

Assessment Procedure - Design of Assessment

Section 1 - Purpose

(1) This procedure sets out the requirements for assessment design.

Section 2 - Authority

(2) Authority for this document is established by the Assessment and Assessment Flexibility Policy.

Section 3 - Scope

(3) This procedure applies to coursework courses and programs offered by RMIT.

Section 4 - Procedure

Authentic assessment

(4) Assessment is designed in alignment with RMIT's signature pedagogy to ensure active student participation and the application of skills and knowledge in tasks that are authentic to professional and life contexts. See the [Educator Resource Hub \(AAA Signature Pedagogy\)](#) (staff login required) for further information.

(5) Assessment that is invigilated can support RMIT's signature pedagogy by providing opportunity for applied, active and authentic tasks to be performed and evaluated. Invigilated assessment must meet these parameters unless it is specific type of invigilated assessment (invigilated exams used for accreditation purposes – refer to the Assessment - Invigilated Exams Procedure).

(6) Assessment must support the development of student ownership and independence in learning by prioritising the process and purpose of learning and fostering reflection and self-direction.

(7) Assessment tasks are designed to encourage curiosity, independence, and the exploration of ideas, evidence and capabilities.

(8) Students are provided the opportunity in all learning to undertake formative tasks that enable them to rehearse, demonstrate and progress their learning.

(9) Assessment enables the development of skills and RMIT capabilities of all students and graduates to support their success in learning and their future careers. See the [Educator Resource Hub \(RMIT Capabilities\)](#) (staff log in required) and [RMIT Capabilities](#) website for further information.

(10) Assessment design, quality and standards must be aligned with and focussed on achieving learning outcomes and supports integrity.

(11) Feedback informs students about their learning and assessment outcomes in a timely manner to support their understanding and improvement. Feedback demonstrates their progress, how performance has been measured against task requirements, rubrics, course and program learning outcomes and enables reflection for future improvement.

Design of assessment

Academic integrity

(12) Academic integrity is fundamental to the design, implementation and evaluation of assessment tasks. RMIT upholds its commitment to a culture of academic integrity, in accordance with the [Academic Integrity Policy](#).

(13) RMIT supports the use of generative AI in assessment with appropriate design and guidance to students. The engagement and integration of generative AI is transparently and purposefully designed, building learner capability and professional, ethical judgement for appropriate application. See the [Educator Resource Hub \(AI in Learning and Teaching\)](#) (staff log in required) for further information.

Curriculum alignment

(14) Assessment and learning activities are aligned to learning outcomes, disciplinary standards and RMIT Capabilities. The sequence of learning is scaffolded to enable the development of skills, knowledge and academic literacies within courses, majors/minors and the program to ensure students succeed in their learning and future careers. See the [Educator Resource Hub \(Learning and Teaching\)](#) (staff log in required) for further information.

(15) Learning outcomes explicitly relate to the knowledge and skills students must demonstrate to show competence and mastery, aligned to the relevant qualification (for award courses), discipline or disciplines, and professional standards.

Programmatic design

(16) Assessment is designed across a program (or largest unit of related learning, e.g. block, module) to ensure an appropriate distribution of learning and assessment workload across semesters and year levels and encompasses a blend of group work and individual work.

(17) Assessment tasks are offered in a range of formats to demonstrate learning and enable consistent judgements about student achievement of learning outcomes. See the [Educator Resource Hub \(Assessment purposes and types\)](#) (staff log in required) for further information.

(18) Invigilated examinations that are managed centrally by the ARG Exams team are only undertaken as a form of assessment for approved courses that require invigilated examinations to meet external professional accreditation. See Assessment Procedure – Invigilated Examinations for further information.

(19) Assessment supports and measures learning with an appropriate blend of formative and summative assessment.

(20) Formative assessment is designed to support student learning by providing feedback, drafting and review of work, promoting incremental development toward summative tasks. It offers structured opportunities for reflection, dialogue, and practice, allowing students to engage in iterative learning through experimentation and refinement.

(21) Summative assessment tasks are scaffolded across a program rather than within individual courses to support the progressive attainment of learning outcomes. Summative assessment is designed to evaluate the development of knowledge and skills that reflect increasing levels of mastery throughout the program.

Assessment design

(22) Assessment design considers Universal Design for Learning (UDL) principles to ensure flexibility for individual needs and adjustment requirements. See the [Inclusive practices](#) website (staff login required) for further information.

(23) Assessment design ensures appropriate distribution of workload and sufficient time for students to practice, refine and complete tasks, and for educators to assess and provide feedback.

(24) Assessment design considers the range of contexts where the same programs are delivered, and assessment tasks are undertaken by students and is adapted to the requirements of different delivery modes and locations. See the [Educator Resource Hub](#) (Equivalence and Comparability for Programs Reviews) (staff log in required) for further information.

(25) To maintain academic integrity, timeframes and reliability all assessment tasks must be materially different from any assessment task in the course in previous teaching periods across locations (over a two-year period) unless restricted by requirements for specific competencies for reasons of accreditation or safety. Please refer to College (and discipline) standards for specific requirements.

(26) The total number of assessment tasks:

- a. in any 12 credit point course should not exceed 4, and
- b. in any 24 credit point course should not exceed 6.

except where progressive assessment involves more regular submission of contributions to a single assessment piece (refer to clauses (47) – (48)). The total number of assessment tasks does not include those in micro-credentials. The course coordinator may seek approval from the College Deputy Vice-Chancellor for exemption of this requirement where educational or operational circumstances can be demonstrated.

(27) The weighting assessments in a higher education course will be proportionate and consider clauses (17) and (21).

(28) The proportion of multiple-choice answer assessments should not exceed 20% of the weighting of assessment tasks towards the final course grade.

(29) For higher education programs, the weighting of an individual piece of assessment within a course will be no greater than 50% of the total marks except where the course is a research, studio-based, capstone or WIL component of the program.

(30) The Dean/Head of School/Cluster Director may vary the assessment task where they are satisfied that the integrity of an assessment task has been undermined.

Grading

(31) Grades and marks measure the academic achievement of the student for the assessment tasks stated in the course guide. See Assessment Procedure – Results Management for further information on final course and program results and grading types.

(32) Student grading is based on academic assessment achievements against stated learning outcomes and performance standards (i.e., criterion-referenced assessment) and not determined by grade distribution curves.

(33) The learning management system is utilised to manage the majority of assessments for courses at RMIT.

(34) Grades and marks for all individual tasks are made available to students after moderation activities.

Hurdle assessments

(35) A course can only include hurdle assessments where they are required by safety or professional accreditation, registration or licensing requirement, other than where prescribed by a nationally accredited training package or state

accredited courses using competency-based assessment.

(36) A student who fails a hurdle assessment fails the course regardless of the overall course mark they achieve.

(37) Hurdle assessments must be identified in course guides and, where the course is a core course in a program, in the program guide. See [Program and Course Guide Instruction](#) for further information.

Supplementary assessments

(38) A supplementary assessment is an exceptional further assessment opportunity to demonstrate whether a student has achieved the learning outcomes of a course under certain conditions. See the Assessment Procedure – Quality for further information.

Moderation

(39) Moderation is a quality mechanism used to ensure the design and consistency of assessment. Moderation occurs at all stages of the assessment cycle (including assessment design and rubrics) to ensure consistency of marking of individual assessors within the same course:

- a. in one location
- b. across different locations
- c. across different modes of delivery.

See Assessment Procedure – Quality for further information.

Vocational education

(40) Assessment is implemented in accordance with Training Package and Accredited Course requirements, particularly the principles of assessment and rules of evidence.

(41) Validation of assessment is undertaken in accordance with the Assessment Procedure - Quality.

(42) For processes to ensure that assessment in vocational education complies with regulatory and funding requirements, see the [TeachVE Hub](#) or contact vocational.education@rmit.edu.au.

Students and assessment

(43) All learning outcomes in a course are specified in the course guide and are assessed. See the [Program and Course Guide Instruction](#) for further information.

(44) Course guides specify all course assessments required for a course and the weightings (if applicable) for each assessment task. See the [Program and Course Guide Instruction](#) for further information.

(45) Changes to assessment tasks after commencement of the teaching period can only be made following consultation with all enrolled students and must be approved by the Dean/Head of School/Cluster Director. Changes must be communicated to all enrolled students and reflected in the course guide.

(46) Information provided to students on assessment tasks state the performance requirements to ensure students understand the level of attainment required to pass the course.

Assessment rubrics

(47) Rubrics accompany all assessment tasks to ensure clarity of expectations and grading schemes specific to student cohort and provide criterion referenced standards of expected performance at each grade level. For RMIT grading schemes see the [Grades](#) web page. For Rubrics see the [Education Resource Hub](#) (Canvas Assessment and

Grading) and [Canvas LMS](#) (How-to guides) web page for more information (staff login required).

(48) Rubrics are made available to students when task details are provided on Canvas.

(49) An assessment may comprise several separate tasks or parts, such as lab reports (where students are required to do a report per lab), each of which is worth a minimal mark. In such cases, where each part builds on the same material/concepts, the tasks or parts will be added together and considered as a single assessment for the purposes of determining the total number of assessment tasks in a course (see (24)) or the percentage an assessment contributes to the total course mark (see (27)).

(50) Students undertaking competency-based, non-weighted vocational education assessments should be provided with descriptive (rather than numeric) rubrics that give clear advice on how assessment decisions are made.

Section 5 - Compliance

(51) Provide details of how compliance is monitored and whether there is a specific role or team dedicated to monitoring compliance.

(52) Provide details of how breaches are managed e.g. 'Breaches of this procedure can be reported through the Organisational Breach Reporting Portal and are managed in accordance with the Compliance Breach Reporting Procedure'.

(53) Provide details if there is a compliance reporting regime specific to this subject matter, e.g. biannual reporting to ARMC by a particular senior officer.

Section 6 - Schedules

(54) Refer to the following documents which are established in accordance with this procedure:

Section 7 - Definitions

(55) Only include terms where the plain English meaning needs clarifying.

(56) Before including a definition, check the University's official glossaries in Informatica for an existing definition. Include that definition below.

(57) If the definition does not exist, liaise with the [Information Stewards Group](#) about getting the definition confirmed and included in the University's official glossaries.

Term	Definition

(58)

Associated Information

(59) Website Links

[Using rubrics](#)

[Teach VE Hub](#)

[Assessment](#)

[Educator Resource Hub](#)

[Grades](#)

[Canvas LMS](#)

[RMIT Capabilities](#)

[Inclusive practices](#)

(60) Links to other policy documents or websites that may be relevant to understanding the subject matter or implementing the procedure.

[Academic Integrity Policy](#)

[Responsible Artificial Intelligence \(AI\) Procedure](#)

[Program and Course Guide Instruction](#)

[Support for Students Policy](#)

Status and Details

Status	Not Yet Approved
Effective Date	To Be Advised
Review Date	To Be Advised
Approval Authority	
Approval Date	To Be Advised
Expiry Date	Not Applicable
Policy Owner	Connie Merlino Academic Registrar
Policy Author	Kathryn Wardill Associate Director, Integrity and Assessment Support
Enquiries Contact	Academic Policy