

Grading Policy

Version 1.1

Overview

This policy establishes the grading framework for higher education courses at AIM Institute. It provides clear guidance on grade classifications, standards, and the interpretation of student achievement levels.

This policy supports consistency, transparency, and academic integrity in grading, in alignment with the Higher Education Standards Framework (Threshold Standards) 2021.

Scope

This policy applies to:

- All accredited higher education courses and units
- All teaching staff responsible for assessment and grading
- All students enrolled in higher education courses at AIM Institute

This policy does not cover moderation processes, results approval, or assessment design, which are addressed in separate policies.

Principles

Grading at AIM Institute is guided by the following principles:

- Academic standards: Grades reflect the level of achievement against learning outcomes
- Consistency: Comparable performance receives comparable grades across units and cohorts
- Transparency: Grade descriptors are clear and accessible
- Fairness: Students are assessed equitably

Grading Scale

AIM Institute adopts the following grading scale for higher education courses:

Grade	Mark Range	Description
High Distinction (HD)	80–100%	Outstanding achievement of all learning outcomes with a high level of insight, critical analysis, and originality
Distinction (D)	70–79%	Very high level of achievement demonstrating strong understanding, analysis, and application
Credit (CR)	60–69%	Sound achievement demonstrating good understanding and competent application
Pass (P)	50–59%	Satisfactory achievement of minimum learning outcomes
Fail (F)	0–49%	Unsatisfactory achievement of learning outcomes

Grade Descriptors

High Distinction (HD: 80–100%)

- Demonstrates comprehensive and integrated understanding
- Applies critical thinking and independent insight
- Evidence of originality and advanced analytical ability
- Work is of a standard approaching professional or scholarly excellence

Distinction (D: 70–79%)

- Demonstrates thorough understanding of key concepts
- Strong analytical and evaluative skills
- Well-structured and clearly articulated work

Credit (CR: 60–69%)

- Demonstrates sound understanding
- Competent application of knowledge and skills
- Some evidence of analysis and synthesis

Pass (P: 50–59%)

- Meets minimum learning outcomes
- Limited analysis or critical engagement
- May contain minor errors or gaps

Fail (F: <50%)

- Does not meet minimum learning outcomes
- Significant gaps in knowledge or application
- Inadequate or incomplete work

Conceded Pass (CP)

Purpose

A Conceded Pass recognises that a student has narrowly failed a unit but has otherwise demonstrated sufficient academic progress to warrant progression without repeating the unit.

Benchmarking Context

The use of conceded or supplementary pass grades is common across Australian higher education providers (e.g. “Conceded Pass”, “Supplementary Pass”, or “Compensated Pass”), typically applied where:

- The fail mark is marginal (commonly within 45–49%)
- The student has demonstrated satisfactory performance across the remainder of the course
- Granting the pass does not compromise achievement of course learning outcomes

Eligibility Criteria

A Conceded Pass will be awarded where all of the following conditions are met:

- Final mark is within 45–49%
- The unit is the final unit required to complete the degree. If multiple units are taking in the final study period, only one unit may be awarded a Conceded Pass. The unit is not a capstone, professional practice, or accreditation-critical unit
- The student has attempted all required assessment tasks
- Granting a CP does not prevent achievement of course learning outcomes

Restrictions

- A maximum of one Conceded Pass per course (or as approved by Academic Board)
- Not available where professional accreditation requirements prohibit it
- Not applicable to units with mandatory competency thresholds

Academic Oversight

- Conceded Pass decisions are subject to approval under the relevant academic governance process
- Decisions must be documented and justified

Supplementary Assessment (SA)

If a student, having attempted all assessment tasks, achieves a final result for the unit of 45–49, they will be eligible for a supplementary assessment. This assessment will focus on the area in which the student demonstrates the most significant weakness and is intended to allow the student an opportunity to demonstrate advancement against the relevant unit learning outcome(s). Determination of the SA will be made by the Results Review Committee.

Grade Integrity

- Grades must reflect demonstrated achievement against learning outcomes
- Grade inflation and compression are to be avoided
- Academic staff must apply descriptors consistently

Review and Continuous Improvement

This policy will be reviewed every three years, or earlier if required, to ensure alignment with sector standards and TEQSA expectations.

Relevant legislation	Higher Education Standards Framework (Threshold Standards) 2021 Tertiary Education Quality and Standards Agency (TEQSA) Act 2011
Related documents	Assessment Policy Moderation and Results Policy Academic Progress Policy

Document Approval

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Alignment to HESF	1.4 Learning Outcomes and Assessment	Choose an item.	Choose an item.
Responsibilities:			
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Document Change and Review log

Version	Updated by	Approval date and body	Details
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1.0	TWEIR	Choose an item.	Updated following AB review
1.1	TW		Additional changes following AB review