



STUDENT ASSESSMENT POLICY (VET)

PREAMBLE

The purpose of the Student Assessment Policy is to describe the process and requirements of assessment at Australian Pacific College (the College).

In accordance with the Standards for Registered Training Organisations (RTOs) 2015 the College has an assessment system that complies with the requirements of the training package or accredited course and is conducted in accordance with the principles of assessment and rules of evidence (refer to appendix A).

DEFINITIONS AND ACRONYMS

“**College**” means APC Education Group which includes Australian Pacific College, APC Design School and Australian Pacific Travel and Tourism.

“**HIP**” means holiday intervention program.

“**Policy**” means Student Assessment Policy (VET)

“**Study period**” means:

- a) 2 consecutive subjects for Certificate II in Business
- b) 1 term for all other courses

“**VET**” means vocational education and training.

POLICY/PROCEDURE

1. STANDARD OF WORK

- 1.1 Students will be provided with criteria for the completion of any assessment activity including those on Google Classrooms. Students should complete their assessment activity in line with the set criteria. This may include such features as word-processing standards, referencing, lay-out and presentation methods or styles if required by the performance criteria of the specific unit of competency.
- 1.2 Standards of work will be reflective of the content, performance criteria or elements required of a subject or a group of competencies and/or in line with relevant and current workplace practices.



2. GRADING SYSTEM

High Distinction (HD):	85% and above
Distinction (D):	75-84%
Credit (Cr):	65-74%
Pass (P):	50-64%
Not yet competent (NYC):	<50%

NOTE: Students achieving a grade of Pass or higher will be deemed as being competent.

3. ASSESSMENT DATES

3.1 Students will be required to meet assessment date requirements such as:

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

3.2 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) in Week 9 of the term provided that they have made a genuine attempt in their initial submission. Re-assessment should take place within a reasonable time-frame.

4. ASSESSMENT COVER SHEET

4.1 Hard copies of assignments should be submitted with a College assessment cover sheet. These are available at Reception or Student Services/Student Care at each campus. Digitally submitted assessments do not require a cover sheet but must include the student's name and student number and be saved with a file format of Name_StudentNumber_Subject_AssessmentNumber.

5. DETERMINING COMPETENCE

5.1 A student is deemed competent if the assessment criteria of the subject have been met. In order to be deemed competent in a subject a student must achieve a pass mark in each assessment task in the subject. Students who do not achieve a pass mark in an assessment can re-submit the assessment in accordance with the guidelines outlined below.



6. LATE SUBMISSIONS

- 6.1 The late penalty applies to weekdays, weekends and public holidays. Marks for late submissions will be reduced by 5% per day of the total mark for a maximum of 7 days (35%). Students who do not submit within this time will be required to attend the Holiday Intervention Program in order to submit their assessment. Students who have compelling reasons for late submission should apply for an extension at Student Services/Student Care in advance or as soon as practicable. Students who are unable to meet with their trainer to submit a hard copy of an assessment should see Student Services or Reception to have each page of their assessment stamped to avoid additional late penalties.

7. EXTENSIONS

- 7.1 Students who have compelling or compassionate grounds with valid evidence may apply for an extension but this must be done before the assignment is due or as soon as practicable and must be made with the appropriate forms. If the student is unable to come into the College to complete the appropriate forms then the College should be contacted via email info@apc.edu.au. If the student's request for an extension is successful, there will be no marks penalty for the period of the extension. The student will not be able to apply for an extension after the due date unless exceptional circumstances apply.

8. MARK REVIEW PROCESS

- 8.1 A mark review is a process in which marking of a marked assessment is checked by the Academic Coordinator. Students who are unhappy with their mark can request a mark review up to 12 weeks after the completion of the subject. A request for a mark review for assignments that were proven to be plagiarised will not be accepted. Mark review requests can be submitted at Reception or Student Services. Mark reviews should be submitted to Student Services or Reception after the results have been finalised for the term. During the term you should speak to your trainer directly.

9. RE-ASSESSMENT

- 9.1 Students are eligible for re-assessment at any time during the term provided they have made a genuine attempt at the assessment when initially submitted.
- 9.2 Re-assessment submissions for online subjects where a student has made a genuine attempt should be done through Google Classrooms.



- 9.3 Where a student has made a genuine attempt and has a lecture attendance of 50+% the submission may be done through Google Classrooms.
- 9.4 Where a student has made a genuine attempt and has a lecture attendance of <50% the submission must be done in hard copy during a lecture.

During the term:	Partial assessments [^] : \$0 (up to a maximum of 2 times)	Complete assessments [^] : 1 st reassessment: \$0 if submitted before the end of week 9 2 nd reassessment must be done during Holiday Intervention Program.
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During the Holiday Intervention Program:	Online subjects: \$0-\$100 \$0 if tutorial attendance is 80+% \$100 if tutorial attendance <80%	Face-to-face subjects: \$100-\$250 \$100 if lecture attendance is 80+% \$250 if lecture attendance is <80%
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After the term is complete [#] :	Result of one or more assessments is between 45 and 49%: \$100 Total Overall Result is > 45% \$100	Result of one or more assessments is <45%: Students who have received a mark lower than 45% will need to repeat the entire subject at their own cost (\$450).
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[^]A genuine attempt at an assessment must have been submitted to be eligible for re-assessment. A genuine attempt is defined as being one that has achieved a minimum of 20% of the total mark.

[#] Re-assessment requests after the end of term must be submitted within 12 weeks of the completion of the subject.

10. PLAGIARISM (COPYING) AND CHEATING

- 10.1 In the event of a student being found to have plagiarised or cheated in some way in an assessment task, that student will be given a zero mark in that part of the assessment task which was plagiarised.



10.2 Where a student has properly referenced quotes from other sources, this is not plagiarism. However, at least 75% of the assessment should be in the student's own words. This means that no more than 25% of the assessment can be quotes from the workbook and other sources. Only 10% of an assessment can be quotes from the subject workbook.

10.3 The College Principal Academic Director (NSW) / Principal Administrator (Brisbane) / Campus Manager (Melbourne) will deal with any dishonest assessments.

11. DISHONEST ASSESSMENTS

11.1 These include:

- a) deliberate copying or attempting to copy the work of other students with or without their consent
- b) deceitful conduct by submitting the work of another student (as their own).
- c) using or attempting to use information that the trainer, college or industry has prohibited from use in that sort of assessment or that is prohibited by law.
- d) plagiarism (i.e. taking and using as their own, the thoughts and writings of another with the intent to claim the work as their own)
- e) submitting an assessment that has been purchased from an assessment-writing company.

11.2 Students involved in any of the above will be set a new assessment and will be counselled by the VET Academic Coordinator(NSW) / Campus Manager (Brisbane)/ Campus Manager (Melbourne). Further academic misconduct will be recorded in the student's file and further action such as suspension/ dismissal will be at the discretion of the Principal Academic Director and as per the College's Conditions of Enrolment.

12. INTERVENTION

12.1 Where a student has not passed 50% or more of their subjects in any term the College's Intervention strategy will be implemented. The College will contact students that this applies to. Please refer to the College's Course Progress Policy for more information about Intervention.

13. FEEDBACK ON ASSESSMENTS

13.1 Trainers will provide sufficient feedback on assessments for students to be able to identify where marks have been lost. Students may request additional clarification at any time up to the end of term and this can be done either



face-to-face in tutorials, via Google Classroom or other digital messages such as emails or through a phone or Skype conversation for students studying remotely. However the College 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.

14. ASSESSMENTS KEPT BY APC (RECORD KEEPING)

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

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

POLICY REVIEW

This policy will be reviewed as per the College's three year review cycle or as required by legislative changes.

RELEVANT LEGISLATION

This document references the following legislation, regulations, codes and standards:

Relevant Legislation/codes/standards	
Commonwealth	<i>Standards for Registered Training Organisations (RTOs) 2015, Standard 1.8</i> <i>The National Code of Practice for Providers of Education and Training to Overseas Students 2007 Standard 10</i>

RELATED POLICIES AND PROCEDURES

This document references the following College policies and/or procedures:

Related Policies and Procedures	
Policies	<i>Intervention Policy v1.9R</i> <i>Course Progress Policy v1.8R</i>



KEYWORDS

Keywords	<i>assessment, late submission, re-assessment, plagiarism</i>
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POLICY OWNER

Policy Owner	Learning Innovation Enterprise Unit
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POLICY/PROCEDURE HISTORY

Policy History			
Current version	Current version release date	Author	Description of changes
Student Assessment Policy (VET) V2.2	20th December 2016	Sharon Luhr	Amendment of late submission clause. Re-arrangement of order of some sections.
Student Assessment Policy (VET) V2.3	15th August 2017	Sharon Luhr	Extension of plagiarism section Addition to dishonest assessment section.
Student Assessment Policy (VET) V2.4	20th November 2017	Sharon Luhr	Clarification of feedback clause
Student Assessment Policy (VET) V2.5	26th March 2018	Sharon Luhr	Change to wording of late submission penalties to ensure equity and fairness for all students.
Student Assessment Policy (VET) v2.6R	22nd October 2018	Sharon Luhr	Change to wording of late submission penalties for greater clarity
Student Assessment Policy (VET) v2.6R	June 2019	Sara Gaudry	Update of letterhead and format of policy. Addition of policy owner. No change to content of policy.



APPENDIX A

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

Principles of Assessment

Fairness	<p>The individual learner's needs are considered in the assessment process. Where appropriate, reasonable adjustments are applied by the RTO to take into account the individual learner's needs.</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"> • 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	<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"> • 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	<p>Evidence presented for assessment is consistently interpreted and assessment results are comparable irrespective of the assessor conducting the assessment.</p>

Rules of Evidence

Validity	<p>The assessor is assured that the learner has the skills, knowledge and attributes as described in the module or unit of competency and associated assessment requirements.</p>
Sufficiency	<p>The assessor is assured that the quality, quantity and relevance of the assessment evidence enables a judgement to be made of a learner's competency.</p>
Authenticity	<p>The assessor is assured that the evidence presented for assessment is the learner's own work.</p>
Currency	<p>The assessor is assured that the assessment evidence demonstrates current competency. This requires the assessment evidence to be from the present or the very recent past.</p>