



Student Assessment Policy

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Related Documents	Academic Continuous Improvements Policy Advance Standing Policy and Procedure Assessment Appeal Policy Assessment Appeal Procedure Australian Qualifications Framework (AQF) Course Design Policy and Procedure Diversity and Equity Policy External Moderation and Benchmarking Policy Glossary of Terms HESF (Threshold Standards) 2021 Internal Assessment Moderation Policy and Procedure Online Course Delivery Policy Student Academic Misconduct Policy and Procedure Student Assessment Procedure
HESF (Threshold Standards) 2021	1.4; 1.5.7; 2.3.3; 7.1.5

1. Purpose

The aim of this Policy is to offer direction in the evaluation of assessment tasks. The Australian Institute of Higher Education Pty Ltd (referred to as "the Institute") has formulated this Policy to ensure that all student assessment tasks are well-designed to evaluate the degree to which students have attained the learning and skills outcomes for a specific unit of study. Additionally, it aims to help academic staff make informed decisions regarding individual student performance within a unit of study, with the goal of enhancing performance outcomes.

2. Principles

Assessment is to be designed to contribute to high quality student learning and underpin the development, delivery and quality assurance of units and courses.

All assessments:

- a) must be standards-based and provide evidence of the level of achievement with respect to learning outcomes, graduate attributes and criteria as outlined in the ***Australian Qualifications Framework (AQF)***;
- b) must be a transparent process conducted with honesty, integrity, and confidentiality.



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- c) are integral to pedagogically informed learning and teaching.
- d) must comprise a variety of tasks which are reasonably achievable by students.
- e) must be fair, inclusive and equitable with due recognition of reasonable adjustment;
- f) are assessed both from a group and an individual perspective, using peer evaluation and marking rubric.
- g) are to be marked by appropriately qualified assessors, with grades applied consistently in accord with the Grading Criteria; Refer to section 6.9.
- h) are to encourage and reinforce learning through the provision of meaningful and timely feedback;
- i) must be assessing graduate attributes which are scaffolded in the course and unit learning outcomes.
- j) provide awareness and knowledge of academic integrity.
- k) provide support and encouragement to the learner;
- l) provide timely feedback of assessments.

3. Context

An assessment forms an integral part of the learning and teaching system and an important aspect of maintaining academic standards. It measures learning outcomes, evaluates the effectiveness of the learning environment, and formally certifies student achievements for external audiences.

4. Scope

This Policy applies to all students and academic staff at the Institute.

5. Definitions

See the AIH Glossary of Terms for definitions.

6. Policy Details

This Student Assessment Policy is authorised by the Academic Board to provide guidelines for the Institute's staff and students on the procedures and guidelines for student assessment.

Details of the process are contained in the Student Assessment Procedure and related guidelines.

6.1 Rationale for Assessment

Every unit of study will include assessments.

The rationale for assessment is:

- to promote, enhance, and improve the quality of student learning through feedback that is clear, informative, timely, constructive, and relevant to the needs of the student.
- to measure and confirm the standard of student performance and achievement in relation to a unit's defined learning outcomes.
- to reward student effort and achievement with an appropriate grade.
- to provide relevant information in order to evaluate continuously and improve the quality of the curriculum and the effectiveness of the teaching and learning process.



6.2 Forms of Assessment

Normally, assessment of a unit of study will involve a number of different forms of assessment.

- a. **Formative:** this is specifically intended to assist students identify weaknesses in their understanding, so that they may improve their understanding and enhance their learning.
- b. **Summative:** this is primarily to pass judgment on the quality of a student's learning, generally in terms of assigned marks and grades.
- c. **Critical reflection on the outcomes of assessment tasks, both formative and summative:** this can inform lecturers and students, not only about the quality of student learning but also about the effectiveness of teaching.

6.3 Notification to students of assessment requirements

A fundamental aspect of developing a unit is the specification of the prescribed assessment tasks in a way that relates them directly to the unit's objectives (including expected learning outcomes), the course structure, the teaching methods to be used, and the learning strategies to be fostered. Lecturers should ensure that students are fully informed, in writing, in the introductory session of a unit, about unit objectives and expectations, including the assessment requirements and submission dates. The details of all assessment tasks are clearly stated in the Unit Outline, which includes a statement of the objectives of the unit; its assessment plan, including weights allocated to each assessment item and related submission dates: deadlines, sanctions, and penalties; all in a way that is appropriate to the academic level of the students.

6.4 Submission

Students must be advised of submission requirements for assessment tasks via the Assessment Briefings. Students may be required to submit all work in electronic copy so that it can be subject to electronic scanning by a plagiarism detection software.

6.5 Special Consideration and Reasonable Adjustment

Special consideration and/or reasonable adjustment 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 complete the assessment task. Special consideration is not given when the condition or event is unrelated to the student's performance in a component of the assessment task, or when it is considered not to be serious. All medical grounds must include a medical impact statement, to be completed by the medical practitioner and submitted with the Special Consideration Application Form.

Students affected by circumstances other than medical or mental health issues must submit an independently verified document such as: police report for



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incidents, an official letter from a funeral director/death certificate, or copy of a summons or court order.

In situations where there is an unexpected circumstance that cannot be confirmed by a registered professional or official body or an independently verified document cannot be obtained, the student must submit a statutory declaration. A statutory declaration is a written statement which you sign and declare to be true before an authorised witness (for example, Justices of the Peace, a lawyer, or a notary public). The form can be obtained on NSW Statutory declaration forms or VIC State Government.

Applications for special consideration or reasonable adjustment must be made using the prescribed form and include any required supporting evidence in accordance with the ***Student Assessment Procedure***.

6.6 Requirements for Successful Completion of a Unit of Study

- a. Students achieve at least 50% of the total marks for the unit of study to pass the unit.
- b. A Supplementary Assessment may be given to students with approval from the Dean/ Director of Teaching and Learning who have failed a unit and obtained a total mark between 46 – 49% (inclusive) provided the student has completed all other assessment items.
- c. A Supplementary Assessment can only be offered to a student once per semester with passes in all other units.

6.7 Timing and Weight of Assessment

Students are expected to achieve the learning outcomes of a unit of study progressively throughout a study period. There should be set tasks during the study period that allow the students' progress to be evaluated against established criteria. Such tasks should contribute to the final assessment in a unit.

There should be at least three assessment tasks per unit, and a maximum of four assessment tasks per unit, except in units where examinations are required (CPA require 50% invigilated assessments/examinations), in which case two assessment items are sufficient.

Assessments should be designed carefully; first, to keep in proportion student time commitment and the weight of the assessment task in the overall assessment; and second, to reflect, as far as possible, the importance of each task in determining the effectiveness of students having met the unit's learning outcomes. This might mean that an important task, such as an end of term assessment/exam, is weighted heavily. Care should be taken to avoid the imposition of a heavy imbalance of assessment load toward the second half of the study period.

The level and importance of group work varies according to the unit level and the



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field of study. Industry and sector expert recommendations are an integral part of course design. Such recommendations provide essential guidance on appropriate assessment scheduling on a case-by-case basis. Internal processes should provide assurance that marks awarded reflect student achievement. All group work must contain an individual component to ensure that marks awarded reflect student achievement.

The following percentages represent a guide for the range of group work that should contribute to assessment within a unit.

- **Undergraduate units:** generally, up to and including 30%, unless sufficient reasons are presented in support of a different proportion.
- **Postgraduate units:** generally, between 40% to 80% unless sufficient reasons are presented in support of a different proportion.

Usually, one or more assessment tasks should be set, submitted, marked, and returned to students by the mid-point of a unit. Although students need regular feedback on their progress, set assessment tasks should be kept to a minimum that is sufficient to enable students to make judgements about their progress. Due dates for assessment tasks should be spread out so as to give students periods of time for reflective learning that are free from the pressure caused by a looming deadline.

In some disciplines, students are expected to practise skill development continuously. To evaluate students' ability to perform such on-going tasks, consideration should be given to strategies for self-assessment. In this way, students can obtain evidence concerning their level of understanding of the work, while avoiding the stress of frequent formal appraisal by an examiner.

Apart from examination scripts, all assessed work should have returned feedback to the student, preferably in a class context where the student has the right to query the assessment result for clarification either then or at a later time.

Unit Outlines should advise students at the beginning of a unit of study how all assessment results are to be combined to produce an overall mark for the unit. In particular, the Unit Outline should make expressly clear:

- the weight of each task in contributing to the overall mark;
- the formulas or rules used to determine the overall mark;
- minimum standards that are applied to specific assessment tasks, and the consequences if such standards are not met (including failure to submit particular tasks);
- individual marks for group work are identified;
- rules regarding penalties applied to late submissions.
- precise details of what is expected in terms of presentation of work for assessment. This is the marking criteria.



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- Full assessment briefings are presented to the student along with rubrics identifying levels of possible achievements.

Emphasis should be placed on appropriate referencing conventions and requirements, on the degree of cooperation permitted between students, and on what constitutes academic dishonesty and the consequences of committing it as outlined in the *Student Academic Misconduct Policy*.

6.8 Communication Skills

Communication skills, fundamental to the success of a business leader, will be mainstreamed through all courses and assessments delivered at the Institute. Students will be presented with progressively more challenging communication situations as they move from 1000, 2000, 3000 level units for undergraduate and 4000 level units to 5000 level units for postgraduate. The suite of indicators is indicative, not comprehensive, and is intended as a guide for use by academics in the interests of constructing rigorous and challenging communication activities as part of Unit Outlines.

Practical indicators of performance levels required for use at the 1000, 2000 and 3000 levels 4000 levels and 5000 levels are as follows:

Requirements for all levels (1000 – 3000):

- Written reports that are associated with oral presentations will vary in length and complexity. Where the presentation is a means of summarizing the results of a major assignment, the length of the written report will depend on the assignment that is the subject of the presentation. Where the primary focus of the assessment is the presentation, such as might be the case where the presentation is based on the topic for the weekly tutorial session, the report may be about 1000 words in length.
- Student communications should be sensitive to cultural differences and deal responsibly and positively with conflict.

Level 1000 Communication skills:

General: At this level assignments and classroom experience are designed to challenge students' ability to build an argument that draws material together from a number of sources. In written form, this suggests written reports up to 1000 words in length that have an explicit structure of argument leading to a conclusion.

Essays: At this level, the essay form requires an introduction which raises key questions and foreshadows the approach to an answer, a body of logically sequenced points of argument and supporting evidence, and a conclusion that shows how the evidence and argument provides the answer to the questions set.

Oral presentation skills: Oral presentation skills include the ability to develop a theme. An appropriate challenge at this level is for students to plan collectively and deliver formal presentations of 10-15 minutes in length, to integrate multimedia aids such as a presentation application, video, and audio as appropriate and to tie the content



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conveyed by these aids to the theme of the presentation. Presenters should be able to demonstrate knowledge gained by responding to answers from other students or lecturer with feedback or development or redirection of the question.

Level 2000 Communication skills:

Written Assignments: At this level, written assignments should be structured to make an extended argument. The answers should be complex enough to take account of a variety of factors impinging on the question. Implications should be clearly identified. Conclusions should include implications drawn from a variety of perspectives. The length of these assignments is between 1000 – 2000 words depending on the nature of the assignment.

Oral Presentations: Oral presentations should demonstrate the same capabilities for analysis and structure as presented in the written form. They should also include the capacity to run a group discussion. This may include posing of broad, open questions, which are pitched at the appropriate level to stimulate and engage an audience. Presenters should be able to demonstrate knowledge gained by responding to answers from other students or lecturer with feedback or development or redirection of the question.

Essay Assessments: At level 2000, these should be constructed to provide clear evidence in supporting an argument or provide the reader with key concept points that lead to an outcome or conclusion. The length of the essay and style will be determined by the question type.

Short answer questions: Where short answer questions are used, students should be able to develop responses in a paragraph form, using over one or more paragraphs. The paragraphs should have an internal logic that is well focused on the question being answered.

Level 3000 Communication skills:

General: At the 3000 level, both oral and written communication skills should benchmark well against industry practice. For example, students may present reports or briefings, which are clearly and cogently argued and discussed by the audience, and lecturer. The assignment length at this level could be between 2000 to 3000 words. Students should be able to present coherent written arguments based on the application of concepts under pressure of time and without resort to notes, e.g., in class discussion or the examination context.

Essay Assessments: At level 3000, these should be constructed to provide clear evidence in supporting an argument or provide the reader with key concept points that lead to an outcome or conclusion. The length of the essay and style will be determined by the question type.

Oral presentations/tutorials: Students should be able to deliver oral presentations as per 1000 level skills and run class discussions as per 2000 level skills. In addition to this, they should be able to construct meanings out of the disparate contributions of other



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students. They should be able to draw together implications of what has been put forward in tutorial discussions and present conclusions back to the tutorials that form a synthesis or reconciliation of their own presentation and the responses of the students. By way of further illustration, this communication process should be analogous to the chair of a meeting, drawing together the conclusions that have emerged from diverse perspectives brought to the meeting table. Students should be able to recognise and acknowledge those perspectives that remain irreconcilable. They should be able to recognise ambiguity and show appropriate tolerances for multiple meanings.

Short answer questions: Students should be able to develop responses to short answer questions in a paragraph form that bring together concepts and theories from different parts of the unit being examined.

Level 4000 and 5000

General At the 4000 and 5000 level, both oral and written communication skills should benchmark well against industry practice. For example, students may present reports or briefings, which are clearly and cogently argued and discussed by the audience, and lecturer. The assignment length at this level could be between 2000 to 4000 words. Students should be able to present coherent written arguments based on the application of concepts under pressure of time and without resort to notes, e.g., in class discussion or the examination context.

Research projects and group projects

With a high level and challenging assessment task it requires students to identify, research, undertake review of literature, collect, and analyse data and to present documentation using methodology and design appropriate for the assessment task. If projects are presented both orally and in report form students must be at the level to present their findings in a concise and well-structured manner and follow industry and academic practice in their presentation.

6.9 Grading Criteria

Overall student performance in individual units shall be graded in accordance with the following guidelines:

Grade	Definition
High Distinction (Outstanding performance) Code: HD Mark range: 85% and above	Complete and comprehensive understanding of the unit content; development of relevant skills to an outstanding level; demonstration of an extremely high level of interpretive and analytical ability and intellectual initiative; and excellent achievement of all major and minor objectives of the unit.
Distinction (very high level of performance) Code: D	Very high level of understanding of the unit content; development of relevant skills to a very high level; demonstration of a very high level of interpretive and analytical ability and intellectual initiative;



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Mark range: 75-84%	and comprehensive achievement of all major and minor objectives of the unit.
Credit (high level of performance) Code: C Mark range: 65-74%	High level of understanding of the unit content; development of relevant skills to a high level; demonstration of a high level of interpretive and analytical ability and achievement of all major objectives of the unit, some minor objectives not fully achieved.
Pass (competent level of performance) Code: P Mark range: 50-64%	Adequate understanding of most of the basic unit content; development of relevant skills to a satisfactory level; adequate interpretive and analytical ability and achievement of all major objectives of the unit; some minor objectives not achieved.
Non-graded Pass Code: NGP	Successful completion of a unit assessed on a pass/fail basis, indicating satisfactory understanding of unit content; satisfactory development of relevant skills; satisfactory interpretive and analytical ability and achievement in all major objectives of the unit.
Fail - unsatisfactory performance Code: F Mark range: below 50%	Inadequate understanding of the basic unit content; failure to develop relevant skills; insufficient evidence of interpretive and analytical ability; and failure to achieve some or all major and minor objectives of the unit.
Fail - no assessment submitted Code: FNS	Did not present any work for assessment, to be considered as failed.
Fail - no engaged Code: FNE	Obtained a mark less than or equal to 15% and fail to present most of the work for assessment.
Grade Pending Code GP	<p>A final grade is yet to be awarded for the unit as students have not yet completed all the assessment tasks and special consideration has been approved due to medical grounds or exceptional circumstances beyond the control.</p> <p>Where a student marginally fails a unit of study (i.e., has achieved a score of 46-49%) the Dean/Director of Teaching and Learning may recommend that the student be offered an alternative assessment to assess the students understanding of the learning outcomes. In order to pass an alternative assessment, a student needs to obtain a minimum 50% of that alternative assessment. A 50% pass grade can then be awarded.</p> <p>The Dean reserves the right to not award an alternative form of assessment if the student has not completed or attempted all other assessment items for that unit and passed all other units enrolled in the trimester.</p> <p>If the additional assessment task relates to the final assessment/exam for a unit, the temporary grade awarded will be</p>



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	GP. All GP grades must be finalised before the end of the following trimester.
Withdraw with Failure Code: WF	Cancelled enrolment in the unit after the final date for withdrawal without failure. Cancelled enrolment in the unit for non-payment of fees.
Withdraw without Failure Code: AW	Cancelled enrolment in the unit before the final date for withdrawal without failure. This grade may also be awarded to students who withdraw from a unit after the withdrawal date under special or compassionate circumstances. In these cases, the grade is awarded at the discretion of the Teaching and Learning Committee. A unit with the grade of AW does not appear on a student's academic transcript.
Advanced Standing Code: AS	Credit has been granted for the unit of study following an application and its approval for Advanced Standing.

Rounding of Grades

Individual assessment results shall be rounded to one decimal place. Aggregate marks for a unit of study shall be rounded to a whole number.

6.10 Appeals

Students may appeal against a decision made under this Policy and associated Procedure. Appeals must be made as prescribed in the appeals process outlined in the **Assessment Appeal Policy** and associated Procedure.



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7. Legislation

This Policy and the associated Procedure comply with the Higher Education Standards Framework Threshold Standards 1.5.7; 2.3.3 & 7.1.5, which specifies that:

1.5.7. Records of results state correctly, in addition to the requirements for all certification documentation:

- a) the full name of all courses and units of study undertaken and when they were undertaken and completed
- b) credit granted through recognition of prior learning
- c) the weighting of units within courses of study
- d) the grades and/or marks awarded for each unit of study undertaken and, if applicable, for the course overall
- e) where grades are issued, an explanation of the grading system used
- f) where a course of study includes a significant particular focus of study such as honours, an area of specialisation or a major study, a definition of that component of significant focus, and
- g) any parts of a course or units of study or assessment that were conducted in a language other than English, except for the use of another language to develop proficiency in that language.

2.3.3. The nature and extent of support services that are available for students are informed by the needs of student cohorts, including mental health, disability and wellbeing needs.

7.1.5. Representations, whether expressed or implied, about the outcomes associated with undertaking a course of study, eligibility for acceptance into another course of study, employment outcomes or possible migration outcomes are not false or misleading.

8. Version Control

This Policy has been endorsed by the Australian Institute of Higher Education’s Academic Board as at April 2023 and is reviewed every 3 years. The Policy is published and available on the Australian Institute of Higher Education website <http://www.aih.nsw.edu.au/> under ‘Policies and Procedures’.

Change and Version Control				
Version	Authored by	Brief Description of the changes	Date Approved:	Effective Date:
2016-1	Registrar	Updated template.	6 July 2016	6 August 2016
2017-1	Ms. McCoy	Revised rules.	22 February 2017	6 March 2017
2017-2	Registrar	Added Internal Assessment Moderation Policy and Procedure to related documents.	7 June 2017	13 June 2017
2019.1	Registrar	Updated the content of the grade description – GP and SX Updated the special consideration rules and medical impact statement	20 March 2019	20 March 2019
2019.2	Registrar	Updated the policy owner and responsible officer from Executive Dean to Principal	1 July 2019	2 July 2019



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2021.1	Registrar	Updated the policy owner and responsible officer to CEO/Principal, no further amendments required	14 April 2021	15 April 2021
2021.2	Registrar	Changes and removal of the SX grade in the Grade Schema/Criteria	8/09/2021	1/11/2021
2021.3	Dean	Changes to include levels 4000, 5000	3/11/2021	15/11/2021
2022.1	Registrar	Updated Higher Education Standards Framework [Threshold Standard] 2021	25 May 2022	25 May 2025
2022.2	Dean	Change to Supplementary Assessment offering	8 July 2022	9 July 2022
2022.3	Dean	Change to the proportion of group work indicated for postgraduate study to align with industry experts.	4 October 2022	15 December 2022
2023.1	Dean and Program Managers	General review and update Policy owner changed from CEO to Dean 5/04/2023	5 April 2023	6 April 2023