

## Assessment Policy

Policy number	RTOPO06	Version	1.1
Drafted by	Sally Wynd	Approved by M/C on	28/3/2018
Responsible person	Service Manager	Scheduled review date	28/3/2019

### **1. Responsibilities**

- 1.1 The Service Manager of Eagles RAPS Inc. is responsible for the implementation of this policy.
- 1.2 The Service Manager of Eagles RAPS Inc. is responsible for reviewing this policy as and when the need arises.
- 1.3 All assessors are responsible for adhering to this policy.

### **Introduction**

Eagles RAPS Inc. recognises that qualifications are the cornerstone of vocational education and training and must therefore ensure consistency with desired levels nationwide.

### **Purpose**

The purpose of this document is to ensure that trainers and assessors are accountable for ensuring that students will not be issued with a qualification unless they have met all the standards, tasks, and assessments required to become competent in that qualification. This policy will outline the assessment framework and principles that guide the assessment practices adopted by Eagles RAPS Inc. It aims to promote equity, accountability and integrity in order to produce justifiable, quality outcomes.

### **Policy**

Eagles RAPS Inc. recognises that qualifications are the cornerstone of vocational education and training and provide pathways to further education and employment, therefore assessment must be of the highest standard to ensure that competency has been achieved at the level required of the qualification.

“Competency” is defined in the *Standards for Registered Training Organisations (RTOs) 2015* as “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”.

“Assessment” is defined in the *Standards for Registered Training Organisations (RTOs) 2015* as “the process of collecting evidence and making judgements 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 processes will adhere to Standard 1, Clause 1.8 of the *Standards for Registered Organisation (RTOs) 2015* and will be conducted in accordance with the Principles of Assessment and Rules of Evidence. The Assessment Guidelines for the Training Package will guide the design of assessment items. To ensure compliance with the relevant standards:

1. The training and assessment strategies and practices will be consistent with the requirements of training packages and VET accredited courses.
2. All requirements specified in the relevant training package or VET accredited course will be met.
3. The training and assessment practices will be relevant to the needs of industry and informed by industry engagement.
4. An assessment system that ensures compliance with the assessment requirements of the training package or VET accredited course will be implemented and conducted in accordance with the Principles of Assessment and the Rules of Evidence.

SIGNED: Marten Wynd, President/Public Officer



DATE: 5 October 2021

## Procedure

Document Number	RTOPR06	Version 1.1
Date of Issue	20/1/2018	Contact: Service Manager 0400 844493

### **1. Responsibilities**

- 1.1 The Service Manager of Eagles RAPS Inc. is responsible for the implementation of this policy.
- 1.2 The Service Manager of Eagles RAPS Inc. is responsible for reviewing this policy as and when the need arises.
- 1.3 Trainers and Assessors are responsible for ensuring that this policy and procedure is adhered to.

This policy document refers to training provided by Eagles RAPS Inc. For information on students seeking Recognition of Prior Learning refer to the Educational Pathways Policy

### **Principles of Assessment**

The Principles of Assessment are defined in the *Standards for Registered Training Organisations (RTOs) 2015* as being:

- Fair;
- Flexible;
- Valid;
- Reliable.

### **Fairness**

The students' needs must be considered in the assessment process. If necessary, reasonable adjustments should be made to take into account these needs. Clear communication between the trainer and the student is imperative to ensure the student understands the requirements of the assessment and is able to participate in the assessment process. The student must have the

opportunity to challenge the process and results of assessments, and the right to be reassessed if necessary.

### Flexibility

Assessment must be flexible to the individual learner and should reflect the student's needs. It should provide for assessing student's competencies, no matter how or where they have acquired these competencies and a range of different assessment methods that are appropriate to the context, the unit of competency and the associated assessment requirements should be drawn on.

### Validity

Assessments are valid when a student's evidence is assessed against a broad range of skills and knowledge that are essential to competent performance. Assessments should also include evidence that the student is able to integrate these skills in practical performance, and can demonstrate these skills and knowledge in other similar situations. Competency is judged on evidence of the student's performance being aligned with the units of competency and the associated assessment requirements.

### Reliability

The assessment must be consistently interpreted and assessment results are comparable irrespective of the assessor performing the assessment.

### **Rules of Evidence**

The Rules of Evidence provide guidelines on the collection of evidence and include:

- Validity;
- Sufficiency;
- Authenticity;
- Currency;

### Validity

Validity is when the assessor is assured that the learner has the skills, knowledge and attributes described in the unit of competency and associated assessment requirements.

### Sufficiency

Sufficiency relates to the quality and quantity of the evidence assessed. The assessor has collected enough evidence to be assured that the quality, quantity and relevance of the assessment evidence enables a judgment on the learner's competency and that the competency has been satisfied and can be demonstrated repeatedly.

### Authenticity

Authenticity requires the assessor to be assured that all evidence is the student's own work.

## Currency

Competency requires demonstration of current performance, so the assessor must consider the age of the evidence which must be present or in the very recent past to demonstrate that the student is still competent.

## Qualified Assessors

The RTO must ensure that its assessors meet the requirements of the Standards:

- a. vocational competencies at least to the level being delivered and assessed;
- b. current industry skills directly relevant to the training and assessment being provided;
- c. current knowledge and skills in vocational training and learning that informs their training and assessment;
- d. The TAE40116 Certificate IV in Training and Assessment or its successor or higher level qualification in adult education, (refer to Schedule 1 of the *Standards for Registered Training Organisations (RTOs) 2015*).

## Results

The following table identifies the results which will be awarded.

Satisfactory	S	Awarded to a student who has demonstrated that they are competent to the specified standard against each of the elements being assessed.
Not Yet Satisfactory	NYS	Awarded to a student who has failed to demonstrate that they are competent to the specified standard against each of the elements being assessed.
Competent	C	Awarded to a student who has achieved all of the elements specified for a unit of competency to the specified standard.
Not Yet Competent	NYC	Awarded to a student who has failed to achieve all of the elements specified for that unit of competency to the specified standard.
Withdrawn	W	Relates to when a student withdraws from a unit of competency/unit of study before the census date.
Withdrawn Fail	WF	Relates to when a student withdraws from a unit of competency/unit of study after the census date.
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.

Students will receive a result for each unit of competency and will be made aware of the competencies to be assessed for each Unit of Study, through course information leaflets and brochures, as well as assessment details for Unit.

## Assessment of Elements

Students are considered to be competent when they are able to apply their skills and knowledge in a variety of situations and environments. In order to achieve a Satisfactory result for an assessment item, 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 Satisfactory result for each assessment item.

### Assessment of Competence

The student will receive an outline of the specific standard that they must achieve to achieve a Satisfactory result. This will vary depending on the most appropriate method of assessing skills and knowledge.

### Notification of Results

Timeframes for notification of results will vary but will generally be no longer than 2-3 weeks. Students will generally receive notification of practical assessment results immediately.

### Submission of Assessment Items

It is the responsibility of the student to ensure that all assessment items are submitted on a timely basis. It is the responsibility of the RTO to ensure a copy of the assessment item is retained for a period of six months after the judgement of the assessment. These must be stored in a location that is secure against unauthorized access, flood, fire, termites and other pests.

All paper-based assessments must be accompanied by an Assignment Cover Sheet. Assessments must be submitted by the specified due date indicated in the Study Timetable. All online assessments need to be accompanied by the Assessment Agreement found on the portal.

### Number of attempts

Students will be permitted a total of 3 attempts for each assessment item (initial attempt plus 2 resubmissions). Where assessments are broken down into more than one task it is at the assessor's discretion as to whether the student is required to resubmit the entire assessment or the tasks where a Satisfactory result was not achieved.

### Timeframes

The students will be informed at the beginning of each unit of when their assessment due dates are. The student is responsible for their individual study and assessment workload and must meet all relevant submission due dates unless there is an extraordinary circumstance which prevents the student from meeting deadlines.

### Practical assessments

If a student is not able to attend a practical assessment they must inform their Trainer as soon as possible. Any missed practical assessment will count as an attempt and will be awarded a NYS grade. It is the student's responsibility to arrange another time with the Trainer to attempt the practical assessment.

### Written assessments

If a first attempt at a written assessment item is not submitted by the due date, this will be considered the first attempt and the student will receive a NYS for that attempt. The late

submission will be considered to be a resubmission. Written assessments must be submitted by the due date unless an alternative arrangement has been made with the Trainer.

### 'At Risk' students

If a student fails to attend, or submit assessments as required, this is a warning sign that they may be 'at-risk' of non-progression or non-completion. All attempts must be made to engage the student and support them as necessary.

### Cheating and plagiarism

All students should ensure that any assessments are all their own work. Information on the consequences of cheating and plagiarism will be explained to the student on enrolment.

### **Information about Assessment Items**

All information about assessment items are detailed in the Course Information Leaflet and the Unit of Competency descriptions. It is the Trainer's responsibility to ensure the information is accurate and current.

### **Feedback for Students**

Students have the right to receive timely, supportive and constructive feedback on their learning and performance. Written feedback should be provided to students on all assessment items written assessments.

Students have the right to see all their results for assessments within two weeks from the date the assignment was submitted.

### **Return of Assessment Items**

Where the student has completed a written assessment that requires written feedback from the trainer, the student will be entitled to review the assessment over a period of two weeks and discuss the results with their Trainer if required. Assessments will not be kept by the student as it is the responsibility of the Trainer to retain all assessments.

### **Appealing a result**

Students have the right to appeal an assessment result on valid grounds for appeal and the right to appeal and the appeal process will be explained to the students before they attempt the assessment. The RTO is responsible for ensuring their appeal process is fair and equitable.

Valid grounds for an appeal against an assessment result includes:

- Incorrect judgment as to whether or not competency has been achieved;
- The judgement does not align with the assessment criteria;
- Assessor allegedly biased;
- Assessor allegedly lacks competence;

- Assessor allegedly provided incorrect information in regard to the assessment process;
- Assessment is allegedly not appropriate for the competency being assessed;
- Faulty or inappropriate equipment; and/or
- Inappropriate conditions.

Students wishing to appeal a result need to follow the Complaints and Appeals Policy.

An investigation into an appeal may result in one of the following outcomes:

- Appeal is upheld in which case one of the following will apply:
  - The assessment will be re-assessed;
  - New recognition will be granted;
  - A new assessment will be conducted.
- Appeal is rejected and the student will be required to:
  - Undertake further training;
  - Re-submit further evidence; and/or
  - Submit a new assessment.

### **Reasonable Adjustment**

The RTO may at times make reasonable adjustment to the terms of this policy where a student has special needs and may re-assess decisions on assessments where special circumstances exist. To do so, the RTO must be satisfied that a student's circumstances are beyond their control.

### **Assessment retention**

ASQA requires that the RTO securely retain all completed assessment items for a period of 6 months after the date of the judgement on the assessment. If it is not possible to retain a student's evidence, e.g. practical assessments, an assessor's marker's guide, assessment criteria and observation checklist must be kept.

### **Related Policies**

- Academic Progression Policy
- Course Duration and Progress Policy
- Plagiarism, Cheating and Collusion Policy & Procedure
- Education Pathways Policy
- Fees Policy
- Complaints and Appeals Policy
- Special Circumstances Policy
- Student Misconduct Policy
- Student Code of Behaviour
- Validation and Moderation Policy

## AUTHORISATION

SIGNED: Marten Wynd, President/Public Officer



DATE: 5 October 2021

## Revision History

<b>Revision</b>	<b>Date</b>	<b>Description of Modifications</b>
1	26/11/21	Grammatical errors, update name of Complaints and Appeals Policy
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