

Assessment Policy

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Related Documents	Assessment Procedure Academic Integrity Policy and associated Procedure Academic Progression Policy and associated Procedure Grievances, Complaints and Appeals Policy and associated Procedure Program and Unit Policy and associated Procedure Records Management Policy Student Charter

1. Purpose

- 1.1 The Assessment Policy articulates the principles and expectations for the assessment of higher education coursework units at the Australian Institute of Police Management (AIPM).

2. Scope

- 2.1 This policy applies to all students enrolled in, and all staff involved in the delivery of, higher education programs at the AIPM.
- 2.2 The AIPM recognises that the forms of assessment used may be diverse but all must comply with this policy.

3. Policy Principles

- 3.1 All assessment at the AIPM must be designed and implemented in accordance with these principles and the requirements set out in the [Assessment Procedure](#).
- 3.2 Assessment tasks must promote learning and prepare students for future learning and practice.
- 3.3 Assessment must include authentic assessments (see Definitions) and allow students to demonstrate their knowledge and skills on meaningful, practice-oriented tasks.

- 3.4 Assessments must be fair and equitable (providing reasonable opportunities for all students to demonstrate their learning) with requirements clearly communicated in the unit outline and any accompanying materials.
- 3.5 Students' work must be assessed against clearly stated and consistently applied criteria that are aligned with the task and the intended learning outcomes of the unit.
- 3.6 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.
- 3.7 Academic integrity is central to a student's intellectual and personal development (refer [Academic Integrity Policy](#)). Assessments must promote academic integrity and discourage plagiarism and dishonesty.
- 3.8 Assessment must be designed in order to:
 - 3.8.1 Enable students to develop and demonstrate their achievement of the desired graduate attributes and intended learning outcomes for the program as a whole.
 - 3.8.2 Ensure that every student has an equal opportunity to demonstrate their achievement through the assessment process with no group or individual disadvantaged.
 - 3.8.3 Assess learning outcomes to a standard appropriate for the Australian Qualifications Framework (AQF) level of the program and any relevant professional standards.
 - 3.8.4 Ensure students have opportunities to experience different types of assessment.
 - 3.8.5 Support students' transition to study, their progression through their studies and their transition to further studies.
 - 3.8.6 Include assessment experiences that enable students to prepare for their intended future contexts and develop their capacities for professional and personal judgement and lifelong learning.
- 3.9 Unit assessment patterns must involve reasonable workloads for both students and staff, consistent with:
 - 3.9.1 The relative weightings of tasks reflective of the expected workloads.
 - 3.9.2 The number, type and timing of assessment tasks designed to allow reasonable time for task completion, marking and feedback.
- 3.10 Assessment processes and tasks must be kept private and confidential. Staff must not divulge any information related to an individual student's assessment to unauthorised persons. Only in the case where the student has approved wider release of results will a third party be informed of the student's results / grades.
- 3.11 The AIPM will provide reasonable learning and assessment arrangements to enable students to demonstrate their achievement of the learning objectives of the units in which they are enrolled.

4. Policy Statements

Assessment Strategy at the AIPM

- 4.1 Assessment must focus on students' capacity to develop and apply their knowledge and skills on meaningful, practice-oriented assessment tasks. The assessment pattern in a unit should include formative and summative assessment and at least one substantial authentic task or component.
- 4.2 All aspects of assessment including design, delivery and outcomes must be routinely monitored and reviewed (see [Program and Unit Policy](#), [Program Evaluation and Review](#)).

Marking, Feedback, Grades and Results

- 4.3 Assessment tasks, criteria and due dates for each task, as well as methods of weighting will be included in the unit outline accessible to students.
- 4.4 The total mark or grade for each assessment task and final unit results are determined as described in the unit outline and any supporting documentation provided by the AIPM.
- 4.5 Marking must only be undertaken by appropriately qualified and employed staff approved by the Director of Academic Programs. Markers must be provided with adequate information regarding what is to be marked, marking procedures and the return date of assessed work. Marking must be consistent with the specified criteria and standards for the task. Marking procedures must ensure that criteria and standards are applied in similar ways across different markers.
- 4.6 In assessing an assignment, account may be taken of grammar and spelling. Though the academic merit, measured in terms of achievement against the assessment criteria, of the assignment will be the principal determinant of the mark, poor spelling or grammar may detract significantly from the quality of the assignment.
- 4.7 Students should receive timely feedback on each assessment task, prior to the submission of the next summative task. Some formative assessment should be provided relatively early in their engagement with the unit.
- 4.8 Grades are based on a student's level of performance in achieving stated learning objectives and must never be norm-referenced. Grades are awarded so that the AIPM can provide a statement that indicates a student's achievement of the learning objectives in units and intended learning outcomes for a program.
- 4.9 In order to pass a unit, students must attain a total mark of 50% in the unit overall and are expected to receive a passing grade in each assessment task. For units that are not graded with a percentile students must participate within and complete all tasks and activities satisfactorily.
- 4.10 The grading system applied by the AIPM is outlined in Appendix 1 of this policy.

Assessment Arrangements and Extensions

- 4.11 The AIPM has in place fair and consistent processes for requesting and granting assessment extensions and fair and consistent penalties for late submissions in the absence of an approved extension. Refer to [Assessment Procedures, Section 5](#).

- 4.12 In cases where an assignment is assessed as being not yet at a level to pass, resubmission of the assignment may be allowed. Limitations on the mark obtained will be 50%, refer [Assessment Procedures, Clauses 5.10-5.11](#).
- 4.13 The AIPM may authorise the granting of special consideration in the marking of an assignment / assessment task in exceptional circumstances if approved by either the Director of Academic Programs or the Head of School.

Appeal of a Grade/Mark

- 4.14 Students may appeal an academic mark or grade only on the grounds listed in the [Assessment Procedures, Section 9](#).

Assessment Records and Privacy

- 4.15 The AIPM keeps assessment-related records (including but not limited to assessment tasks, marks, grades and final results) for the required minimum retention period or in keeping with external agency requirements. Refer [Records Management Policy, Retention and Disposal Schedule](#).
- 4.16 Neither staff nor other students should divulge any information related to an individual student's assessment to unauthorised persons. Only in the case where the student has approved wider release of results will a third party be informed of the student's results/grades.

5. Definitions

Academic integrity is the expectation that teachers, students, researchers and all members of the academic community act with honesty, trust, fairness, respect and responsibility.

Academic progress is a student's progress towards successful completion of the academic requirements of their program of study.

Assessment is how students demonstrate both what they are learning and what they have learned. It requires the teacher to make judgements about the ongoing and cumulative learning of each student against pre-specified criteria and standards.

Assessment pattern is the assessment types and weightings in a unit and their relation to learning outcomes (at unit and program level).

Assessment requirement is the combination of assessment tasks, the timing of assessment tasks, the outputs to be submitted for assessment, and the conditions for assessment that must be undertaken to ensure that the learning objectives and requirements of a unit have been met.

Authentic assessment focuses on students developing and applying knowledge and skills through meaningful, practice-oriented assessment tasks. Authentic assessment supports students to develop graduate attributes, apply theory to practice and engage with problems similar to those they will encounter in the workplace.

Criterion-referenced assessment refers to assessment tasks where a student's work is assessed against stated criteria, and marks or grades are awarded according to the level of achievement of these criteria without reference to the achievement of others. The AIPM only engages in criterion-referenced assessment.

Feedback is information about aspects of a student's learning used to guide or improve their understanding, performance or achievements. Feedback can be given informally or formally, from formative activities as well as summative assessment tasks. It can be gained in multiple ways, including but not limited to, group discussions in class or online, automated online responses, and self, peer or teacher reviews of work using rubrics, checklists or comments. It includes information from self, peers, teachers, other people, online and other sources.

Formative assessment guides ongoing learning and provides feedback that can be used by students to support and develop their learning techniques, and by teachers to understand student progress and improve teaching. Formative assessments usually contribute nothing towards the final grade.

Grade is the result achieved for a unit within the program, arrived at by aggregation of marks for assignment and/or assessment tasks.

Norm-referenced assessment is where grades are determined in relation to other students' performance and the grade distribution is managed in such a way that only a certain percentage of students are able to attain each grade. Assessment at the AIPM is never norm-referenced.

Mark refers to the mark attained for a specific assignment or assessment task.

Marking is the process of assigning an assessment score or grade to a piece of work produced, performed or submitted by a student according to information provided in the unit outline, using academic judgement.

Staff includes all those involved in the design and delivery of a program at AIPM, such as Visiting Fellows, affiliates and guest lecturers.

Standard is a definite level of achievement aspired to or attained. Standards specify levels of quality (or achievement or performance) for each criterion.

Summative Assessment evaluates the student's performance against specified criteria. Summative assessments contribute towards the final grade.

Appendix 1: Grading system in use at the AIPM

Grade	Mark range	Description
High Distinction (HD)	85%+	The student has demonstrated exceptional ability in this unit
Distinction (DI)	75% - 84%	The student has demonstrated excellent performance in this unit
Credit (CR)	65% - 74%	The student has demonstrated superior performance in this unit
Pass (PS)	50% - 64%	The student has demonstrated satisfactory and adequate performance in this unit.
Fail (FL)	0% - 49%	The student has performed at an unsatisfactory level in this unit

REVISION HISTORY				
Version	Endorsed By	Approved By	Approval Date	Description of changes
1.0	ELCAC	AGB	1.7.23	New document.