

Student Assessment Policy and Procedure

Policy Category	Academic
Policy Code	ACA-HE-04
Policy owner	Dean
Responsible Officer	Associate Dean (Academic Operations and Partnerships)
Approving authority	Academic Board
Approval date	6 May 2026
Commencement date	7 May 2026
Review Period	3 years
Version	2026.1
Related Documents	Academic Continuous Improvements Policy and Procedure Advance Standing Policy and Procedure Assessment Appeal Policy and Procedure Australian Qualifications Framework (AQF) Course Design Policy and Procedure Diversity and Equity and Inclusion Policy External Moderation and Benchmarking Policy and Procedure Glossary of Terms Internal Assessment Moderation Policy and Procedure Online Course Delivery Policy Student Academic Misconduct Policy and Procedure
HESF (Threshold Standards) 2021	1.4; 1.5.7; 2.3.3; 7.1.5
Policy Visibility	Public

1. Purpose

The aim of this Policy and Procedure is to provide direction in the evaluation of assessment tasks at the Australian Institute of Higher Education Pty Ltd (referred to as "the Institute").

This Policy and Procedure ensures that assessment tasks are appropriately designed to evaluate the extent to which students have achieved the learning outcomes and skills outcomes for a unit of study, consistent with course and unit requirements.



AUSTRALIAN INSTITUTE OF HIGHER EDUCATION

It also provides a framework to support academic staff in making informed, fair, and consistent judgments about individual student performance within a unit of study, and to support continuous improvement in assessment practices and student learning outcomes.

2. Principles

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

All assessment at the Institute:

- a) must be standards-based and provide evidence of the level of achievement in relation to learning outcomes, graduate attributes and criteria as outlined in the *Australian Qualifications Framework (AQF)*;
- b) must be transparent processes that uphold honesty, integrity, and confidentiality;
- c) is integral to pedagogically informed learning and teaching.
- d) comprises a variety of assessment tasks that are reasonably achievable by students.
- e) is fair, inclusive, and equitable with due recognition of reasonable adjustment;
- f) where group assessment is used, incorporates both group and individual components, supported by appropriate peer evaluation and marking rubrics;
- g) is marked by appropriately qualified assessors, with grades applied consistently in accord with the grading criteria (refer to section 6.9);
- h) encourages and reinforces learning through the provision of meaningful and timely feedback;
- i) assesses graduate attributes that are scaffolded within course and unit learning outcomes;
- j) supports student awareness and understanding of academic integrity.
- k) provides appropriate support and encouragement to the learner; and
- l) provides timely feedback of assessment tasks.

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 and Procedure applies to all students and academic staff at the Institute.

5. Definitions

See the AIH Glossary of Terms for definitions.

6. Assessment Requirements and Procedures



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

6.1 Rationale for Assessment

Every unit of study will include assessment.

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 assessment:** 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 assessment:** 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 unit development is the clear specification of prescribed assessment tasks in a manner that aligns with unit objectives, expected learning outcomes, course structure, teaching methods, and learning strategies.

Academic staff must ensure that students are informed in writing, at the commencement of a unit, of unit objectives, assessment requirements, and submission dates.

Details of assessment tasks are set out in the Unit Outline, which includes:

- the objectives and learning outcomes of the unit;
- the assessment plan and weighting of each assessment task;



- submission dates, deadlines, penalties, and sanctions; and
- requirements appropriate to the academic level of the students.

6.4 Assessment Methods

The forms of assessment used within a unit of study are specified in the Unit Outline and are selected to align with unit learning outcomes, course requirements, and the AQF level of the unit.

Assessment methods may include, but are not limited to, the following forms of assessments:

- **Short Quizzes**

Short quizzes are intended to test that student's study regularly and have a good grasp of the theoretical material covered in lectures and tutorials. They usually take the form of multiple-choice questions and short answer questions.

- **End of Study Period Final Assessments (Final Exams)**

End of Study Period final assessments, including Presentations (Final Exams) are specified in the Unit Outline. End of Study Period assessments test knowledge acquired from the entire unit and may include essays, short answers questions, problem solving exercises and practical exercises.

- **Essay/Report/Literature Review**

Essays/ reports/ literature reviews are intended to test a student's ability to assess information, to formulate arguments, and to evaluate critically different alternatives to issues or problems. They usually also seek to demonstrate a student's research skills through conducting literature reviews and the creation of appropriate reference and reading lists. They can vary between 1000 words in 1000 level units through to 3000 words in 3000 level units.

- **Case study**

The length of case studies may differ, and they do not typically need to match the length of an essay. Nonetheless, case studies are subject to the same academic standards, such as proper referencing, and should exhibit a suitable degree of research as indicated by literature reviews.

- **Practical exercise(s)**

These can be conducted individually or in groups and address a practical element of a unit. They might include some kind of written report and may employ several different media. They usually involve resolving some kind of



AUSTRALIAN INSTITUTE OF HIGHER EDUCATION

technical problem or demonstrating a student's practical and technical skills, abilities, and understanding of the unit.

● **Presentations and Group work**

Group work and presentations demonstrate a student's ability to work and interact with others. They often require the ability to demonstrate both leadership and follower abilities. They are usually accompanied by written or visual presentation. Where the presentation is a means of presenting the findings of some larger piece of research, the length of the written report will be determined by the nature of the project being presented. Where the presentation is based on the topic for the week, the written report may be as simple and brief as a 1000-word executive summary of the key concepts and issues within the topic.

Presentations can be of varying length and weighting, depending on the nature of the unit. They are particularly appropriate for technical or creative units.

Peer evaluation when working in groups is incorporated into the assessment progress and students will have the opportunity to evaluate the contribution made by their peers.

● **Research Projects**

Projects can vary in length and complexity and can be conducted individually or in group form. They are undertaken to challenge the students' thinking and to gather key information/data to provide evidence of complex issues. The nature of the projects will determine the style and presentation format which can be a combination of oral presentation and report form. Collaborative projects also contribute to the professional practice of working in a team to achieve a satisfactory outcome.

Peer evaluation when working in groups is incorporated into the assessment progress and students will have the opportunity to evaluate the contribution made by their peers.

● **Group Work**

They are undertaken in order for students to work collaboratively. The nature of Group work will determine the style of work required and presentation format which can be a combination of oral presentation and report form. Collaborative projects also contribute to the professional practice of working in a team to achieve a satisfactory outcome. Refer to group work guide.

● **Simulations**

Simulations encourage the application of critical and evaluative thinking skills and are typically utilized as a final assessment to evaluate students' overall



knowledge and abilities. These simulations are designed based on industry standards.

- **Role play**

Intended to give the student a practical exercise to practice a likely scenario that they will encounter in industry.

- **Interview / Viva**

A Viva, short for Viva Voce, is an academic assessment conducted in the form of an oral examination. During a Viva, a student presents advances in a project or assessment. The examiner may ask the student to elaborate on certain aspects of the assessment, clarify the methodology, findings, or challenges to a student's work.

- **Peer review**

When students work in groups there is an element of individual work that takes place, whilst also contributing to the team effort. The review process adds complexity to the marking of the group project or group work but provides the student with the opportunity to provide feedback.

- **Portfolio**

A portfolio is a deliberate compilation of a student's work that demonstrates their accomplishments, progress, or efforts in one or more areas. Portfolios are especially useful for technical or creative subjects, as they emphasize the learning process and development of a student's skills. The essential components of a portfolio include:

- a. Determining the purpose of the portfolio: what areas and/or skills are observed and assessed.
- b. Determining the evidence including in portfolio: assessable elements and their characteristics that should be included in the portfolio.
- c. Determining assessment criteria: specification of the characteristics of the submitted work and the different rubrics to assess the collection of student's works.

Different types of portfolios can be implemented in a unit. These include:

- Personal portfolio;
- Record-keeping portfolio: It contains necessary assessment samples and records that may be required (e.g., exams, tests);
- Group portfolio: Each member of a cooperative learning group contributes individual items along with group items to demonstrate the effectiveness of the entire group;
- Thematic portfolio: This portfolio would relate to a unit of study with a particular focus;



AUSTRALIAN INSTITUTE OF HIGHER EDUCATION

- Integrated portfolio: To view the whole student, works from all disciplines showing connections between or among subjects would be included;
- Showcase portfolio: A limited number of items are selected to exhibit growth over time and to serve a particular purpose. Usually, only the student's best works are included;
- Electronic portfolio;
- Multiyear portfolio.

• Reflection

Reflective assessments are based on reflective learning. They are used to assess an individual student's learning by asking the student to reflect on their learning experience. Reflections include analysis not just a description account of the event/activity. A scenario can be given, and students are to reflect on a process on how to approach the scenario to solve a problem or answer a question.

• Class Participation

Class participation is intended to assess student engagement in class. Students are required to participate in class discussions and activities. Activities can include breakout room group discussions, online activities, using interactive tools, e.g., MyLab, Kahoot, H5P, Mentimeter.

Class participation is not just students attending class but engaging with other students and teaching staff.

• Class Activities

Short exercises and problem-solving activities which aim to enhance the attainment of knowledge by gathering information and articulating lessons learned. The goal of completing activities is to enhance students' understanding and skills in a specific area.

6.5 Submission of Assessment Items

Students must be advised of submission requirements for assessment tasks through Assessment Briefings and the Unit Outline.

Students are required to submit assessment items at the time and date specified in the Unit Outline. Assessment items submitted after the due date will be subject to a late submission penalty unless an extension has been approved in writing by the Dean or delegate, or where mitigating circumstances apply.



AUSTRALIAN INSTITUTE OF HIGHER EDUCATION

Assessment items must be submitted in the form specified in the Unit Outline or as otherwise notified by the Lecturer. Where assessment items are submitted electronically, the date and time recorded by the relevant submission system will be considered the date and time of submission. Written or other physical assessment submissions must be time and date stamped as a record of receipt.

Students may be required to submit assessment tasks in electronic format so that the work can be subject to electronic text-matching or plagiarism detection processes.

6.6 Penalties for Late Submission

An assessment item submitted after the assessment due date, without an approved extension or without approved mitigating circumstance, will suffer a late submission penalty. The late submission penalty is a reduction of the mark allocated for the assessment item by 10% per day (or part thereof) of the total marks available for the assessment item as indicated in the Unit Outline. A 'day' for this purpose is defined as any day of the week including weekends. Assignments submitted later than two (2) days after the due date will not be accepted.

The Dean may grant extensions to assignment deadlines based on mitigating circumstances, including illness, at his/her discretion. To apply for an extension, the student must complete a Special Consideration Request Form with appropriate documentation. Mitigating circumstances refer to factors beyond the student's control that have negatively impacted their work or ability to work. Approval of a request is not guaranteed, and the lecturer and/or Dean will notify the student in writing of the outcome. In some cases, the outcome may involve the opportunity for the student to take a Supplementary Assessment/Exam.

6.7 Detection and Prevention of Academic Misconduct

Students are advised of the nature of cheating, contract cheating, use of unauthorised use of artificial intelligence tools, plagiarism, collusion and impersonation and the penalties in the Academic Misconduct Policy. This policy is communicated to the students through the:

- AIH Website;
- Student Orientation;
- Student Handbook;
- Introductory session of each new unit of study.



AUSTRALIAN INSTITUTE OF HIGHER EDUCATION

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 to detect academic misconduct.

Practical, assessments/ exams might be utilised at least once per unit to ensure the student demonstrates mastery of the material in a controlled environment. Assessments should be comprehensive so that they re-examine knowledge that may have been demonstrated in other written assessments.

Students will be required to provide their Student ID Cards when sitting for any final assessment.

When setting assessment tasks, academic staff are encouraged to utilise methodologies that reduce the opportunity for students to reproduce work that has been completed in other circumstances, and to ensure that the student's work is their own.

Where there is doubt as to a student's understanding of content in their assessment or suspicions of submitted assessment not being authentic (that of the student), the student may be called upon to provide a VIVA. Where the student fails to adequately defend the content by demonstrating understanding or evidence of their work, the assessment item will be deemed as a fail grade and the process for academic misconduct as per the Academic Misconduct Policy will be instigated.

This section of the Student Assessment Policy must be read in conjunction with the Institute's Academic Misconduct Policy, which outlines the processes and procedures for dealing with plagiarism or other type of misconducts.

6.8 Assessment Feedback

Assessment feedback is given to help students understand their strengths and weaknesses in relation to the learning outcomes and assessment criteria for a particular unit or assignment. Feedback can help students identify areas for improvement, provide guidance on how to enhance their work, and ultimately help them to achieve their academic goals.

Feedback also serves as a means of communication between academics and students, facilitating a dialogue that can help to clarify expectations, reinforce good practices, and identify any issues or challenges that may be impacting the student's learning. Additionally, feedback can help to motivate students by providing recognition for their successes and acknowledging their efforts.

6.9 Special Consideration and Reasonable Adjustment

Special consideration and/or reasonable adjustment may be made in cases of disability, long- or short-term illness, chronic or temporary illness,



or other major disruptions to study that affect a student's ability to complete an assessment task. Special consideration is not granted where the condition or event is unrelated to the student's performance in a component of the assessment task, or where it is not considered sufficiently serious.

Applications based on medical grounds must include a Medical Impact Statement completed by a registered medical practitioner and submitted with the prescribed application form.

Students affected by circumstances other than medical or mental health issues must submit appropriate independently verified documentation, such as a police report, an official letter from a funeral director or death certificate, or a summons or court order.

Where unexpected circumstances cannot be verified by a registered professional or official body, or where independently verified documentation cannot be obtained, a statutory declaration must be submitted.

Applications for special consideration or reasonable adjustment must be made using the prescribed form and include all required supporting evidence in accordance with this Policy and Procedure.

Reasonable adjustment applications must be submitted in writing to Student Services at the earliest opportunity upon enrolment or as soon as the relevant condition is diagnosed, to enable adjustments to be implemented within required timeframes.

Special consideration applications must be submitted to Student Services within three (3) days of the due date of the affected assessment item.

In determining an application for special consideration or reasonable adjustment, the Dean or delegate may consider factors including, but not limited to:

- the student's performance in other assessment tasks in the unit;
- the severity and timing of the circumstances;
- the student's academic standing in the unit and course;
- any history of previous applications, except where related to a documented chronic condition; and
- the adequacy and authenticity of supporting documentation.

Where an application is approved, possible outcomes may include:

- no action;



AUSTRALIAN INSTITUTE OF HIGHER EDUCATION

- approval of additional or supplementary assessment, which may take a different form from the original assessment;
- aggregation or averaging of marks from completed assessment tasks;
- extension of the assessment deadline;
- permission to discontinue from a unit without failure in exceptional circumstances; or
- other arrangements deemed appropriate by the Dean or delegate.

Students will be advised in writing of the outcome of their application at the earliest opportunity.

6.10 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 study period with passes in all other units.

6.11 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.

The Institute adopts a two-lane assessment model, consistent with TEQSA's Assessment Reform for the Age of Artificial Intelligence (2025). Assessment within each unit is structured to both promote and assure student learning. Accordingly, each unit must include a minimum of two assessment tasks and a maximum of four assessment tasks. At least one assessment task in every unit must be a secure, hurdle assessment task ("Lane 2") designed to provide direct assurance that the student can independently demonstrate the unit's key learning outcomes without unauthorised assistance, including from generative artificial intelligence tools. It is not possible to pass the unit without satisfactorily completing the hurdle assessment task(s). The remaining assessment task(s) may be designed to promote learning, allow authentic engagement with contemporary tools and professional practices, and support student development ("Lane 1"). Where units require CPA-mandated invigilated assessments, those assessments fulfil the hurdle requirement.

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. Given the intensive nature of the Institute's four-week block delivery model, assessment design must be cognisant of cumulative student workload within the study period. The two-lane model is intended to ensure that the total number of assessment tasks remains proportionate to the block, while maintaining the integrity of assurance of learning. Unit Coordinators should ensure that assessment due dates are distributed across the block to avoid unreasonable workload concentration at any single point.

The level and importance of group work varies according to the unit level and the 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 midpoint 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);
- the identification of the hurdle assessment task(s), including the minimum standard required to satisfy the hurdle and a clear statement that a student cannot pass the unit without satisfying the hurdle requirement;
- 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.
- 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*.

6.12 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 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 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.

6.13 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 Mark range: 75-84%	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; 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)	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



AUSTRALIAN INSTITUTE
OF HIGHER EDUCATION

Grade	Definition
Code: P Mark range: 50-64%	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 study period.</p> <p>If the additional assessment task relates to the final assessment/exam for a unit, the temporary grade</p>



AUSTRALIAN INSTITUTE OF HIGHER EDUCATION

Grade	Definition
	awarded will be GP. All GP grades must be finalised before the end of the following study period.
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.

6.14 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 Procedure**.

6.15 Invigilated Assessment and Examination Rules

During invigilated assessments and examinations, the Institute's assessment and examination rules apply (refer Appendix 2: Assessment/Examination Rules).

6.16 Security of Assessments

Academic staff must ensure the security of assessment tasks and examination materials to ensure fairness and prevent any unfair advantage. Where assessment questions are reused, variation should be implemented where practicable, subject to validity and reliability requirements.



AUSTRALIAN INSTITUTE
OF HIGHER EDUCATION

If the security of an assessment is compromised, the Unit Coordinator, Program Manager, and Dean must be notified immediately, and alternative assessment arrangements implemented.

Access to enter or amend results in the Student Management System is restricted to authorised personnel only. Any suspected breach of assessment security must be reported immediately to the Registrar and the Dean.

6.17 Security and Processing of Results

Academic staff are responsible for assembling and verifying assessment marks and maintaining appropriate records to justify final results. Marks must be securely collated and verified against assessment evidence, including marked assessments and examination scripts.

Following moderation, final results are reviewed and confirmed in accordance with institutional governance processes. Approved results are recorded in the Student Management System by authorised staff only and stored securely in accordance with record-keeping requirements.

6.18 Amending Results

Requests to amend assessment results after entry into the Student Management System must be approved in accordance with delegated authority. Approved amendments are processed by authorised staff only, with appropriate records maintained.

7. Legislation

This Policy and the associated Procedure comply with the Higher Education Standards Framework (Threshold Standards) 2021 - 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:



AUSTRALIAN INSTITUTE
OF HIGHER EDUCATION

- 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 July 2016 and is reviewed every 3 years. The Policy is published and available on the Australian Institute of Higher Education website <http://www.aih.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



AUSTRALIAN INSTITUTE
OF HIGHER EDUCATION

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
2026.1	Quality and Compliance Coordinator and Head of Learning Experience and Design	General review and update, including consolidation of policy and procedure and minor clarifications.	6 May 2026	7 May 2026