

Assessment Policy and Procedure

Version 1.1

Overview and Scope

This policy outlines the principles and requirements governing assessment design and implementation within AIM Institute's higher education course, the Bachelor of Construction Project Management.

Assessment is a central component of the learning process and is designed to enable students to demonstrate achievement of learning outcomes. This policy applies to all students and academic staff involved in teaching and assessment.

AIM Institute ensures that assessment practices are consistent with the Higher Education Standards Framework (Threshold Standards) 2021, particularly in relation to the integrity, validity, and fairness of assessment.

Policy

Principles

Alignment with learning outcomes

Assessment tasks are designed to align with unit and course learning outcomes and the requirements of the relevant AQF level. Each assessment contributes meaningfully to demonstrating student achievement.

Validity and integrity

Assessment methods accurately measure the intended learning outcomes. Assessment design minimises opportunities for academic misconduct and supports the integrity of student work.

Fairness and equity

Assessment is conducted in a fair and equitable manner, providing all students with a reasonable opportunity to demonstrate their achievement. Adjustments are made where required to accommodate individual circumstances in accordance with relevant policies.

Transparency

Assessment requirements, criteria, and expectations are clearly communicated to students through unit outlines and supporting materials.

Consistency

Assessment standards are applied consistently across cohorts and teaching periods to ensure comparability of outcomes.

Feedback for learning

Assessment includes timely and constructive feedback to support student learning and improvement.

Assessment Design

Assessment tasks are designed to:

- Reflect the nature and level of the course and discipline
- Incorporate a range of assessment methods where appropriate
- Support progressive development of knowledge and skills
- Enable early identification of students at risk of poor academic progress

Assessment tasks may include, but are not limited to, assignments, projects, presentations, examinations, and practical or applied tasks relevant to construction project management.

Assessment weighting and requirements are clearly specified in unit outlines. AIM Institute will ensure that assessment word counts are continuously reviewed to ensure that they align with industry practice, taking particular note of the nature of each unit. In particular, technical subjects may have lower word counts

AIM Institute increases assessment volume expectations in line with student progress and development. In the first year of higher education study, students are expected to complete assessment tasks with a total word count of around 1,500 words (or equivalent) per unit. In the second year, this increases to 1,800-2,000 words. The third-year expectations are around 2,000-2,200 total words per unit (or equivalent).

Equivalency is determined by the unit and/or course coordinator, in consultation with the Academic Director.

Academic Integrity

AIM Institute monitors developments in the sector through TEQSA resources, online forums (such as the Australian Academic Integrity Network) and external referencing to ensure that assessment tasks are authentic and provide appropriate academic integrity to outcomes. AIM Institute designs a mix of both formative and summative assessments through each unit to ensure knowledge and learning is scaffolded appropriately and is designed to ensure that students have the best opportunities to demonstrate their attainment of unit learning outcomes.



AIM Institute expects all students to maintain the highest standards of academic integrity. Academic misconduct, including plagiarism, collusion, and contract cheating, is not permitted and will be managed in accordance with the Academic Integrity Policy.

Assessment design incorporates measures to reduce the risk of misconduct.

Use of Generative Artificial Intelligence in Assessment

The use of Generative Artificial Intelligence (AI) tools in assessment is permitted only where explicitly authorised in the assessment instructions. Where permitted, assessment tasks must clearly specify the extent and conditions of AI use, including any requirements for acknowledgement or disclosure. Assessment design will incorporate appropriate safeguards to ensure that submitted work demonstrates the student's own achievement of learning outcomes. Unauthorised use of Generative AI in assessment is managed in accordance with the Academic Integrity Policy.

Assessment Requirements

Students are required to:

- Attempt and submit all required assessment tasks
- Meet submission deadlines unless an extension or special consideration has been approved
- Ensure that all submitted work is their own and complies with academic integrity requirements

Failure to submit required assessment tasks may result in a fail grade.

Submission of Assessment

Assessment tasks must be submitted in accordance with the instructions provided in the unit outline.

Electronic submission through the Learning Management System (Moodle) is required unless otherwise specified.

Students are responsible for retaining copies of submitted work.

Extensions and Special Consideration

Students may apply for an extension or special consideration where circumstances beyond their control impact their ability to complete an assessment task.

Applications must be supported by appropriate documentation and submitted in accordance with institutional requirements.

Decisions are made in a timely and consistent manner, in line with the Special Consideration Policy and Procedure.

Late Submission

Assessment submitted after the due date without an approved extension normally incur penalties.

For any part of a day (a day is defined as a 24-hour period and includes weekends, and public holidays) that an assessment is late, the assessment will be reduced by 10% of the total available marks. For example, if the assessment is worth 20% of the total marks for the unit and the student submits the assessment two days late, the assessment's mark will be reduced by 4 total unit marks.

Penalties are applied consistently and are clearly communicated to students in advance. If a student applies for special consideration, any late submission penalties will be waived.

Feedback to Students

Students receive feedback on assessment tasks within a reasonable timeframe. Normally, students will receive feedback within 10 working days of submission. However, this is not always possible. If there are extenuating circumstances and extended delays, the students will be notified of the delay and anticipated response time.

Feedback is constructive and designed to support improvement and achievement of learning outcomes.

Review

This policy will be reviewed every three years, or earlier if required due to changes in regulatory requirements, institutional operations, or student cohort profile.

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Related Legislation	Higher Education Standards Framework (Threshold Standards) 2021 Tertiary Education Quality and Standards Agency (TEQSA) Act 2011 Education Services for Overseas Students Act 2000 (ESOS Act)
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	National Code of Practice for Providers of Education and Training to Overseas Students 2018 (National Code)
Related Policies	Grading Policy Moderation and Results Policy Academic Integrity Policy Academic Progress Policy

Document Approval

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Alignment to HESF	1.4 Learning Outcomes and Assessment	3.1 Course Design	1.3 Orientation and Progression
Responsibilities:			
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Document Change and Review log

Version	Updated by	Approval date and body	Details
0.1	TWEIR	Choose an item.	Draft version
1.0	TWEIR		Updated following AB consultation
1.1	TW		Further updates following AB consultation and discussion (wordcount, GenAI, Academic Integrity statement) APPROVED VERSION

