Assessment Policy

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Responsible Officer	Director of Studies / Operations and Compliance Manager		
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Related Documents	*Standards for Registered Training Organisations 2015* *Academic Integrity Policy* *Course Progress and Completion Policy* *Student Complaints and Appeals Policy* *Complaint/Appeal Request* *Unsatisfactory Academic Progress – 1st Warning Letter* *Unsatisfactory Academic Progress – 2nd Warning Letter* *Academic Course Progress - Intention to Report Letter*		
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1.0	Chief Executive Officer	27/03/2024	27/03/2024

1. Context

This Policy supports the Australian College of Business Intelligence's (ACBI) commitment to maintaining academic standards.

Assessment is an integral part of learning and teaching and measures students' achievement of learning outcomes for the purpose of certification. Assessments at the College are based on clearly articulated criteria to facilitate students' understanding of the standard required to achieve learning outcomes.

ACBI's training and assessment strategies and practices are responsive to industry and learner needs and meet the requirements of training packages and VET accredited courses.

2. Definitions

Access and equity mean policies and approaches aimed at ensuring that VET is responsive to the individual needs of clients whose age, gender, cultural or ethnic background, disability, sexuality, language skills, literacy or numeracy level, unemployment, imprisonment or remote location may present a barrier to access, participation and the achievement of suitable outcomes.

Assessment means the process of collecting evidence and making judgements on whether competency has been achieved, to confirm that an individual can perform to the standard required in the workplace, as specified in a training package or VET accredited course.

AQF qualification means an AQF qualification type endorsed in a training package or accredited in a VET accredited course.

Assessors are persons who assess a learner's competence in accordance with Clauses 1.13 to 1.16 of the SRTOS 2015.

Australian Qualifications Framework (AQF) means the framework for regulated qualifications in the Australian education and training system, as agreed by the Commonwealth, State and Territory ministerial council with responsibility for higher education.

Competency means the consistent application of knowledge and skill to the standard of performance required in the workplace. It embodies the ability to transfer and apply skills and knowledge to new situations and environments.

Learner means a person being trained and/or assessed by the RTO for the purpose of issuing AQF certification documentation.

Reasonable adjustment is a term applied to modifying the learning environment or making changes to the training delivered to assist a student with a disability.

Trainers are persons who provide training in accordance with Clause 1.13, 1.14 and 1.16 of the SRTOS 2015.

Training and assessment strategies and practices are the approach of, and method adopted by, an RTO with respect to training and assessment designed to enable learners to meet the requirements of the training package or accredited course.

Training Package means the components of a training package endorsed by the Industry and Skills Council or its delegate in accordance with the Standards for Training Packages.

Training Product means AQF qualification, skill set, unit of competency, accredited short course and module.

Unit of competency means the specification of the standards of performance required in the workplace as defined in a training package.

Validation is the quality review of the assessment process. Validation involves checking that the assessment tool/s produce/s valid, reliable, sufficient, current and authentic evidence to enable reasonable judgements to be made as to whether the requirements of the training package or VET accredited courses are met. It includes reviewing a statistically valid sample of the assessments and making recommendations for future improvements to the assessment tool, process and/or outcomes and acting upon such recommendations.

3. **Scope**

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

4. **Principles**

   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

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outcomes, ACBI ensures that assessment strategies and tools are design to comply with the *Principles of Assessment* and the *Rules of Evidence* as specified in **Appendix A** of this policy.

5. Policy details

5.1. Assessment Design

5.1.1.   Assessments incorporated in ACBI's training products are competency-based with criteria and standards that reflect the expected learning outcomes. The purpose of assessing competency is to confirm that students can perform tasks to the required standards expected in the workplace.

5.1.2.   ACBI's Assessment design process meets the requirements, standards, and packaging rules of endorsed Training packages or VET accredited courses.

5.1.3.   Assessments are designed to meet regulatory and workplace requirements, where relevant.

5.1.4.   Assessments are mapped to demonstrated alignment with Unit elements and performance criteria, performance evidence, knowledge evidence, assessment conditions, and the appropriate AQF level, as described in the published Unit of competency details.

5.1.5.   Assessments are authentic, being based on real-life simulated scenarios so that students are prepared for employment in the designated field and/or further study. The authenticity of assessment will be reflected in the assessment tool and/or assessment requirements and may include live projects and practical demonstrations.

5.1.6.   Assessment tasks cover a range of methods and may include written tasks, projects, reports, written practical demonstrations, small or large group tasks, oral presentations, problem solving tasks, case studies, discussions & observations.

5.1.7.   Assessment design will recognise access, equity and cultural issues without compromising the integrity of the assessment

5.1.8.   Assessment design will consider reasonable adjustments to be made to assessment procedures for people with special needs, such as people with disabilities or with language or literacy difficulties.

5.2. Quality Assurance

5.2.1.   Assessment Validation and Moderation are undertaken as part of ACBI's quality assurance and continuous improvement of teaching and learning activities. These activities will also be informed by the broader spectrum of external benchmarking activities. 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.

5.2.2.   ACBI systematically validates and moderates its assessment strategies and tools with trainers and assessors, independent validators, industry experts and other stakeholders, as per clause 1.9., 1.10, and 1.11 of the SRTOs 2015.

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5.2.3.   For the purposes of Clause 1.9, each ACBI's training product is validated at least once every five years, with at least 50% of products validated within the first three years of each five-year cycle.

5.2.4.   ACBI systematically monitors the training and assessment strategies and practices to ensure ongoing compliance with Standard 1.

5.2.5.   ACBI systematically evaluates and uses the validation outcomes to continually improve the training and assessment strategies and practices.

5.3.   Assessment Completion

5.3.1.   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 on the Learning Management System (LMS) portal, and
- Submit all work on or before the due date(s) specified on the unit page in the LMS or prior to the cut-off date unless a revised date has been agreed and approved by the Trainer/Assessor in advance.

5.3.2.   All assessment tasks and related assessment parts must be completed and submitted by the specified due date in the term when the UOC has been delivered, with the considerations below:

- Any part of an assessment marked not satisfactory will result in an outcome of Not Yet Competent (NYC) for that Unit of Competency. Student can then re-submit the revised assessment based on trainer feedback by the term cut-off.
- Any assessment not attempted by the term cut off will be marked as Not Yet Competent (NYC).
- Compelling and compassionate circumstances may be considered for reassessment or late submission of assessment.

5.3.3.   Formative activities scheduled as self-directed learning will also be assigned for participation and engagement and recorded by the Trainers and Assessors on the LMS. These activity tasks form part of the assessment tools of a unit.

5.4.   Assessment Submission

5.4.1.   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.

5.4.2.   All assessments should be typed unless a handwritten submission is requested and submitted via the Learning Management System.

5.4.3.   Assessments are not to be submitted directly to the Trainer/Assessor or student support via email or placed on an electronic device.

5.4.4.   An accepted standard of typed assessment requires the font to be in Arial 12 PT or similar.

5.4.5.   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 any work that cannot be located.

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

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

5.5.   Assessment Originality

5.5.1.   All assessments are to be digitally submitted via the LMS and all students must tick off the declaration box acknowledging that the assessment is their own work prior to submission, hence draft submissions are not graded.

5.5.2.   Students are required to use the file naming conventions specified in the unit assessment document. 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.

5.6.   Determining Competence

5.6.1.   ACBI Training and Assessment is delivered by appropriately qualified trainers and assessors with the right support services, facilities and equipment. ACBI Trainers and Assessors have:

   a)   vocational competencies at least to the level being delivered and assessed;
   b)   current industry skills directly relevant to the training and assessment being provided; and
   c)   current knowledge and skills in vocational training and learning that informs their training and assessment.
   d)   the training and assessment credentials specified in the **Appendix 2** of this Policy.

5.6.2.   Assessors must mark all assessments submitted by students enrolled in the UOC, **within seven days** from the assessment due date. Assessments are marked **Competent (C)** or **Not Yet Competent (NYC)** and students are provided feedback via the LMS. Students do receive notification from the LMS via an email to their feedback.

5.6.3.   A student is deemed **Competent (C)** in the completed UOC if the performance criteria of the unit have been met. In order to be deemed competent in a unit, a student must have satisfactorily answered all questions in their assessments or have met the criteria for every question of each assessment, as displayed in the marking guide. Students who are assessed as not satisfactory for any performance criteria or assessment requirement are required to resubmit their revised assessment by the term cut-off date.

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5.7. Assessment Attendance and Conduct

5.7.1.   Attendance at all face-to-face components of an assessment is compulsory, unless a submission or visual aid/video is required as assessment evidence. Students who fail to attend an assessment or tasks due to illness or other compassionate or compelling reasons must provide evidence in writing according to the circumstances.

5.7.2.   A signed and dated medical certificate must be issued from a registered medical practitioner and cover the day(s) of absence.

5.8. Assessment Resubmission

5.8.1.   If an assessment has been deemed not yet competent, the student may correct the original work following the assessor's feedback and re-submit via the LMS portal for further marking (no fee applicable) before the term cut-off date. The student will have a **maximum of three (3) attempts** to submit a satisfactory work.

5.8.2.   Re-submissions must be finalised **within** the study period (term) in which the assessment is due.

5.9. Reassessment

5.9.1.   Any student who has been graded Not Yet Competent (NYC) or fails to re-submit their work within the term's cut-off date, will be subject to follow the process of _Reassessment_ initiated by ACBI.

5.9.2.   Students are given the opportunity to attend feedback sessions during class time and may be offered revision guidance to assist with assessment gaps depending on the level of their unsatisfactory assessment outcome.

5.9.3.   Where a student fails to submit an assessment task within the term's cut-off date (Did Not Submit) or fails to submit a satisfactory assessment within the 3 attempts permitted (unless evidence is provided of serious medical or compassionate reasons in the required period), an **administrative fee of $150 applies** to re-open and/or re-sit the assessment task. Please see the Administration Fees Schedule available on the ACBI's website.

5.9.4.   Only **one** attempt will be allowed for students who are submitting for re-assessment. All feedback is to be understood and clarified from previous attempts as graded by the assessor. Additionally, all practical observable tasks must be included in the re-assessment attempt.

5.9.5.   If the student is deemed once again Not Yet Competent in the re-assessment attempt, every subsequent attempt will incur a fee of $150. All feedback is to be understood and clarified from previous attempts as graded by the assessor.

5.9.6.   To be eligible for re-assessment, students' attendance for the Unit of competency (UOC) should be at satisfactory level. In the event of low attendance (below 20%), students are ineligible for direct re-assessment and will be required to remedy the matter through an intervention strategy;

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student access to the Learning Management System will be temporarily suspended until the intervention strategy is initiated.

5.9.7.   Students deemed as not maintaining UOC's attendance at a satisfactory level during the term, may be required to re-enrol in the UOC, unless evidence of compassionate and compelling reasons is provided.

NOTE: *Students should note that this may affect the duration of the course, and overseas students may need to extend their COE and Visa.*

5.9.8.   Requests for re-assessment due to special considerations can be made in writing by emailing academics@acbi.edu.au and attaching supporting evidence of compassionate and compelling reasons.

5.10. Assessment Feedback

Trainers/Assessors will provide sufficient and adequate feedback on assessments for students to be able to identify where they have not met the performance criteria and the assessment requirements. Students may request additional clarification at any time up to the end of term and this can be done either face-to-face during class, via the ACBIs Learning Management System or other digital messages such as emails or Zoom/MS Teams conversation. However, ACBI is unable to provide complete copies of the marking guidelines as this would require releasing the answers to the students which would undermine the integrity of the assessment.

5.11.   Extensions

Students who have compelling or compassionate grounds supported by valid evidence may apply for an extension of the assessment submission but this must be done **before** the assessment cut-off date or as soon as practicable. Students can apply for an extension by contacting academics@acbi.edu.au by email. If the student's request for an extension is successful, there will be no administrative fee applicable. The student will not be able to apply for an extension after the due date unless exceptional circumstances occur.

5.12.   Academic Integrity

ACBI is committed to actively ensure integrity across all academic pursuits and undertakings and takes immediate disciplinary actions when students' academic misconduct is detected and confirmed based on valid grounds, as specified in the *Academic Integrity Policy* available on the ACBI's website.

Academic misconduct is defined as deliberate submission or intention to submit unreliable, insufficient, non-current or invalidated assessment evidence. Plagiarism, contract cheating, collusion, dishonest conduct, are examples of academic misconduct.

5.13. Artificial Intelligence

At ACBI, we acknowledge the evolutionary potential of artificial intelligence (AI) tools, such as Gen AI, in the evolving landscape of education. We believe it is important for students to be aware of these advanced technologies, understand their capabilities and potential applications, but without substituting these tools for their own intellectual search, learning and understanding.

While the use of AI can provide innovative perspectives and aid in research and concept development, ACBI stresses that the work students submit must be their own as per the *Academic Integrity Policy*. This reflects our commitment to ensuring academic integrity, which is founded on honesty, fairness, respect, and responsibility.

5.14. Intervention

Where a student has not passed 50% or more of their subjects in any term the ACBI's Academic Intervention Strategy will be implemented. The College will contact students who this applies to. For more information, please refer to the *Course Progress and Completion Policy*.

5.15. Assessment outcomes and record keeping

5.15.1. The outcomes of the assessments are recorded on the LMS platform. The trainer/assessor will finalise and release the assessment grading on the LMS platform, inclusive of the assessment feedback. A student's outcome for each UOC is published via the online Student Management System (RTO Manager) and is accessible to students via their own personal profile.

5.15.2. In order to meet a range of (external) auditing requirements, ACBI will be retaining evidence of students' work submitted. This may be in the form of, but not limited to:

  a) keeping scanned copies of all assessments submitted in hard copy;
  b) keeping digital copies of all assessments submitted; and/or
  c) keeping photographic, video or audio evidence of projects, presentations, interviews or work placement activities.

6. Breaches

If a student or staff member is found to be in breach of this Policy, she or he may be subject to disciplinary action in accordance with the relevant *Code of Conduct and Misconduct Procedure, the Academic Integrity Policy, and the Course Progress and Completion Policy.*

7. Appeals

Appeals concerning any decision taken in relation to this Policy should be made under the relevant *Complaints and Appeals Policy*, which can be accessed from the ACBI website. Overseas students may lodge an external appeal with the Commonwealth Ombudsman.

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8. 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

Document History:

Version	Date	Author	Reason	Sections
0.1	March 2018	-	Original version	All
0.2	18/10/2019	-	CEO approval	All
0.3	1/10/2019	Stephen Andrews and Laura Mao	Reviewed, revised and finalised in response to Management Team feedback.	All
0.4	1/10/2019	Deirdre D'Souza	Rewrite of original version.	All
0.5	6/10/2019	Julien Marechal	Alignment to Delegations Policy and Register	3
0.6	19/09/2022	Deirdre D'Souza	Updated reassessment section	All
0.7	5/04/2023	Deirdre D'Souza and Nancy Li	Minor revisions	All
1.0	26/03/2024	Ivan Negro and Deirdre D'Souza	New document template, general revision and additions of new sections	All

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Appendix A

(Source: Standards for Registered Training Organisations (RTOs) 2015, Standard 1.8)

Principles of Assessment

Fairness	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.
Flexibility	Assessment is flexible to the individual learner by: • 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.
Validity	Any assessment decision of the RTO is justified, based on the evidence of performance of the individual learner. Validity requires: • 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.
Reliability	Evidence presented for assessment is consistently interpreted and assessment results are comparable irrespective of the assessor conducting the assessment.

Rules of Evidence

Validity	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.
Sufficiency	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.
Authenticity	The assessor is assured that the evidence presented for assessment is the learner's own work.
Currency	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.

Appendix B

(Source: Standards for Registered Training Organisations (RTOs) 2015, Item 2 and 3 of Schedule 1)

Item	Standard	Training and Assessment Credentials
2	1.11 1.14 1.15 1.24	One of the following credentials: Credential: *TAE40122 Certificate IV in Training and Assessment <u>or</u> its successor* <u>or</u> *TAE40116 Certificate IV in Training and Assessment <u>or</u> its successor* <u>or</u> Credential: *TAE40110 Certificate IV in Training and Assessment, <u>and</u> one of the following:* *(i) TAELLN411 Address adult language, literacy and numeracy skills <u>or</u> its successor <u>or</u>* *(ii) TAELLN401A Address adult language, literacy and numeracy skills* <u>*and*</u> *one of the following:* *(iii) TAEASS502 Design and develop assessment tools <u>or</u> its successor <u>or</u>* *(iv) TAEASS502A Design and develop assessment tools <u>or</u>* *(v) TAEASS502B Design and develop assessment tools.*
3	1.14 1.15	The following credential: *A diploma or higher-level qualification in adult education.*

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