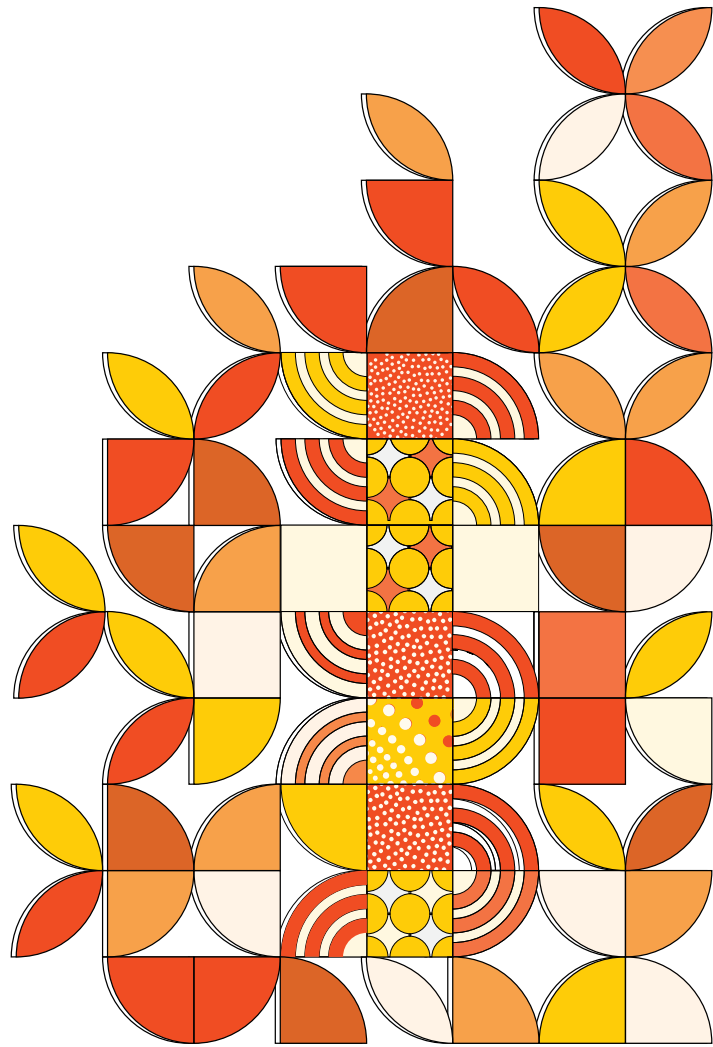


Marking Guidelines



MARKING AND EVALUATION

Rubrics

Criteria

1. All work submitted by students for an assessment should be marked according to the rubric provided to consistency and quality assurance as an academic team and as a teaching and learning standard of excellence.
2. Only the criteria described within the rubrics can be used to judge the performance of a student's skills and knowledge, unless clearly stated via assessment instructions as published at the opening of the unit.
3. Any deviations from 100% marking should be considered with fair and justifiable reasoning to allow the student to see how and where to improve their work with aim to achieve a higher mark going forward.
4. Any specific directions and/or justifications for the choice of marking should be clearly stated in the associated free field comment box available for the marker to share helpful information and guidance to the students upon publishing of the marking outcomes.

Feedback

5. All assessments should be marked with provision of feedback for students as constructive guidance and maintaining engagement and morale.
6. No derogatory, judgemental or personal attitudes should be given, protecting anonymity and avoiding the promotion of bias wherever possible.
7. Comments should focus on strengths as well as weaknesses with clear guidance as to where to improve their performance in future and according to the given rubric criterion by which the work was evaluated with.
8. Students should ideally be able to be encouraged and engaged by the feedback given.
9. Tangible examples for explaining potential improvements can be provided using the work of the student only, or relevant resources provided within the course.
10. Another student's work cannot be shared or utilized in providing feedback or illustrations.

Threshold marking and moderation

11. Moderation of marking may be incurred for HD and Fails.
12. Moderation is led by the unit coordinator.
13. Threshold moderation can be incurred where a mark is at the cusp of pass/fail.

Academic honesty and integrity

Similarity and plagiarism

14. Any breaches of academic integrity, such as a similarity rating greater than 15%, should be managed as per Academic Honesty and Integrity policy and procedures.
15. IHM adopt a first offence educative response for breaches of academic honesty and integrity where possible.
16. Any repeat occurrence of breach of academic honesty and integrity by a student over the course of their studies in a program at IHM may be offered a resubmission, or supplementary assessment by viva/defence within 5 business days with a cap of 50% possible mark incurred (see policy for procedure for explicit guidance). Decisions are overseen by the course coordinator and/or head of school.

17. The similarity report is available to students at the time of submission, it is their responsibility to utilize the report in preparing their final submission. The transparency of the similarity rating is thus a key component as to why repeated failure to maintain a similarity rating below 15% is met with caps of 50% where further assessment options are provided.
18. The similarity report can be used as part of the guidance and feedback provided to a student.

AI detection

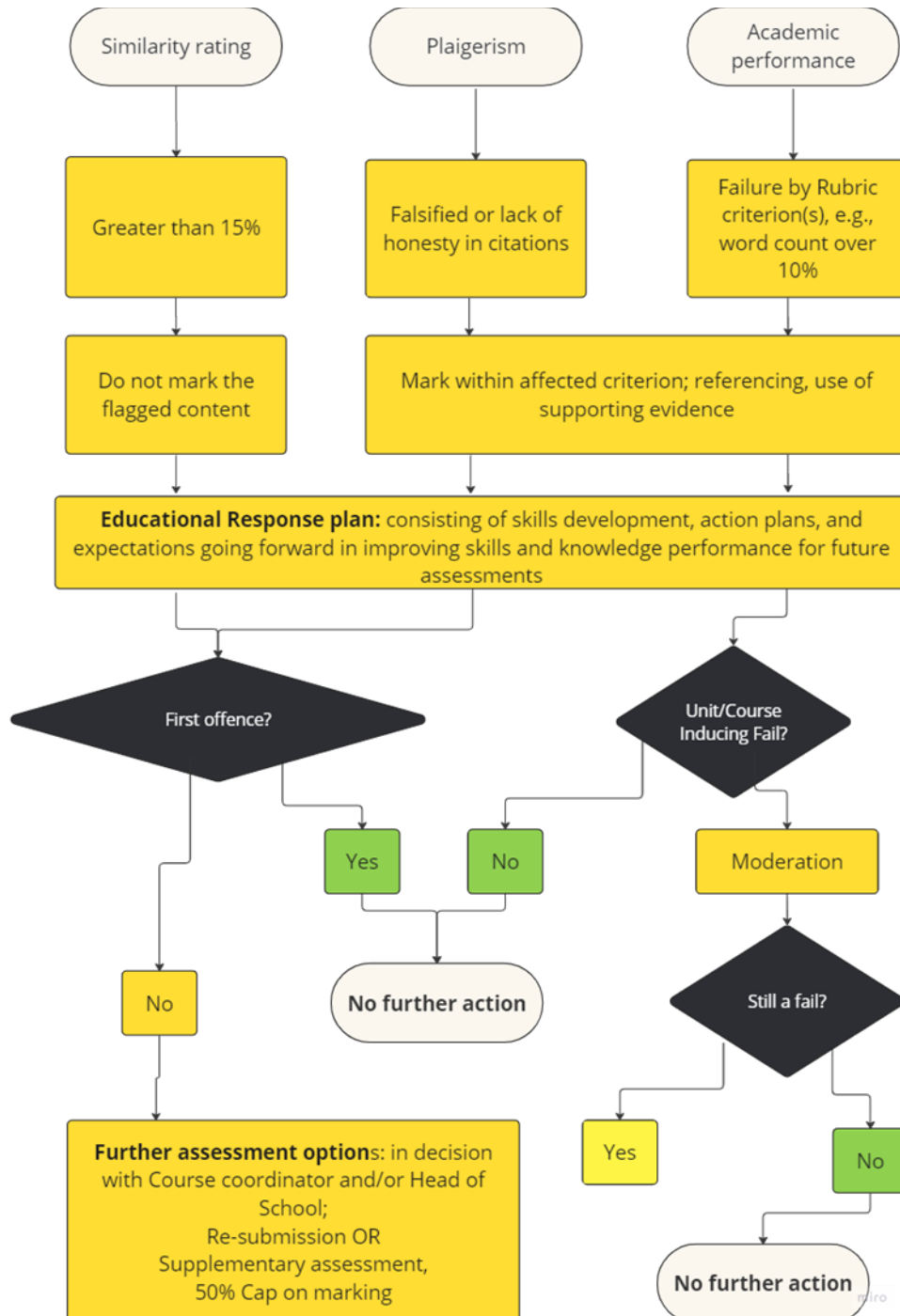
19. AI detection is a predictive tool which estimates the likelihood of work being authored by a generative AI tool.
20. IHM encourages ethical, appropriate, and effective use of AI to support academic skills and knowledge development.
21. Wherever possible, faculty should aim to identify and encourage opportunities to improve student skills and knowledge development to support their studies and academic performance.
22. AI detection rating is a predictive not definitive tool and so the reports and ratings can only be used for educative purposes and never for informing penalties on academic work submitted by a student.
23. The AI detection report may be shared with a student after submission, marking and publication of results has been completed.
24. Providing educative support with open access AI generative AND detection tools during formative activities with aim to develop skills in using AI effectively for idea generation, content structure and organization, and language expression, clarity and coherence are recommended. IHM advocate for fair and appropriate use of AI with skills that will be carried beyond the program of study.
25. Utilising open access and free AI detection tool can also be used to help students prepare and revise their work to reduce the risk of a high AI detection and encourage how and where to manage the amount and application of AI in the work they submit.

OUTCOME ACTIONS

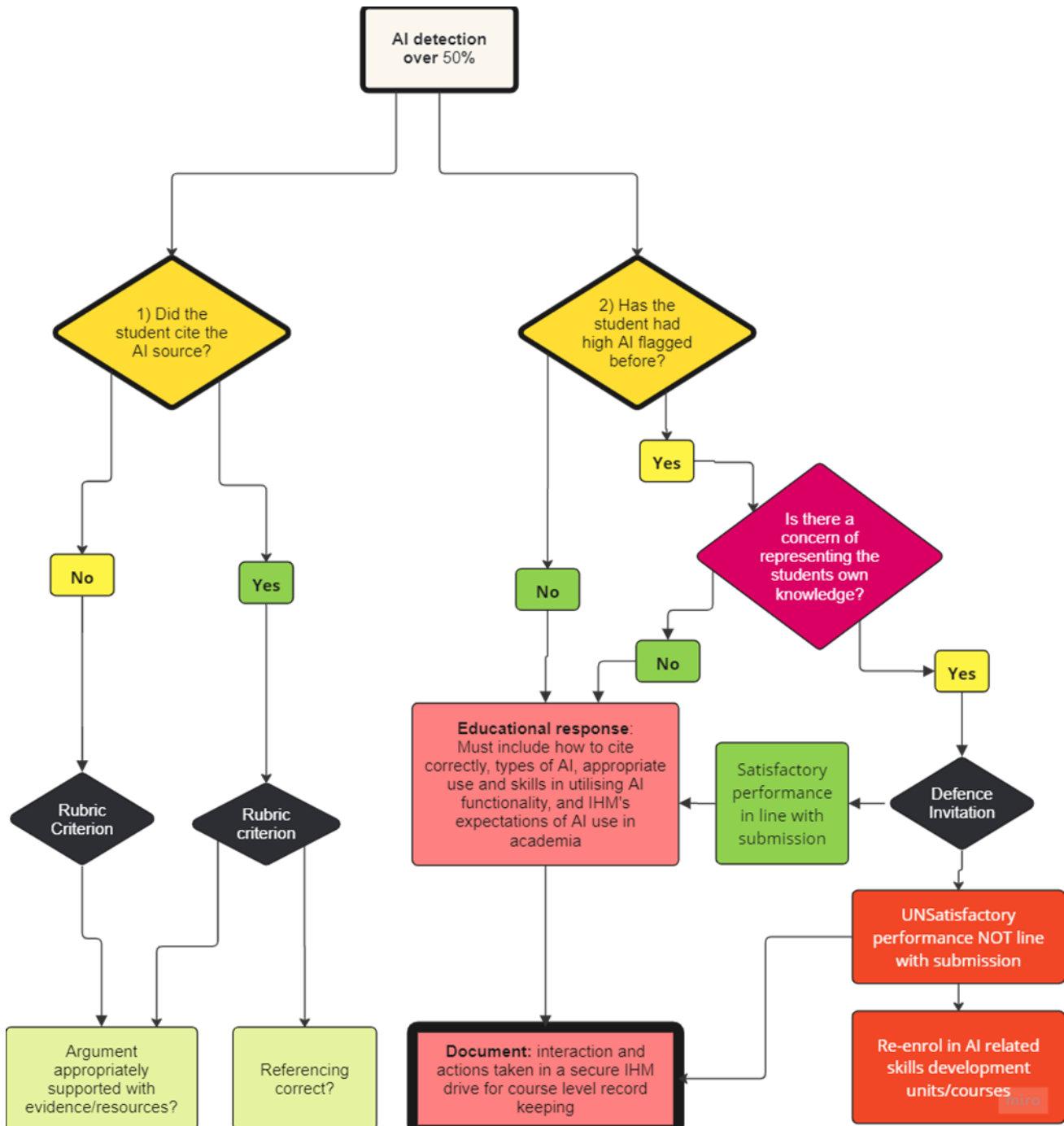
Key factors

26. ALL other forms of breaching academic integrity and honesty take precedence in decision making over a high detection rating of AI.
27. The AI detection tool is a predictive function, advising likelihood not definitive proof that AI functionality was used.
28. Penalties therefore CANNOT be incurred as a result of a high detection rating (prediction) of AI.
29. Where AI high detection is the ONLY factor, the recommended actions should focus on documenting the educational support actions taken, and history of progress or repeated instances for informal record keeping. Until definitive proof of use of AI is identified, no direct penalty can be incurred.
30. In the instance that evidence or confirmation of a breach of academic honesty and integrity is found, further actions should be taken in line with the relevant breach, i.e., falsified citations, plagiarism, collusion etc.
31. In line with the academic honesty and integrity policy and procedures, resubmission, or supplementary assessment such as a viva/defence, should ONLY be available on a repeat instance of breaching academic standards, and be offered with a cap of 50% potential mark. It is therefore of great importance for students to be provided thorough and extensive education and guidance on how to avoid further breaches or poor academic performance, especially following the first recorded occurrence.
32. The ONLY instance of offering further assessment options as a result of poor academic performance, e.g., supplementary assessment or re-submission, should be for a final assessment for a unit whereby failure of that

individual assessment would incur failing the unit and/or course and would only be offered with a 50% cap. In the instance of a 50% mark on the final assessment for a unit would still lead to failing the unit and/or course, the unit is therefore to be repeated in line with policy and procedures for academic progression, academic honesty and integrity and assessment and examination.



33. The ONLY instances of a request to re-submit work or offer extension or supplementary assessment, outside of breaching academic honesty and integrity should be where a fail of the assessment will result in failing the unit and/or course, i.e., academic performance triggered.



DOCUMENT INFORMATION

Associated Information

Related Internal Documents	<ul style="list-style-type: none"> Academic Honesty and Integrity Policy Academic Honesty and Integrity Procedure Student Assessment and Examination Policy Student Assessment and Examination Procedure Student Academic Progression Policy Student Academic Progression Procedure Glossary of Terms
Related Legislation, Standards, and Codes	<ul style="list-style-type: none"> Australian Qualifications Framework (2013) Higher Education Support Act (2003) Higher Education Standards Framework (Threshold Standards) 2021 National Code of Practice for Providers of Education and Training to Overseas Students (2018) Tertiary Education Quality and Standards Act (2011)
Date Approved	07.08.2024
Date of Effect	08.08.2024
Date of Next Review	30.07.2027
Approval Authority	Academic Board
Document Custodian	Chair, Course Advisory and Development Committee (CADC)
IHM Doc ID	IHM-MG-1.0

Change History

Version Control		Version 1
Change Summary	Date	Short description of the change, incl version number, changes, who considered, approved etc
	23/04/2024 Version 0.1	<ul style="list-style-type: none"> Created document with key sections and first draft of content
	24/04/2024 Version 1.0	<ul style="list-style-type: none"> Clarity on Outcome actions in line with associated policies and procedures