

ASSESSMENT POLICY

Purpose:

To outline the College's assessment framework and the general principles that guide the College's assessment practices for its Vocational Education and Training (VET) courses. The policy aims to promote transparent, equitable and accountable assessment practices and justifiable quality outcomes.

Definition of "College" – Enable College (College) for this policy, any reference to 'College' or 'the College' should be considered a reference to Enable College.

Scope:

- All campuses
- All VET staff
- All VET students
- All Student Services staff

Policy Statement:

Assessment is the process of gathering and analysing information to guide and make judgements about students' competency about learning goals. Assessment items are an integral part of the learning process and when well-designed can enhance the overall learning experience and contribute to student achievement.

The College 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.

This policy focusses on assessments conducted as part of the day-to-day training delivered by the College. Students who are seeking an assessment via Recognition of Prior Learning should refer to Recognition of Prior Learning Policy/Procedure.

PRINCIPLES OF ASSESSMENT

Principles of Assessment are required to ensure quality outcomes. They are defined in the Standards for Registered Training Organisations (RTOs) 2015 as being fair, flexible, valid and reliable as below:

1. Fair: Fairness requires consideration of the individual student's needs and characteristics, and any reasonable adjustments that need to be applied to take account of these needs and characteristics. It requires clear communication between the assessor and the student to ensure that the student is fully informed about the assessment; understands what the assessment requires; can participate in the assessment process; and agrees that the process is appropriate. It also includes an opportunity for the student being assessed to challenge the result of the assessment and be reassessed if necessary.

2. Flexible: To be flexible assessments should reflect the student's needs; provide for recognition of competencies no matter how, where or when they have been acquired; and draw on a range of appropriate assessment methods for the student, unit of competency, and its assessment requirements.

3. Valid: Assessments are considered valid when a student's evidence is assessed against the broad range of skills and knowledge that are essential to competent performance, and any other associated assessment requirements of a specific unit of competency. Assessing must also include evidence that a student could demonstrate these skills and knowledge in other similar circumstances and skills and knowledge can be practically applied.

4. Reliable: Reliability is when the assessment is consistently interpreted, and assessment results are comparable irrespective of the assessor conducting the assessment item.

RULES OF EVIDENCE

Rules of evidence are closely related to the Principles of Assessment and are also defined in the Standards. The rules provide guidance on the collection of evidence to ensure that it is valid, sufficient, authentic and current.

1. Valid: see Principles of assessment.

2. Sufficient: Sufficiency relates to the quality and quantity of evidence assessed. It requires the collection of enough appropriate evidence to ensure that all aspects of competency have been satisfied and that competency can be demonstrated repeatedly. Supplementary sources of evidence may be necessary. The specific evidence requirements of each unit of competency provide advice on sufficiency.

3. Authentic: To accept evidence as authentic, an assessor must be assured that the evidence presented for assessment is the students own work.

4. Current: Currency relates to the age of the evidence presented by students to demonstrate that they are still competent. Competency requires demonstration of current performance, so the evidence must be from either the present or the very recent past.

QUALIFIED ASSESSORS

The College ensures that its assessors meet the requirements of the Standards and therefore demonstrate:

- that they hold the relevant Training and Education (TAE) competencies or are working in collaboration with an assessor who does;
- that they hold relevant vocational competencies at least to the level being delivered and assessed or are working in collaboration with an assessor who does;
- industry currency directly relevant to the training/assessment being undertaken;
- continuous development of their VET knowledge and skills as well as their industry currency and competence as an assessor.

Results

The recognised training and assessment approach in the VET sector is competency-based. This means there is an emphasis on what a person can do in the workplace as a result of completing a course of training.

Not Yet Available (NYA) - Awarded to a student who has not yet submitted an assessment for grading.

Competent (C) - Awarded to a student who has achieved all of the elements specified for a unit of competency to the specified standard.

Continuing Enrolment (CE) - Awarded to a student who is yet to achieve all of the elements specified for that unit of competency to the specified standard but is still working to achieve competency.

Withdrawn (W) - Relates to when a student withdraws from a unit of competency/unit of study.

Competency not achieved (CNA) - Relates to when a student who has failed to achieve all of the elements specified for that unit of competency

Credit Transfer (CT) Relates to the credit received by a student for a unit of competency through recognition of their formal learning.

Recognition of Prior Learning (RPL) - Relates to the credit received by a student for a unit of competency through recognition of their informal learning.

Superseded (SUP) – Relates to a subject that has been upgraded in the training package.

Students enrol into a Unit of Study. Each Unit of Study may contain one or more assessments. Students will receive a result for each assessment. Students will be made aware of the assessment requirements for each Unit of Study via their training plan and their student portal.

Assessment of Elements

Effective workplace performance requires more than an isolated instance of applying technical skills, knowledge and attitudes to a particular situation. Students are therefore considered to be competent when they can apply their knowledge and skills to successfully complete activities in a range of situations and environments. As such, it is likely that a unit of competency will assess some elements more than once across multiple assessment items. To achieve a result for an assessment item of Satisfactory, a student must demonstrate competence for every element assessed. Similarly, to achieve an overall result of Competent for a unit of competency, a student must receive a result of Satisfactory for each assessment item.

Assessing Competence

Each assessment item will outline the specified standard that a student must achieve to receive a result of Satisfactory. This will vary between assessment items dependent on the most appropriate method of assessing skills and knowledge. For instance, a theory assessment or a practical assessment may require demonstration of a technique that the assessor will judge against a set of steps/outcomes.

Additional Assessment Criteria

In addition to each element being assessed as competent, some units of competency may require additional criteria to be met for a student to achieve a result of Competent. These additional criteria will be outlined in the Unit of Study Outline and may include requirements for attendance, participation, dress code, submission of all assessment items and any other criteria documented.

Notification of Results Notification timeframes for individual assessment items will vary but will generally be no longer than 2-3 weeks from the final submission deadline for that assessment item. Students will normally receive the results of practical assessment items either immediately upon completion, or it may take 2-3 weeks if further contemplation is required. Final results will be held pending any fee payments being finalised.

Submission of Assessment Items

Excepting assessment items completed in class, it is the responsibility of all students to keep a copy of all submitted assessment items. Once marked, they will be available through the student portal for review. The College is required to retain all assessment items for a set period.

Paper-based Submission

All paper-based assessment items other than those completed in class (i.e. quizzes) must include a completed and signed Assignment Cover Sheet/Statement of Authorship and be handed or posted to the Trainer for that particular assessment by the due date indicated in the student portal unless prior alternative arrangements have been made. The Assignment Cover Sheet/Statement of Authorship contains important information about privacy, plagiarism and academic dishonesty, must be carefully read before signing and is available from the resources file in the student portal.

Electronic Submission

All assessment items that are submitted electronically should be submitted online via the College's Learning Management System (LMS). Students will not be able to submit their assessment item until they have read, understood and agreed to a set of terms about privacy, plagiarism and academic dishonesty. Assessments must be submitted by the specified due date indicated in the Assessment Outline unless prior alternative arrangements have been made in consultation with the Learner Support Officer or trainer and assessor.

In the unusual event of a technical failure, if a student is unable to submit their assessment item via the LMS, they are required to contact administration staff. If there is a system error with the LMS that won't be resolved until after the assessment due date, the administration staff will advise the Trainer that extensions are required for the entire class. If the

technical failure is a personalised problem for an individual student, the student must contact their Trainer via email to request an extension. No extensions will be granted for electronic submission unless a prior alternative arrangement has been made.

Number of Attempts

Students will be permitted a total of 3 attempts for all assessment items within a teaching period (initial attempt plus 2 resubmissions/resits)

Some assessment items are broken down into distinct activities, and therefore if a student is unable to achieve a satisfactory result for one activity or more, it is at the discretion of the Trainer as to whether the student must resubmit the entire assessment item or only the activities where a satisfactory result was not achieved.

Fees may apply for resits/resubmissions as determined by the qualification a student enrolls into (**refer to Fees Policy**)

Timeliness

It is the student's responsibility to manage their study and assessment workload to ensure they can attend all on-campus assessment items (i.e. practical assessments) and meet all relevant submission due dates. The assessment must be submitted within the timeframes specified unless there is an extraordinary circumstance that prevents the student from meeting the deadline. The timeframes for all assessment items are advised to students upfront on commencement of an assessment.

Practical Assessments

In cases where a student is unable to attend a practical assessment at the scheduled time, they must advise administration as soon as they are aware of this so that an alternate time can be scheduled. Any missed practical assessment time (whether the administration/trainer is advised or otherwise) will count as an attempt and will result in a grade of CE for that attempt. Any rescheduled practical examination time will count as a resit. If a student then receives a result of CE for their first resit, they will be afforded one final resit (3 attempts in total). It is the responsibility of the student to make themselves available at the time that the trainer reschedules their practical assessment

Rescheduling is **NOT** a negotiation process between administration/trainer and student. As such, students may receive an interim result of CE for the Unit of Study until their assessment result can be finalised. Results of CE will be either replaced with a result of C or CNA upon completion of the outstanding assessment item. If a student is aware of their unavailability, they should consider either withdrawing from the assessment without penalty, changing to another class time.

Written Assessments

If the first attempt at a written assessment item is not submitted by the due date, the student will receive a result of CE for that attempt unless prior arrangements have been made. This means that any late submissions will be considered to be a resubmission. If a student fails to discuss a revised due date with their trainer, they will be given 1 week from the original due date to submit their first resubmission before they are result with a CE against a second attempt. If no assessment item is received after 1 week of the due date, the student will be given one additional week to make their final submission of the item (unless prior arrangements are made) before receiving a CNA/W result for their third attempt at that assessment item (and therefore a result of NYC for the unit of competency/unit of study overall).

'At Risk' Students - If a student fails to submit the same assessment item more than once in a teaching period, this is an early warning signal to their trainer that they may be at risk of non-progression and non-completion. It is the responsibility of the trainer to make every attempt to contact the student to determine their reasons for non-submission. It may then be necessary to provide support to the student to aid in their progression. Any support mechanisms should be instigated on

the advice of the Student Services team and be made in accordance with College Policies. Student Integrity (e.g. cheating and plagiarism)

Students are accountable to standards of professionalism and ethics throughout their course of study, and therefore the College takes a strong position on plagiarism and other instances of academic dishonesty. All students should ensure that their assessment work is their own and that they have not obtained academic advantage for themselves or another student by dishonest or unfair means. Refer to the Plagiarism Policy for further details.

Feedback for Students

Students receive specific, timely, supportive, constructive and developmental feedback on their learning and performance. Written feedback should be provided to students on all assessment items other than multiple choice tests. Students are entitled to see their results for all assessment items within four weeks from the date that the assessment item was due. Formative assessment does not require formal feedback from trainers, and alternative forms of providing feedback can be used, e.g. group and peer marking and self-marking from a supplied answer guide. Students will receive their feedback via the LMS.

Appealing a Result

The College acknowledges that students have the right to appeal an assessment decision, based on valid grounds for appeal. The College has provision for students to appeal against assessment decisions. The College ensures that students have access to a fair and equitable process for appealing 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;
- f) Alleged inappropriate assessment process for the particular competency;
- g) Faulty or inappropriate equipment; and
- h) Inappropriate conditions.

Students wishing to appeal a grade need to meet with the Coordinator of Training and Development in the first instance. An investigation into an appeal may result in one of the following outcomes:

- a) The appeal is upheld; in this event, the following options will be available:
 - i. The original assessment will be re-assessed, potentially by another assessor.
 - ii. Appropriate recognition will be granted.
 - iii. A new assessment shall be conducted/arranged.
- b) The appeal is rejected/ not upheld; in accordance with Endeavour assessment policy the client will be required to:
 - i. Undertake further training or experience before further assessment; or
 - ii. Re-submit further evidence; or
 - iii. Submit/undertake a new assessment. 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 College's complaints policy.

Reasonable Adjustment/Access and Equity

Assessment tasks may be subject to reasonable adjustment where a student has a specific disability or special need as per the College's Access and Equity Program. Any student who has special needs may be eligible for reasonable adjustment and should speak with the Access and Equity Officer on campus at the time of enrolment to receive advice on available services and to complete the required documentation. Reasonable adjustments will only be considered if advised at the time of enrolment and/or if a student's situation changes mid-enrolment and they advise their campus Access and Equity Officer prior to the assessment item due date.

Assessment Retention

The Australian Skills Quality Authority (ASQA) as the National VET Regulator requires all registered training organisations (RTO's) to securely retain all completed student assessment items for each student for a period of six months from the date on which the judgement of competence for the student was made. Where it is not possible to retain the student's actual work (i.e. practical assessments), an assessor's completed marking guide, criteria and observation checklist for each student should be retained as evidence. In addition to the above requirement, the College retains all completed assessment items for a period of 12 months to allow time for internal moderation processes to run their course.

Validation and Moderation of Assessment The College 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 and Moderation Policy – VET outlines the processes in place to ensure the high quality of assessment items and the consistency of marking by all trainers/assessors.