

Student Assessment and Examination Procedure



Institute of Health &
Management Pty. Ltd.

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www.ihm.edu.au



SECTION 1

Purpose

1. This Procedure sets out the principles and framework for the design, implementation, and review of assessment at the Institute of Health & Management (IHM) and mandates operational activities and assigns responsibilities that are required to support the implementation of the Student Assessment and Examination Policy.

Scope

2. This Procedure 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 Procedure:
 - 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.¹
 - 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.²

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

² 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.³
- 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.⁴ 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.
- 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

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

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

Student Assessment and Examination Procedure

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 policy/policies:
 - a) Student Assessment and Examination Policy
 - b) See also the Associated Information listed in the "Related Internal Documents" in Section 4 below.

SECTION 2

Procedure

6. **The relevance of assessment to course**
 - a) **Content**
 - a. Assessment will focus on knowledge that taught is relevant.
 - b. 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.
 - c. The purpose of assessment is to facilitate and certify the achievement of specified unit learning outcomes and Course Learning Outcomes and relevant graduate attributes.
 - b) **Formative and Summative assessment**
 - a. Formative assessment refers to a wide variety of methods that lecturers use to conduct in-process evaluations of student comprehension, learning needs, and academic progress during a unit, or course. Formative assessments help lecturers identify concepts that students are struggling to understand, skills they are having difficulty acquiring, or learning standards they have not yet achieved so that adjustments can be made to lessons, instructional techniques, and academic support.

Student Assessment and Examination Procedure

- b. The general goal of formative assessment is to collect detailed information that can be used to improve instruction and student learning while it's happening.
 - c. Summative Assessment is any method of evaluation performed at the end of a unit that allows a lecturer to measure a student's understanding, typically against standardized criteria.
 - d. The purpose of summative assessment is to gauge students' comprehension of the material presented at the end of a particular unit of work and is often measured with a grade or percentage, depending on the unit.
 - e. In contrast to the informal nature of formative assessments, summative assessments require clear expectations and timelines to be set to give students the best opportunity to succeed.
 - f. Lecturers use rubrics, or assessment criteria, to ensure students understand what to expect in any such test. The results of summative assessments are usually significant, used to determine whether a student passes a unit or even a class.
- c) **Integrity of assessments**
- a. IHM will take all reasonable and necessary steps to ensure that students complete their assessments themselves, unaided, and with integrity.
 - b. 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
- d) **Equity and ease of access**
- a. 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.
 - b. In some special cases, an alternative assessment will be provided to students who have special needs such as a disability, injury, or illness.
- e) **Special consideration**
- a. Where circumstances outside a student's control prevent the student from attempting or completing an assessment task or end-of-unit examination at the scheduled time or meant that their performance was significantly affected, the student may apply for special consideration.
 - b. Applications for special consideration may only be made under one or more of the following grounds:
 - i. a medical condition
 - ii. compassionate reasons (such as the recent death of a close family member; family breakdown; unavoidable personal obligations)
 - iii. hardship/trauma (such as severe disruption to domestic arrangements; impact of crime; natural disasters; major transport failure; unexpected technology failure)
 - iv. unexpected employment or carer demands
 - v. a requirement related to a student's obligations as an elite athlete

- vi. military, jury, or emergency service obligations
- vii. obligatory religious or faith-based commitments
- viii. obligatory cultural commitments of Aboriginal or Torres Strait Islanders
- c. Circumstances within a student's control (such as misreading timetables, exam stress or holidays, lack of preparation, failure to follow instructions), and minor ailments (such as colds or sleeplessness) will not be accepted as grounds for special consideration.
- d. Applications for special consideration must be submitted no later than three working days after the due date of the assessment task or the date of the examination.
- e. Late applications will only be considered where the student can demonstrate to IHM that extenuating circumstances prevented them from applying any earlier.
- f. Where an application is based on circumstances resulting from a personal trauma experienced by the student, including sexual harassment or assault, the application may be made on the student's behalf by the relevant Student Support Officer.
- g. Any assessment that is accepted under special consideration must be submitted and finalised before the commencement of the next teaching period.
- f) **Outcomes of applications for Special Consideration**
 - a. The Course Coordinator will decide as to whether a student shall receive special consideration.
 - b. Where feasible, a supplementary assessment will be offered to a student who failed the assessment task. This requirement is independent of the weighting of the assessment task; or
 - c. Marks derived from other completed assessment tasks may be aggregated or averaged to achieve an overall mark; or
 - d. The deadline for the assessment may be extended. In the absence of additional assessment, there is no provision for a student's final mark in a course to be increased even if Special Consideration has been approved.
- g) **Language, expression, and formatting in written assignments**
 - a. 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.
 - b. 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.
 - c. To be accepted for marking, an assignment will be 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.
- h) **Feedback**
 - a. 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.
 - b. 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.

- c. Feedback will assist students to develop their ability to evaluate the quality of their work to continue to prepare them to function as professionals and to foster a commitment to life-long learning.
- d. The two main types of feedback available are formative and summative. Formative involves feedback given during an assessment, while summative is provided after the assessment has been completed, and comes in the form of a grade or mark.
- e. While summative plays an important part in benchmarking students and ultimately assessing their final degree class, it is formative feedback that plays a more important role in learning and development.

i) **Student progress**

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

7. **Moderation**

- a) 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 the consistent and appropriate assessment.
- b) The academic standards that should be achieved by students and the standards that are achieved by students undertaking IHM courses will be benchmarked against similar accredited programs of learning offered by other higher education providers.
- c) Assessments task with higher weightage (35% or more) are externally moderated once in a year for each unit. Sampling always includes borderline assessments on the grade boundaries of fail/pass and grades above high distinction. External moderation of assessment includes the following steps.
 - a. Select the sample of assessments ensuring it spans a range of assessors, grading decisions and creative practices.
 - b. External moderator should not change the grades and moderate without bias.
 - c. Determine if assessment outcomes are authentic, valid, reliable, at the correct level, and in line with the academic standards
 - d. Provide evidenced feedback, identifying actions, areas for improvement and of good practice as applicable

8. **Supplementary assessment**

- a) The supplementary assessment task should be different to the original assessment task, but must assess the same learning outcomes.
- b) Supplementary assessment/examination will be offered to any student who fails any unit with a high non-pass (N1) mark between 45-49.
- c) The mark awarded for the assessment task will be based solely on the supplementary assessment.
- d) Where a supplementary assessment/examination has been offered and the student is unable to attend, one further opportunity to sit a supplementary assessment/examination may be offered,

considering all assessment/examinations to be finalised before the commencement of the next teaching period.

SECTION 3 Responsibilities

6. The Academic Board assigns responsibility for coordinating assessment duties to the Academic Director/Manager who is responsible for monitoring the practice of assessment in units and courses to ensure that fair, effective, and consistent assessment practices are in place.
7. The responsibility for conducting assessments lies with the unit lecturers, who are committed to using good assessment practices, and to maintaining and acquiring knowledge and expertise concerning assessment and the role of feedback in student learning.
8. The academic staff ensures that assessment for a unit is consistent with the aims, objectives, and content of that unit.
9. The responsibilities of academic lecturers include:
 - a) providing constructive and timely feedback on work presented by students
 - b) adhering to the assignment plans, including the documented assignment-submission-deadline policy of the unit
 - c) informing students of the relationship of assessments to a unit's aims and objectives
 - d) informing students of the expectations of assessment, including any formal criteria and standards against which student's performance is to be evaluated, length (words/duration), weighting, and submission dates for all assessments
 - e) reporting on the student's progress and achievement in an honest, clear, and objective manner which is based only on relevant data
10. The responsibilities and obligations of students include:
 - a) being aware of the specific requirements to pass a unit, including attendance, submission of work, assessment and progress policies, and the rules of progression and requirements for an award
 - b) being aware of mechanisms within the college for seeking assistance and advice, in particular about problems in meeting assignment deadlines, absence or withdrawal from a unit, and special consideration due to illness or other misadventure
 - c) behaving in a manner that does not result in either academic disadvantage to any student or unfair advantage to any student
 - d) acting with integrity and not engaging in academic misconduct of any kind
 - e) ensuring that full acknowledgment is given to the use of another person's work, thoughts, and/or intellectual property, and not engaging in plagiarism
 - f) being aware of the procedures for appeal against academic decisions
11. **Assessment Rules**
To pass a unit:
 - a) the student's aggregate mark must equal or exceed 50%; and

- b) Unless otherwise stated, students are not required to pass all assessments to receive an overall pass result for the unit, as long as their total mark is equal to or greater than 50% and all assessments have been submitted.
- c) all compulsory requirements of the unit as specified in the learner's guide must be passed, and
- d) all assessments for that unit must be submitted and any examination for that unit must be attempted; and
- e) It is a requirement that *all assessments for a unit must be submitted to pass the unit*. This rule applies regardless of whether a student has received marks of 50% or more without submitting one or more assessments.
- f) attendance requirements must be met.

12. Assignments

- a) Completing the assignment
 - a. Assignments may take a variety of forms as outlined in the Learners Guide.
 - b. Students are expected to conduct themselves honestly and ethically at all times and be aware of the Academic Honesty and Integrity Policy and Procedure
 - c. All work used in the preparation of assessments must be acknowledged according to the IHM's referencing style. IHM has adopted the use of the American Psychological Association [APA] style.
 - d. IHM acknowledges the family, work, and community commitments and responsibilities of students, however, all students are expected to submit their assignments by the due date and plan their time to ensure this occur.
 - e. The timely submission of assignments or the appropriate negotiation of an extension is the responsibility of the student.
 - f. All students are required to submit their written assignments by the due date. The due date is midnight of the particular day specified by the unit assignment requirements. Students are required to electronically submit a written assessment via the online learning management system to provide a record of assignment submission, improve turnaround times for marking assessment, and facilitate the detection of plagiarism.
 - g. Students are required to retain a copy of all parts of their submitted assignments, including written and recorded materials, until graduation and to produce these if requested by IHM.
 - h. Turnitin is a system that compares a text, such as an assignment, with a range of sources including the internet, electronic journals, books, databases, literature, works of art, bibliographies, and any student assignments which have been submitted previously through Turnitin.
 - i. At IHM all written assignments must be submitted through Turnitin. This is an automated process. Draft assignments can be checked through Turnitin and can be reviewed and reworked by the student before the final submission. In this way, the submission through Turnitin is envisaged as a formative and educative process.

- j. When an assignment is submitted through Turnitin the system will color code the sections which appear in other sources and will produce a similarity score expressed as a percentage. The similarity score indicates how much of the assignment is found in other sources.
 - k. For assignments, the amount of directly quoted material should be no more than 20% as a general rule
 - l. It is important to note that Turnitin only compares the assignment to other sources it does not check whether correct referencing has been used. Correct referencing is the responsibility of the student and is assessed by the lecturer
- b) Applications for an extension

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

 - a. The student applies for an extension by completing the form entitled Application for Extension form. For their application to be considered it must be received by an IHM staff member before the due date for their assessment task.
 - b. The Course Coordinator may grant an extension of up to two weeks at their discretion;
 - c. The student submits the assessment at any time until the extended due date without incurring an academic penalty.
- c) Late submission

Due date and time will be set for the submission of each summative assessment task. A marking penalty will be applied where the assessment task is submitted after the due date without an approved extension as follows:

 - a. Students who submit an assessment task after the due date (original or extended) will incur an academic penalty of 5% for each day late up to a maximum of 7 days.
 - b. If an assessment task is more than 7 days late, will receive only a 50 (pass) grade.
 - c. Days late are measured from 11:59 pm Australian Eastern Standard Time on the due date of an assessment task.
 - d. When this time on the due date has passed, one day of lateness is immediately added and an additional day is added every 24 hours subsequently.
 - e. If an assignment upload link is not active after the due date of an assessment task, the student must submit their assessment task via email to their Lecturer or Course Coordinator.
- d) Complaints about assessment
 - a. A student may appeal, under the procedure specified, to the Director of Studies /or Course Coordinator, against any final grade awarded to the student in a course
 - b. Students wishing to appeal a final grade must refer to the Student Complaints and Appeals Policy and Procedure
 - c. Students have the right to access student support and advocacy services during this process. The Student Support Officer will act as the student's advocate throughout the process.

- d. Should the student disagree with the decision, they may submit an Application for remarking form.
- e. A fee will apply for remarking and the remarking will be conducted under 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.
- f) Approval of assessment tasks
 - a. All assessment tasks must be specified in the learner's guide about the unit in which they are to be included.
 - b. These learner's guides must be approved by the Course Advisory and Development Committee before they may be implemented.
- g) Marking of Examinations and Assignments
Marking of each exam or assignment should be completed in accordance with the following procedure and all the marking should be completed in two weeks of time after a student submits their assessment.
 - a. Before the commencement of marking, examiners meet to discuss and ensure the validity and reliability of the marking instruments utilised.
 - b. The Academics then mark the assignments using the agreed marking guide and rubrics and will not do consult with one another during the marking process
 - c. All marks are returned to the course coordinator who reviews the grading to determine whether there are significant variations. If there are no significant variations between the marks, the student receives the average of the marks.
 - d. If a significant variation exists between the marks provided by the markers, the assignments are marked by a third examiner who decides, considering the marks provided by the other two examiners.
- h) Assessment of clinical competence
Competence demonstrated during clinical placements in courses leading to registration will be assessed using the Professional Experience Placement Tool.

13. Moderation

After each study period:

- a) A random sample of assignments are sent to academics not teaching the unit to which the assessment applies, who shall be the moderators.
- b) 10% moderation of all assessments from the entire cohort should be done.
- c) 10% assessment from all range (High Distinction, Distinction, Credit, Pass and Failed) to be selected cohort wise for moderation before the grades are approved by the Learning & Teaching Committee.
- d) New lecturers marking must be moderated to maintain uniformity.
- e) The moderators mark the assessment tasks based on the applicable marking rubric.

- f) The marks from the moderators are compared to the marks allocated.
- g) Examiners are given feedback and advice by moderators as part of the continuous improvement process.

14. Double-blind marking

- a) Double-blind marking is applicable for all summative assessments with Fail (N1 and N2) and High Distinction (HD) grade in the unit.
- b) Each marker assesses the assessment independently, formulating their own judgement, no marker should be aware of the other marker's decision when determining their own assessment/judgement.
- c) The initial marker (marker 1) to notify the unit chair for all fails and High destination grades, followed by unit chair to distribute the blind copy of assessment to marker 2, which will be marked by the marker 2 and notify the unit chair of the outcome in writing.
- d) The two markers (marker 1 and marker 2) should share their marks and feedback with each other after they have completed their independent marking. Where their two marks differ by 10% or less, the average mark rounded up to the nearest integer shall be awarded. Where their two marks differ by more than 10%, they should agree the final mark to be awarded. Where the two markers are unable to agree a final mark, a third marker/unit chair/Course Coordinator should be appointed to determine the final mark to be awarded.

15. Completing Examinations

- a) Students must complete examinations independently and without assistance. Some minor exceptions may be made to this, with approval from the Learning and Teaching Committee, for students with special needs.
- b) Students attending online examinations are required to follow the rules as stated below.
 - a. Students must not divulge their login details for the eLearning platform to any third party or fellow student.
 - b. Students are responsible to check all technical requirements and internet connection before joining
 - c. Students need to turn the camera on during the exam time unless advised otherwise.
 - d. To ensure getting full exam time, log into the examination platform 30 minutes before the scheduled start time (if it's supervised) or 10 minutes before if you have an exam without supervision.
 - e. Should provide a government issued photo ID for verification if the supervisor requests for verifying the identity of student.
 - f. During exam, student must not communicate with other students through any physical or online means. You should only communicate with your online supervisor or exam staff. Colluding with others to gain an unfair advantage in assessment is a disciplinary offence.
 - g. Should not use any other secondary device including mobile phone while examination is in progress.
- c) Students attending examinations in campus are required to follow the rules as stated below.
 - a. Timing

Student Assessment and Examination Procedure

- i. The students are required to be present outside the examination hall exactly 15 minutes before the start of the examination.
- ii. Students will only be allowed to enter the examination hall 10 minutes prior to commencing the examination.
- iii. The students will not be allowed to appear in the examination, if they reach the examination centre after 15 minutes from the start of minor examination and 30 minutes from start of major examinations.
- iv. No student is allowed to leave the hall before half time (Major Examinations) and 30 minutes (minor examinations) after the start of the examination.
- v. Students are not permitted to leave the examination hall during the last 10 minutes (Major Examinations).

b) Identity Verification

- i. Students will not be allowed into the examination hall without presenting an appropriate photo identity card, issued by the Institute.
- ii. Invigilators are responsible to ensure full compliance with such requirement.
- iii. If, a student forgets his/her Institute Identity Card, other government issued photo identity card will be accepted in place subject to verification by the concerned teacher/ examination coordinator/ Head of Department concerned.

c. Breaks

- i. Breaks for visits to bathroom may be taken only after permission from the invigilator and under the condition that the invigilator's instructions given on the occasion are followed.
- ii. If a student falls ill during the examination and is unable to complete the examination, the concerned student should alert the invigilator and HOD's may make suitable arrangement may be made for proper medical attention
- iii. No student shall re-enter the examination hall after leaving it unless he/she was under approved supervision during the full period of absence.

d. Question papers

- i. The invigilator distributes question paper & answer sheets among students. No other paper than that shall be used. An examination written on other paper will be considered invalid.
- ii. Students are not allowed to read the question paper until granted permission by the invigilator.
- iii. During an examination students are not allowed to take the examination paper outside the examination hall.
- iv. After the examination, the student should personally submit his/her examination answer sheet to the invigilator. Even a blanked answer sheet shall be handed-in to the invigilator.
- v. Each answer sheet should contain details of the student's name, section and ID number.

Student Assessment and Examination Procedure

e. Disturbance:

- i. During the examination period, there must be no communications among students or between a student and an outsider via any mean, such as phones. This rule applies to students in the examination hall and those on supervised breaks for visits to bathroom/s.
- ii. No student shall leave his/her assigned seat without the permission of the invigilator.
- iii. It is the invigilator's discretion to decide whether, there is enough reason to remove a student from the examination hall owing to disorderly conduct.

15. Penalties

Students who are found to have breached any of the above rules for examinations may be found to have engaged in academic misconduct and are subject to the Student Misconduct Policy.

16. Publication of results

- a) All grades must be reviewed and properly approved before publication.
- b) The Academic Board delegates responsibilities to the Board of Examiners at IHM for primarily moderating and awarding final grades and supplementary assessments and providing reports to the Academic Board.
- c) Once grades have been approved the course coordinator will ensure that the approved grade is recorded in the student Learning Management System against the relevant unit.
- d) Students will be notified of their results at the end of each study period.

SECTION 4

Associated Information

Related Internal Documents	<ul style="list-style-type: none"> • Student Assessment and Examination Policy • Assessment Policy • Assessment Procedure • IHM Course Curriculum • Learners Guide Template • Unit Guide Template • Moderation and Validation Policy • Moderation and Validation Procedure
Related Legislation, Standards, and Codes	<ul style="list-style-type: none"> • Australian Qualifications Framework (2013). https://www.aqf.edu.au/aqf-second-edition-january-2013 • Higher Education Support Act (2003). https://www.dese.gov.au/higher-education-loan-program/higher-education-support-act-2003-and-guidelines • HESF (2021). Higher Education Standard Framework. https://www.teqsa.gov.au/higher-education-standards-framework-2021

Student Assessment and Examination Procedure

	<ul style="list-style-type: none"> National Code of Practice for Providers of Education and Training to Overseas Students (2018). https://www.legislation.gov.au/Details/F2017L01182
Date Approved	03/08/2022
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Date of Review	30/06/2025
Approval Authority	Academic Board endorsed by the Board of Directors
Responsibility for implementation	Academic Dean, Head of School, Academic Registrar
Document Custodian	Academic Dean or Chair, Learning and Teaching Committee
PinPoint DocID	IHM-SAP2

Change History

Version Control		Version 3.2
Change Summary	Date	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"> Policy re-named as Student Assessment and Examination Policy Added Examination rules, Assessment moderation procedure steps Minor editorial changes have been made Version 3 approved by Academic Board on 2nd February 2022
	26/07/2022 Version 3.1	<ul style="list-style-type: none"> Wells Advisory provided a review of all Course Design and related policies and procedures (May 2022) Version 3.1 amended as follows: Minor edits to definitions Aligned to HESF 2021 standards Course review section deleted (separate policy and procedure exists) Approved by Academic Board on 03/08/2022
	09/11/2022 Version 3.2	<p>As per recommendation from Board of Examiners, the following amendments were made in Student Assessment and Examination Policy and Procedure:</p> <ul style="list-style-type: none"> Section on supplementary assessment is updated: that supplementary assessment/examination will be offered to any student who fails any unit with a high non-pass (N1) mark of 45-49. The timeline for approved special consideration is amended to ensure that any special consideration assessment must be submitted and finalised before the start of next teaching period. The sections no longer applicable to IHM are deleted.