

Assessment and Re-Assessment

Policy & Procedure



1. Policy

- 1.1 Australian Institute of Business and Trade develops and implements strategies for training delivery and assessment for each training package qualification/ unit and accredited course on its scope of registration.
- 1.2 Assessments comply with the principles for competency-based assessment.
- 1.3 Australian Institute of Business and Trade assessment processes are fair, reliable, valid and flexible. Assessment decisions are made on authentic evidence.
- 1.4 Strategies for training and assessment meet the requirements of the relevant Training Package or VET accredited course and have been developed through effective consultation with industry.
- 1.5 Staff, facilities, equipment, and training and assessment materials meets the requirements of the Training Package or VET accredited course, are consistent with training and assessment strategies and are developed through effective consultation with industry.
- 1.6 Staff, facilities, equipment and training and assessment materials are appropriate for satisfying student learner needs.
- 1.7 The CEO is responsible for implementing this policy and reviewing its effectiveness in providing students high quality training and assessment services in compliance with regulatory guidelines.
- 1.8 This policy is implemented in compliance with the requirements of the Standards for Registered Training Organizations (RTOs) 2015 Standard 1.

Procedure

2. Staffing

- 2.1 Australian Institute of Business and Trade ensures that training and assessment is conducted by a trainers/ assessor who:
 - ☐ Possess a Certificate IV TAE40110 Training and Assessment and
 - ☐ can demonstrate the vocational competencies at least to the level of those being delivered and assessed, and
 - ☐ Have relevant current industry skills/ knowledge directly relevant to the training being delivered and assessed
 - ☐ Continue to develop their VET knowledge and skills as well as maintaining their industry currency and trainer/ assessor competence

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- 2.2 Australian Institute of Business and Trade training/ assessment staff engages in professional development activities directly related to the units/ courses they deliver/ assess and Vocational Education and Training.
- 2.3 Australian Institute of Business and Trade staff contributes to assessment validation and moderation processes and Continuous Improvement activities.
- 2.4 Recruited and inducted Australian Institute of Business and Trade staff members undertake professional development activities in compliance with the Staff recruitment, Induction and Professional development policies and procedures.

3. Training Delivery

- 3.1 Australian Institute of Business and Trade identifies, negotiates, plans and implements appropriate learning and assessment strategies to meet the needs of each of its students.
- 3.2 Australian Institute of Business and Trade employs a variety of delivery and assessment strategies in accordance with training package/ accredited course requirements and student's demands. Delivery and assessment strategies indicate how course are delivered and assessed, course duration, amount of training, student, entry requirements, pathways, how students are supported, course content, delivery and assessment resources, trainer/ assessors, industry consultation completed, course development process and any relevant legislation.
- 3.3 Australian Institute of Business and Trade develops training and assessment strategies in accordance with learner, industry, and training package, Australian Qualifications Framework requirements. Strategies are researched, negotiated and agreed prior to implementation. Consultation and feedback is undertaken with relevant internal and external stakeholders during the process.
- 3.4 A file is created for every student on the SMS. This contains: name and contact details, title of qualification, competencies, scheduled hours, timeframe for achievement, delivery mode/s, training to be undertaken, assessment details and arrangements, parties responsible for delivery, and assessment of each unit of competency, records of CT and RPL granted.
- 3.5 Australian Institute of Business and Trade monitors student progress in compliance with the Student support policy and procedure. Students who are unable to complete their course in the scheduled time span may have their course extended in compliance with the student support policy.
- 3.6 The scheduled course duration may only be extended in compliance with the Student support policy and procedure.
- 3.7 Australian Institute of Business and Trade ensures that in developing, adapting or delivering training and/or assessment materials and services:

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- ☐ Methods used to identify learning needs, and methods for designing training and assessment, are documented;
- ☐ The existing skills, knowledge, qualifications and the experience of the learner are considered
- ☐ The requirements of the Training Package or accredited course are met;
- ☐ Core and elective units, as appropriate, are identified;
- ☐ Customization meets the requirements specified in the relevant Training Package or, for accredited courses; including training to relevant nominal hours, and RPL/CT assessments.
- ☐ Language, literacy and numeracy requirements develop the learning capacity of the individual and are consistent with the essential requirements for workplace performance specified in the relevant units of competency or outcomes of accredited courses;
- ☐ Delivery modes and training and assessment materials which meet the needs of a diverse range of students are identified;
- ☐ Principles of assessment, rules of evidence, access and equity principles and how processes and materials may be adjusted for special learning needs are considered.

3.8 Australian Institute of Business and Trade validates all delivery material by mapping the content to the specifications in each unit of competency or accredited unit.

3.10 Australian Institute of Business and Trade reviews the effectiveness/ appropriateness of all learning materials annually through the Course and Industry Advisory Committee meetings and through feedback from stakeholders.

3.11 Feedback is analyzed and amendments implemented where appropriate. The effectiveness of amendments is monitored.

4. Assessments

4.1 Australian Institute of Business and Trade assessments meet the requirements of the endorsed components of training packages and the outcomes specified in accredited courses within the scope of its registration.

4.2 Assessment strategies are developed in consultation with industry.

4.3 Australian Institute of Business and Trade ensures that assessment, regardless of whether through a training and assessment pathway or an assessment-only pathway:

- ☐ Comply with the Assessment Guidelines included in the applicable nationally endorsed training packages or the assessment requirements specified in accredited courses

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- ☐ Lead to the issuing of a Statement of Attainment or qualification under the AQF when a person is assessed as competent against nationally endorsed unit(s) of competency in the applicable training package or modules specified in the applicable accredited course
- ☐ Consider the principles of assessment, rules of evidence, access and equity principles and how processes and materials may be adjusted for special learning needs
- ☐ Provide for applicants to be informed of the context and purpose of the assessment and the assessment process
- ☐ Where relevant, focus on the application of knowledge and skill to the standard of performance required in the workplace and cover all aspects of workplace performance including task skills, task management skills, contingency management skills and job role environment skills
- ☐ That assessment judgments are consistently made on a sound basis
- ☐ Involve the evaluation of sufficient evidence to enable judgments to be made about whether competency has been demonstrated
- ☐ Provide for feedback to the applicant about the outcomes of the assessment process and guidance on future options
- ☐ Are equitable for all persons, taking account of culture and linguistic needs; and
- ☐ Provide for reassessment on appeal

4.4 Australian Institute of Business and Trade undertakes the following assessment processes:

- ☐ Establishes the assessment guidelines in the AQF training package/ units of competency/ accredited course information
- ☐ Establishes student needs
- ☐ Develops learning and assessment strategies and assessment tools in accordance with guidelines and student needs
- ☐ Plans and prepares all resources, materials, staff and equipment
- ☐ Communicates assessment requirements to student's pre-and post-enrolment
- ☐ Prepares students for assessment
- ☐ Administers assessments
- ☐ Gathers appropriate evidence from the students to make a fair, valid, reliable and consistent judgments
- ☐ Prepares a marking guide/ model answers for trainers to employ when coming to a decision on performance /competency
- ☐ Prepares a marking criteria for assessors to employ when coming to a decision on performance/ competency

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- ☐ Records student performance. Per assessment task -S – Satisfactory performance or U Unsatisfactory performance. Per unit – C – Competent or NYC -Not Yet Competent.
- ☐ Provides the student with verbal and written feedback on performance on each task
- ☐ Provides opportunities for re-assessment
- ☐ Stores all assessment results and materials in compliance with the Records management policy.
- ☐ Reviews the assessment process and materials
- ☐ Seeks feedback from students, employers and industry
- ☐ Provides opportunity for students to appeal assessment decisions

4.5 Assessment processes and materials are employed in accordance with the principles of assessment.

Assessment is fair to the individual learner by:

- o The individual learner's needs are considered in the assessment process
- o Where appropriate, reasonable adjustments are applied by the RTO to consider the individual learner's needs
- o 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.

Assessment is flexible to the individual learner by:

- o Reflecting the learner's needs;
- o Assessing competencies held by the learner no matter how or where they have been acquired; and
- o 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.

Any assessment decision of the RTO is justified, based on valid evidence of performance of the individual learner. Validity requires:

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- o 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;
- o Assessment of knowledge and skills is integrated with their practical application;
- o Assessment to be based on evidence that demonstrates that a learner could demonstrate these skills and knowledge in other similar situations; and
- o Judgement of competence is based on evidence of learner performance that is aligned to the unit/s of competency and associated assessment requirements.

The assessment process is reliable.

- o The assessment process and materials allow for reliable evidence to be generated on which performance can be assessed against the unit of competence/ accredited unit requirements
- o Evidence presented for assessment is consistently interpreted and assessment results are comparable irrespective of the assessor conducting the assessment.

4.6 Assessment processes and materials are employed in accordance with the rules of evidence.

The assessment process and materials generate valid evidence:

- o 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.

The assessment process and materials generate sufficient evidence:

- o The assessor is assured that the quality, quantity and relevance of the assessment evidence enable a judgement to be made of a learner's competency.

The assessment process and materials generate authentic evidence:

- o The assessor is assured that the evidence presented for assessment is the learner's own work.

The assessment process and materials generate current evidence:

- o 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.

5. Reassessment

5.1 All students are provided with an opportunity for reassessment when they have been assessed as "unsatisfactory" or "not yet competent" on all or part of the assessment.

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- 5.2 Verbal confirmations undertaken during the initial assessment event do not constitute a “reassessment”.
- 5.3 Students are provided the opportunity to attempt an assessment 2 times to demonstrate satisfactory performance at each assessment task (unless the trainer deems the student to be causing a risk to himself/ herself or other students by performing assessment tasks).
- 5.4 Students are permitted a period of 2 weeks past the submission date to submit late work. Approval must be sought from the trainer before late work is accepted. The assessment extension process
- Student will fill assessment submission extension form and submit admission team
 - Pay refundable \$50 for one week extension.
 - Student must retain the payment receipt in terms of refund \$50
 - Fail to submit within week that \$50 will be forfeited, and
 - Students can request again one more week extension by paying refundable \$50.
 - Fail to submit the assessment within this week \$50 will be forfeited, and
 - Student need to re-enroll the consequent units
 - Approval must be sought from the trainer before late work is accepted.
- 5.4 Students must re-enroll in the unit and undertake the training again if they fail to demonstrate satisfactory performance in part or all a unit after 2 attempts. This will incur a fee.

6. Students with special learning needs

- 6.1 Australian Institute of Business and Trade provides access and equity to students with special learning needs.
- 6.2 As special needs extend to more than physical or learning difficulties, our trainers also consider the best approach when dealing with students with needs such as low literacy, lack of confidence or non-English speaking background.
- 6.3 Australian Institute of Business and Tradetrainers take special needs into consideration from the planning stage onwards and adopt delivery and assessment methods as appropriate. Depending on any specification given in the standards, the trainer may be able to accept alternative evidence from a student with special needs.
- 6.4 Australian Institute of Business and Tradestaff contacts other RTO's or our RTO consultant for assistance and guidance, as required.
- 6.5 In deciding for students with special learning needs all meeting minutes, advice and amended delivery/ assessment material is stored in the student file.

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6.6 The student is kept fully informed of the process every time by the Training Manager.

7. Assessment validation

7.1 Australian Institute of Business and Trade validates assessments by:

- ☐ Reviewing, comparing and evaluating the assessment processes, tools and evidence contributing to judgments made by assessors against the same competency standards for each unit; and
- ☐ Implementing and documenting any action taken to improve the quality and consistency of assessment.
- ☐ Reviewing the effectiveness of amendments and taking further action where required
- ☐ Seeking and reviewing feedback received from students, employers, staff and external parties
- ☐ The course and industry advisory committee will review all assessment strategies and materials once every two years. At least one member of the Course advisory committee will be independent of the RTO and possess:
 - Vocational competencies and current industry skills relevant to the assessment being validated;
 - Current knowledge and skills in vocational teaching and learning; and
 - The training and assessment qualification or assessor skill set referred to in Item 1 or 3 of Schedule 1 of the Standards for RTO's 2015
 - Industry experts may be involved in validation to ensure there is the combination of expertise set out in the three points above.

7.2 Each assessment tool utilized will be validated at least once every two years.

7.3 At least 50% of the units of competency on the RTO scope of registration will be validated within the first 3 years of every 5-year registration cycle.

7.4 Records of validation activities are recorded and amendments incorporated where appropriate.

7.5 An assessment validation schedule, validation recording document, questionnaires, team meeting minutes, external review meeting minutes and complaints and appeals information are employed during this process.

Assessment Moderation

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7.6 Australian Institute of Business and Trademoderate's assessments by:

- ☐ Reviewing feedback received from students, employers, staff and external parties
- ☐ Reviewing, comparing and evaluating the assessment decisions of trainers against the training package/ accredited course standards.
- ☐ Reviewing, comparing and evaluating the assessment decisions of trainers against the marking criteria for each assessment.
- ☐ Reviewing, comparing and evaluating the assessment decisions of trainers against each other to ensure consistency.
- ☐ Identifying variances in any of the above activities identified in the four points above
- ☐ Identifying, acting and recording any improvements implemented to ensure consistent application of the standards.
- ☐ The course and industry advisory committee will review all assessment moderation strategies once per year.

7.7 Each assessor assessing a unit of competency will contribute to the moderation process at least once every two years for each unit of competency.

7.8 Assessors will moderate other assessor's judgments by reviewing samples of submissions assessed by another assessor or observing performance of the completion of a practical task at the same time as another assessor.

7.8 An assessment moderation schedule, moderation recording document, questionnaires, team meeting minutes, external review meeting minutes and complaints and appeals information are employed during this process.

8. Assessment appeals

8.1 If a student feels they have been unfairly assessed or there are circumstances that impacted their performance they may appeal the assessment decision.

8.2 Student should approach their assessor in this case outlining the reasons for their appeal.

8.3 If the assessor feels there are reasonable grounds for the appeal he/ she may decide to re-assess the student.

8.4 The assessor should document this process along with the outcome in the complaints and appeals register. All supporting documentation should also be placed in the students file.

8.5 If the assessor decides to refuse the student an opportunity for re-assessment, the student may lodge a formal appeal by submitting a complaints and appeal form. The student must provide reasons for the appeal along with any supporting evidence.

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- 8.6 Complaints & Appeals forms are to be submitted to: Training Manager Australian Institute of Business and Trade reception campus or via e-mail in info@abcinstitute.edu.au.
- 8.7 If the appeal is in relation to the Training Manager's decision another member of staff will deal with the process.
- 8.8 The staff member reviews all the supporting documentation and discusses the situation with the assessor and student. A decision will be made after all the evidence has been considered.
- 8.9 If the Training Manager or other staff member handling the process decides that the students appeal be upheld the following will apply.
- 8.10 The assessment in question will be marked by a different trainer and the outcome communicated to the student.
- 8.11 The assessor will document this process along with the outcome in the complaints and appeals register. All supporting documentation should also be placed in the students file.
- 8.12 The student will be awarded the grade that gives them the most favorable outcome between the two outcomes.
- 8.13 If the students appeal is refused they will be sent written notification of the outcome within five working days of the meeting-taking place. This will include the outcome including reasons and details for the decision. The letter will also inform the student of their right to access the external appeals process.
- 8.14 Students can only appeal an assessment decision once.
- 8.15 If students are dissatisfied with the outcome of the internal appeals process they may access the external appeals process. Details of how to activate this process are contained in the Complaints & Appeals policy and procedure.
- 8.16 Students must inform Australian Institute of Business and Trade in writing if they are accessing the external appeals process

9. Facilities and equipment

- 9.1 Facilities employed for RTO purposes satisfy the requirements of the building code of Australia.
- 9.2 Facilities and equipment requirements are identified at the course the development stage. Requirements are as per training package and industry requirements. Australian Institute of Business and Trade also undertakes research with other RTO's to establish requirements.
- 9.3 Each training location undergoes a review to ensure adequate facilities and equipment is employed prior to course commencement.

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- 9.4 Each training and assessment location has approval for educational use.
- 9.5 Industry consultation is sought when developing courses to ascertain/ assess facilities and equipment.
- 9.7 A facilities and equipment checklist is maintained for each course on our Scope of registration. This includes learning resources, including library materials, course delivery materials, computer hardware and software, and any other materials required to support course delivery
- 9.8 This is reviewed as part of the Continuous improvement policy and procedure.
- 9.9 A timetable is employed for each course.
- 9.10 Session plans are employed for each unit of competency being delivered.
- 9.11 Students are provided access to a library with relevant resources to support learning and assessment activities.
- 9.12 Appropriate resources are employed to create a simulated workplace environment where appropriate.
- 9.13 Issues relating to facilities and equipment are immediately communicated to the CEO by trainers and addressed. Facilities and equipment is also an agenda item in management meetings.
- 9.14 Current and future enrolments are reviewed against the capacity of facilities and equipment. Facilities and equipment are secured where and when appropriate.
- 9.15 Students are supplied appropriate learning resources on commencement of their course and/ or units of competency. All information relating to costs (if any) are provided to student's pre-enrolment.
- 9.16 The CEO will notify all students and designated authorities of any intention to relocate premises by way of letter at least 20 working days before the relocation.
- 9.17 Student feedback relating to all the areas of this policy is collected, analyzed and auctioned (where appropriate) in compliance with the Continuous Improvement policy and procedure.
- 9.18 This policy is reviewed annually in accordance with the Continuous improvement policy.

10. Currency of training packages and accredited courses

- 10.1 Australian Institute of Business and Trade reviews the currency of training packages as per legislation review policy.
- 10.2 Australian Institute of Business and Trade implements new training packages/ accredited courses within 12 months of their introduction. Australian Institute of Business and Trade provides

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opportunities for students to transfer to the new training package so they are no disadvantaged by completing the superseded course.

- 10.3 All staff and students are informed of this process along with transition arrangements.
- 10.4 Staff is involved in the development of new courses and strategies for delivery and assessment.
- 10.5 Students will be informed in writing of any changes to training packages/ accredited courses and the implications of such a change.
- 10.6 Full details of the processes when ensuring currency and implementing new training packages are outlined in the Transition to new training packages/ accredited courses policy and procedure.

11. Revision History

Revision	Date	Description of modifications
2.0	Oct 2020	Original