

## Assessment Policy & Procedure

### 1. Purpose

The purpose of the *Assessment Policy & Procedure* is to ensure that the Australian College of Business Intelligence's (ACBI/the College) assessment practices are compliant, consistent, and promote valid, reliable, and flexible assessment outcomes that meet the requirements of training packages and accredited courses, while also supporting continuous improvement and strong industry alignment.

### 2. Policy Statement

Vocational Education and Training (VET) programs at ACBI are assessed in accordance with the Outcome Standards for RTOs 2025 and the associated Compliance Requirements. All assessment is designed and implemented to meet the requirements of the nationally endorsed training product, including the elements, performance criteria, foundation skills, performance evidence, knowledge evidence, and assessment conditions.

All assessment tools, methods and assessor judgements must comply with the Principles of Assessment (fairness, flexibility, validity and reliability) and the Rules of Evidence (validity, sufficiency, authenticity and currency). ACBI ensures that all assessment systems, tools, and processes:

- Are aligned to the requirements of the relevant training product, including elements, performance criteria, foundation skills, range of conditions, and assessment requirements;
- Are valid, fair, flexible, and reliable, and consider the needs of diverse students, where required reasonable adjustments are identified and implemented;
- Are consistent with the level of difficulty, performance expectations and workplace relevance of the qualification being assessed;
- Are developed through structured processes that include tool review, trialling, and industry consultation;
- Are conducted by assessors who meet or exceed current vocational and assessor competency requirements;
- Include rigorous pre- and post-assessment validation processes to verify alignment and comparability of judgements;
- Include formal reviews of each tool prior to implementation, ensuring alignment with the Principles of Assessment and Rules of Evidence;
- Use the outcomes of tool reviews and trialling to inform any necessary changes before use;
- Incorporate moderation activities between assessors to ensure consistent interpretation of assessment evidence and outcomes;
- Promote academic integrity and include safeguards against unauthorised assistance and plagiarism;
- Are reviewed regularly through validation, feedback mechanisms, and continuous improvement initiatives;
- Incorporate industry input to reflect current practices and workplace requirements.

### Principles of Assessment

**Fairness:** The individual learner's needs are considered in the assessment process. Where appropriate, reasonable adjustments are applied by ACBI to consider the individual learner's needs. ACBI 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:

Australian College of Business Intelligence Pty. Ltd. trading as Australian College of Business Intelligence.  
RTO code: 40835 CRICOS code: 03426E ABN: 19 158 104 566  
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- 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 College 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.

## 3. Responsibilities

**The CEO** is responsible for the implementation and review of this policy.

**The Director of Studies** determines the grades appropriate for all units and the criteria for awarding the grades and is responsible for the administration and application of this Policy.

**The Academic Progression Coordinator** 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.

**Trainer/Assessors** are experienced and suitably qualified to conduct the assessments and hold the correct credential as outlined in Outcome Standards 3.3.2 and 3.2 and the Credential Policy and aligned to the program they deliver and assess.

**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. Requirements

### Outcome Standards for RTOs 2025

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Standard 1.3: The assessment system is fit-for-purpose and consistent with the training product

Standard 1.4: The assessment system ensures assessment is conducted in a fair and appropriate way and enables accurate judgements of VET student competency.

National Principles for Assessment Integrity – although not mandatory it supports fair, valid, and reliable assessment practice across the VET sector.

National Vocational Education and Training Regulator Act 2011

Australian Qualifications Framework

Relevant Training Package or Accredited Course Requirements

## 5. 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.

## 6. Procedure

All courses at ACBI use competency-based assessment to determine whether a student has demonstrated all requirements of the relevant unit of competency. Competence is assessed against the nationally endorsed training package requirements, including the elements, performance criteria, foundation skills, performance evidence, knowledge evidence, and assessment conditions. A student is deemed competent only when they consistently demonstrate the skills and knowledge to the standard required by industry and in accordance with the assessment conditions specified in the training product.

ACBI ensures full compliance with the National VET regulatory framework, including the NVETR (Data Provision Requirements) 2020, the VET Quality Framework, and all mandatory obligations for training providers. ACBI also complies with the 2025 Standards for Registered Training Organisations, consisting of:

- the National Vocational Education and Training Regulator (Outcome Standards for Registered Training Organisations) Instrument 2025
- the National Vocational Education and Training Regulator (Compliance Standards for NVR Registered Training Organisations and Fit and Proper Person Requirements) Instrument 2025
- the National Vocational Education and Training Regulator (Credential Policy) Instrument 2025

### Requirements of the Assessment System

ACBI's assessment system ensures that all assessments reflect the requirements of the Unit of Competency, including performance evidence, knowledge evidence, and assessment conditions. It also ensures that assessments:

- Meet the principles of assessment and the rules of evidence
- Are recorded and reported in accordance with AVETMISS and issuance requirements.

ACBI assessment procedures will recognise access, equity and cultural issues without compromising the integrity of the assessment.

### Industry Engagement in Assessment Design

Industry consultation is a core component of assessment design and review, ensuring assessments reflect current workplace practices, meet industry expectations, and remain relevant to job roles and vocational outcomes.

### Assessment Tools and Pre-Validation

Assessment tools are reviewed prior to use to ensure alignment with training package requirements and the principles of assessment and rules of evidence. Feedback from students, assessors, and industry informs continuous improvement of assessment tools and systems.

Assessment tools are pre-validated to ensure they meet requirements of the training package before assessment takes place. Assessment tools must include:

- Student Assessment Instruction Guide
- Marking checklist
- Business Simulated Document
- Assessor benchmark answers
- Mapping instructions
- Observation checklist

### Assessor Requirements

All assessment is conducted by individuals who hold the training and assessment credentials required under the Credential Policy, including:

- TAE40122 Certificate IV in Training and Assessment, or
- Accepted equivalent qualifications as determined by the National Regulator

Assessors must also hold:

- Vocational competence at least to the level being assessed,
- Current industry currency, and
- Documented professional development relating to VET and assessment practices.

### Conducting Assessment

Prior to assessment, students are informed of the assessment process, criteria, available support, and academic integrity requirements via the student assessment guide and the LMS platform. Assessments must be conducted under conditions that meet the assessment conditions of the training product.

Where required, reasonable adjustments are implemented in consultation with the student and documented in line with the *Student Support, Diversity, Inclusion and Wellbeing Policy & Procedure*, without compromising the integrity of the unit of competency.

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 and observations. Assessment tasks may include written assignments, projects, case studies, reports, practical demonstrations, presentations, or discussions. Recognition of Prior Learning (RPL) is available and assessed in accordance with relevant policy available on the ACBI website.

Formative activities scheduled as self-directed learning will also be assigned for participation and engagement and recorded by the Trainer/Assessors on the LMS. The activity tasks are part of the assessment tools of a unit.

Students must complete all required tasks to be deemed competent.

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

For international students, attendance at all face-to-face components of an assessments is compulsory. Students who fail to attend an assessment or tasks due to illness or other compassionate/compelling reasons must provide evidence in writing according to circumstances. A signed and dated medical certificate must be issued from a registered medical practitioner and cover the day(s) of absence.

### **Submitting Assessments**

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. All assessments should be typed unless a handwritten submission is requested. An accepted standard of typed assessment requires the font to be in Arial 12 PT or similar.

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.

All assessments must be submitted via the E-Learning Management System and must not be submitted directly to the Trainer/Assessor or Student Support via email or placed on an electronic device (e.g. USB key).

All students must tick off the declaration box on the LMS acknowledging that the assessment submission is their own work hence draft submissions are not graded.

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.

Any student having problems with an assessment task is urged to speak to the Trainer/Assessor before the specified submission date so the circumstances can be addressed. Students are expected to allocate sufficient time to complete the work satisfactorily.

### **Use of Artificial Intelligence (AI)**

Students may use AI tools as research and learning aids but must paraphrase, analyse, and reference any AI-generated content. Submissions must reflect the student's own understanding and application.

Students and assessors must not upload or paste any ACBI learning, assessment, or internal documentation into free or public AI platforms (e.g., ChatGPT Free, Gemini, Copilot). These platforms store and reuse data, which may expose ACBI intellectual property.

All ACBI materials are copyright-protected and must only be used within authorised systems (Canvas, Moodle, RTO Manager, or ACBI drives).

### **Assessment Integrity and Academic Misconduct**

ACBI upholds authenticity through direct assessor observation, student declarations, and, where appropriate, use of tools to detect plagiarism and unauthorised assistance. Assessors are trained to identify inconsistencies in student submissions and may conduct follow-up interviews to verify knowledge. ACBI applies its Academic Integrity Policy to guide the handling of breaches. See *Academic Integrity Policy and Procedures*.

To further support authenticity, ACBI verifies student identity prior to assessment using photo ID checks, digital platform access controls, or assessor confirmation of enrolment. See the *Academic Integrity Policy and Procedure*.

### Assessment Outcomes and Recording

Post-assessment, students receive timely and constructive feedback. Assessment outcomes are recorded accurately in the Student Management System and retained in accordance with regulatory and record-keeping requirements. ACBI ensures that:

- Assessment outcomes of Competent (C) or Not Yet Competent (NYC) are entered into the Student Management System (SMS) within required internal timeframes.
- Assessment evidence and assessor judgements are retained for the minimum period required under the Compliance Requirements for NVR Registered Training Organisations (2025) per below table.
- Outcomes are reflected in the student’s training plan and progression records.
- RPL and Credit Transfer determinations are documented and retained as part of the student’s qualification issuance record.
- All outcomes are reported in accordance with AVETMISS Data Provision Requirements 2020 and the Credential Policy (issuance of AQF certification documentation).
- Any identified issues with assessment outcomes (e.g., inconsistent judgements, integrity concerns, or tool deficiencies) are escalated through the Academic Integrity Procedure and Continuous Improvement processes.

Record Type	Retention Requirement (2025 Requirement)
Completed assessment evidence	2 years from the final assessment decision
Assessment tools, versions, mappings, benchmarks used in delivery	5 years after last use
AQF certification issuance records (qualifications, SOAs)	30 years
RPL and Credit Transfer decisions and evidence	30 years (as part of issuance record)
Assessment outcomes in SMS	30 years
Validation and moderation records	5 years

### Assessment Resubmissions

A resubmission occurs where a student has attempted an assessment and is deemed Not Yet Competent (NYC). Students have three attempts to revise and resubmit their assessment based on assessor feedback.

For international students, all resubmissions must be completed within the same study period (term) and by the published term cut-off date, otherwise re-assessment fees may apply as outlined below.

Domestic students are enrolled in self-paced study and are not subject to term cut-off dates therefore re-assessment fees do not apply.

### Re-Assessment (International Students)

Re-assessment requires the assessment portal to be re-opened and may require the student to re-attempt all assessment components, including practical observation tasks. A re-assessment occurs when a student:

- does not make a genuine attempt to submit an assessment by the term cut-off date; or
- does not complete a scheduled assessment task (including role-play/observation); or

- fails to achieve competency after permitted resubmission attempts; or
- fails to resubmit by the term cut-off date.

### **Re-assessment Fees (International Students Only)**

Fees are charged per assessment to cover additional costs associated with Trainer/Assessor time for marking and feedback.

If a student is deemed *Not Yet Competent* after a re-assessment attempt, each subsequent attempt incurs a re-assessment \$150 fee.

### **Resubmission (Failed Attempt) - \$150**

- Applies where a student has submitted a genuine assessment attempt but is required to resubmit and does not do so by the published term cut-off date.

### **No Submissions (Missed Assessment) - \$200**

- Applies where a student does not submit an assessment by the term cut-off date.

Students with approved compassionate or compelling circumstances, supported by appropriate and current evidence, may request for a waiver of the re-assessment fee.

Students can liaise with the Academic Progression Coordinator at [academics@acbi.edu.au](mailto:academics@acbi.edu.au) for such cases.

### **Conditions for Re-Assessment Eligibility (International Students Only)**

Students must have satisfactory attendance in the unit of competency and students with low attendance may be required to enter an intervention strategy before re-assessment is approved.

Re-assessment may impact course duration and, for international students, visa implications may apply.

### **Assessment Appeals Process**

All learners have the right to appeal any assessment decision made by ACBI if they believe that the assessment outcome 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*.

### **Assessment Validation and Moderation**

ACBI conducts validation of assessment tools and judgements as part of its quality assurance system.

Each training product is validated at least once every five (5) years, or more frequently if:

- risks to training outcomes are identified;
- the training product changes; or
- feedback indicates a need for review.
- Validation panels include qualified and independent personnel with:
- relevant industry skills and current knowledge; and
- one or more credentials recognised for validation.

Outcomes of validation are documented and used to improve the assessment system.

### Procedure Summary Table

Step	Action	Responsibility	Timing
1	Design and review assessment tools (including industry input, mapping)	Academic Team	Prior to delivery
2	Pre-validate assessment tools against unit requirements	Academic Team	Before use
3	Prepare and brief students on assessment requirements and integrity	Academic Support Team, Trainer/Assessor	Pre-enrolment information, orientation, pre-assessment
4	Conduct assessment under required conditions (including reasonable adjustments)	Academic Support Team, Trainer/Assessor	During term/study period
5	Student completes and submits assessment via LMS	Student	By due date/term cut-off (international students)
6	Mark assessment and provide feedback (C/NYC outcome)	Trainer/Assessor	Within internal timeframe
7	Record outcomes in SMS and retain evidence per requirements	Academic Support Team, Trainer/Assessor	Post-assessment
8	Resubmission (if NYC) - up to 3 attempts within term (no fee)	Student, Trainer/Assessor	Before term cut-off date (international students)
9	Re-assessment triggered if criteria not met (fees may apply – international students)	Academic Support Team	After cut-off / failed attempts
10	Manage appeals, validation, and continuous improvement	Compliance Manager/Director of Studies	Ongoing

## 7. Policy Implementation

This policy will be referenced during student orientation and made available via the ACBI website and Student Hub. The policy will also be made available to staff during initial training and disseminated to all training and assessment personnel. Assessors will participate in ongoing professional training to ensure consistent understanding and implementation of the policy.

## 8. Review and Continuous Improvement

Assessment practices will be monitored through:

- Annual internal audits
- Complaints and appeals outcomes
- Feedback from students and employers
- Internal validation and moderation activities
- Professional development participation and competency mapping

### Document Control

Version number:	V3.0	Approved by:	Fabio Mejia (CEO)
Approval date:	11/06/2026	Review date:	11/06/2028
Standards: Standards for RTOs 2025 (1.2, 1.4), National Code 2018 (Standard 2, Standard 6, Standard 8)			

### Version History:

Version	Date	Author(s)	Reason	Sections
1.0	18/10/2019	-	Initial document release	All
1.1	01/10/2019	Stephen Andrews and Laura Mao	Reviewed and minor amendments made in response to Management team feedback	All
2.0	19/09/2022	Deirdre D'Souza	Rewrite to reflect current practice	All
2.1	05/04/2023	Deirdre D'Souza and Nancy Li	Updated reassessments section	Section 6
2.2	10/11/2025	Deirdre D'Souza	Updated reference to SRTOs 2025	Policy statement and references to legislation
3.0	11/06/2026	Sam Hartley	Reformatted document, changes to re-assessment process and fees, addition of legislative reqs section, and change of name from Assessment Policy to Assessment Policy & Procedure	All

## CRICOS Addendum

### Purpose

This CRICOS Addendum outlines the specific requirements for CRICOS-registered providers under the National Code 2018 in relation to industry and stakeholder engagement. It supplements the Industry and Stakeholder Engagement Policy and Procedure by ensuring that engagement activities are inclusive of the needs of overseas students and informed by culturally responsive consultation.

### Applicable Standards

#### Standards for RTOs 2025 –

Standard 1.2: Engage with industry to inform training and assessment

Standard 1.4: Support students to progress and complete training

#### National Code 2018

Standard 2: Recruitment of an overseas student

Standard 6: Student support services

Standard 8: Overseas student visa requirements – course progress and attendance

### CRICOS-Specific Obligations

In addition to meeting Standards 1.2 and 1.4 of the Standards for RTOs 2025, CRICOS providers must:

- Engage with industry representatives, employers, and community organisations that have experience or interest in supporting international student success.
- Ensure that stakeholder feedback is used to inform culturally appropriate delivery models, work placement arrangements (if applicable), and support strategies specific to overseas students.
- Document consultation with stakeholders regarding the linguistic, cultural and support needs of international students within relevant training products.
- Include representation from international education experts, multicultural community organisations, or student support services in engagement activities, where possible.
- Ensure that the outcomes of stakeholder engagement support student retention and course progress, particularly where student disengagement may be linked to unrealistic expectations or cultural misalignment.
- Use stakeholder input to support students in meeting their visa requirements (Standard 8) through improved engagement, industry exposure, and contextualised learning.

### Recordkeeping Requirements

- Retain records of industry and stakeholder engagement activities that include contributions related to overseas student needs, training quality, and student support.
- Maintain evidence of how stakeholder feedback has been incorporated into the design and delivery of training and support models relevant to CRICOS delivery.
- Document any engagement with multicultural, community, or employer partners that specifically address the needs of international learners.