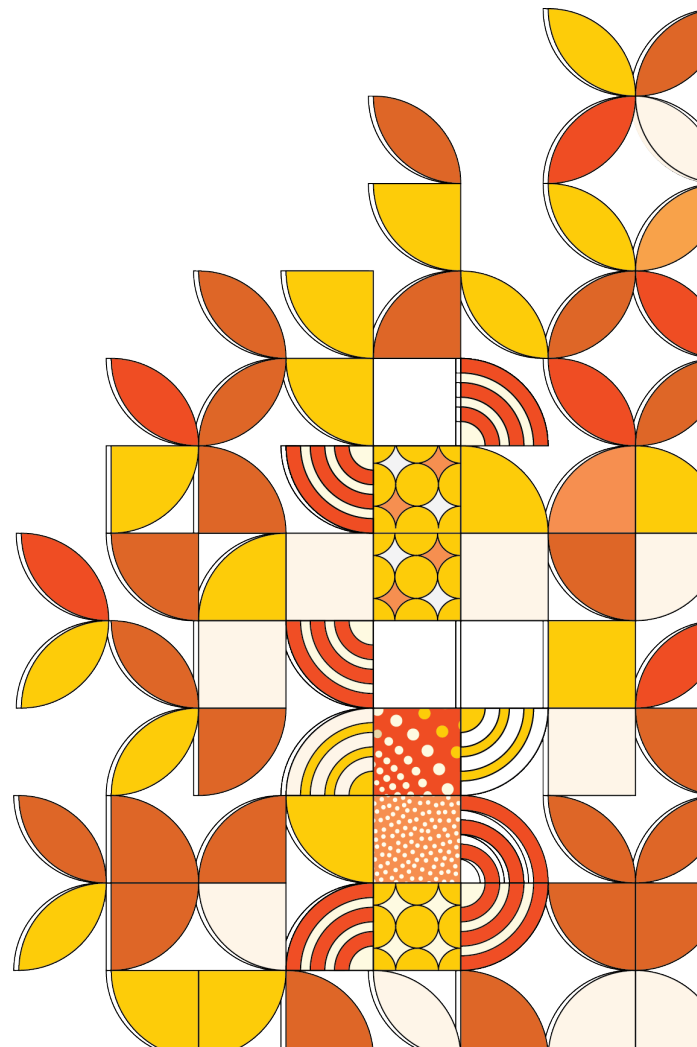


Student Assessment and Examination Policy



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:
3. all Higher Education courses of study at IHM.
4. This Policy applies to all students, staff, and others associated with, or contracted by, IHM who are responsible for assessment in these courses.

Definitions

5. Refer to IHM's Glossary of Terms.

Suite Documents

6. This Policy is linked to the following:
 - a) Assessment Procedure
 - b) See Associated Information listed in the 'Related Internal Documents' in Section 3 below.

SECTION 2

Policy Principles

7. **Assessment Purpose**

- 7.1. 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.

8. Assessment Principles

- 8.1. 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.

9. Assessment items

- 9.1. An assessment item is a single component of the overall assessment structure for a unit of study.
- 9.2. Assessment items may also be referred to as assessment tasks or tools.
- 9.3. An assessment structure for a unit of study will contain one or more assessment items.
- 9.4. 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.
- 9.5 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.
- 9.6 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.

10. Grading Schema

Final Result 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.
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.
Incomplete	IN		'Complete' will be awarded when a student does not complete all the mandatory Assessment Items.

SECTION 3

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 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 • IHM Benchmarking Document template • IHM Course Curriculum Template • IHM Course Proposal Template (IHM-CPT) • IHM Mapping Document Template • IHM Session Plan Template • Learning and Teaching Plan • Learning and Teaching Policy • Learning and Teaching Procedure • Moderation and Validation Policy • Moderation and Validation Procedure • Student Assessment and Examination Policy
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	<ul style="list-style-type: none"> • Student Assessment and Examination Procedure • Student Selection and Admission Policy • Student Selection and Admission Procedure • Unit Guide Template
Related Legislation, Standards, and Codes	<ul style="list-style-type: none"> • Australian Qualifications Framework (2013) • Higher Education Support Act (2003) • Higher Education Standards Framework (Threshold Standards) 2021 • National Code of Practice for Providers of Education and Training to Overseas Students (2018) • Tertiary Education Quality and Standards Act (2011)
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Date of next Review	03/06/2025
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PinPoint DocID	IHM-ASP1- 3.2

Change History

Version Control		Version 3.2
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 Graduate Attribute and Core Generic skills to the definition and reworded subjects to units, version 2, approved by Academic Board on 02/12/2020
	26/07/2022 Version 3	<ul style="list-style-type: none"> • Wells Advisory provided a review of all Course Design and related policies and procedures (May 2022) • Version 3 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	<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 3.2	<ul style="list-style-type: none"> • Minor edits and updates to ensure relevant content from the Assessment Policy was covered in this document (the Assessment Policy is redundant). • Updated to new template • Grading schema migrated from assessment procedure