# ASSESSMENT PROCEDURE

**Governing Policy**
Assessment Policy


**Purpose**
This procedure sets out the guidelines and details for the implementation of the Assessment Policy.


**Definitions**
Unless otherwise defined in this document, all capitalised terms are defined in the glossary.


**Procedure**

1. **Assessment Design**
   1.1. Assessment in a Subject is designed to enable students to demonstrate their level of achievement for Subject and Course learning outcomes and AIB's Graduate Qualities.

   1.2. The learning outcomes for different Subjects and Courses reflect the complexity of the knowledge base and the depth of achievement required at their respective AQF levels and will be assessed accordingly.

   1.3. Each Subject (with the exception of Leadership and the Project) will have two summative assessments. Subject Coordinators may request permission for the inclusion of an additional formal assessment, to be called Preliminary Assessment, to the Academic Dean or nominee, which will be considered on the basis of the academic rationale provided.

   1.4. Optional formative assessments, designed to be completed within the standard workload of the study to provide students with feedback may be included. Formative assessments carry no mark toward the final composite mark of the Subject.

   1.5. If any of the required assessments are not submitted, the final composite mark a student can receive for the Subject will be capped at 50% (irrespective of their final assessment mark and grade).

| Standard Assessment items | Weighting |
|---|---|
| [1] Assessment 1 | 35-45% |
| [1] Assessment 2 | 55-65% |

| Leadership | Weighting |
|---|---|
| Assessment 1 | 10-15% |
| [1] Assessment 2 | 35-40% |
| [1] Assessment 3 | 50-65% |

| Project | Weighting |
|---|---|
| [1] Assessment 1 | 10-15% |
| [1] Assessment 2 | 35-40% |
| [1] Assessment 3 | 50-65% |

1.6.   For MBA Subjects with two assessments, Assessment 1 is due on Tuesday Week 4, and Assessment 2 is due on Thursday Week 7.

1.7.   For HDR coursework subjects, Assessment 1 typically is due in week 4 and Assessment 2 is due on Thursday Week 7, with the exception of 9911LRC where Assessment 1 is due on Thursday Week 7, and Assessment 2 is due on Thursday Week 15.

1.8.   Assessments in each Subject within the Course must comprise at least 50% Authentic Assessment, meeting the AIB definition of Authentic Assessment.

1.9.   Assessments within Subjects and across the Course should comprise an appropriate mix of assessment tasks which could include projects, quizzes, essays, reports, oral presentations, scenario-based simulations, collaborative assessments[2], forum posts, and reflective pieces.

1.10.  The total length of all summative assessment tasks within MBA subjects are
   (a)   A total of 4,500 words (or written equivalent) for AQF Level 8 subjects.
   (b)   A total of between 4,500 - 5,000 words (or written equivalent) for AQF Level 9 subjects.

1.11.  Assessment size for oral presentations and quizzes will be set in alignment with the notional hours of effort required to complete the activity.

1.12.  To maintain the integrity of assessments at AIB, assessments in each subject within the Course will be designed and tested to ensure that they are not readily addressed by Generative AI.

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[1] Required Assessments

[2] AIB's definition of collaborative assessment does not include group work.

1.13. Marking rubrics must be provided for all assessments and must be applied by all markers to enhance the consistency of marking and quality of feedback. Rubrics must be made available to students in the [Student Learning Portal](#) two weeks before subject commencement, to inform their assessment preparation and communicate the expectations of the teaching team regarding the focus and relative emphases in the assessment.

1.14. Assessment instructions must include clear guidance with regard to the appropriate use of Generative AI. Should Generative AI not be allowed to be used in an assessment, this will be clearly indicated in the assessment instructions.

1.15. Prior to the release of learning materials, Subject Coordinators will record an assessment video each term for each assessment to support student understanding of the assessment requirements.

1.16. Assessment diversity must be mapped across the whole course to ensure appropriate skill development, timing, sequencing, weighting, authenticity profile, and mix of assessments. This will ensure that across the degree program the balance of assessment design is appropriate.

1.17. Assessment submission and feedback will be planned to ensure students are provided timely feedback prior to undertaking the final assessment.

## 2. Information for Students

2.1. Details about each assessment and the weighting for each assessment in any given Subject, including the due dates, assessment format, word limits (if applicable), time limits for oral presentations, marking criteria, and clear guidelines on the appropriate use of Generative AI for assessments must be set out in the [Student Learning Portal](#) provided for the Subject and must be available to students at least two weeks prior to Subject commencement.

2.2. Students must comply with the writing and referencing conventions set out in the AIB Style Guide, including declaring and appropriately acknowledging the use of Generative AI in their assessments.

2.3. Students must ensure that Generative AI is used in an appropriate, responsible, and ethical manner; students who use Generative AI must be fully aware of the risks and limitations of Generative AI; students must apply significant original critique and modification to the generated output.

2.4. Annotated assessment examples will be provided for each core subjects by the relevant Subject Coordinator.

2.5. The final assessment in each Subject will usually require students to explicitly link subject content and theory with their professional context and experience, or a scenario-based simulation.

### 3. Due dates, extensions and assessment submissions

3.1. Students must submit the assessments for each Subject by the due date and in the format stipulated in the Subject Learning Portal. If assessments are submitted in a format other than the one specified, they will not be marked.

3.2. Students who require an extension of time for the submission of MBA assessment may apply in writing stating the reason for the request and include supporting documentation:

 (a) Applications for extensions should be lodged through the Student Central Team at studentcentral@aib.edu.au. and must be submitted prior to the submission due date. All extensions are granted at the sole discretion of AIB.

 (b) In cases of repeated extension requests, students may be offered alternative methods of assistance (e.g., time management advice or academic skills assistance in lieu of an extension).

 (c) An assessment will not be accepted (or resubmissions allowed) once the extension submission date has passed.

 (d) The maximum extension that a student can receive is 5 days.

3.3. Candidates who require an extension of time for the submission of HDR coursework assessments may apply in writing stating the reason for the request and include supporting documentation to the Subject Coordinator.

3.4. Students with exceptional circumstances will be considered on a case-by-case basis.

3.5. Where the assessment for the subject is received by AIB after the due date and if no extension has been requested by the student, a penalty of 10% of the maximum mark available for the assessment will be applied for each day overdue, to a maximum of 5 calendar days from the assessment due date.

3.6. No re-submissions of assessments will be accepted once the due date has passed.

3.7. Assessments will be locked for marking once the final submission date has passed.

3.8. Assessments submitted in a format other than the one specified in the Subject Learning Portal will not be graded.

3.9. Where the assessment submission exceeds the specified word count by 10% or over, a penalty of up to 25% off the maximum mark available will be applied. Additionally, papers of excessive length:

 (a) Will not be read beyond the word limit (plus 10%); and

 (b) Will not receive feedback beyond the word limit (plus 10%).

3.10. Where the assessment submission has a specified time limit (e.g. oral presentation), the submission will not be marked beyond the specified time limit.

3.11. No penalty is applied to assessments below the word count range (e.g. written assessment) or time limit (e.g. oral presentation); however, students should note that it may be challenging to demonstrate the required level of depth for a passing grade if the word count or specified time limit has not been met.

### 4. Academic Integrity

4.2. If students have plagiarised in an assessment or otherwise breached the Academic Integrity Policy, penalties will apply according to the Academic Integrity Policy and Procedure. Re-mark requests for assessments that have been found to be in breach of the Academic Integrity Policy and Procedure will not be accepted. Refer to the Policy and Procedure on Academic Integrity for more details.

4.3. To support the Academic Integrity of AIB's assessment, a random selection of submitted final assessment in each Term require students to present a verbal summary of the assessment and respond to several questions. The student must verbally demonstrate sufficient knowledge of the submitted assessment to validate that the work is their own. This information must be included in [Student Learning Portal](#) for each Subject. Alternative mechanisms involving verbal presentations and discussion forums are applied for HDR coursework subjects.

4.4. Students selected to present a verbal summary must attend, at the agreed time, the meeting with the Subject Coordinator (or nominee). Students who do not attend the verbal summary meeting will be awarded a zero for the assessment. Meetings will usually be held online and recorded.

4.5. Academic Staff may also conduct verbal summary tests where Academic Integrity investigations indicate further analysis of submitted work is warranted. Students who do not attend the verbal summary meeting will be awarded zero for the assessment.

### 5. Accommodation of Special Needs in Assessments

5.2. A student with special needs (including, for example, those with a disability, impairment, or medical condition) who seeks reasonable adjustments in their study or assessment methods because of that condition may make a request:
   (a) in the case of a pre-existing condition, in the 'special needs' section of the application form, or
   (b) in the case of a condition occurring during the course of study, in writing to the Student Central department (during the course of study).

5.3. If approved by the Academic Dean or nominee, any such reasonable adjustments will be confirmed in writing.

5.4. Subject Coordinators will negotiate reasonable adjustments to assessments where students have been approved for consideration by the Academic Dean or nominee.

### 6. Moderation of Assessments

6.2. For Subjects with more than one facilitator or marker, the Subject Coordinator is responsible for the Moderation of Assessment. In addition, sample marking and comparison of assessment results across classes within a Subject take place before finalising results.

6.3. For Subjects where the Subject Coordinator is the only Online Learning Facilitator, a separate moderator must be utilised.

6.4. External moderation of grades is undertaken by an external academic with relevant expertise.

(a) The Academic Dean or nominee will nominate a sample of six subjects across specialisation areas each year to be submitted for external moderation.

(b) A selection of graded assessments for each compulsory assessment per subject will be identified for external moderation as follows: top (High Distinction and Distinction), middle (Credit and Pass), and bottom graded assessments (Fail).

(c) The Academic Dean or nominee will identify and select relevant and qualified external academics to act as external moderators for each subject identified.

(d) The external moderator will be provided with the following:

(i) All relevant documentation about the assessment in question, which may include but is not limited to, a description of the Subject, the assessment question, assessment criteria, solutions guide and any available information about standards expected for each range of marks and

(ii) Sample of graded assessments.

(e) External moderators are asked to review the graded assessments for academic standards, fairness, and consistency of marking (see Appendix A)

(f) External moderators will provide a Report for AIB to review which includes:

(i) Comments on the standards, fairness, and consistency of marking in the subject with respect to the relevant AQF level and

(ii) Any other relevant feedback relevant to the assessment at the prescribed AQF level.


## 7. Marking Scale

7.2. The following marking scale will apply for each subject:

| | |
|---|---|
| 0 - 49 | **Fail** |
| 50 - 54 | **P2** |
| 55 - 64 | **P1** |
| 65 - 74 | **Credit** |
| 75 - 84 | **Distinction** |
| 85 - 100 | **High Distinction** |

7.3. '**E**' means 'Exemption granted' and appears in the Academic Transcript if a student has been granted one or more Subject exemptions (via Credit Transfer or Recognition of Prior Learning) or AIB has acknowledged an articulation arrangement.

7.4. '**WNF**' means 'Withdraw Not Fail' and appears in the Academic Transcript if a student has correctly withdrawn from a Subject on or before the Census Date. This is not equivalent to a fail.

7.5. '**WF**' means 'Withdraw Fail' and appears in the Academic Transcript if a student has withdrawn from a Subject after the Census Date. This is equivalent to a fail.

7.6. '**MC**' means 'Medical/Compassionate' and appears in the Academic Transcript if a student has requested and been granted a deferral for a Subject on medical/compassionate grounds. This is not equivalent to a fail. If Special Circumstances has been granted for a Subject, no grade will appear in the Academic Transcript in relation to that Subject. For students using FEE-HELP to fund their

studies - An MC grade is considered a subject attempt for the purposes of calculating a student's ongoing eligibility for FEE-HELP.

7.7.    '**DNS**' means 'Did Not Sit or Submit'.

Prior to May 2018: DNS appears in the Academic Transcript if a student has enrolled in a Subject but did not sit or submit the final assessment AND the student was not awarded a withdrawal or medical/compassionate or Special Circumstances. This is equivalent to a fail.

From May 2018: DNS appears in the Academic Transcript if a student has enrolled in a Subject but no assessment submissions were made AND was not awarded a WF, WNF or MC. This is equivalent to a fail.

7.8.    '**NGP**' means 'Non-Graded Pass' and appears in the Academic Transcript when AIB in its discretion decides to award a non-graded pass. This is only applicable for Research subjects.

7.9.    All fail marks/grades will appear on the Academic Transcript. The Academic Transcript will also include a Grade Point Average (refer to procedure on Calculation of Grade Point Average).


## 8.    Explanation of Grading System

8.2.    The characteristics of the various assessment grades are described in the table below.

The table provides a guideline which, in general terms, identifies the standard of work expected for each grade; however, the specific assessment criteria for the assessment, as defined in specific rubrics for each Subject, will always take precedence. The final grade will take into account the performance against all the criteria. Typically, higher grades will be awarded only when work meets the descriptor of that grade in substantially all of the criteria. It should be noted that the expected level of performance is different depending on the AQF level of the Subject.

|  | *HD* | *D* | *C* | *P1 and P2* | *F* |
|---|---|---|---|---|---|
|  | *High Distinction* | *Distinction* | *Credit* | *Pass* | *Fail* |
| **General description** | Very high standard of work demonstrating creativity and originality. | High standard of work demonstrating originality and insight. | Reasonably high level of work with some originality and insight. | Satisfies minimum requirements. | Fails to satisfy minimum requirements. |
| **Knowledge of principles and concepts** | Insight and awareness of deeper aspects of the topic; understanding well beyond required knowledge base. | Awareness of deeper aspects of the topic. | Sound knowledge of principles and concepts. | Adequate knowledge of principles and concepts. | Scant knowledge of principles and concepts. |

| | *HD* | *D* | *C* | *P1 and P2* | *F* |
|---|---|---|---|---|---|
| | *High Distinction* | *Distinction* | *Credit* | *Pass* | *Fail* |
| **Application of knowledge** | Excellent examples and application; clearly explained and justified. | Significant examples and application; explained and justified. | Appropriate examples and application. | Some examples and application; some attempt at explanation and justification. | Very little evidence of examples or application; inadequately explained and poorly justified. |
| **Analysis and evaluation** | Highly developed analytical and evaluation skills demonstrating critical reflection. Clearly articulated argument throughout. | Well-developed analytical and evaluation skills. Demonstrating some critical reflection. | Appropriate use of fundamental analysis and evaluation skills. | Some evidence of analytical and evaluation skills. | Very little evidence of analytical and evaluation skills. |
| **Use of readings and materials** | Evidence of broad independent reading beyond core learning materials. | Evidence of reading beyond core learning materials. | Good understanding of core learning materials and some evidence of further reading. | Evidence of having read core learning materials. | Very little evidence of having read core learning materials. |
| **Communication, presentation, referencing** | Highly developed communication, presentation and referencing skills. | Well-developed communication, presentation and referencing skills. | Good communication, presentation and referencing skills. Accurate and consistent acknowledgement of sources. | Adequate communication, presentation and referencing skills. | Rudimentary communication and presentation skills. Inaccurate and/or inconsistent acknowledgement of sources. |

## 9. Finalising and Recording of Assessment Grades

9.2. The final marks/grades are an aggregate of the marks/grades for the various assessments.

9.3. Final marks/grades and notations for Subjects will not be deemed official until after Moderation of Assessment marks/grades by Subject Coordinators and after formal review by the Academic Grades Committee.

9.4. Timeframes for releasing marks/grades and notations to students are:
   (a) For Leadership and Project
      (i) Assessment 1 – at least <u>7 days</u> before the next assessment due date.
      (ii) Assessment 2 – at least 14 days before the next assessment due date.
      (iii) Assessment 3 and Final Subject Grade – normally within 14 days from the original assessment due date.
   (b) For all other subjects:
      (i) Assessment 1 – at least 14 days before the next assessment due date.

> (ii)     Assessment 2 and Final Subject Grade – normally within 14 days from the original assessment due date.

9.5.    Final marks/grades are formally recorded. Final marks/grades and final notations can only be altered with the approval of the Academic Dean or nominee.

## 10.    Review of Marks for, and Re-Marking of, Assessments

### 10.2.   Failing an assessment and/or Subject

(a)     All references to **assessments** shall be deemed to include all assessment tasks.

(b)     If a student fails an assessment, they may:
- (i)     obtain informal feedback from the Subject Coordinator
- (ii)     appeal for a re-mark (see section 10.3)
- (iii)     re-enrol in the Subject and pay the relevant fees.

(c)     Resubmission of an assessment is not normally permitted and will be considered only if all of the following requirements are met, at the discretion of the Academic Dean or nominee:
- (i)     Final offerings of teach-out Subjects, or assessment is the final assessment in the Project in the MBA and
- (ii)     The mark for the final assessment is 45% or higher and
- (iii)     The overall mark for the Subject is between 45% and 49% inclusive.

(d)     In the event of resubmission, and where the subsequent composite marks for all assessments (including the resubmission) are 50% or higher, the marks will be capped at 50% for the subject.

(e)     Only one resubmission per Subject enrolment will be allowed.

### 10.3.   High Level Feedback

(a)     Students are entitled to request high level feedback from the Subject Coordinator on their assessments within 60 calendar days from the end date of the relevant term.

### 10.4.   Re-mark

(a)     Students are entitled to formally request a re-mark for an assessment within 14 calendar days of AIB's release of the assessment grade. If a request (accompanied by a re-marking fee) is not made within this time, AIB will not conduct the re-mark. Any fees paid after the cut-off date will be held in credit in accordance with the fees in credit policy.

(b)     Any formal re-mark request must be made in writing in the required form, specified in the relevant student handbook, and must include evidence why the student believes the mark/grade was wrong or unfair. The Associate Dean, Teaching and Learning or nominee will determine if a re-mark is justified or not. If not, the student will be advised of the decision within five working days of receipt of the re-mark request. The Associate Dean, Teaching and Learning or nominee may determine whether re-marking is not justified in various

circumstances including, but not limited to, Plagiarism or breach of the Academic Integrity Policy and Procedure.

(c) If the Associate Dean, Teaching and Learning or nominee allows the re-marking, independent re-marking by a person other than the original assessor ("the re-marker") shall be arranged. The re-marker may be from AIB or from another institution, but must have expertise in the area related to the assessment The re-marker must use their best endeavours to ensure that the re-marking is as independent as possible, and will be given:

    (i) all relevant documentation about the assessment in question, which may include but is not limited to a description of the Subject, the assessment question, assessment criteria, solutions guide and any available information about standards expected for each range of marks and

    (ii) a clean copy of the student's work, where possible.

At this stage, the re-marker will not normally be given details of the student's original assessment, including the marks.

(d) All re-marked assessments are subject to moderation when the re-marked assessment mark varies by 10% or more from the original assessment mark.

(e) Summative feedback will be provided to the student with the re-marked assessment mark/grade.

(f) Only one re-mark for each assessment will be permitted. The re-marked mark/grade will be the final mark/grade, whether it is higher or lower than the original mark/grade.

(g) The re-mark fee may be refunded to the student if

    (i) the re-marked assessment mark is 10% or more than the original assessment mark and

    (ii) the overall Subject grade increases.

Fee Help Eligible Students are required to pay the relevant re-marking fees, except for assessments they have failed.

## 11. Appeal

11.1. Students dissatisfied after following the re-marking process referred to above, can submit a formal appeal/grievance in accordance with stage one as referred to in the Student Complaints, Grievances and Appeals Policy and Procedure. Students should note that such an appeal may only be on the grounds that correct policies and procedures were not followed in carrying out the re-marking process (and the review of the appeal will not include a review of the assessment or Subject mark/grade).

**APPENDIX A: External Moderation of Grades Template**

| External Moderation of Grades Template | |
|---|---|
| *Subject Code and Name* | *To be pre-filled by AIB* |
| *Term and Year of Offering* | *To be pre-filled by AIB* |
| *AQF Level* | *To be pre-filled by AIB* |
| *Subject Coordinator* | *To be pre-filled by AIB* |
| *Subject Learning Outcome 1* | *To be pre-filled by AIB* |
| *Subject Learning Outcome 2* | *To be pre-filled by AIB* |
| *Subject Learning Outcome 3* | *To be pre-filled by AIB* |
| *Subject Learning Outcome 4* | *To be pre-filled by AIB* |

| | |
|---|---|
| *Name and Title of Moderator* | |
| *Position and Institution* | |
| *Date of Moderation* | |

Based on your review of the sample of marked assessments, please provide a response to the following questions:

**Section 1: Mark Allocation and Feedback Quality**

| | *Yes* | *Yes, but* | *No, but* | *No* |
|---|---|---|---|---|
| *The marks awarded for assessments are consistent with that expected at the appropriate AQF level.* | | | | |
| Comment: | | | | |
| AIB Response: | | | | |

| | *Yes* | *Yes, but* | *No, but* | *No* |
|---|---|---|---|---|
| *Feedback is constructive, consistent, usable, utilises rubrics and is provided either in writing or orally (recorded).* *Please consider whether the markers' comments were sufficiently comprehensive and constructive, commenting on strengths, weaknesses, and opportunities for improvement.* | | | | |
| Comment: | | | | |
| AIB Response: | | | | |

**Section 2: Summary of Findings**

| **Commentary:** *Please provide any other comments you may have in this section, as well as a summary of your findings from the moderation.* | |
|---|---|
| **Recommendations:** | 1. <br> 2. (etc) |
| **Commendations:** | 1. <br> 2. (etc) |
| **Optional considerations:** | 1. <br> 2. (etc) |

**Related Forms and Documents:**

AIB Style Guide
Formal Request of Re-Mark Form
Subject Brief


**Responsibility:**
Academic Dean


| | |
|---|---|
| **Current Status:** | **Version 5.4** |
| **Approved By:** | Academic Dean |
| **Effective from:** | **10 April 2024** |
| **Date of Approval:** | 10 April 2024 |
| **Previous version:** | 5 December 2023 |
| | 30 October 2023 |
| | 29 June 2023 |
| | 14 September 2022 |
| | 18 February 2022 |
| | 31 August 2021 |
| | 6 July 2021 |
| | 9 March 2021 |
| | 12 May 2020 |
| | 11 December 2019 |
| | 9 October 2019 |
| | 12 April 2019 |
| | 27 June 2018 *Assessment Policy V12* |
| **Date of Next Review:** | 29 June 2026 |