

Assessment Policy

Document Owner	Executive Principal		
Responsible Officer	Director of Studies		
Review Date	18/10/2022		
Related Documents	<i>Course Progress and Completion Policy and Procedure</i> <i>Student Complaints and Appeals Policy and Procedure</i> <i>Student Request Form</i> <i>Notice of Unsatisfactory Academic Progress Letter</i> <i>Intention to Report Letter – Academic Progress</i> <i>Complaint Form</i>		
Version	Approved by	Approved	Effective Date
8.0	Chief Executive Officer	18/10/2019	1/01/2020

1. Policy Statement

Vocational Education and Training (VET) programs are assessed in accordance with the principles and standards of the *Standards for Registered Training Organisations 2015*. To facilitate quality outcomes, the Australian College of Business Intelligence (ACBI) ensures that assessments are following the principles of assessment by being Fair, Flexible, Valid and Reliable and the Rules of Evidence.

Principles of Assessment
<p>Fairness:</p> <p>The individual learner’s needs are considered in the assessment process. Where appropriate, reasonable adjustments are applied by the RTO to take into account the individual learner’s needs. The RTO informs the learner about the assessment process, and provides the learner with the opportunity to challenge the result of the assessment and be reassessed if necessary.</p>
<p>Flexibility:</p> <p>Assessment is flexible to the individual learner by:</p> <ul style="list-style-type: none"> • reflecting the learner’s needs; • assessing competencies held by the learner no matter how or where they have been acquired; and • drawing from a range of assessment methods and using those that are appropriate to the context, the unit of competency and associated assessment requirements, and the individual.

<p>Validity:</p> <p>Any assessment decision of the RTO is justified, based on the evidence of performance of the individual learner. Validity requires:</p> <ul style="list-style-type: none"> • assessment against the unit(s) of competency and the associated assessment requirements covers the broad range of skills and knowledge that are essential to competent performance; • assessment of knowledge and skills is integrated with their practical application; • assessment to be based on evidence that demonstrates that a learner could demonstrate these skills and knowledge in other similar situations; and • judgement of competence is based on evidence of learner performance that is aligned to the unit/s of competency and associated assessment requirements.
<p>Reliability:</p> <p>Evidence presented for assessment is consistently interpreted and assessment results are comparable irrespective of the assessor conducting the assessment.</p>
<p>Rules of Evidence</p>
<p>Validity:</p> <p>The assessor is assured that the learner has the skills, knowledge and attributes as described in the module or unit of competency and associated assessment requirements.</p>
<p>Sufficiency:</p> <p>The assessor is assured that the quality, quantity and relevance of the assessment evidence enables a judgement to be made of a learner's competency.</p>
<p>Authenticity:</p> <p>The assessor is assured that the evidence presented for assessment is the learner's own work.</p>
<p>Currency:</p> <p>The assessor is assured that the assessment evidence demonstrates current competency. This requires the assessment evidence to be from the present or the very recent past.</p>

2. Scope

This policy applies to all ACBI courses, students, and staff. All staff must comply with this policy whenever they are engaged in any aspect of the assessment process.

3. Responsibilities

3.1 The Executive Principal is responsible for the implementation and review of this policy.

3.2 The Chief Executive Officer determines the grades appropriate for all units and the criteria for awarding the grades.

3.3 The Director of Studies (DoS) and Head Trainer are responsible for the administration and application of this Policy.

3.4 The Academic Support Officer is responsible for supporting the implementation of this Policy in relation to recording outcomes in the student administration system and the subsequent notifications to students.

3.5 Trainer / Assessors are experienced and suitably qualified to conduct the assessments and hold a TAE40110/TAE40116 Certificate IV in Training and Assessment. Trainers / Assessors ensure the Policy and associated procedures are implemented correctly.

3.6 ACBI staff who are directly or indirectly involved in the administration of assessments as part of the educational process ensure that the assessments are administered in a fair and accurate manner.

4. Assessment Procedures

- All courses at ACBI incorporate competency-based assessments. The purpose of assessing competency is to confirm that students can perform tasks to the required standards expected in the workplace.
- ACBI assessment processes meet the requirements of SNR Standards and packaging rules of endorsed Training packages or VET accredited courses.
- All assessments are conducted in accordance with the principles of assessment and the rules of evidence, and outcomes are recorded in accordance with AVETMISS reporting.
- ACBI assessments meet regulatory and workplace requirements, where relevant.
- ACBI systematically validates and moderates its assessment materials with trainers, industry and other stakeholders
- ACBI assessment procedures will recognise access, equity and cultural issues without compromising the integrity of the assessment.

4.1 Assessment tasks cover a range of methods and may include written tasks, projects, reports, tests (multiple choice, short or long answer), practical demonstrations, small or large group tasks, oral presentations, problem solving tasks, case studies, discussions, observations and exams.

4.2 Students must satisfactorily perform and complete all the assessment requirements, activities and assessment tasks, to be deemed competent in a Unit of Competency (UOC). To be competent, students must:

- Submit all parts of assessable work, and
- Submit all work on the due date(s) specified or prior to the cut-off date, unless a revised date has been negotiated and approved with the Trainer / Assessor in advance.

4.3 All assessment tasks and parts must be undertaken and submitted by the specified due date in the term during which the UOC began.

- Any part of an assessment marked not satisfactory will result in an outcome of Not Competent (NC) for that Unit of Competency. Student can then re-submit the revised assessment by the term cut-off.
- Any assessment not attempted by the term cut off is marked as “Not submitted”

- Compelling and compassionate circumstances may be considered for reassessment or late assessment.

4.4 Formative assessment tasks scheduled as self-directed learning will also be assigned attendance hours for participation and completion and marked by Trainer/Assessors on E-Learning Management System (Moodle). The tasks are prescribed in the assessment tools of a unit.

4.5 Assessors must mark all assessments submitted by students enrolled in the UOC, two weeks after due date and submission. Assessments are marked competent or not competent and students are provided feedback where appropriate. Students are then required to resubmit their Not Competent (NC) assessment by the term cut-off date.

4.6 Fees and charges apply for late assessments if there is no compassionate or compelling reason with (current) acceptable evidence.

5. Assessment Submission

5.1 Students are required to produce work that is of a high quality in terms of both presentation and content. This includes appropriate referencing, grammar and punctuation.

5.2 All assessments should be typed unless a handwritten submission is requested. All assessments must be submitted via the E-Learning Management System or as directed by the Trainer / Assessor. Assessments are not to be submitted to the Trainer / Assessor or student support, emailed, faxed or placed on an electronic device unless requested by the Trainer / Assessor. Students are required to use the file naming conventions specified in the unit Assessment Plans. Students must also ensure that the footers in their assessments identify the Unit, Assessment Number, Student's Name, Student Number, Date and Number of Pages on each page.

5.3 Written work must be submitted in the format specified. An accepted standard of typed assessment requires the font to be in Arial 12 PT or similar. There may be some exceptions to this, for example in computer study UOCs, however the Trainer / Assessor will advise of any such requirements.

5.4 Students must keep a copy of all submitted work. The inability to retrieve a file is an unacceptable reason for being unable to submit work. It is a student's responsibility to re-submit any work if requested. ACBI takes no responsibility for work that cannot be located.

5.5 Any student having problems with an assessment task is urged to speak to the Trainer / Assessor before the due date so the circumstances can be addressed.

5.6 Students are expected to allocate sufficient time to complete the work satisfactorily.

6. Assessment Attendance and Conduct

6.1 Attendance at all assessments is compulsory. Failure to attend without meeting ACBI's requirements will result in an automatic NC result in that Unit of Competency.

6.2 Students who fail to attend an assessment or tasks due to illness or other valid reasons must provide evidence in writing, as soon as possible according to circumstances. A signed and dated medical certificate must be issued from a registered medical practitioner and cover the day(s) of absence.

6.3 Fees and charges apply for late assessment or re-assessment if there is no compassionate or compelling reason with current acceptable evidence.

6.4 A re-assessment fee may be applied as per the *Fees and Charges Schedule*, which is included in the *Student Handbook* available from the College website.

7. Re-submission

7.1 If an assessment has been deemed not competent, the student may correct the original work following the assessor's feedback and re-submit via Moodle for further assessment (no fee applicable) before the cut-off date.

7.2 This process is classified as re-submission and is to an agreed number of opportunities with the assessor after the original submission. However, re-submissions must be finalised within the study period (term) in which the assessment began. Re-submission is also limited to serious attempts being made after feedback on the original submission.

7.3 Re-submissions are organised between the trainer/assessor and student. In the event of the student being deemed NC by the end of the study period after re-submission, the student will need to apply for re-assessment.

7.4 Students who are unsuccessful after re-submission of a prescribed assessment and deemed Not Competent in a Unit of Competency at the end of the study period (term) will be required to go through the re-assessment process. Payment for re-assessment is determined in accordance with the *Fees and Charges Schedule*, which is included in the *Student Handbook* available from the College website.

8. Reassessment

8.1 Any student who is marked NC or fails to re-submit after the terms cut-off date, will fall under this category of re-assessment.

8.2 Students are given the opportunity to attend feedback sessions and may be offered revision guidance to assist with assessment gaps depending on the level of their unsatisfactory assessment outcome. Further support is available for students, upon request, who require additional assistance.

8.3 Once a re-assessment has been arranged, any student who is absent on the day of an on-campus reassessment without prior notification will be deemed NC and will be required to reapply for reassessment of the Unit of Competency.

8.4 Where a student fails to submit assessments; or fails to submit a serious attempt of an assessment, (unless evidence is provided of serious medical or compassionate reasons in the required period), a fee applies to re-open and re-sit the assessment tasks. See the *Fees and Charges Schedule* for details.

9. Assessment Appeals Process

All participants have the right to appeal any assessment decision made by ACBI if they believe that the assessment is invalid and/or; the process was invalid, inappropriate or unfair. If the student is dissatisfied with the outcome of a reassessment, the student can lodge a formal internal appeal. For further details, refer to the *Student Complaints and Appeals Policy and Procedure*.

10. Late Submission

This procedure applies when a student fails to submit the assessment on time. This could be due to

- Compassionate and compelling circumstances can be considered if supporting documentary evidence is provided for the period covering the assessment submission timeframe.
- In submitting a Late Assessment, the student must receive written approval from the Academic Support Officer with instructions for submission, due dates, marking and feedback. Administrative fees of \$100 per unit may apply; refer to the Fees and Charges Schedule.

11. Re-assessment Eligibility Requirements

11.1 To be eligible for re-assessment, students' attendance for the UOC should be satisfactory.

11.2 In the event of low attendance, students are ineligible for re-assessment and will be required to remedy the matter through an intervention strategy. Students should note that this may affect the duration of the course, and overseas students may need to extend their Visa.

11.3 Application for re-assessment due to special consideration can be made in writing to the Academic Support Officer.

11.4 A fee for re-assessment of each unit may apply. Refer to the *Fees and Charges Schedule*.

12. Academic Misconduct

Academic misconduct is defined as deliberate submission or intention to submit unreliable, insufficient, non-current or invalidated assessment evidence. Plagiarism is defined as using another person's work and presenting it as one's own without appropriate acknowledgement of the author or source. If reasonable grounds for believing that these have occurred, disciplinary procedures will be implemented. For further details, refer to the *Academic Integrity Policy* and *Academic Integrity Procedure*.

13. Assessment Outcomes and Recording

The outcomes of the assessments are recorded on LMS platform (Moodle) that is manually updated on the student management system (RTO manager). The trainer / assessor will finalise the assessment marking on Moodle which is supervised by the Head Trainer and final outcome recorded by the Academic Support Officer. A student's final results for each UOC are published via their online student management portal.

14. Assessment Validation

14.1 Assessment validation and assessment moderation are undertaken as part of ACBI's quality assurance and continuous improvement of teaching and learning activities. Assessment validation and assessment moderation activities are undertaken collaboratively, and will involve all staff who deliver and assess the relevant subject. These activities will also be informed by the broader spectrum of external benchmarking activities.

14.2 The requirement in the Standards for Registered Training Organisations 2015 to undertake validation of assessment judgements does not prohibit ACBI from undertaking similar activities, such as moderation, or any other process aimed at increasing the quality of assessment.

15. Associated Documents

Title	Document Location	Responsible Officer	Minimum Retention Period
E-learning Management System assessment	MOODLE	Director of Studies Head Trainer	Six months from the date on which the judgement of competence for the student was made.
Assessment tools	MOODLE	Director of Studies	2 years after last entry. After this period a backup on server
Unit Outcomes	MOODLE	Head Trainer	2 years after last entry. After this period a backup on server
Warning letter of unsatisfactory attendance	1. Student's File Administration System	Student Support officer Academic officer or delegate	2 years
Monitoring and Intervention	1. Student's File Administration System	Student Support Officer Academic officer	2 years

16. References

- *Standard 1 of Standards for RTOs 2015*
- *Education Services for Overseas Students (ESOS) Act 2000*
- *The National Code of Practice for Registration Authorities and Providers of Education and Training to Overseas Students 2018*
- *Standards 6, 8, 9 and 10 of the National Code 2007.*
- *ASQA General Direction – Retention Requirements for completed student assessment items, update 20 February 2013.*

Document History:

Version	Date	Author	Reason	Sections
0.1	March 2018		Original version	All

0.2	1/10/2019	Deirdre D'Souza	Rewrite of original version.	All
0.3	1/10/2019	Stephen Andrews and Laura Mao	Reviewed, revised and finalised in response to Management Team feedback.	All
0.4	6/10/2019	Julien Marechal	Alignment to Delegations Policy and Register	Section 3
1.0	18/10/2019	-	CEO approval.	All