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## POLICY A6.8

### ASSESSMENT AND REASSESSMENT

#### 1.0 INTRODUCTION

##### 1.1 Context

The AIM Business School (ABS) is a nationally accredited institute of higher education offering postgraduate qualifications. ABS recognises that assessment is a core academic activity and an essential component of the learning process.

Assessment includes:

- design and specification of activities or tasks that students undertake to support their learning;
- provision of feedback as guidance for students' learning;
- award of marks or grades; and
- determination and award of final result grades.

##### 1.2 Purpose

The purpose of this policy is to set out the principles which underpin ABS's approach to assessment and re-assessment.

##### 1.3 Scope

This policy applies to all Academic Staff and students delivering or enrolled in any courses delivered by ABS.

##### 1.4 Scope Exceptions

None.

#### 2.0 RESPONSIBILITIES

Responsibilities are outlined in the Procedure of this Policy.

#### 3.0 POLICY

##### 3.1 Principles

1. ABS will provide learning and assessment arrangements to enable students to demonstrate their achievement of the learning outcomes of the units in which they are enrolled.

2. Assessment tasks and their associated weighting and timing must follow that prescribed in the accredited Unit Guide.
3. Changes of assessment as prescribed in the accredited Unit Guide must be approved by ABS Academic Board via a recommendation from Teaching and Learning Committee as outlined in the Course and Unit Lifecycle Procedure.
4. Assessments must be designed to assess learning outcomes to a standard appropriate for the Australian Qualifications Framework (AQF) level of the course and any relevant professional standards.
5. Assessment must encourage and reinforce learning.
6. Assessments must be fair and equitable (providing reasonable opportunities for all students to demonstrate their learning), based on informative and transparent criteria, validity and measuring achievement against learning outcomes with requirements clearly communicated in the unit outline and any accompanying materials.
7. Assessment must include authentic assessments and allow students to demonstrate their knowledge and skills on meaningful, practice-oriented tasks.
8. Students must be provided with opportunities for feedback on their assessed work in a timely manner to facilitate understanding and improvement. Feedback must be consistent with the learning outcomes.
9. Assessments must promote academic integrity and discourage plagiarism and dishonesty.
10. Unit assessment patterns must involve reasonable workloads for both students and staff, consistent with the:
  - a. credit points allocated to the unit;
  - b. relative weightings of tasks reflective of the expected workloads; and
  - c. number, type and timing of assessment tasks designed to allow reasonable time for task completion, marking and feedback.
11. Assessment process and tasks must be kept private and confidential. Staff must not divulge any information related to an individual student's assessment to unauthorised persons.

## 4.0 DEFINITIONS

- **Academic Staff** - in this policy, this term refers to anyone involved in the teaching and/or facilitating a course or unit.
- **Assessment** - Assessment is the process of evaluating students' performance to ascertain the extent to which they have met the prescribed learning outcomes of the task (and thus contribute to the achievement of the learning outcomes

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of the unit and the course). Assessment enables students to monitor their progress and determines the academic results in a unit of study.

- **Authentic Assessments** - focus on students developing and applying knowledge and skills through meaningful, practice-oriented assessment tasks. Authentic assessment supports students to apply theory to practice and engage with problems similar to those they will encounter in the workplace. Authenticity levels are judged on the extent to which the attributes students use, their activities and the context reflect work and/or life practices outside the course.
- **Course** - a program of study consisting of units.
- **Grade** - The final result for a unit of study is composed of all assessment results for a study period. Students will be awarded the Grade equivalent on their Academic Transcript.
- **Learning Outcomes** - The learning outcomes (course learning outcomes and unit learning outcomes) are provided in writing to students in the unit outline prior to the commencement of each unit. Learning outcomes serve as a reference point for the pre-assessment moderation of assessment tasks and final achievement of grades.
- **Marking Rubric** - The criteria and associated grade available (e.g., HD to F) for the relevant assessment item.
- **Re-Marker** - A subject matter expert who is asked to re-mark an assessment.
- **Student** - Refers to domestic and international ABS students.
- **Unit** - a discrete component of a course.
- **Unit Outline** - This document sets out the overview of the Unit Guide (academic content). It is a document that lists the learning outcomes and objectives of the unit of study.
- **Unit Guide** - The document contains all unit content including the assessments and the assessment weightings. It sets out the details of a unit of study. Typically, a Unit Guide consists of essential academic and administrative information required for the successful completion of a unit of study.

## 5.0 REFERENCES AND ASSOCIATED INFORMATION

- Academic Integrity and Honesty Policy
- Assessment and Reassessment Procedure
- Assessment Moderation Policy

- Course and Unit Lifecycle Policy
- Managing Inappropriate Student Behaviour Procedure
- Managing Student Academic Misconduct Procedure
- Privacy of Student Information and Records Policy
- Sexual Harassment and Assault Prevention and Response (Students and Staff) Policy
- Student Code of Conduct
- Student Diversity and Equity Policy
- Student Grievances and Complaints Policy
- Student Progression and Support Policy
- Higher Education Standards Framework (Threshold Standards) 2021
- TEQSA Guidance Note: Diversity and Equity

## 6.0 POLICY OWNERSHIP

Policy Owner	Executive Dean ABS
Status	Reviewed on November 2022
Approval Authority	ABS Academic Board
Date of Approval	06/12/2022
Effective Date	11 January 2023
Implementation Owner	Executive Dean ABS
Maintenance Owner	Head of Compliance
Review Due	November 2025
Content Enquiries	Sabina Cerimagic - Executive Dean Email: <a href="mailto:sabina.cerimagic@aimbusinessschool.edu.au">sabina.cerimagic@aimbusinessschool.edu.au</a>

## 7.0 AMENDMENTS

Version	Amendment Approval (Date)	Amendment Made By (Position)	Amendment Details
A6.0	10 September 2014	Academic Board	Initial document review
A6.1	15 October 2018	Academic Board	General review

Version	Amendment Approval (Date)	Amendment Made By (Position)	Amendment Details
A6.2	13 November 2018	Academic Board	<p>The assessment policy was revised and following major changes were made:</p> <ul style="list-style-type: none"> <li>• Inclusion of administrative definition and process</li> <li>• Inclusion of AF, WF, and I grades and relevant processes</li> <li>• Inclusion of Academic Process Request (APR), Salesforce</li> <li>• Inclusion of Assessment Extension Form</li> <li>• Inclusion of Deferred Assessment Form</li> <li>• Inclusion of Assessment Extension Process flowchart</li> <li>• Changes in assessment extension period, marking time, release of grades</li> <li>• Time frames relevant to assessment extension, assessment submission and release of marks are clearly specified</li> <li>• Term of references in relation to student assessment management of Academic Board and underlying subcommittees are clearly discussed</li> </ul>

Version	Amendment Approval (Date)	Amendment Made By (Position)	Amendment Details
A6.3	19 February 2019	Academic Board	<p>The assessment policy was revised and following major changes were made:</p> <ul style="list-style-type: none"> <li>• Academic Integrity matter is included in the principles (section 3.0)</li> <li>• The definition of Academic Integrity is included in section 4.0</li> <li>• Marking time extended from 7 calendar Days to 10 calendar Days (Section 5.5, 6.1)</li> <li>• Changes in assessment extension policy (Section 5.6)</li> <li>• Changes in the assessment extension process (Section 5.6)</li> <li>• Assessment Extension application process flowchart revised (Section 5.6)</li> <li>• Changes in deferred application submission time (Section 5.7)</li> <li>• General formatting and arrangements of the contents</li> </ul>
A6.4	10 March 2020	Academic Board	<p>The assessment policy was revised and following major changes were made:</p> <ul style="list-style-type: none"> <li>• Alignments are made with the new delivery model (6 study periods/year, 8 weeks/study period)</li> <li>• Alignments are made as per the current ABS structure (Head of School, Program Managers, Registrar, Academic Staff)</li> <li>• Alignments are made with the current LMS processes (e.g., Salesforce Case)</li> </ul>

Version	Amendment Approval (Date)	Amendment Made By (Position)	Amendment Details
			<ul style="list-style-type: none"> <li>• Made specific to ABS</li> <li>• Policy and process on Deferred Assessment were removed as it is a program (course) level attribute and not directly relevant to student assessment</li> </ul>
A6.5	1 December 2020	Academic Board	The new grades are introduced.
A6.6	14 September 2021	Academic Dean ABS	<p>Procedure separated from Policy. New template.</p> <p>Responsibilities and Principles defined.</p> <p>Definitions, References and Policy ownership updated.</p>
A6.7	06 December 2022	Head of Compliance	Update Responsibilities- consistency between policy and procedure.
A6.8	10 March 2023	Head of Compliance	Minor administrative update: staffing title updates