



ASSESSMENT POLICY

Purpose

This policy sets out the principles underlying all coursework student assessment at the Australian Institute of Business (AIB). The associated Assessment Procedure provides details for operationalising the policy.

Scope

This policy applies to all coursework subjects.

Definitions

Unless otherwise defined in this document, all capitalised terms are defined in the [glossary](#).

Policy

1. Principles

- 1.1. Assessment at AIB is designed as a mechanism to support the learning process (formative) and to assess the development of knowledge and achievement of learning as a result of that process (summative).
- 1.2. The principles underlying the design and application of assessment at AIB are:
 - (a) Fairness, integrity and validity;
 - (b) Refreshed for each subject offering.
 - (c) Utilising both formative and summative assessment approaches ensures that students have the opportunity to develop knowledge and confidence in both the subject content and assessment preparation techniques.
 - (d) Assessment should be integrated, coherently linked, and built sequentially.
 - (e) Assessment is undertaken through a diversity of methods, with AIB's definition of authentic assessment being applied in the final assessment in all subjects.
 - (f) Definition of Authentic Assessment:
 - practical and engaged with real-world contexts and scenarios
 - situated in contemporary contexts and related to current issues
 - personally meaningful to students and designed to allow students to draw meaning from their professional (or life) experiences
 - informed by theory and applied in practice, or in a scenario-based simulation of real-world practice.
 - (g) Generally, examinations are not regarded as meeting AIB's definition of 'authentic' assessment; where necessary, alternatives such as time-bound testing are utilised.
 - (h) Assessment is appropriate to the AQF level and field of education and designed in alignment with the graduate attributes and the Course and Subject learning

outcomes, and as a reliable means to measure the achievement of Subject learning outcomes.

- (i) Word limits or assessment size (e.g., time limits for oral presentations) will be set in alignment with the weighting of the assessment tasks and indicated clearly and consistently in any task descriptions and outlined on the Student Learning Portal.
- (j) Assessment is seamlessly integrated into learning processes and supports learner engagement with productive and interactive learning activities.
- (k) Feedback is constructive, consistent, usable, moderated, utilises rubrics and may be provided either in writing or orally (recorded).
- (l) Assessment should prioritise the achievement of learning outcomes over the testing of content knowledge.
- (m) Feedback is sufficient and timely, allowing for student reflection on feedback before preparing and submitting subsequent assessments.
- (n) Assessment provides feedback to staff on the effectiveness of the assessment design and the teaching and learning methods for the purpose of continual improvement.
- (o) The purpose, requirements and criteria of assessment are clearly articulated to students.
- (p) Students access learning support to guide their assessment preparation; this includes the ability to receive formative feedback on the preparation of short non-credit bearing assessment from AIB's contracted learning support service.

1.3. The principles underlying the use of Generative AI at AIB are as follows:

- (a) AIB will provide its staff and students with guidance on the appropriate, responsible, and ethical use of Generative AI.
- (b) Any use of Generative AI must be appropriate, responsible and ethical. This includes declaring and/or acknowledging the use of Generative AI.
- (c) Where Generative AI use is not permitted in an Assessment Task, this will be clearly specified in AIB's learning materials including but not limited to the subject brief and assessment instructions.

1.4. AIB will conduct both internal and external Moderation of Assessment to ensure that an appropriate degree of fairness and consistency and integrity in the grading of assessments is maintained.

- (a) Internal moderation is conducted prior to the release of all assessment grades to ensure consistency and integrity of the grading process at AIB, and assessment marking will be completed in a timely manner to facilitate this process.
- (b) Annual external Moderation of Assessments is used to ensure the reliability and fairness of the grading process at AIB.
 - (i) The Academic Dean or nominee takes responsibility for appointing external moderators.
 - (ii) As the external moderation is post-hoc in nature, it does not normally alter the outcomes of the internal grading process.

Related Policies and Procedures:

Assessment Procedure

Academic Freedom and Free Intellectual Inquiry Policy

Academic Integrity Policy

Academic Integrity Procedure
 Academic Progress Policy
 Academic Progress Procedure
 Academic Quality Assurance Framework
 Benchmarking Policy
 Benchmarking Procedure
 Course Review Policy
 Course Review Procedure
 Evaluation of Subject Course and Teaching Policy
 Graduate Qualities Policy
 Student Equity and Diversity Policy
 Student Grievance Handling Policy
 Student Grievance Handling Procedure
 Subject Review Policy
 Subject Review Procedure
 Special Circumstances Applications Procedure
 Student Support Policy
 Student Support Procedure
 Withdrawal and Deferral Policy
 Withdrawal and Deferral Procedure

Responsibility:

Academic Dean

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