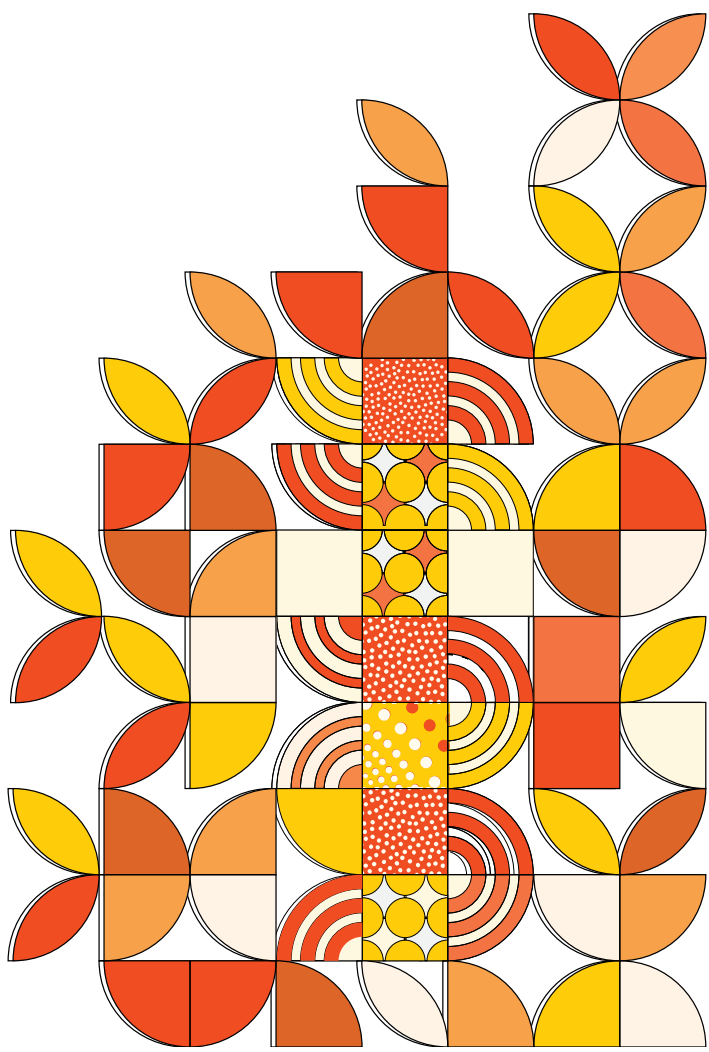


Student Assessment and Examination Policy



SECTION 1

Purpose

1. This Policy sets out the principles and framework for the design, implementation, and review of assessment at the Institute of Health & Management (IHM).

Scope

2. This Policy applies to:
 - 2.1 All Higher Education courses of study at IHM.
 - 2.2 All students, staff, and others associated with or contracted by IHM who are responsible for assessment in these courses.

Definitions

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

Suite Documents

4. This Policy is linked to the following:
 - 4.1 Student Assessment and Examination Procedure
 - 4.2 Other documents as listed in the 'Related Internal Documents' in Section 3 below.

SECTION 2

Policy Principles

5. Assessment Purpose

- 5.1. The Purposes of Assessments are to:
 - a) Ensure that students know what is expected of them to learn and excel in their studies.
 - b) Guide, encourage, evaluate and assign grades to student learning, fairly and reliably, by ensuring that assessment tasks are aligned with the stated learning outcomes, which in turn reflect course and unit learning outcomes.
 - c) Discover areas of strength and weakness in a student's knowledge and provide positive and informative feedback designed to help them improve their future performance.
 - d) Encourage students to focus their efforts on developing appropriate knowledge, understandings, and skills.
 - e) Prepare students for life-long self-assessment and the professional judgment of others.
 - f) Identify students who have achieved excellence, for example, in determining winners of scholarships.
 - g) Measure and certify performance at the end of a course against established criteria and standards so that the level of competency is communicated externally, including to employers and accrediting bodies.

- h) Ensure that the IHM's courses comply with the Australian Qualifications Framework (AQF), and assessment practices are consistent with the level of attainment required before a qualification is granted by the IHM.

6. Assessment Principles

- 6.1. IHM's approach to assessment practice is guided by the following principles designed to enhance the learning experience and achievement of learning outcomes:
 - a) Assessment aligns with intended learning outcomes
 - b) The assessment addresses Graduate Attributes
 - c) Assessment practices have a substantial impact on student learning
 - d) The assessment provides high-quality and timely feedback to students
 - e) Courses and units include a variety of assessment types
 - f) Assessment is inclusive and equitable
 - g) Assessment is valid and reliable
 - h) The assessment information is readily available and should be communicated to all students.
 - i) The amount of assessed work is manageable
 - j) Assessment is designed to promote and educate students about academic integrity and minimise academic misconduct
 - k) The assessment quality process is transparent to students and teaching staff.

7. Assessment items

- 7.1. An assessment item is a single component of the overall assessment structure for a unit of study.
- 7.2. Assessment items may also be referred to as assessment tasks or tools.
- 7.3. An assessment structure for a unit of study will contain one or more assessment items.
- 7.4. IHM will provide students with details of each assessment item including the following:
 - a) Performance criteria and standards of knowledge, skills, competencies, and/or capabilities;
 - b) Due dates for completion;
 - c) Demonstration of the alignment to the relevant learning outcomes;
 - d) Details of how results and feedback will be provided.
- 7.5. IHM maintains a record of assessment structures, items, and marking criteria for 7 years and determines the following:
 - a) Roles and accountabilities of academic staff in relation to setting and approving assessment items.
 - b) Processes to ensure the validity and reliability of assessment items.
 - c) Processes to ensure that assessment items are consistent with relevant academic standards, including the requirements of professional bodies.
- 7.6. When approving assessment items for units of study, IHM should ensure:

- a) Consistency with IHM's Assessment Principles;
- b) Alignment with the accredited unit learning outcomes;
- c) Equivalency of assessment in variations for alternative learning modes or locations;
- d) Clarity of the information provided to students regarding the assessment criteria, requirements, and processes.

8. Grading Schema

8.1. The final adjusted unit grades, to be represented on a transcript or testamur, will be in accordance with the following scheme:

Final Result Grade	Notation	Mark Range (%)	Descriptors	Grade Point Average
High Distinction	HD	>80%	The student provided an exceptionally high quality of performance and through this demonstrated an exceptionally high standard of learning achievement in relation to the unit learning outcomes.	4
Distinction	D	70%-79%	The student provided a high quality of performance, and this demonstrated a high standard of learning achievement in relation to the unit learning outcomes.	3
Credit	C	60%-69%	The student provided a sound quality of performance and through this demonstrated a sound standard of learning achievement in relation to the unit learning outcomes.	2
Pass	P	50%-59%	The student provided an acceptable quality of performance and through this demonstrated an acceptable standard of learning achievement in relation to the unit learning outcomes.	1
Non-Pass	N	0-49%	The student has not met the requirements to meet a passing grade for a unit.	0

8.2. Final adjusted unit grades are approved by the Board of Examiners prior to release and publication.

8.3. Upon completion of the course, the final unit grades are used in the calculation of a cumulative Grade Point Average in line with the Issue of Testamur Procedure.

8.4. While a unit is being delivered, reporting assessment grades before unit finalisation may also utilise the following:

Assessment Grade	Notation	Mark Range (%)	Descriptors
High Distinction	HD	>80%	The student provided an exceptionally high quality of performance and, through this, demonstrated an

			exceptionally high standard of learning achievement in relation to the unit learning outcomes.
Distinction	D	70%-79%	The student provided a high quality of performance, and this demonstrated a high standard of learning achievement in relation to the unit learning outcomes.
Credit	C	60%-69%	The student provided a sound quality of performance and through this demonstrated a sound standard of learning achievement in relation to the unit learning outcomes.
Pass	P	50%-59%	The student provided an acceptable quality of performance and through this demonstrated an acceptable standard of learning achievement in relation to the unit learning outcomes.
Ungraded-Pass	UP	NA	The student has met the requirements for a unit or assessment deemed ungraded. Examples may be Professional Experience Placement, or a hurdle assessment.
Supplementary-Pass	SP	50%	Where a supplementary assessment has been conducted and the student has met the requirements of a passing grade.
High non - Pass mark	N1	45%-49%	The student did not achieve the standard of learning required from the unit learning outcomes.
Low non - Pass mark	N2	0-44%	The student did not provide a quality of performance that demonstrated an acceptable standard of learning achievement in relation to the unit learning outcomes.
Supplementary-Non Pass	SN	0-44%	Where a supplementary assessment has not achieved a passing grade to qualify for 'SP', the following conditions apply; <ul style="list-style-type: none"> • Assessment specific supplementary assessment as part of a special consideration, the highest-grade option between the original and the supplementary assessment will be retained for final unit grade calculation. For example, where the original assignment was marked as 47% and the supplementary assignment was marked as 42%, the unit grade will use 47% for unit grade calculation and the individual assessment grade will remain noted as 'SN'. • Assessment specific supplementary assessment as part of academic integrity intervention plan can

			<p>only use the supplementary assessment mark and grade for unit grade calculation. Any assignment content compromised by academic integrity breaches, should be discarded from marking, including the supplementary assignment submitted. In the instance of not satisfying assessment requirements of academic integrity on a supplementary, the final assessment grading will be noted as 'XN'.</p> <p>Please note a supplementary assessment cannot be granted where a grade review or academic integrity investigation has already occurred.</p>
Ungraded-Non-Pass	UN	NA	<p>Where an assessment or unit was ungraded and failed, the outcome is noted as a UN. Where a unit is based on a single ungraded assessment, failure of the assessment will lead directly to failure of the unit as 'UN', for example where the unit is a completion of a Placement.</p>
Requirements not met	XN	NA	<p>Requirements not met - failing to pass a hurdle assessment, submit all assessments in a unit, meet a given unit requirement as per unit outline, meet attendance requirements such as PEP requirements. For example, a unit containing 3 graded assessments and 1 ungraded hurdle assessment may yield 75%, 64%, 57% and a failed hurdle assessment noted as UN. In this instance the whole unit grade would default to 'XN' of not satisfying the requirements of the assessment/unit/course.</p>
Withheld	WI	NA	<p>Withheld results are gradings that have been completed yet require further measures such as moderation, investigation for academic integrity breaches, awaiting completion supplementary assessment or student complaints/appeals impacting grade review/enrolment status including confirmation of fees/attendance requirements being met. Processing of deferrals and credit may also be represented.</p>
Results Pending	RP	NA	<p>Results Pending are where grading has not been completed either due to submission and/or deadline having not yet passed.</p>
Withdrawn	WD	NA	<p>Where students have withdrawn but are still presenting an administrative presence the notation for withdrawn will be used.</p>

SECTION 3

Associated Information

Related Internal Documents	<ul style="list-style-type: none"> • Student Assessment and Examination Procedure • Academic Honesty and Integrity Policy • Academic Honesty and Integrity Procedure • Accessibility Policy • Accessibility Procedure • Benchmarking Policy • Benchmarking Procedure • Course Design and Development Policy • Course Design and Development Procedure • Course Review and Evaluation Policy • Course Review and Evaluation Procedure • Credit and Recognition of Prior Learning Policy • Credit and Recognition of Prior Learning Procedure • Learning and Teaching Plan • Learning and Teaching Policy • Learning and Teaching Procedure • Assessment Design and Moderation Policy • Assessment design and Moderation Procedure • Student Assessment and Examination Policy • Student Assessment and Examination Procedure • Student Selection and Admission Policy • Student Selection and Admission Procedure
Related Legislation, Standards, and Codes	<ul style="list-style-type: none"> • Tertiary Education Quality and Standards Act 2011 • Higher Education Standards Framework (Threshold Standards) 2021 • Education Services for Overseas Students Act 2000 • National Code of Practice for Providers of Education and Training to Overseas Students 2018 • Australian Qualifications Framework 2013 • Higher Education Support Act 2003
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Responsibility for implementation	Chair, Learning and Teaching Committee and Academic Dean (jointly)
Document Custodian	Director of Studies
IHM Doc ID	IHM-ASP1- 4.0

Change History

Version Control		Version 4.0
Change Summary	Date	Brief description of the change, including version number, changes, who considered, approved, etc.
	02/12/2020 Version 2	Added graduate attributes and core generic skills to the definition and reworded subjects to units, version 2, which was approved by the Academic Board on 02/12/2020.
	26/07/2022 Version 3	Wells Advisory provided a review of all Course Designs and related policies and procedures (May 2022). Version 3 was amended as follows: <ul style="list-style-type: none"> • Minor edits to definitions. • Aligned to HESF 2021 standards. • Approved by Academic Board on 03/08/2022.
	21/11/2023 Version 3.1	The definitions have been relocated to the IHM glossary, and the template has been updated.
	19/03/2024 Version 3.2	Minor edits and updates are needed to ensure relevant content from the assessment. The policy was covered in this document (the Assessment Policy is redundant). Updated to new template. Grading schema migrated from the assessment procedure.
	07/01/2025 Version 4.0	Major revision for procedural clarifications and grading schema.