



ASSESSMENT POLICY

Purpose

This policy sets out the principles underlying all coursework student assessment at the Australian Institute of Business (AIB). The associated Assessment Procedures provide 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. Purpose of Assessments

- 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).

2. The principles underlying the design and application of assessment at AIB are:

- a) Fairness, flexibility and validity;
- b) Utilising both formative and summative assessment approaches ensures that students have the opportunity to develop knowledge and confidence in both the subject content and assignment preparation techniques;
- c) Assessment should be integrated, coherently linked and building sequentially;
- d) Assessment is undertaken through a diversity of methods, with AIB's definition of authentic assessment being applied in the final assessment in all subjects;
- e) 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.
- f) Generally, examinations are not regarded as meeting AIB's definition of 'authentic' assessment; where necessary, alternatives such as time-bound testing are utilised;
- g) 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;

- h) Assessment is seamlessly integrated into learning processes and supports learner engagement with productive and interactive learning activities;
- i) Feedback is constructive, consistent, usable, moderated, utilises rubrics and may be provided either in writing or orally (recorded);
- j) Assessment should prioritise the achievement of learning outcomes over the testing of content knowledge;
- k) Feedback is sufficient and timely, allowing for student reflection on feedback before preparing and submitting subsequent assignments;
- l) Assessment provides feedback to staff on the effectiveness of the assessment design and the teaching and learning methods for the purpose of continual improvement;
- m) The purpose, requirements and criteria of assessment are clearly articulated to students.
- n) Students access learning support to guide their assignment preparation; this includes the ability to receive formative feedback on the preparation of short non-credit bearing assignment from AIB's contracted learning support service.

Related Policies and Procedures:

Assessment Procedure
 Academic and Non-Academic Grievance Handling
 Academic Progress
 Academic Integrity
 Assurance of Learning Policy
 Course and Subject Review Policy
 Examination Procedure
 Student Review Procedures for Re-Crediting a Fee Help Balance and Refund of Fees
 Withdrawal and Deferral Policy

Responsibility:

Academic Dean

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