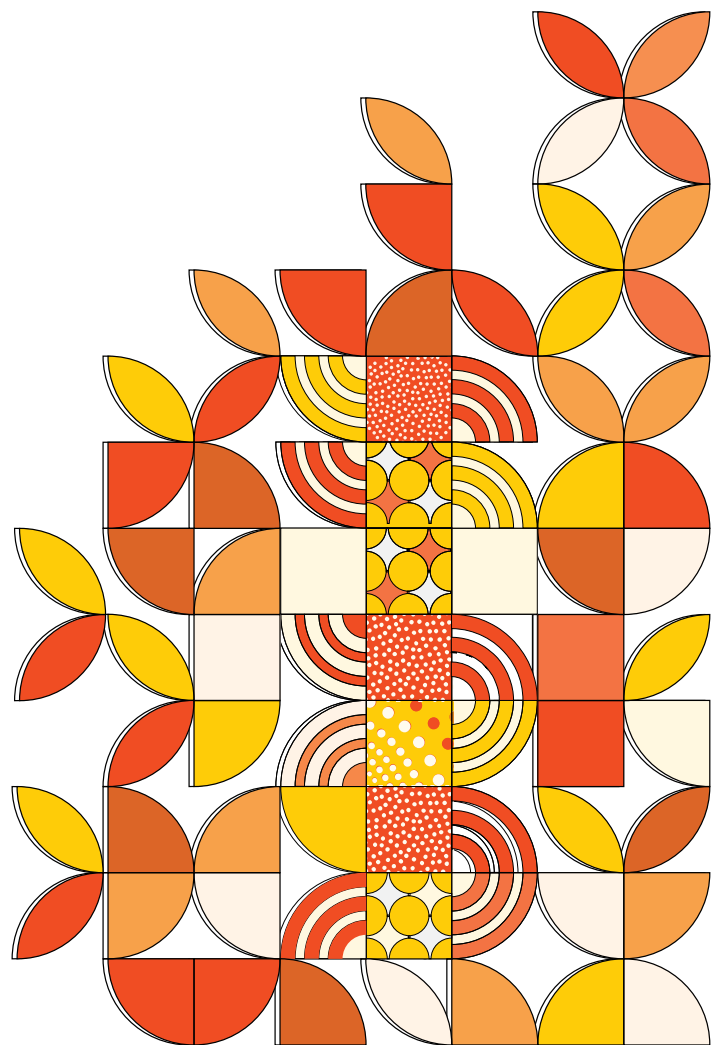


Student Assessment and Examination Procedure



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. Refer to IHM's [Glossary of Terms](#).

Suite Documents

5. This Procedure is linked to the following policy/policies:
 - 5.1 Student Assessment and Examination Policy.
 - 5.2 Other documents as listed in the 'Related Internal Documents' in Section 3 below.

SECTION 2

Procedure

6. General principles of assessment task requirements

- 6.1 For summative assessments, the maximum weighting of any assessment task, including examinations, is 50% of the mark for the unit.
- 6.2 The maximum weighting for the collective component of a group assessment is 50% of the mark for the unit. This is to allow an appropriate percentage for individual assessment/contribution to the group assessment task.
- 6.3 Assessment of a significant body of work presented as a portfolio may be weighted up to 100% of the mark for the unit providing the students are required to submit elements of the portfolio progressively for which they receive detailed formative feedback to promote learning, and they have the opportunity to incorporate this feedback into work that is included in the portfolio.

7. Integrity of assessments

- 7.1 To maintain the integrity of assessments, especially in the context of a phenomenal increase in the use of artificial intelligence in completing assessments, all assessment tasks should include up to 10% allocation to formative components such as draft essays, presentations, discussion posts, reflective journals, and so on.
- 7.2 All students will sign or electronically acknowledge a declaration that the work they are submitting for assessment is their own and is free from collusion, plagiarism, and other forms of misconduct.
- 7.3 Students are to ensure they do not engage in any activities that would violate IHM's policies and procedures concerning academic integrity, including the Academic Honesty and Integrity Policy and Procedure.

8. Equity and ease of access

- 8.1 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.
- 8.2 In some special cases, an alternative assessment will be provided to students who have special needs such as a disability, injury, or illness, as per IHMs Accessibility Policy.

9. Assessment types

- 9.1 Assessments may be of two types: formative and summative.
- 9.2 **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 in acquiring, or learning standards they have not yet been achieved so that adjustments can be made to lessons, instructional techniques, and academic support.
- 9.3 The lecturers assessing formative assessments should aim to collect detailed information that can be used to improve instruction and student learning outcomes.
- 9.4 **Summative assessment** is any method of evaluation performed within a unit that allows a lecturer to measure a student's understanding, typically against standardized criteria.
- 9.5 The lecturers assessing summative assessments should aim to gauge students' comprehension of the material presented, and/or development of skills in line with the Unit Learning and Course Learning Outcomes, generally by applying a grade or percentage, depending on the unit.
- 9.6 The lecturers assessing summative assessments must clearly communicate performance expectations, rubrics or assessment criteria, and timelines to the students so that they have the best opportunity to succeed and understand what to expect in any such assessments.

10. Hurdle requirements in assessments

- 10.1 Any hurdle requirement in assessments is linked with the course learning outcomes and standards and the particular nature of the hurdle requirement and the consequences for failing to meet it must be published in the Unit Outline.
- 10.2 Students who fail a hurdle requirement are ineligible for a pass conceded grade for that unit and will receive a result of no more than 44% for that unit.

11. Supplementary assessment

- 11.1 A supplementary assessment is an additional assessment opportunity to demonstrate performance, surplus to the given assessment strategy of a given unit or course of study.
- 11.2 Decisions relating to the granting of supplementary assessment will be in accordance with relevant IHM policies including the Terms of Reference of the Board of Examiners (BoE).
- 11.3 Generally, a supplementary assessment can be granted if the *final grade* in a unit is between 45-49%.
- 11.4 As an exception, supplementary assessment may be offered to any student who fails an assessment task with a mark below 45% if they have a valid special consideration approval.
- 11.5 Where a student fails an assessment task in a unit in the final teaching period of their course but does not have an approved Special Consideration for that task, a supplementary assessment will still be offered in cases where passing the task would have resulted in the student passing the course and completing the course (i.e., a high non-pass (N1) mark between 45-49). This requirement does not apply to research- or project-based assessments and theses.
- 11.6 Outcome of the supplementary assessment can grant a maximum of a 50% mark, *pass grade*, for the unit.
- 11.7 Where a unit has a research or project-based assessment as the majority weighting for the unit, a supplementary assessment may not be available.
- 11.8 In all cases, the form of the supplementary assessment should not be identical to the original assessment, but it must assess the same learning outcomes.
- 11.9 Where a supplementary examination has been offered and the student is unable to attend, one further opportunity to sit a supplementary examination may be offered under compelling and compassionate circumstances (special consider).
- 11.10 In exceptional cases, where a student is unable to sit both the final examination and the supplementary examination in a unit due to a documented medical condition or for other exceptional reasons, supported by evidence, but has completed all other assessment tasks for the course, the student may

be permitted to enrol in the unit at the next semester/term. In such a case the student will be permitted to sit only the final examination without having to re-sit the completed assessment tasks.

11.11 Where a unit has been repeated, the academic transcript will capture the final grade of each attempt.

12. Assessment requirements

12.1 Students must be advised of submission or examination requirements for assessment tasks (including the formatting and style for written assignments) via the Unit Outlines.

12.2 Students may not resubmit an assessment task in an attempt to improve the result in that assessment task beyond the due date.

12.3 Approved penalties, published in Unit Outlines, will be applied for late submission of assessment tasks.

12.4 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.

12.5 If these aspects of an assignment (under clause 12.4) are not noted 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.

12.6 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.

13. Submission of Assessments

13.1 Students are required to submit their written assignments by the due date. The due date is midnight of the day specified by the unit assignment requirements.

13.2 Students are required to electronically submit a written assessment via *Turnitin* by using the online learning management system to provide a record of assignment submission, improve turnaround times for marking assessment, and facilitate the detection of plagiarism.

13.3 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.

13.4 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.

13.5 When an assignment is submitted through Turnitin the system will colour 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.

13.6 Assignments and other forms of written assessment and the use of generative artificial intelligence should follow the Referencing and Style Guide and the Academic Honesty and Integrity Policy and Procedure.

13.7 Correct referencing is the responsibility of the student and is assessed by the lecturer.

14. Examination rules

14.1 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.

14.2 Students attending online examinations:

- a) must not divulge their login details for the eLearning platform to any third party or fellow student.
- b) are responsible for checking all technical requirements and internet connection before joining.
- c) should login at least **10 minutes** before the scheduled start time.
- d) must turn the camera on during the exam time unless advised otherwise.
- e) must provide a government issued photo ID for verification if the supervisor requests for verifying the identity of student.

14.3 Students taking an examination on campus face-to-face should arrive in examination venue 30 minutes before the scheduled start time, but they will only be allowed to enter the examination hall 15 minutes prior to the commencement of the examination.

14.4 During exams, students must not communicate with other students through any physical or online means.

14.5 Students must not use any other secondary device including mobile phone while examination is in progress.

14.6 Students taking face-to-face examinations will:

- a) NOT be allowed to appear in the examination if they reach the examination centre after 15 minutes from the start of minor examinations (one-hour exams) and 30 minutes from start of major examinations (over an hour's exams).
- b) NOT be allowed to leave the hall before half time (major examinations) and 30 minutes (minor examinations) after the start of the examination.
- c) NOT be allowed to leave the examination hall during the last 10 minutes (major examinations).

15. Identity Verification

15.1 Students will not be allowed into the examination hall without presenting an appropriate photo identity card, issued by the Institute.

15.2 Invigilators are responsible for ensuring full compliance with such requirements.

15.3 If a student forgets his/her IHM Identity Card, other government issued photo identity card will be accepted in place subject to verification by the concerned lecturer /examination coordinator/Head of School concerned.

16. Breaks during examinations

- 16.1 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.
- 16.2 If a student falls ill during the examination and is unable to complete the examination, the concerned student should alert the invigilator who may make suitable arrangements for proper medical attention

17. Question and Answer papers

- 17.1 The invigilator distributes question paper and answer sheets among students. No papers other than that shall be used. An examination written on other papers will be considered invalid.
- 17.2 Students are not allowed to read the question paper until granted permission by the invigilator.
- 17.3 During an ongoing examination, students are not allowed to take the examination paper outside the examination hall.
- 17.4 After the examination, the student should personally submit his/her examination answer sheet to the invigilator. Even a blank answer sheet shall be handed in to the invigilator.
- 17.5 Each answer sheet should contain details of the student's name, section, and Student ID (identity) number.

18. Disturbance

- 18.1 During the examination period, there must be no communication among students or between one individual student and an outsider via any means, such as phones. This rule applies to students in the examination hall and those on supervised breaks for visits to the bathroom.
- 18.2 No student shall leave their assigned seat without the permission of the invigilator.
- 18.3 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.

19. Unit Assessment Rules

- 19.1 To pass a unit, the student's aggregate mark must equal or exceed 50%.
- 19.2 Unless otherwise stated, students are not required to pass all assessments to receive an overall pass result for the unit, if their total mark is equal to or greater than 50% and all assessments have been submitted.
- 19.3 All compulsory requirements of the unit as specified in the Unit Outline must be completed with a pass, and all assessments for that unit must be submitted and any examination for that unit must be attempted.
- 19.4 All assessments for a unit must be submitted to pass the unit, which rule applies regardless of whether a student has received marks of 50% or more without submitting one or more assessments.

20. Marking of Examinations and Assignments

- 20.1 Marking of each exam or assignment should be completed in accordance with the following procedure and all the marking should be completed within 10 working days of time after submission/examination date with feedback provided with the publication of the results accordingly.
- 20.2 The Academics mark the assignments using the agreed marking guide and rubrics.
- 20.3 All marks are returned to the course coordinator who reviews the grading to determine whether there are significant variations or requirements for moderation in accordance with Assessment Design and Moderation Policy and Assessment Design and Moderation Procedure.
- 20.4 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.

21. Assessment of clinical competence

- 21.1 Competence demonstrated during professional placements in courses leading to registration will be assessed using the Professional Experience Placement Tool.

22. Marking and Assessment Feedback

- 22.1 Assessment feedback to students is due within 10 working days after the assessment submission due date, but the final Unit Grades will be published after approval by the Board of Examiners (BoE).
- 22.2 Lecturers will provide feedback on marking to students to actively improve the teaching and learning processes and to 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.
- 22.3 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.
- 22.4 Formative feedback, given outside of a summative assessment, may be used in preparation for a summative assessment submission. This feedback should consider the significant role that a formative assessment plays in student learning and development.
- 22.5 Summative assessment feedback is provided after the assessment has been completed and comes in the form of a grade or mark with commentary. This feedback should consider the important role a summative assessment plays in benchmarking students and ultimately assessing their final degree class.

23. Special Consideration

- 23.1 Students experiencing special circumstances may apply for a *special consideration approval* based upon the circumstances impacting their ability to participate in the course program and/or assessment requirements.
- 23.2 Applications for special consideration approval must be made using the Application for Special Consideration Approval form and include any required supporting evidence in accordance with this Procedures.
- 23.2 The Course Coordinator will decide as to whether a student shall receive special consideration.

- 23.3 A special consideration approval may lead to an extension of submission date, a supplementary assessment, special examination arrangements, deferred examinations, or other special adjustments.
- 23.4 Applications for special consideration may only be made under one or more of the following grounds:
- a) a medical condition;
 - b) compassionate reasons (such as the recent death of a close family member; family breakdown; unavoidable personal obligations);
 - c) hardship/trauma (such as severe disruption to domestic arrangements; impact of crime; natural disasters; major transport failure; unexpected technology failure);
 - d) unexpected employment or carer demands;
 - e) a requirement related to a student's obligations as an elite athlete;
 - f) a military, jury, or emergency service obligation/duty;
 - g) obligatory religious or faith-based commitments;
 - h) obligatory cultural commitments of Aboriginal or Torres Strait Islanders.
- 23.5 The Course Coordinator has also the role of approving following special considerations:
- a) the cases of students with disability;
 - b) long and short-term illness;
 - c) chronic and temporary illness; or
 - d) other major disruptions to study which affect a student's ability to submit an assessment task.
- 23.6 There is no provision for a student's final mark in a course to be increased even if Special Consideration has been approved.
- 23.7 The use of Special Consideration does not include any adjustments to final marks in a unit of a course.

24. After Due Date Special Consideration

- 24.1 Applications for special consideration must be submitted no later than three working days after the due date of the assessment.
- 24.2 Circumstances within a student's control (such as misreading timetables, exam stress or holidays, lack of preparation, failure to follow instructions, work commitments), and minor ailments (such as colds or sleeplessness) will not be accepted as grounds for After Due Date Special Consideration.
- 24.3 Late applications will only be considered if the student can provide evidence to the Course Coordinator that extenuating circumstances prevented them from applying earlier.
- 24.4 Where an application is based on circumstances resulting from a personal trauma experienced by the student, including sexual harassment or assault, the student may be assisted in completing and submitting the application by the Student Support Officer, but full onus of the content and application resides with the student.

25. Discretionary special consideration approval

- 25.1 Where a special consideration request has been submitted outside of the conditions described thus far, the Academic Dean has the discretion to approve or disapprove that special consideration.
- 25.2 Marks derived from other completed assessments may be aggregated or averaged to achieve an overall mark.

26. Applications for an extension under exceptional circumstances

- 26.1 A student may apply for an extension by completing the Application for Extension form which must be submitted at least one working day before the due date for that assessment.
- 26.2 The Unit Coordinator will respond to the request in a timely manner, ensuring the student has been informed of the outcome decision prior to the original submission deadline.
- 26.3 The Unit Coordinator may grant an extension of up to one calendar week and will record the revised due date.
- 26.4 The student may submit their assessment at any time before the extended due date without incurring an academic penalty.

27. Penalty for late submissions

- 27.1 A late penalty will be applied when the assessment task is submitted after the **original due date** without an approved extension or after the **revised/extended due date** following an approved extension.
- 27.2 The penalties to be applied are as follows:
- a) For submission within 7 days after the due date (original or extended): **a daily penalty of 5% of the total marks** possible for the assessment. For example, for an assessment worth 50 marks, each day late after the due date will result in 2.5 marks deducted and, on 7th day after the due date, the total marks to be deducted will be 17.5 marks.
 - b) Submissions received after 7 days from the due date (original or extended): from day 8th onwards from the due date the assessment will not be marked and the **result of zero** will be applied to the assessment item.

28. Notifications of Assessment Changes to Students

- 28.1 Assessment tasks, including marking criteria, must be communicated to students in the Unit guide at the commencement of the study period in which the unit is being undertaken.
- 28.2 Changes to the assessment tasks after a unit guide has been published are only permitted with the approval of the Course Development and Advisory Committee.
- 28.3 Students will be notified via the Learning Management System (LMS) and/or student email by the Unit and Course Coordinators.

29. Publication of results

- 29.1 All grades must be reviewed and approved before publication.
- 29.2 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.

29.3 Students will be notified of their results at the end of each study period.

30. Changes to Grading Decisions

30.1 Grade decisions can only be altered after publication upon approval by the BoE.

30.2 Any appeal against an assessment decision will be dealt with in accordance with the Complaints and Appeals Policy and Procedure.

30.3 There are 2 levels of action that precede an appeal of grade decisions: query and review.

30.4 **Query:** Students may informally request further information regarding a published grade at the time of publication or shortly thereafter. The Unit Coordinator may discuss grading decisions applied, reasoning, and academic evidence. If deemed appropriate by the Unit Coordinator and if not already applied, a moderation may be conducted by an available member of the relevant academic faculty.

30.5 **Grade Review:** Once a unit final grade has been published, if grounds for review are met, the Head of School may decide to approve the review of grades.

31. Grade Review

31.1 A grade review can only be applied to the final grade issued at the end of a study period.

31.2 A student may apply for a review of a grade provided the student has completed all the essential assessment requirements set down in the Unit Outline issued at the commencement of instruction of the unit.

31.3 A grade cannot be reviewed in the following cases:

- a) Where the grade awarded is the outcome of a determination from Code of Conduct or Appeals based activities;
- b) Irrespective of the grounds for review, the Board of Examiners is of the view that the review, if conducted, would not result in any change to the grade; or
- c) The student has not completed all essential requirements of the unit (except in some cases of special consideration).

32. Grounds for a review of grade

32.1 A student may apply for a review of a final grade where:

- a) a Unit Outline was not provided at the commencement of the unit delivery as required;
- b) assessment requirements as specified in the Unit Outline were varied unreasonably;
- c) assessment requirements specified in the Unit Outline were unreasonably or prejudicially applied to the candidate;
- d) student is of the view that a clerical error has occurred in the computation of the grade;
- e) due regard has not been paid to the evidence of illness or misadventure previously provided by the student as part of an application for Special Consideration.

33. Applying for a review of grade

- 33.1 A student not satisfied with responses to their queries regarding the grade, may apply for a review of their grade within ten days of the official notification of results.
- 33.2 An application for review of grade must be lodged in writing, together with the prescribed charge if any (in case of non-passing grade), and with grounds for the application for review clearly described and any supporting documentation.
- 33.3 The charge for repeating a unit will be refunded to any student whose application is successful in overturning a non-pass final unit grade to a passing grade.

34. Deciding Review of Grade Applications

- 34.1 If required by the Head of School, the lecturer (who graded) will provide a written response to the grounds for the review of the grade outlined by the student.
- 34.2 The Head of School will consider the student's application and the response from the lecturer and determine whether the grade should be changed. The Head of School may also consult the Course Coordinator for further information.

35. Outcomes of review applications

- 35.1 Where an application for a review of grades is rejected or does not result in a change of grade, the student will be advised, via their student email account, normally within one week after the decision, of the reason for the outcome.
- 35.2 Where an application has been successful, the student will be informed of the outcome in writing within 3 business days, and the student record is updated accordingly.

36. Appeals

- 36.1 Where a grade review has not resulted in a satisfactory outcome, the student may appeal against the grade in accordance with the Student Complaints and Appeals Policy and Procedure.

Responsibilities

- 37. 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.
- 38. The responsibilities of **unit lecturers** include:
 - a) Ensuring that the assessment for a unit is consistent with the aims, objectives, and content of that unit.
 - b) Providing constructive and timely feedback on work presented by students.
 - c) Adhering to the assignment plans, including the documented assignment-submission-deadline policy of the unit.
 - d) Informing students of the relationship of assessments to a unit's aims and objectives.

e) 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.

39. The responsibilities and obligations of the **Course Coordinator** include:

- a) Receiving marks from the marking team/markers to check the accuracy of grades applied;
- b) Ensuring grades are recorded onto the learning management system per student;
- c) Considering special consideration requests in accordance with all applicable policies and procedures;
- d) Approving extension of submission due date for assessment;
- e) Responding to students' queries about the grades they received.

40. The Academic Dean approves the second supplementary assessment based on special circumstances.

41. The Head of School is the reviewing authority for requests for grade review.

SECTION 3

Associated Information

Related Internal Documents	<ul style="list-style-type: none"> • Student Assessment and Examination Policy • Academic Honesty and Integrity Policy • Academic Honesty and Integrity Procedure • Accessibility Policy • Accessibility Procedure • Benchmarking Policy • Benchmarking Procedure • Course Design and Development Policy • Course Design and Development Procedure • Course Evaluation and Review Policy • Course Evaluation and Review Procedure • Credit and Recognition of Prior Learning Policy • Credit and Recognition of Prior Learning Procedure • IHM Course Curriculum • Assessment Design and Moderation Policy • Assessment Design and Moderation Procedure
Related Legislation, Standards, and Codes	<ul style="list-style-type: none"> • Tertiary Education Quality and Standards Act 2011 • Higher Education Standards Framework (Threshold Standards) 2021 • Education Services for Overseas Students Act 2000 • National Code of Practice for Providers of Education and Training to Overseas Students 2018 • Australian Qualifications Framework 2013 • Higher Education Support Act 2003
Date Approved	14/05/2025
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Approval Authority	Academic Board (endorsed by the Board of Directors)

Responsible Committee for Implementation	Board of Examiners (as well as the Learning and Teaching Committee)
Responsibility for implementation	Academic Dean
Document Custodian	Directors of Studies
IHM Doc ID	IHM-SAEP2-4.0

Change History

Version Control		Version 4.0
Change Summary	Date	Short description of the change, including version number, changes, who considered, approved, etc.
	02/12/2020 Version 2	<ul style="list-style-type: none"> 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: <ul style="list-style-type: none"> 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
	07/07/2022 Version 3.2	Version 3.1 amended as follows: <ul style="list-style-type: none"> Definition of Formative Assessment amended: p. 3 Policy - Clause c) Integrity amended – Added Points b. and d. p. 5 Policy - Clause h) Feedback – Added Point e. p. 7 Minor edits Approved by Academic Board on 26/04/2023
	27/11/2023 Version 3.3	<ul style="list-style-type: none"> The definitions have been relocated to the IHM Glossary and the template has been updated
	19/03/2024 Version 3.4	<ul style="list-style-type: none"> Minor edits and updates to ensure relevant content from the Assessment Procedure was covered in this document (the Assessment procedure is redundant). Updated to new template Grading Schema moved to Policy
	07/01/2025 Version 4.0	<ul style="list-style-type: none"> Major revisions for procedural clarity Alignment with further IHM policy and procedures as part of the IHM policy review