



# **QUANTUM INSTITUTE OF HIGHER EDUCATION**

**Assessment Policy and Procedure**

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# Assessment Policy and Procedure

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## Purpose

The Assessment Policy and Procedure ('the Policy') outlines the systematic approach of Quantum Institute of Higher Education ('QIHE' or 'the Institute') towards designing and implementing assessment as a method to evaluate students' learning and development effectively.

## Scope

This Policy applies to all members and staff of QIHE who are involved in the design, preparation and implementation of assessments as well as students undertaking the assessment(s).

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## I. Policy Principles

Regarding assessments, QIHE upholds the following principles:

- i. **Integrity and Transparency.** The procedures and process relating to assessments are implemented with transparency to uphold its integrity.
- ii. **Effectivity and Validity of Design.** The design of assessment is made to ensure effectivity and accuracy of measure towards the intended learning outcomes.
- iii. **Fairness and Accessibility.** Assessment provides all students with an equitable opportunity to demonstrate their understanding and learning.
- iv. **Consistency and Reliability.** Assessments are consistent and reliable in evaluating students learning and progression.
- v. **Continuous Improvement.** QIHE continuously improve the assessments of its programs to ensure that it remains relevant, effective and aligned with educational standards.

## 2. Assessment Design

### 2.1 Principles of Assessment Design

- i. In designing and developing assessment for QIHE's courses, the process includes:
  - a. Identifying specific learning outcomes for each course;
  - b. Developing assessment tasks through research and benchmarking to ensure that they can effectively measure the identified learning outcomes;
  - c. Establishing clear criteria that articulates the standards of performance expected for each assessment task;
  - d. Mapping the assessment tasks across the Program to ensure that they are effectively showcasing progressive learning.

- ii. Developers must take into consideration the following:
  - a. Assessments must be learner-centred, aligning with the goals and contexts of the learning outcomes and in line with the appropriate Australian Qualification Framework (AQF) for the specified level;
  - b. Assessments where appropriate should be authentic and practical for the students to undertake and staff to assess, in line with the industry's best practice and applicable standards;
  - c. Assessment should be designed systematically to measure progress within each course of study and across the overall Program;
  - d. Assessment must foster students' critical thinking and intrapersonal skills that are critical for professional development;
  - e. Assessments must be valid, reliable and fair, consistent with relevant accreditation standards and the Higher Education Standards Framework;
  - f. Grades are awarded in reflection of the level of student attainment;
  - g. A clear marking rubrics with descriptors calibrated to AQF cognitive levels are prepared alongside all assessment tasks.
  - h. Standardised rubrics and grade boundaries are developed and internally reviewed to ensure clarity, consistency, and comparability of assessment outcomes. Where feasible, external input from discipline experts is sought to validate assessment standards.
- iii. As QIHE is dedicated to providing equitable and accessible assessment to all students, the design process of assessment tasks is made in consideration of the diverse needs of students and QIHE will engage in necessary reasonable adjustments should it be required.
- iv. A full curriculum mapping process will always be developed for each Programs, linking:
  - a. Program Learning Outcomes;
  - b. Course Learning Outcomes;
  - c. Assessment Tasks.
- v. Each Learning Outcomes are to be addressed in at least one summative assessment. Tracking of learning outcomes attainment will be maintained through a simple program mapping record linked to LMS grade reports and will be reviewed annually during scheduled reviews to confirm all program outcomes are addressed and demonstrated
- vi. Assessments for each Course will be indicated in their respective Course Outline with details regarding their description, weighting and weeks assessed. Further details are listed in the Learning Management System (LMS);

vii. Assessments will be conducted and evaluated by appropriately qualified QIHE academic staff, and they will act as assessors in this matter. External assessors will not be required as part of QIHE's assessment process;

viii. Assessors must:

- a. uphold professional conduct by maintaining confidentiality, avoiding conflicts of interest, and engaging respectfully with students and colleagues;
- b. communicate effectively with students, including responding to queries and providing feedback on strengths and areas for improvement;
- c. refer to the marking rubrics and other assessment criteria as noted in this Policy and the assessment details;
- d. provide constructive and timely feedback of the assessment that they assess;
- e. maintain accurate records;
- f. participate, wherever necessary, in moderation and validation processes to ensure consistency and fairness;
- g. participate in any induction or professional development programs that are meant for assessors to support their effectiveness;
- h. remain transparent, equitable and contribute to the integrity of the learning and teaching process.

## 2.2 Types of Assessment

- i. During the development of assessment tasks, QIHE mainly categorises assessments into two types:
  - a. **Formative Assessments** are ongoing assessments designed to provide feedback to students and guide them in their learning process. These include but not limited to: quizzes, in-class test, reflective journals.
  - b. **Summative Assessments** are comprehensive evaluations conducted to measure the extent of student's learning towards the intended learning outcomes. These include but not limited to: examinations, projects, reports, presentations.
- ii. QIHE recognises that early student engagement and timely feedback are critical to supporting learning and enabling early intervention where needed. While formal assessment tasks before census date (typically week 4) are generally not feasible due to enrolment timelines, teaching staff are encouraged to adopt informal approaches to support early engagement. These may include, but are not limited to:
  - a. Short, ungraded or mock assessment activities;
  - b. Structured in-class discussions or exercises;

Peer review and self-reflection activities within tutorials or workshops. These early learning activities are intended to help students understand their progress in relation to unit expectations and content, support confidence building, and inform decisions about study strategies.

- iii. Feedback on assessments is expected to be provided as promptly as possible within the timelines specified in this Policy, thereby facilitating timely formative insights, enabling adaptive learning strategies, and informing ongoing teaching practice. This approach aligns with the Higher Education Standards Framework (HESF) in encouraging good academic practice through early formative engagement and timely feedback, supporting both student learning and continuous improvement of teaching. Assessment tasks could be assigned either as an individual assessment or as group assessment. For group assessment, the guidelines are detailed in the following section.

## **2.3 Group Assessment**

- i. Group assessments are designed to develop students' teamwork, communication and collaborative skills.
- ii. Groups may be formed by the lecturer or self-selected by the students, depending on the assessment and/or course requirements for the particular group assessment.
- iii. Students are responsible for defining the clear roles and responsibilities of each member within the group to ensure equitable contribution from all members. Depending on the assessment and requirements of the course, the information of roles and responsibilities held by each member might be required to be indicated as part of their report.
- iv. Group assessments will be evaluated based on the group's collective output as well as individual contributions. The details of the grading criteria will be indicated on the grading rubric of each assessment.
- v. Individual contributions will be evaluated from various means such as:
  - a. Peer evaluations (using tools such as Spark or equivalent);
  - b. Individual reflective reports;
  - c. Contribution logs;
  - d. Performance during oral presentations.
- vi. Assessment briefs for group tasks will specify how these individual measures contribute to verifying that each student has attained the relevant unit learning outcomes.
- vii. While they do their group assessments, students are required to continue upholding QIHE's academic integrity. Any issues or conflicts within the group should be addressed promptly and should it be required for further assistance, it will be dealt in accordance with the *Complaints and Appeal Policy and Procedure*.

## **2.4 Criteria and Rubric**

- i. Each assessment, where appropriate, is designed and prepared with detailed criteria and defined rubric.
- ii. The rubrics will provide:
  - a. Clear descriptions of performance at multiple grade levels;
  - b. Criteria aligned with the specific learning outcomes being assessed;
  - c. Benchmarked examples or comments reflecting standards expected at the appropriate AQF Level.
- iii. Detailed criteria describe the expectation and standards of performance in alignment with the learning outcomes that are written for the Course. These criteria must clearly outline the components of the task and define what constitutes as a successful completion.
- iv. Alongside detailed criteria, where appropriate, each assessment contains a rubric that provides a detailed framework on how students will be evaluated and graded in the assessment. Each rubric includes the performance levels and detailed description of what should be showcased by students to achieve the performance level.

## **2.5 Limit of Assessment Weighting**

To ensure a balanced assessment approach and maintain fairness across all courses, the following limits on assessment weighting are set by QIHE:

- i. Examinations: Maximum of 50% of the total course grade;
- ii. Written Reports: Maximum of 40% of the total course grade;
- iii. Case Studies: Maximum of 40% of the total course grade;
- iv. Group Projects: Maximum of 40% of the total course grade;
- v. Reflective Journals: Maximum of 25% of the total course grade;
- vi. Quizzes: Maximum of 20% of the total course grade;
- vii. Presentations: Maximum of 30% of the total course grade;
- viii. Practical Assessment Tasks: Maximum of 40% of the total course grade;

No single assessment task may be set to exceed 50% of the total course grade in order to avoid over-reliance on one method of evaluation. No assessment task carries a weighting of less than 5%, ensuring that each assessment is designed substantial enough to meaningfully contribute to the evaluation of students' learning outcome.

## **2.6 Artificial Intelligence (AI)**

- i. QIHE acknowledges the rise and disruptive powers of AI tools, therefore it has developed strategies to integrate permissible, appropriate and declared use of AI that discourages misuse.

- ii. For assessment design, QIHE takes into account the following focus in relation to AI:
  - a. The design of assessment should allow for appropriate and authentic engagement with AI where possible, such as encouraging students to understand the ethical use of AI and how to incorporate appropriate tools productively;
  - b. The design of assessment should maintain a standard of using multiple assessment methods to progressively assess the stated learning outcomes;
  - c. Assessments should holistically ensure that there is security at meaningful points of assessment across a Program, particularly for assessments that are crucial for completion and progression such as final examinations.

These considerations in relation to AI are taken into account throughout the meticulous assessment design process.

- iii. Examples of permissible use of AI for assessment includes, but are not limited to:
  - a. Grammar and spell checking;
  - b. Data analysis;
  - c. Research assistance;
  - d. Educational tools and platforms for skill development.
- iv. To ensure the proper use of AI, students are encouraged to submit both a draft version and the final version of their work. The draft version will serve as a supporting document for the assessor's review, helping to evaluate the originality of the student's work and determine whether AI has been used appropriately.
- v. Furthermore, students should declare that they are using the assistance of AI tools through the dedicated assessment cover page. This is further indicated in the **3.4 Academic Integrity regarding Assessment** section.

## 2.7 Reasonable Adjustment

- i. As QIHE is committed to provide equitable learning opportunities for all students, reasonable adjustments to assessment tasks will be made as necessary to students that require them.
- ii. Students requiring reasonable adjustment must submit a formal request to the Student Services Manager. Students are encouraged to include any supporting documentation, if applicable.
- iii. Reasonable adjustment will be implemented following a discussion and consultation with the student, Course Director and the relevant staff that are involved in the provision of reasonable adjustments.
- iv. Reasonable adjustment might include, but are not limited to:
  - a. Extended deadlines;
  - b. Alternative assessment formats;
  - c. Additional time in examinations;
  - d. Provision of assistive technologies.

### **3. Assessment Procedures**

#### **3.1 Projects and Class Assessments**

- i. Assessment tasks are to be communicated to students at the start of the Course in the Course Outlines. Further instructions will then be provided to students on the Learning Management System (LMS) with adequate time to complete the assessment.
- ii. As each assessment has differing method of grading and evaluating, students will be informed of the way to submit the assessment. For written tasks, where appropriate, students are required to submit their work to QIHE's Learning Management System (LMS).
- iii. Assessments that allow students to use the assistance of AI will require the completion of a statement of the tools that students have used in completing the assessment. This is to ensure transparency and appropriate usage of AI tools.
- iv. For formative assessments, students will be provided with constructive feedback which highlights their strengths, weaknesses and areas for further improvement.
- v. Students' submissions and records will be kept on QIHE's records and/or database in accordance with the *Records Retention Policy*.

#### **3.2 Examinations**

The general provisions for examinations are as follows:

- i. The schedule alongside rules and information for final examinations will be communicated to students one week before the dedicated final exam week of the semester;
- ii. The duration of the final examinations are 2 hours, including 10 minutes of reading time;
- iii. Final examinations will be invigilated by authorised academic staff of QIHE;
- iv. Examination papers are to be securely stored by designated and approved staff, delegated by the Dean, and the security of the examination papers are the responsibility of the designated staff;
- v. Should there be a breach of security of examination papers, the matter will be considered a heightened priority:
  - a. If the examination has not taken place, the papers are to be replaced immediately by QIHE;
  - b. If the examination has taken place, QIHE will launch an investigation on the breach to assess the matter before taking any further action.

- vi. Any breach of security regarding examination will be met with disciplinary action in line with relevant QIHE policies and procedures as well as applicable regulations;
- vii. The final grades will be published two weeks after the completion of semester via LMS. Students will be informed promptly if there are any extenuating circumstances that creates a delay on the publication of results.
- viii. For invigilated examinations, students are not allowed to use AI tools.

### **3.3 Assessment Requiring Facilities**

- i. Where assessments require access to specialist facilities (e.g., commercial kitchens, service venues or IT labs), the Course Director must ensure:
  - a. Facilities are available and accessible to all enrolled students during preparation and assessment periods;
  - b. Facilities meet the relevant safety, industry and quality assurance standards and;
- ii. Where external facilities are used agreements must be in place to assure access, quality and supervision.
- iii. Assessment briefs must clearly state the facilities required, how students will access them, and arrangements for assessment delivery.

### **3.4 Grading**

- i. The grading system has been set in line with the standard for Australian higher education and are detailed in the Appendix of this Policy. Please see **Appendix I – Grading Table**.
- ii. Work submitted after the due date without an approved extension will incur a penalty of 5% per day. Students' work will no longer be accepted if submitted 7 days after the deadline and no grade will be attributed.
- iii. Failure to submit an assessment without an approved extension or special considerations may result in a mark of zero for that assessment task.
- iv. Students may apply for an extension before the due date if they have valid reasons such as illness, or other extenuating circumstances. Supporting documentation will be required.
- v. Students who believe that their assessment has been marked incorrectly or unfairly may request for a review of their grade in line with the *Complaints and Appeal Policy and Procedure*. The request can be done by filing the Complaints and Appeal Form and will be processed further by the Institute.
- vi. The process and timing for the grading may vary depending on the assessment task. Generally, result for assessments, will be published within 2 weeks of the date of the submission on the LMS for assessments submitted within the LMS.

- vii. All grades will be communicated through the LMS to ensure confidentiality. Grades will be disclosed only to the student concerned, relevant academic staff, and authorised institutional personnel.

### **3.5 Academic Integrity regarding Assessment**

- i. Students must submit their own work that is truthfully their own and represent their understanding and contributions to the assessment.
- ii. Maintaining academic integrity is the paramount in QIHE's operations. Anyone who engages in academic misconduct, including staff, will be met with disciplinary actions, as outlined in the *Academic Integrity Policy and Procedure* or *Staff Code of Conduct* for staff.
- iii. Regarding the usage of AI, prior to every assessment, students will be advised on the permissible use of AI for the assessment. Teaching staff will model appropriate use of AI in their own materials and practice to guide and support ethical use of AI by students.
- iv. Furthermore, students will be required to fill in and attach a dedicated assessment submission cover page, which includes a submission declaration. With the declaration students must declare that their work is original, complying with academic integrity standards and confirming that students are aware with the consequences of not adhering with the standards. Through the cover page, students are also given the chance to declare their usage of AI tools for the assessment.

## **4. Continuous Improvement of Assessments**

### **4.1 Continuous Improvement**

- i. QIHE will take into account feedback from students and other stakeholders in regard to assessment for improvements of QIHE's assessment strategies and processes. The procedures for collection of feedback are outlined in the Stakeholder Engagement Policy and Quality Management Policy.
- ii. QIHE will ensure that assessment tasks are benchmarked against appropriate internal and external standards to validate their alignment with learning outcomes and AQF levels.
- iii. Benchmarking includes:
  - a. Calibration with academic peers at similar institutions;
  - b. Use exemplars, grade descriptors and assessment rubrics mapped to AQF criteria;
  - c. Review of student work samples across grading bands.
- iv. Outcomes of benchmarking will inform assessment validation processes and annual course reviews.
- v. A Benchmarking Register is to be maintained by Course Directors, with records of:
  - a. Partner institutions or external peers;

- b. Course benchmarked;
- c. Summary of feedback and changes made.

#### **4.2 Assessment Moderation and Validation**

- i. To ensure consistency in grading, regular moderation and validation processes will be conducted.
- ii. External moderation and validation processes by independent experts will be conducted every two years to validate the fairness and accuracy of the assessment and marking standards.
- iii. Further details on the procedures of assessment moderation and validation are outlined in the *Moderation and Validation Policy and Procedures*.

#### **4.3 Appeals and Complaints**

- i. Students have the right to appeal their assessment results if they believe there has been an error or unfair treatment.
- ii. The process of complaints and appeals are detailed in the *Complaints and Appeal Policy and Procedure*.

### **5. Roles and Responsibilities**

#### **5.1 Academic Board**

- i. Develop and approve the assessment process and procedures that are outlined in this Policy.
- ii. Approve the design and processes of QIHE's assessments.
- iii. Monitor the overall teaching and learning operations in QIHE, including the implementation of its assessment process and procedures.
- iv. Conduct regular reviews of the assessment process and procedures and make improvements where necessary.
- v. Ensure that academic integrity is held throughout the assessment process and procedures.

#### **5.2 Course and Industry Advisory Committee**

- i. Advise and approve the assessment for QIHE's Courses in line with the industry standards and trends in the field.
- ii. Ensure that the assessment design is made in accordance with the principles outlined in this Policy and are effectively able to enhance graduate's employability.
- iii. Monitor and suggest updates to QIHE's assessments.
- iv. If necessary, facilitate connections with industry partners as required for the assessment.

### **5.3 Teaching and Learning Committee**

- i. Develop teaching and learning strategies and plans, in line with the assessments of the courses.
- ii. Oversee the provision and improvement of learning resources in support of the assessment processes.
- iii. Ensure fair, consistent and effective assessment practices in the teaching and learning activities.
- iv. Ensure that academic staff are well-informed regarding the assessment process and procedures as outlined in this Policy and able to implement them effectively. This may include provision of professional development and workshops for academic staff.

### **5.4 Course Director(s) and Academic Staff**

- i. Coordinate the delivery of the courses and the assessments of the Course.
- ii. Monitor the implementation of this Policy in the teaching and learning activities.
- iii. Provide reports and suggestions on the quality and effectiveness of the assessments in the teaching and learning activities.
- iv. Provide support and guidance to students regarding assessments, ensuring that students are clear on the rules and expectations for assessments to be able to do them effectively.

### **5.5 Learning Support and Academic Integrity Manager and IT Coordinator**

- i. Ensure the adequate provision and maintenance of QIHE's resources for effective conduct of QIHE's assessments.
- ii. Develop, implement and ensure that academic integrity is upheld, discouraging academic misconduct.
- iii. Coordinate the provision of information and workshops for ethical and appropriate teaching, learning and assessment activities with the Student Services Team, such as regarding proper citation, referencing, ethical use of AI, and others.
- iv. Monitor and present report regarding the provision of resources and support.

### **5.6 Student Services Team**

- i. Manage the range of support services for students.
- ii. Become the main point of contact for students requiring support, including regarding assessment.
- iii. Become the main point of contact for student complaints and grievances, including regarding assessment.
- iv. Coordinate the provision of information and workshops for ethical and appropriate teaching, learning and assessment activities with the Learning Support and Academic Integrity Manager and IT Coordinator.

## **6. Privacy and Records Management**

QIHE upholds the importance of everyone's privacy. Documentation of the process and outcomes of assessments are to be kept in QIHE's records. All records will be kept in accordance with the *Records Retention Policy*. All records and information of students will remain confidential within QIHE's database, and no information should be disclosed, except with the permission of the parties involved and/or should it be required by the relevant authorities.

## **7. Monitoring and Review**

QIHE is dedicated to effective and sustainable operations in providing high quality education for its students. Therefore, QIHE regularly assesses the effectiveness of its policies and internal controls relating to teaching and learning activities in QIHE, particularly regarding the conduct of assessments to evaluate students' progression and learning. The composition of this Policy and the strategies set within it will undergo regular reviews in accordance with the *Policy Review Schedule*. In the event of new developments and/or changes in the standards in the field of QIHE's programs, QIHE will evaluate and update its Course and/or Program assessment accordingly where necessary.

# Appendix I – Grade Table

GRADE	PERCENTAGE (%)	DESCRIPTION	GRADE POINT	CRITERIA
<b>HD</b>	85-100	High Distinction	7.0	Exceptional work demonstrating outstanding understanding, insight, and originality.
<b>D</b>	75-84	Distinction	6.0	Excellent work showing a high level of understanding, analysis, and presentation.
<b>C</b>	65-74	Credit	5.0	Good work reflecting a sound understanding and competent execution of tasks.
<b>P</b>	50-64	Pass	4.0	Satisfactory performance meeting the minimum requirements and learning outcomes.
<b>N</b>	0-49	Fail	0.0	Unsatisfactory performance that does not meet the required standards or learning outcomes.
<b>S</b>	N/A	Satisfactory (non-graded)	N/A	Satisfactory completion of a task, meeting all requirements where grading is not applied.
<b>U</b>	N/A	Unsatisfactory (non-graded)	N/A	Unsatisfactory completion of a task where grading is not applied.
<b>W</b>	N/A	Withdrawn	N/A	Withdrawal from the course after the census date without academic penalty.
<b>WN</b>	N/A	Withdrawn Fail	N/A	Withdrawal from the course after the census date with academic penalty.
<b>EX</b>	N/A	Exempt	N/A	Exemption granted based on prior learning or credit transfer.
<b>AB</b>	N/A	Absent Fail	N/A	Failure to attend to an assessment or submit required assessment without an approved reason.
<b>DEF</b>	N/A	Deferred	N/A	Assessment has been deferred to a later date due to approved reasons.
<b>SX</b>		Supplementary Assessment (including Exam)		Additional assessment opportunity granted to meet required academic standards.

# Glossary

**Artificial Intelligence (AI)** refers to the tools and technologies that enables computers and machines to simulate human intelligence and problem-solving capabilities.

**Assessment** refers to a process used to determine a student's achievement of expected learning outcomes (AQF 2013 p.92). May include a range of written and oral methods and practice or demonstration.

**AQF** refers to the Australian Qualifications Framework, the national policy for regulated qualifications in Australian education and training.

**Course** refers to QIHE's units of study or subjects.

**Criteria and Rubrics** refer to a set of standards and a detailed guide used to evaluate and score student work, ensuring consistent and objective assessment.

**Governing Body** refers to all the functional bodies QIHE.

**Grade** refers to feedback on academic performance and are typically based on the evaluation of a student's work against predefined criteria and rubrics.

**Members of the Committee** refers to all members of QIHE's Governing Body, including members of the Governing Council, Academic Board, Course and Industry Advisory Committee, Teaching and Learning Committee, Risk Committee, and Executive Management Team.

**Program** refers to the Bachelor of Business and Bachelor of Information Technology degree of QIHE.

**TEQSA (Tertiary Education Quality and Standards Agency)** refers to the independent national regulator for the higher education sector in Australia.

# Version Control

Version	1.2
Last Review	22 August 2025
Policy Category	Academic Board
Related Documents	<i>Academic Integrity Policy and Procedure</i> <i>Complaints and Appeal Policy and Procedure</i> <i>Ethics and Scholarly Activity Policy</i> <i>Moderation and Validation Policy and Procedure</i> <i>Program Design, Development and Review Policy</i> <i>Stakeholder Engagement Policy</i> <i>Student Support and Consultancy Policy</i> <i>Teaching and Learning Plan</i> <i>Quality Management Policy</i>
Legislation References	TEQSA Higher Education Standards Framework (Threshold Standards) 2021 NSW Education Act 1990
References	Lincoln Institute of Higher Education La Trobe University TAFE NSW University of New South Wales University of Sydney Western Sydney University