

## POLICY A7.0

### ASSESSMENT AND REASSESSMENT

#### 1.0 INTRODUCTION

##### 1.1 Context

The AIM Business School (ABS) is a registered 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

All academic and non-academic team members referred to in this policy are responsible for complying with this policy and procedure. For more detail, refer to the Procedure.

#### 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. Students must attempt all assessment tasks to be deemed to have met all unit requirements and achieved an overall pass of 50% to have successfully completed the unit.
4. An assessment task counts as attempted as long as an assignment submission was received in the LMS that shows a genuine engagement with the assessment task.
5. 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.
6. 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.
7. Assessment must encourage and reinforce learning.
8. 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.
9. Assessment must include authentic assessments and allow students to demonstrate their knowledge and skills on meaningful, practice-oriented tasks.
10. 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.
11. Assessments must promote academic integrity and discourage plagiarism and dishonesty.
12. 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.

13. 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 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 Complaints and Appeals 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	Chief Education Officer Higher Education
Status	Reviewed on September 2025
Approval Authority	ABS Academic Board
Date of Approval	11/09/2025
Effective Date	15/09/2025
Implementation Owner	Registrar
Maintenance Owner	Senior Compliance Manager Higher Education
Review Due	February 2027

## 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
A6.6	14 September 2021	Academic Dean ABS	<ul style="list-style-type: none"> <li>• Procedure separated from Policy.</li> <li>• New template.</li> <li>• Responsibilities and Principles defined.</li> <li>• Definitions, References and Policy ownership updated.</li> </ul>
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
A6.9	13 May 2025	Head of Compliance	Minor update to align with TEQSA ASMT nomenclature and PRV categories, 'registered Institute of Higher Education in Australia'.
A7.0	11 September 2025	Senior Compliance Manager Higher Education	<ul style="list-style-type: none"> <li>• Addition of new grade; Incomplete Fail (IF)</li> </ul> Minor administrative changes <ul style="list-style-type: none"> <li>• Update to staff titles</li> <li>• Template slightly revised following benchmarking</li> <li>• All versions from 2018 -2020 (A6.2-A6.5) are archived, and are available on request</li> </ul>