

THE ASSESSMENT SYSTEM

Purpose

The purpose of this policy is to ensure that compliant and consistent assessments and assessment practices are carried out throughout ACA.

Scope

These Policies and Procedures are part of the assessment system which is a coordinated set of documents including assessment materials and tools to ensure that assessments are consistent and based on the Principles of Assessment and Rules of Evidence.

Definition: Assessment is the process of collecting evidence and making judgement 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 VET accredited course.

Assessment Methods employed by ACA include both formative, summative and recognition of prior learning (RPL) and include practical assessments, written questions and tests, projects and assignments and third-party reports (workplace).

All assessors are to follow the assessment policies and procedures set out in the Assessment Tools and RPL kits.

Policy

In order to facilitate a flexible approach to both learning and assessment, the evidence gathering is both formative and summative.

- Formative evaluation is ongoing throughout the delivery of the learning sequence at times mutually agreed upon between the assessor and students.
- The form and timing of summative assessment is determined prior to the course commencing and students will be informed at the beginning of the course or each new unit of competency.

Assessment will be compliant with the 'Principles of Assessment':

- **Valid** – it will cover the broad range of skills and knowledge that are essential to competent performance and is aligned to the unit of competence
- **Reliable** - it will provide consistent results in given contexts
- **Fair** - it will not disadvantage any individual and allows the individual to appeal the result
- **Flexible** - it can be adapted to meet different workplace contexts or special needs of individuals

Evidence collected will be compliant with the 'Rules of Evidence':

- **Valid** – will ensure that the evidence provided by the candidate directly covers the unit(s) of competency for which they are seeking recognition
- **Current** - appropriate evidence is available or is obtained to show that the candidate is currently able to use the skills and knowledge for which recognition is sought
- **Sufficient** - assessor will ensure that the candidate has provided enough evidence to make a confident judgment that competence has been achieved
- **Authenticity** – the assessor will be assured that the evidence presented for assessment is the learner's own work.

Note: The full version of the Principles of Assessment and Rules of Evidence are in the Standards for Registered Training Organisations (RTOs) 2015.

The trainer or assessor will provide information on the assessment process to students prior to commencing the unit.

The assessor will provide feedback to the students about the outcomes of the assessment using the appropriate assessment tools.

The Academic Manager will be responsible for the implementation and maintenance of the Assessment Policy.

Adequate facilities, equipment and training materials will be provided to ensure the learning environment is conducive to the success of the learners.

Assessment tools will be validated and moderated on a regular basis according to ACA's Assessment Validation Policy.

Records of assessments and AQF qualifications and Statements of Attainment issued will be accurately recorded in ACA's Student Records Management System.

Students will be advised of their responsibilities in the assessment processes.

ACA's assessment processes will:

- Meet the requirements of the Training Package within the scope of its registration
- Be equitable for all persons, taking account of cultural and linguistic needs; and provide for reassessment on appeal
- Provide for students to be informed of the context and purpose of the assessment and the assessment process
- Where relevant, focus on the application of knowledge and skills 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.

Assessment outcomes

Assessment is competency based. That means that the evidence is assessed against the Elements, Performance Criteria and Skills and Knowledge Requirements of the units of competency. Students are required to demonstrate satisfactory performance overall against all assessment criteria in each assessment.

There are two outcomes of assessments: S = Satisfactory and NS = Not Satisfactory (requires more training and experience).

Students will be awarded C = Competent on completion of the unit when the assessor is satisfied that they have completed all assessments and have provided the appropriate evidence required to meet all criteria.

If the student fails to meet this requirement, he/she will receive the result NYC = Not Yet Competent and will be eligible to be re-assessed.

Assessment methods

In order to facilitate a flexible approach to both learning and assessment, assessment is both formative and summative. Formative evaluation is ongoing throughout the delivery of the learning sequence at times mutually agreed upon between the assessor and students.

A range of assessment and evidence gathering methods are used including 2 - 4 methods for each unit of competency.

Assessment and evidence gathering methods employed by ACA include:

- practical demonstration
- projects and assignments and research tasks
- written questions and tests
- case studies
- role plays, simulations and presentations

The form and timing of assessments will be discussed with the students at the beginning of each new unit.

All students may apply for Recognition of Prior Learning (RPL) for units of competence where they have demonstrated competency.

Absence

Students will be given adequate notice of all practical assessments and must ensure they are present for them.

If a student is unable to attend a practical assessment, adequate notice in writing must be given to the RTO.

A medical certificate must be presented by all students if they miss an assessment due to illness.

If a student has missed an assessment due to medical reasons, an opportunity to be re-assessed will be arranged.

Procedures

Reassessment

- Students will be allowed to submit up to two further attempts at an assessment item or question for which the outcome is Not Satisfactory within the timeframe of a course (unit of competency). Where it is a fee for service course, no additional fees will be charged.
- Should students require further time for medical reasons, they must request it in writing to their trainer or the Administration and Student Services Representative.
- Students will be advised of their rights before and after the assessments including the right to appeal the result under ACA's Complaints and Appeals Policy.

Failing the first attempt and absence during the resit assessment:

- Students who fail their first attempt at an assessment event for any unit, can submit a second attempt.
- If a student does not submit this assessment and fails to produce a doctor's certificate for that date, the results are deemed Not Satisfactory.
- Students whose results are deemed Not Satisfactory due to failure to produce a doctor's certificate for their second attempt will then be required to submit for a third and final assessment at a nominated re-sit fee.

Responsibilities of the assessor

- All assessors must have and maintain appropriate qualifications and experience and maintain their competencies and currencies to conduct the assessment relevant to the qualifications offered.
- All staff employed to undertake assessments must comply with the requirements of the VET Quality Framework, and will undertake valid, reliable, fair and flexible assessment activities to ensure that all students are offered the opportunity to demonstrate their competence against the prescribed competency standards (including Recognition of Prior Learning).
- Assessors will provide to students all relevant information relating to the assessments prior to commencement
- Assessors will inform students prior to the assessment process being undertaken, of the appeals procedure that can be utilised if the student wishes to appeal against the assessment outcome or make a complaint.
- Assessors will document the results of the assessment process for individual students in line with the documented guidelines implemented by ACA.
- Students will be informed of the outcome of their assessment no later than **14 days** from the date the assessment was submitted. Prompt feedback is offered to the students on the outcome of the assessment.
- Feedback is delivered in written and verbal form to the candidate.
- Feedback on formative assessment includes specific examples to illustrate the nature of performance, and suggestions for improvement or gap training if relevant are offered by the assessor.
- Assessors will demonstrate integrity and professionalism by respecting the confidential nature of assessment and the communication and records storage procedures established by ACA to protect the privacy of students, their history, their records and related documentation.

- Assessors are committed to the Principles of Access and Equity and will make Reasonable Adjustments in the assessment process should students suffer from any disability or disadvantage, providing it does not conflict with the Entry Requirements.

Responsibilities of the student

- All students are responsible for clearly indicating to their assessor any concerns or requests that could potentially disadvantage them in their efforts to demonstrate their competence during the assessment process and be willing to negotiate a strategy /outcome that will meet their needs and is acceptable to ACA.
- All written assessments are compulsory and students must submit them by the due date; after 7 days, unless there is a medical certificate or the student has previously requested an extension, the assessment will be deemed Not Completed and the result for that unit will be Not Yet Competent.
- Assignment Cover Sheets must be attached to all assignments and major projects.
- Assignments must reflect students' own work and any material used must be correctly referenced. Plagiarism and cheating will not be tolerated by the RTO.
- If a student is found to have copied, or cheated in any way, they may be at risk of being terminated as a student of the RTO.

Role of the workplace supervisor in assessment

It is expected that workplace supervisors will contribute to the assessment of students undertaking training and assessment through ACA.

This may occur in three ways:

1. Becoming an assessor
2. Participating in an assessment panel
3. Providing a third party report

1. *Becoming an assessor*

Supervisors and managers who possess the necessary competencies and experience in the areas in which they are supervising and/or training and who hold the TAE10 Assessor Skill Set or are able to demonstrate equivalence of competencies may become an assessor.

2. *Assessment panels*

Supervisors and managers who possess the relevant vocational competencies and experience in the areas in which they are supervising and/or training or who are subject experts but do not have the appropriate assessor competencies, may participate on an assessment panel.

This involves a 'co-assessment' arrangement, in which the person who holds the relevant vocational competencies works with an assessor in the assessment process. The judgement about whether competency has been achieved is made by **both parties** together.

Certification

Final qualifications or Statements of Attainment will be issued to the students within 28 days of successful completion of all required assessments.



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