moderation Policy and Procedure

Policy Code: ACA011

Version 1.2  Effective Date: 23/11/2013

The academic standards that should be achieved by students and the standards that are actually achieved by students undertaking IHM courses will be benchmarked against similar accredited programs of learning offered by other higher education providers.

Moderation will assist academic staff to work towards judgements that are valid, reliable and consistent, fair and equitable and to actively advance teaching and learning.

Procedures

Applications for an extension:

When a student submits a request for an extension, the following procedure applies:

1. Student submits a request to the unit coordinator, who may grant an extension of up to two weeks at their discretion;
2. Student is sent a written (email) notification of the unit coordinator’s decision.

Application for special consideration

When a student submits a request for special consideration, the following procedure applies:

1. The request and any supporting evidence is sent directly to the Course Coordinator;
2. Upon receipt of all finalised marks, the course coordinator reviews the special consideration application and makes a decision as to whether special consideration is to be granted;
3. If the application for special consideration is granted, the course coordinator may either increase marks by up to three per cent or restore marks that were deducted due to late submission, to enable a higher band to be achieved.

Complaints about assessment:

If a student does not believe that an assignment or examination meets the requirements of this policy or any relevant legislation, their first course of action should be to raise the matter with
their Unit Coordinator, who will attempt to resolve the matter through consultation with the Course Coordinator.

Students have the right to access student support and advocacy services during this process. The Student Support Advisor will act as the student’s advocate throughout the process.

Should the student disagree with the decision, they may submit an application for remarking form. A fee will apply for remarking and the remarking will be conducted in accordance with the normal procedures for marking and moderation, but the process will not involve the same staff members who marked it initially.

If a student does not accept the decision once this procedure has been followed, the student may make a further appeal to the Academic Board, which will make a final decision.

**Approval of assessment tasks:**

All assessment tasks must be specified in the unit guide pertaining to the unit in which they are to be included. These unit guides must be approved by the Course Advisory Committee before they may be implemented.

**Marking of Examinations and Assignments:**

Marking of each exam or assignment should be completed in accordance with the following procedure:

1. An assignment is submitted by a student and received by the Student Administration and Registration Services Manager;
2. The Student Administration and Registration Services Manager submits de-identified (where possible) copies, each bearing a reference number, of the assignment to the unit Lecturer and one other academic staff member for marking;
3. Plagiarism checks are conducted in accordance with the procedure outlined in the Academic Honesty and Integrity Policy;
4. Prior to the commencement of marking, examiners meet to discuss and ensure the validity and reliability of the marking instruments utilised;
5. They then mark the assignments using the agreed marking instrument. They do not consult with one another during the marking process;
6. All marks are returned to the course coordinator who reviews the grading to determine whether there are significant variations. If there is no significant variations between the marks, the student receives the average of the marks;
7. If a significant variation exists between the marks provided by the markers, the assignments are marked by a third examiner who makes a determination, taking into account the marks provided by the other two examiners;

Assessment of clinical competence

Competence demonstrated during clinical placements in courses leading to registration as a nurse will be assessed using the assessment tool developed in Crooks et al. (2010).

Moderation

After each teaching period:

1. A random sample of assignments are sent to academics not teaching the unit to which the assessment applies, who shall be the moderators;
2. The moderators mark the assessment tasks based on the applicable marking rubric;
3. The marks from the moderators are compared to the marks allocated;
4. Examiners are given feedback and advice by moderators as part of the continuous improvement process.

Completing Examinations:

Students must complete examinations independently and without assistance. Some minor exceptions may be made to this, with approval from the Teaching and Learning Committee, for students with special needs.

Students completing courses that involve online examinations must not divulge their login details for the eLearning platform to any third party or fellow student.

Before completing an online exam, students must indicate that they agree to the terms of the exam.

Completing Assignments:

In order to fulfil the requirements of assignments, all work submitted by students must be completed by the student themselves and must be their own work based on their own thoughts and words.
Student Assessment and Moderation Policy and Procedure

Policy Code: ACA011
Version 1.2 Effective Date: 23/11/2013

Students may seek assistance in completing assignments from academics, tutors, peer mentors or others, so long as that assistance is appropriate and does not involve those providing the assistance completing the work for the student. Students may ask a third party to check their spelling and grammar and may seek advice and engage in discussion with others as a part of the process of researching and preparing the work for their assignments as long as they are genuinely demonstrating their own abilities through the work submitted for assessment.

For assessment submitted online, new technologies such as keystroke biometrics will be investigated and utilised to ensure that the identity of the student is authenticated.

Supplementary Information

Related policies/procedures:
- Teaching and Learning Policy
- Academic Honesty and Integrity Policy
- Student Misconduct Policy
- Disability Policy and Action Plan
- Student Progression Policy

Benchmarking: Not applicable
Supporting research and analysis: Not applicable
Related documents: Not applicable
Related legislation:
- Copyright Act (1968) and subsequent amendments
- Discrimination Act (1991)
Guidelines: Not applicable

<table>
<thead>
<tr>
<th>Name of Document</th>
<th>Student Support Services Policy</th>
</tr>
</thead>
<tbody>
<tr>
<td>Approval Committee</td>
<td>Board of Governors</td>
</tr>
<tr>
<td>Endorsement Committee</td>
<td>Academic Board</td>
</tr>
</tbody>
</table>
Student Assessment and Moderation Policy and Procedure

Policy Code: ACA011

Version 1.2 Effective Date: 23/11/2013

<table>
<thead>
<tr>
<th>Policy Status</th>
<th>New</th>
</tr>
</thead>
<tbody>
<tr>
<td>Date of Approval</td>
<td>22/02/2013</td>
</tr>
<tr>
<td>Responsibilities for Implementation</td>
<td>Senior Academic Team</td>
</tr>
<tr>
<td>Key Stakeholders</td>
<td>CEO</td>
</tr>
<tr>
<td></td>
<td>Director of Studies</td>
</tr>
<tr>
<td></td>
<td>Chair of the Academic Board</td>
</tr>
<tr>
<td>Date for Next Review</td>
<td>22/02/2016</td>
</tr>
<tr>
<td>Policies Superseded by this Policy</td>
<td>None</td>
</tr>
</tbody>
</table>

Table of Amendments

<table>
<thead>
<tr>
<th>Version Number</th>
<th>Version Date</th>
<th>Authorised Officer</th>
<th>Amendment Details (short description)</th>
</tr>
</thead>
<tbody>
<tr>
<td>1.0</td>
<td>28/11/2012</td>
<td></td>
<td>Creation of Policy</td>
</tr>
<tr>
<td>1.1</td>
<td>22/02/2013</td>
<td></td>
<td>Approval by the Board of Governors</td>
</tr>
</tbody>
</table>

Acknowledgements

RMIT University
Edith Cowan University
Victoria University
Sydney College of Business and Information Technology
Australian Institute of Technology
Gold Coast Learning Centre