



Policy Name:	<b>ASSESSMENT POLICY</b>
Document Number:	V9.1.01
Approved by:	Academic Director
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Review Date:	April 2024
Audience:	NIET Group (Rhodes Business School) Staff, Students and Community
Contact Officer:	Academic Coordinator
Related Policies:	V2.3.01 Industry Engagement Policy V4.1.01 Trainer and Assessor Qualification Policy
Related Documents:	Australian Core skills Framework
Legislation:	<a href="#">Standard 1, Clause 1.8 of the Standards for Registered Training Organisations (RTOs) 2015</a> <a href="#">VSL Loan Act 2016</a> ; <a href="#">VSL Student Loan Rules 2016</a>

## 1. Purpose and Objective

Assessment is central to the vision, mission, culture, activities, practices, and future development of the School. The purpose of this policy is to:

1. Identify and describe principles underpinning the approach to assessment adopted by the sector of the School.
2. Inform and guide the School community in the design and implementation of assessment.
3. Encourage the School community to reflect on contemporary assessment practices to better meet the diverse needs of the broad range of learners; and
4. Provide a clear framework for making program design decisions in relation to assessment across the School.

**Note: LLN** - A potential student is assessed as displaying competence at or above Exit level 3 in the Australian Core Skills Framework in both reading and numeracy using an assessment tool approved under section 82; and

- a. Rhodes Business School reasonably believes that the potential student displays competence.

## 2. Policy Scope/Coverage

The policy applies to assessment of learners of Rhodes Business School in all qualifications and units of competency offered by Rhodes Business School.

The School adheres to Standard 1, Clause 1.8 of the Standards for Registered Training Organisations (RTOs) 2015 which requires that assessment is conducted in accordance with the Principles of Assessment and the Rules of Evidence. Assessment items are designed in accordance with the Assessment Guidelines of the relevant Training Package.



## 3. Definitions

Term	Definition
Australian Core Skills Framework	ACS Framework is a tool which assist both specialist and non-specialist English language, literacy and numeracy practitioners describe a potential student performance in the five core skills of learning, reading, writing, oral communication and numeracy.
AQF certification documentation	<b>AQF certification documentation</b> is the set of official documents that confirms that a qualification has been completed and awarded to an individual.
AQF qualification	<b>AQF qualification</b> is the result of an accredited complete program of learning that leads to formal certification that a graduate has achieved learning outcomes as described in the AQF.
Assessment	<b>Assessment</b> means the process of collecting evidence and making judgments 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 accredited program and is conducted in accordance with the principles of assessment and the rules of evidence.
Assessment System	<b>Assessment system</b> is a coordinated set of documented policies and procedures (including assessment materials and tools) designed and implemented to ensure that assessment of learners conforms to assessment policy and procedures.
Assessment requirements	<b>Assessment requirements</b> are the endorsed component of a Training Package that underpin assessment and sets out the industry's approach to valid, reliable, flexible and fair assessment.
Assessment tools	<b>Assessment tools</b> include the following components: the context and conditions of assessment; tasks to be administered to the student; an outline of the evidence to be gathered from the candidate; and evidence criteria used to judge the quality of performance (i.e. the assessment decision-making rules).
Assessment Appeals	<b>Assessment Appeals</b> refer to the process whereby a student may appeal within 10 working days of official publication of the final grade on any of the following grounds: <ul style="list-style-type: none"> <li>•The unit/course outline was not explicit i.e. it did not detail how many assessment tasks were required to be undertaken; how students will be assessed; and/or when they will be assessed.</li> <li>•The assessor did not fairly and appropriately apply the assessment criteria as specified in the unit/course outline.</li> <li>•The assessor did not conduct assessment tasks as described in the unit/course outline.</li> </ul>
Assessor	A qualified assessor is a person who has the competencies required under the Standards for RTOs, 2015 and relevant Training Package or Curriculum Qualification who assesses a learner's competence
Australia Qualification Framework (AQF)	<b>Australian Qualifications Framework (AQF)</b> means the framework for regulated qualifications in the Australian education and training system.
Cheating	Cheating is the intention to gain an unfair advantage in the assessment of a unit. This may include (but is not limited to): <ul style="list-style-type: none"> <li>• fabrication of data and/or results;</li> <li>• colluding with others;</li> <li>• allowing another person to complete an assessment on behalf of a student; accessing an advanced copy of a test paper;</li> <li>• copying from others in an assessment;</li> </ul>



	<ul style="list-style-type: none"> <li>• bringing into an assessment unauthorised material or information; knowingly helping others to cheat;</li> <li>• taking actions which intrude on the ability of others to complete their assessable tasks.</li> </ul>
Competency	<b>Competency</b> 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.
Credit Transfer	<b>Credit Transfer</b> relates to institutional recognition of any unit of competency or module a student has successfully completed at any other Registered Training Organisation (RTO). Credit transfer is a process that provides students with agreed and consistent credit outcomes based on identified equivalence in content and learning outcomes between matched qualifications. Reference: Credit Transfer Procedure V1.4.02
Current Industry Skills	<b>Current Industry Skills</b> are the knowledge, skills and experience required by VET trainers and assessors and those who provide training and assessment under supervision in accordance with the National Standards for RTOs to ensure that their training and assessment is based on current industry practices and meets the needs of industry. Current industry skills may be informed by consultations with industry and may include, but are not limited to: <ul style="list-style-type: none"> <li>• having knowledge of and/or experience using the latest techniques and processes;</li> <li>• possessing a high level of product knowledge</li> <li>• understanding and knowledge of legislation relevant to the industry and to employment and workplaces;</li> <li>• being customer/client-oriented;</li> <li>• possessing formal industry and training qualifications; and</li> <li>• training content that reflects current industry practice.</li> </ul>
Independent Validation	<b>Independent validation</b> means, that the validation is carried out by a validator or validators who: <ul style="list-style-type: none"> <li>• are not employed or subcontracted by the RTO to provide training and assessment; and</li> <li>• have no other involvement or interest in the operations of the RTO.</li> </ul>
Industry engagement	<b>Industry engagement</b> may include, but is not limited to, strategies such as: <ul style="list-style-type: none"> <li>• partnering with local employers, regional/national businesses, relevant industry bodies and/or enterprise RTOs;</li> <li>• involving employer nominees in industry advisory committees and/or reference groups;</li> <li>• embedding staff within enterprises;</li> <li>• networking in an ongoing way with industry networks, peak bodies and/or employers;</li> <li>• developing networks of relevant employers and industry representatives to participate in assessment validation; and</li> <li>• exchanging knowledge, staff, and/or resources with employers, networks and industry bodies.</li> </ul>
Industry relevance	<b>Industry relevance</b> is when learners, employers and industry have confidence in the integrity, currency and value of certification documents issued by the RTO. RTO's must document and maintain current evidence of industry engagement activities. This must be demonstrated through a range of strategies of industry engagement and the systematic implementation of the outcomes of that engagement to ensure relevance of the; training and assessment strategies,



	practices and resources, and the current industry skills of its trainers and assessors
Learner	<b>Learner</b> means a person being trained and/or assessed by the RTO for the purpose of issuing AQF certification documentation.
Mode of delivery	<b>Mode of delivery</b> means the method adopted to deliver training and assessment, including face-to-face, online, distance, or blended methods.
Moderation of assessment	<b>Moderation of assessment</b> is the process of bringing assessment judgments and standards into alignment. It is a process that ensures the same standards are applied to all learner assessment results within the same units.
Official Publication of Results	<b>Official Publication of Results</b> refers to when students' ratified results are entered into the Student Management System and published.
Plagiarism	<b>Plagiarism</b> is the presentation of the works of another person / other persons as though they are one's own by failing to properly acknowledge that persons / those persons. Proper acknowledgement means to clearly identify which parts of a work originate from which source. Student Plagiarism Policy.
Professional Development	<b>Professional Development</b> means activities that develop and/or maintain an individual's skills, knowledge, expertise and other characteristics as a trainer or assessor. This includes both formal and informal activities that in compass vocational competencies, currency of industry skills and knowledge and practice of vocational training, learning and assessment, including competency-based training and assessment.
Program	<b>Program</b> is a series of courses (units of competency) of vocational education and training, or the modules of an accredited course/program that combine to become a qualification from an accredited Training Package or skill set.
Academic Coordinator	<b>Academic Coordinator</b> is the person responsible for the management and leadership of a program or a range of Programs.
Recognition of Prior Learning	<b>Recognition of Prior Learning (RPL)</b> means an assessment process that assesses an individual's formal, non-formal and informal learning to determine the extent to which that individual meets the requirements specified in the Training Package or accredited courses. Refer to: Recognition of Prior Learning (RPL) Assessment Procedure V8.2.02
Special Consideration	<b>Special consideration</b> is the making of alternative arrangements for the assessment of students who are unwell or experience hardship. As required under the principles of assessment fairness, reasonable adjustments are applied by the School to take into account the individual learner's needs.
Statement of Attainments	A <b>Statement of Attainment</b> recognises that one or more accredited units has been achieved.
Training and assessment strategies	<b>Training and Assessment Strategies</b> are the approach of, and method adapted by the School with respect to training and assessment designed to enable learners to meet the requirements of the training package and accredited course. They include the amount of training provided, which will be consistent with the requirements of Training Packages and accredited courses and the assessment practices that enable each learner to meet the requirements for each unit of competency or module in which they are enrolled.
Unit of competency	<b>Unit of competency</b> is the unit of learning in a qualification and includes including assessment requirements and the specification of the standards of performance required in the workplace as defined in a Training Package.



Validation	<p><b>Validation</b> 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 judgments to be made as to whether the requirements of the training package or accredited course are met.</p> <p>It includes reviewing a statistically valid sample of the assessments and making recommendations for future improvements to the assessment tool, processes and/or outcomes of acting upon such recommendations.</p>
AVETMISS	The <b>Australian Vocational Education and Training Management Information Statistical Standard (AVETMISS)</b> for providers is the data standard for the National VET Provider Collection and the VET in Schools Collection, which collects training information from government funded and privately-operated training providers.
VET Accredited course	<b>VET accredited course</b> means a course accredited by the VET Regulator in accordance with the Standards of VET Accredited Courses.
Vocational competencies	<b>Vocational competencies</b> as applied to trainer's means broad industry knowledge and experience usually combined with a relevant industry qualification. Vocational Competency is determined on an industry-by-industry basis and with reference to the relevant Training Package or VET accredited program.

#### 4. Policy Statement

##### Assessment Principles

- a) The school implements an assessment system that ensures that assessment (including Recognition of Prior Learning) complies with the assessment requirements of the relevant training package or accredited programs conducted in accordance with the Principles of Assessment and the Rules of Evidence contained in the table listed below

##### Principles of Assessment

Principle	Definition
Fairness	<p>The individual learner's needs are considered in the assessment process.</p> <p>Where appropriate, reasonable adjustments are applied by the RTO to take into account the individual learner's needs.</p> <p>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>
Flexibility	<p>Assessment is flexible to the individual learner by:</p> <ul style="list-style-type: none"> <li>• reflecting the learner's needs;</li> <li>• assessing competencies held by the learner no matter how or where they have been acquired; and</li> <li>• 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.</li> </ul>



Validity	<p>Any assessment decision of the RTO is justified, based on the evidence of performance of the individual learner.</p> <p>Validity requires:</p> <ul style="list-style-type: none"> <li>• 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;</li> <li>• assessment of knowledge and skills is integrated with their practical application;</li> <li>• assessment to be based on evidence that demonstrates that a learner could demonstrate these skills and knowledge in other similar situations; and</li> <li>• judgement of competence is based on evidence of learner performance that is aligned to the unit/s of competency and associated assessment requirements.</li> </ul>
Reliability	Evidence presented for assessment is consistently interpreted and assessment results are comparable irrespective of the assessor conducting the assessment.

## Rules of Evidence

Rule	Definition
<b>Validity</b>	The assessor is assured that the learner has the skills, knowledge and attributes as described module or unit of competency and associated assessment requirements
<b>Sufficiency</b>	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.
<b>Authenticity</b>	The assessor is assured that the evidence presented for assessment is the learner's own work.
<b>Currency</b>	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.

### Responsibility:

**Continuous Business Improvement – the Academic Coordinator** is responsible for the schedule review of this policy and reporting through to the Academic Director to Executive Management Team (EMT)

**CEO** is responsible for maintaining the content of the procedure as delegated by SMT.

**Program/Academic Coordinator** is responsible for the operational implementation of this policy.

### Promulgation

The **Assessment Policy** will be communicated throughout Rhodes Business School via:

- Meetings
- Trainer Meetings
- Senior Management Team Meetings (SMT)



## Implementation

### ASSESSMENT DATES

Students will be required to meet assessment date requirements identified within the training plans such as:

- a) submission dates for assignments and projects,
- b) pre-determined assessment activities held within class times (i.e. presentations, group activities).

If students comply with the required assessment dates, but are initially assessed as not yet competent, they are entitled to a second attempt (re-submission) within the block that the assessment was delivered.

Re-assessment should take place within a reasonable timeframe of the first assessment (i.e. 2-3 weeks) no longer).

The Assessment Policy will be implemented throughout the school via:

- Information Sessions to Trainers
- Training Sessions

### **Validation and Moderation of Assessment**

The school is committed to ensuring that regardless of the place of delivery, mode of delivery or trainer/assessor:

- a. assessment items are developed to be fair, flexible, reliable and valid based on current industry relevance and the requirements of the Training Package; and
- b. judgements made by trainers/assessors on attempted assessment items are based on valid, sufficient, authentic and current evidence.

The Validation Procedure- outlines the processes in place to ensure the high quality of assessment items and the consistency of marking by all trainers/assessors.

### **Appealing a Result**

The school acknowledges that students have the right to appeal an assessment decision, based on valid grounds for appeal. The school has provision for students to appeal against assessment decisions. The school ensures that students have access to a fair and equitable process for lodging an appeal against an assessment decision.

Valid grounds for an appeal against an assessment decision (where the client feels the assessment decision is incorrect) could include the following:

- a) The judgement as to whether competency has been achieved and demonstrated was made incorrectly;
- b) The judgement was not made in accordance with the Assessment Plan;
- c) Alleged bias of the assessor;
- d) Alleged lack of competence of the assessor;
- e) Alleged wrong information from the assessor regarding the assessment process

If a student receives a result for an assessment item that they disagree with, they have the right to lodge a grievance in accordance with the school's appeals process as detailed in the student handbook.

The student has the right to one assessment submission and 2 re-sits against an assessment item within a Unit of Competency. If a student requires more than 3 attempts of an assessment item they are required to pay an additional amount of \$100 for each additional assessment submission.



Version History				
Review Period:		2 years from date of last approval		
Version Number:	Approved by:	Approval Date:	Effective Date:	Sections Modified:
V1				Drafted New Policy developed
V1	Director	April 2022	April 2022	Approval of new policy