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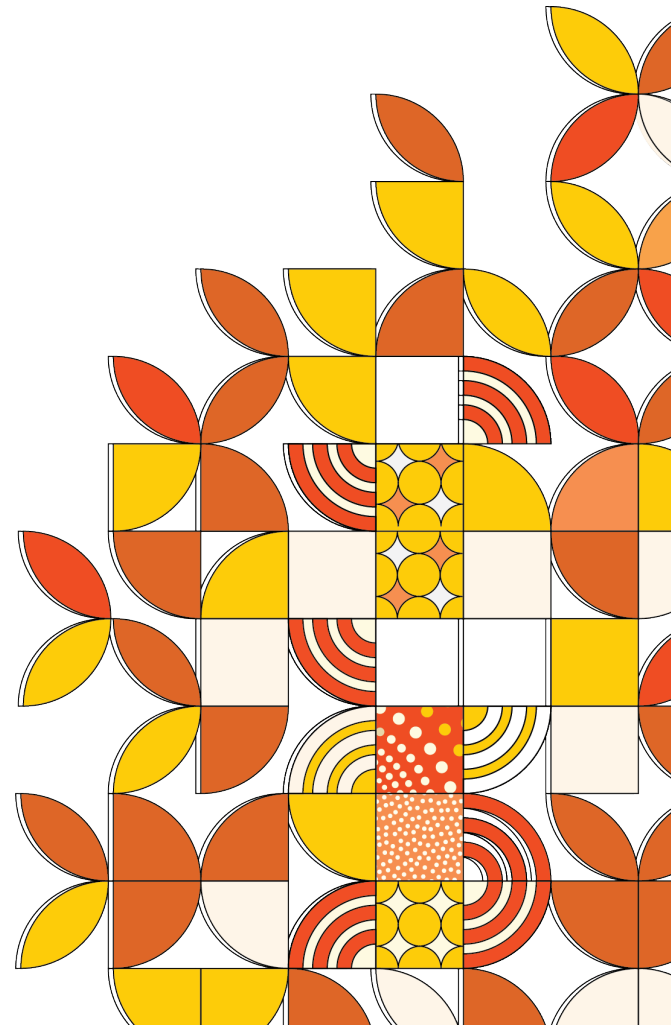
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Student Assessment and Examination Procedure

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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:
 - 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 General principles

- 6.1 Unit assessment task requirements: The following weighting patterns for summative assessment apply to all units:
 - a) The units worth eight credit points, the maximum weighting of any assessment task, including examinations, is 60% of the mark for the unit.
 - b) 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.
 - c) 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.
- 6.2 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) IHM in response to recent increase in the use of artificial intelligence in completion of assessment tasks, and to maintain academic integrity of assessment, it is highly recommended that all assessment

tasks include at least 10% allocation to formative components, e.g., draft plans, oral presentations of outlines, one-on-one student consultation meetings, keeping all notes/records (as required) in the student journals.

- c) 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) Students are to ensure they do not engage in any activities that would violate IHM's policies and procedures that would result in breaching academic integrity, e.g., the Academic Honesty and Integrity Policy and Procedures, in, for example, using artificial intelligence tools without acknowledgement to complete assessments.

6.3 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, as per IHMs Accessibility Policy.

6.4 Assessment types

- a) Formative and Summative assessment
 - i 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.
 - ii 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.
 - iii 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.
 - iv The purpose of summative assessment is to gauge students' comprehension of the material presented, and/or development of skills in line with the Unit Learning and Course Learning Outcomes, and is often measured with a grade or percentage, depending on the unit.
 - v 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.
 - vi 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.
- b) Hurdle requirements
 - i Any hurdle requirements are linked with the course learning outcomes and standards.
 - ii 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.
- c) Supplementary assessment
 - i 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.
 - ii Supplementary assessment may be offered to any student who fails an assessment task if their request for Special Consideration for that task is approved.

- iii The mark awarded for the assessment task will be based solely on the supplementary assessment.
- iv 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.
- v The mark awarded for a supplementary assessment, in the absence of Special Consideration, will be capped, unless otherwise advised in the course outline as follows:
 - Where a supplementary assessment is provided for a student who fails an assessment task in any unit, the final mark awarded for the assessment task will be capped at 50%; or
 - Where a supplementary assessment is provided to a student with a Fail based on the overall unit result, the final mark for the unit will be capped at 50%.
- vi 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.
- vii If the student is still unable to sit the second supplementary examination, then at the discretion of the Board of Examiners, either the marks derived from other completed assessment tasks may be aggregated or averaged to achieve a final mark (where all learning outcomes have been tested) or the achieved mark and grade will be finalised.
- viii In exceptional cases, where a student is unable to sit both the final examination and the supplementary examination due to a documented medical condition or for other exceptional documented reasons but has completed all other assessment tasks for the course, the student may be permitted to enrol in the unit at the next opportunity. In such a case the student will be permitted to sit the final examination and this mark will be added to the marks already achieved for the course.
- ix Where a unit has been repeated, the academic transcript will capture the final grade of each attempt.

6.5 Assessment requirements

a) General rules

- i Students must be advised of submission or examination requirements for assessment tasks via the Learners Guide.
- ii Students may not resubmit an assessment task in an attempt to improve the result in that assessment task beyond the due date.
- iii Penalties will be applied for late submission of assessment tasks.
- iv Assessment feedback to students is due within 10 working days after the assessment submission due date.
- v An assignment is the body of work prepared ahead of submission due date and submitted via the LMS.
- vi An examination is an assessment event that requires attendance at specified times and locations and tasks to be performed as detailed in the Learner Guide.
- vii Students are expected to always conduct themselves honestly and ethically and be aware of the Academic Honesty and Integrity Policy and Procedure

b) Language, expression, and formatting in written assignments

- i 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.

- ii 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.
 - iii 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.
- c) Assessment by submission of assignment
- i may take a variety of forms as outlined in the Learners Guide.
 - ii 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 7] style.
 - iii 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.
 - iv The timely submission of assignments or the appropriate negotiation of an extension is the responsibility of the student.
 - v All 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. 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.
 - vi 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.
 - vii 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.
 - viii 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.
 - ix 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.
 - x For assignments, the amount of directly quoted, paraphrased or generated with the assistance of generative artificial intelligence material should abide by the guidelines outlined in the Academic Honesty and Integrity Policy and Procedure.
 - xi 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.
- d) Assessment by examination
- i 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.
 - ii Students attending online examinations are required to follow the rules as stated below:
 - Students must not divulge their login details for the eLearning platform to any third party or fellow student.
 - Students are responsible to check all technical requirements and internet connection before joining.
 - Students need to turn the camera on during the exam time unless advised otherwise.

- 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.
 - Should provide a government issued photo ID for verification if the supervisor requests for verifying the identity of student.
 - 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.
 - Should not use any other secondary device including mobile phone while examination is in progress.
- iii Students attending examinations in campus are required to follow the rules as stated below:
- Timing;
 - The students are required to be present outside the examination hall exactly 15 minutes before the start of the examination.
 - Students will only be allowed to enter the examination hall 10 minutes prior to commencing the examination.
 - 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.
 - No student is allowed to leave the hall before half time (Major Examinations) and 30 minutes (minor examinations) after the start of the examination.
 - Students are not permitted to leave the examination hall during the last 10 minutes (Major Examinations).
 - Identity Verification;
 - Students will not be allowed into the examination hall without presenting an appropriate photo identity card, issued by the Institute.
 - Invigilators are responsible to ensure full compliance with such requirement.
 - 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.
 - Breaks;
 - 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.
 - If a student falls ill during the examination and is unable to complete the examination, the concerned student should alert the invigilator and Head of School who may make suitable arrangements for proper medical attention
 - No student shall re-enter the examination hall after leaving it unless they are under approved supervision during the full period of absence.
 - Question papers;
 - The invigilator distributes question paper and answer sheets among students. No other paper than that shall be used. An examination written on other paper will be considered invalid.
 - Students are not allowed to read the question paper until granted permission by the invigilator.
 - During an ongoing examination, students are not allowed to take the examination paper outside the examination hall.

- 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.
- Each answer sheet should contain details of the student's name, section, and ID number.
- Disturbance:
 - 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 the bathroom.
 - No student shall leave their assigned seat without the permission of the invigilator.
 - 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.

6.6 Unit Assessment Rules:

- a) To pass a unit:
 - i The student's aggregate mark must equal or exceed 50%.
 - iv 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.
 - ii All compulsory requirements of the unit as specified in the learner's guide must be passed, and
 - iii all assessments for that unit must be submitted and any examination for that unit must be attempted; and
 - iv 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.
 - v Attendance requirements must be met.

6.7 Marking

- a) Marking of Examinations and Assignments
 - i 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.
 - ii The Academics mark the assignments using the agreed marking guide and rubrics.
 - iii All marks are returned to the course coordinator who reviews the grading to determine whether there are significant variations or requirements for moderation. If there are no significant variations between the marks, the student receives the average of the marks.
 - iv 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.
- b) Assessment of clinical competence
 - i Competence demonstrated during professional placements in courses leading to registration will be assessed using the Professional Experience Placement Tool.
- c) Marking Feedback

- i 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.
- ii 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.
- iii 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.
- iv The two main types of feedback available are formative and summative. Formative involves feedback given outside of a summative assessment and may be used in preparation for a summative assessment submission. Summative assessment feedback is provided after the assessment has been completed and comes in the form of a grade or mark with commentary.
- v While summative assessment 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.

6.8 Exceptional Circumstances

a) Special Considerations- General Requirements:

- i The Course Coordinator will decide as to whether a student shall receive special consideration.
- ii Applications for special consideration may only be made under one or more of the following grounds:
 - a medical condition
 - compassionate reasons (such as the recent death of a close family member; family breakdown; unavoidable personal obligations)
 - hardship/trauma (such as severe disruption to domestic arrangements; impact of crime; natural disasters; major transport failure; unexpected technology failure)
 - unexpected employment or carer demands
 - a requirement related to a student's obligations as an elite athlete
 - military, jury, or emergency service obligations
 - obligatory religious or faith-based commitments
 - obligatory cultural commitments of Aboriginal or Torres Strait Islanders
- iii The following Special Considerations will be determined by the Course Coordinator:
 - Special provisions may be made in cases of disability, long and short-term illness, chronic and temporary illness, or other major disruptions to study which affect a student's ability to submit an assessment task.
 - Special provisions may include an extension of submission date, special examination arrangements, deferred examinations, or other special adjustments.
 - Applications for special provisions must be made using the Application for Special Consideration form and include any required supporting evidence in accordance with Assessment Procedures.
 - There is no provision for a student's final mark in a course to be increased even if Special Consideration has been approved.
 - The use of Special Consideration does not include any adjustments to final marks in a unit of a course.
- iv After Due Date Special Consideration
 - Applications for special consideration must be submitted no later than three working days after the due date of the assessment.

- 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'.
 - Late applications will only be considered where the student can provide evidence to the Course Coordinator that extenuating circumstances prevented them from applying any earlier.
 - 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.
 - Where feasible, a supplementary assessment may be offered to a student who failed the assessment. This requirement is independent of the weighting of the assessment task; or
 - Marks derived from other completed assessments may be aggregated or averaged to achieve an overall mark.
- b) Applications for an extension under exceptional circumstances
- i When a student submits a request for an extension, the following is the procedure:
 - The student applies 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.
 - The Unit Coordinator may grant an extension of up to one week.
 - The student submits the assessment at any time until the extended due date without incurring an academic penalty.
- c) Late submissions
- i In line with the previous (section 6.8 a and b), an extension may be granted upon meeting the criteria set out in this procedure. The agreed extension will specify the revised due date, after which penalties will be applied according to the procedure.
 - ii A late penalty will be applied where the assessment task is submitted after the agreed due date or **without an approved extension** as follows:
 - Students who submit an assessment task after the due date (original or extended) will incur a daily penalty of 5% of the total marks possible for the assessment for each day late up to a maximum of 7 days, e.g. For an assessment worth 50 marks, each day late after the due date will result in 2.5 marks deducted. After 7 days, the total marks deducted will be 17.5 marks. Submissions received from day 8 onwards will not be marked and the result of zero will be applied to the assessment item.
 - Days late are measured from 11:59 pm Australian Eastern Standard Time on the due date of an assessment task.

6.9 Penalties

- a) 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 and Procedure.

6.10 Notifications of assessment changes to Students

- a) 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.
- b) 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.
- c) Students will be notified via the Learning Management System (LMS) and/or student email by the student support team.

6.11 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.

6.12 Appeals

- a) Any appeal against an assessment decision will be dealt with in accordance with the Complaints and Appeals Policy and Procedure.
- i Review of Grade
- This procedure applies to all units offered by IHM in both award and non-award enrolments.
 - The review will be of the final grade issued at the end of a study period.
 - A student may apply for a review of grade provided the student has completed all the essential assessment requirements set down in the Learner Guide issued at the commencement of instruction of the unit.
 - A grade cannot be reviewed where the grade awarded is the outcome of a determination under the Student Misconduct Rule.
 - The formal review of grade(s) will be undertaken by the Board of Examiners.
- ii Grounds for a review of grade application
- A student may apply for a review of a final grade where:
 - the Lecturer did not provide a Learner Guide as required;
 - the assessment requirements as specified in the Learner Guide were varied unreasonably;
 - assessment requirements specified in the unit guide were unreasonably or prejudicially applied to the candidate;
 - a student is of the view that a clerical error has occurred in the computation of the grade;
 - due regard has not been paid to the evidence of illness or misadventure (that was previously provided to IHM, as part of an application for Special Consideration).
 - A student will **NOT** be granted a review of a final grade when one or more of the following apply:
 - the student's grade for that unit has been the subject of a determination under the Student Misconduct Rule;
 - grounds exist to review the grade, but such a review, if conducted, would not result in any alteration of the grade; or
 - the student has not completed all essential requirements of the unit (except in some cases of special consideration).
 - The Lecturer will provide a written response to the grounds for the review of the grade

outlined by the student.

- The Board of Examiners will consider the student's application and the response from the lecturer and determine whether the grade should be changed.

iii Applying for a review of grade

- Students seeking review of individual items of assessment should, in the first instance, approach the academic staff member responsible for the marking of that assessment item.
- Where, after detailed and reasonable discussion with the relevant academic staff, the student believes an error persists or the result is not a fair reflection of the student's work, the student may apply for a review at the end of the session following notification of the final grade.
- An application for review of grade must be lodged, in the appropriate published format, together with the prescribed charge (if appealing against a passing grade), within ten working days of the official notification of results.
- The grounds for the application for review of grade(s) must be clearly described in supporting documentation to the application.
- It is not sufficient merely to state that there has been an error or an injustice.
- A separate application must be lodged for each unit.
- A separate fee must be paid for each unit.
- The charge will be refunded to any student whose application is successful.

iv Outcomes of review applications

- Where an application for a review of grade 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.
- Where an application has been accepted, the student will be informed in writing within 3 business days and the student record updated accordingly.

SECTION 3

Responsibilities

7. 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.
8. 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.
9. The academic staff ensures that assessment for a unit is consistent with the aims, objectives, and content of that unit.
10. 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

11. 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, 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

SECTION 4

Associated Information

Related Internal Documents	<ul style="list-style-type: none"> • Academic Honesty and Integrity Policy • Academic Honesty and Integrity Procedure • Accessibility Policy • Accessibility Procedure • Benchmarking Policy • Benchmarking Procedure • Course Design and Development Policy • Course Review and Evaluation Policy • Course Review and Evaluation Procedure • Credit and Recognition of Prior Learning Policy • Credit and Recognition of Prior Learning Procedure • IHM Course Curriculum • Learner Guides; Unit Guide Template • Moderation and Validation Policy • Moderation and Validation Procedure • Student Assessment and Examination 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.tegsa.gov.au/higher-education-standards-framework-2021 • National Code of Practice for Providers of Education and Training to Overseas Students (2018). https://www.legislation.gov.au/Details/F2017L01182
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Responsibility for implementation	Academic Dean
Document Custodian	Academic Dean or Chair, Learning and Teaching Committee
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Change History

Version Control		Version 3.4
Change Summary	Date	Short description of the change, incl 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
	07/03/2023 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