

## Assessment Policy and Procedure

### 1. Purpose

In line with Standards for RTO (SRTO) 2015 and ESOS National Code 2018 Vocational Training Institute (VTI) outlines the procedures for planning, conducting and reviewing assessments to ensure that the integrity and academic standards are maintained and safeguarded. VTI will ensure that all assessments of competencies comply with the current and relevant training packages and are consistent with the SRTO 2015 and VET Quality Framework. The purpose of this procedure is to ensure that the VTI meets the requirements under the SRTO 2015 for conducting assessments and to ensure that the assessment of competencies is conducted with integrity, honesty and fairness, via the establishment of a system of preparing, marking and recording the assessment of learning outcome.

### 2. Scope

This policy applies to all students and associated staff. This policy addresses the VTI's preparation of assessments, administering/conducting, marking assessments, and re-assessment opportunities. Assessment is conducted using a range of instruments comprising written knowledge tests, reports, projects, demonstration, role play, observation etc.

### 3. Definitions

**Academic Misconduct:** A breach of rules in relation to impeding the integrity of the assessment/examination and enabling unfair advantage or deceiving the assessor.

**Assessment:** The process of collecting evidence and formulating a judgment as to whether competency has been achieved at a satisfactory level.

**Assessor Requirements:** All assessments are undertaken by suitable qualified Assessors who have both assessor competencies and vocational competencies at least to the level being assessed.

**AQF:** Australian Quality Framework.

**AQF Level:** AQF levels are an indication of the relative complexity and/or depth of achievement and the autonomy required to demonstrate that achievement. AQF level 1 has the lowest complexity and AQF level 10 has the highest complexity

**Competent:** A student is deemed Competent when they have satisfactorily met all the requirements of the unit of competency.

**COE:** Confirmation of Enrolment

**Intervention Strategies:** A range of specialised teaching and learning strategies to facilitate learning for those students considered 'at risk'.

**Moderation:** The process of establishing comparability in standards of student performance in order to ensure that assessment evidence collected is sufficient, valid, fair and reliable.

**Not Yet Competent (NYC):** A student is deemed as Not Yet Competent when they have not met all the requirements of the unit of competency to the specified standard.

**Plagiarism:** Intellectual theft, either deliberate or unintentional, where a student uses or copies from another person's work or ideas, without due care to appropriately reference and acknowledge the original source.

All cases of plagiarism, cheating and collusion are treated as a serious matter. Depending on severity and circumstances, penalties of plagiarism, cheating and collusion may include one or more of the following:

- Completion and resubmission of a new assessment task; and/or
- All parties receiving a "Not Yet Competent" result for the assessment task; and/or
- Verbal or written warning; and/or
- Suspension or expulsion from the course
- Student records will be noted with all investigated and proven incidents

**Unit of Competency:** It is the smallest component of a Training Package that can be assessed and recognised. It gives a description of the skills and knowledge required to perform effectively to a specific standard in a particular workplace role or function.

**Unit of Competency Academic Integrity Checklist:** It's a tool to ensure the integrity of the assessment records and the assessment completed by students and assessed by the assessors and the assessment submitted by the student must meet Rules of Evidence.

**Validation:** The act of reviewing, comparing and evaluating the assessment processes, tools and evidence contributing to judgments made by a range of assessors against the same competency standards.

## 4. Student Rights and Responsibility in Relation to Assessment

### 4.1 Student Rights

Students have the right to:

- be informed of VTI's assessment policies and procedures and other policies and procedures associated with training and assessment for. e.g. Recognition of Prior Learning and Credit Transfer Policy and Procedure, Plagiarism and Cheating Policy, Student Support Services Policy, reassessment opportunities.
- be informed of the criteria, instructions and methods of assessment for units, specific attendance, performance requirements and the timetable for all assessment tasks.
- be informed of the relationship of assessments to the learning outcomes and required competencies of units.
- receive fair, helpful and timely feedback on their academic work, including evaluation of their performance and progress in units.
- receive required support and assistance.

### 4.2 Student Responsibilities

Students are expected to:

- be aware of VTI's assessment policy and procedures and other policies associated with training and assessment for. e.g. Plagiarism and Cheating Policy, Recognition of Prior Learning and Credit Transfer Policy and Procedure, Student Support Services Policy etc.
- be aware of services and policies for seeking assistance and course advice in relation to extensions, absences or withdrawals from units or courses, and special circumstances due to illness or other misadventure.

- be aware of the policy and procedures for appeals against academic decisions. (Ref: Complaints and Appeals Policy and Procedure).
- not engage in plagiarism or other academic misconduct (Ref: Plagiarism and Cheating Policy).
- actively participate in the learning process.
- follow assessment requirements and instructions at all times.
- attend scheduled course training activities and submit assessment tasks on time, unless unforeseen or exceptional circumstances arise.
- behave ethically, avoiding any action or behaviour that would unfairly disadvantage or advantage either themselves or another student.
- not behave in a way that disrupts or interferes with any training or academic activity of VTI.

## 5. Principle of Assessment

**Fairness:** the individual student's needs are considered in the assessment process; where appropriate, reasonable adjustments are applied by VTI to consider the individual student's needs. VTI informs the student about the assessment process, and provides the student with the opportunity to challenge the result of the assessment and be re-assessed if necessary.

**Flexibility:** assessment is flexible to the individual student by reflecting the student's needs, assessing competencies held by the student 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.

**Reliability:** evidence presented for assessment is consistently interpreted and assessment results are comparable irrespective of the assessor conducting the assessment.

**Validity:** the assessment decision is justified based on the evidence of performance of the individual student. This principle requires:

- 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 student could demonstrate these skills and knowledge in other similar situations or judgement of competence is based on evidence of student performance that is aligned to the unit/s of competency, and associated assessment requirements. Assessment is designed to develop student learning (formative), to make judgements about student learning relative to stated learning outcomes (summative) and to monitor student learning as a measure of teaching effectiveness. Assessments are to be relevant to the workplace where appropriate and consultation with industry should form part of this process.

The Academic Manager (or delegate) will provide the appropriate support and instruction to Trainers and Assessors regarding the design, implementation and evaluation of assessments. Assessment in VET courses is conducted in accordance with the Principles of Assessment and the Rules of Evidence.

## 6. Rules and Forms of Evidence

### 6.1 Rules of Evidence

**Validity:** the assessor is assured that the student has the skills, knowledge and attributes as described in the task or unit of competency and associated assessment requirements.

**Sufficiency:** the assessor is assured that the quality, quantity and relevance of the assessment evidence enable a judgement to be made of a student's competency.

**Currency:** the assessor is assured that the assessment evidence demonstrates current competency. This requires assessment evidence to be from the present or the very recent past.

**Authenticity:** the assessor is assured that the evidence presented for assessment is the student's own work.

## 6.2 Forms of Evidence

A range of assessment methods will be used to accommodate the diversity in the learning styles of students, these assessment methods may include but not limited to:

- written assessments
- knowledge questions
- reports and presentation
- demonstrations of skills and knowledge
- project work
- case studies and scenarios
- observation
- portfolios
- workplace based training
- role-plays

## 7. Planning for Assessment

VTI's assessment are consistent with the standards outlined in the relevant training package and satisfies the principles of validity, reliability, flexibility and fairness and includes assessor marking guide. All moderation processes will be developed collaboratively with Trainers and Assessors and all students will receive Competency outlined consistently as per the training package.

The competency outline addresses the following:

- Assessment task and associated instructions
- Performance criteria against which students will be assessed
- Advice on any special consideration
- Advice on the assessment appeals process
- Advice on the resubmission/reassessment opportunities

All Trainer and Assessor must advise students of the following aspects of assessment prior to commencement of the unit of competency:

- Purpose and context of the assessment
- Method of assessment and evidence required of the relative weighting of assessment tasks
- Timelines for assessment, including dates by which the assessment is due
- Procedures for submitting assessments, such as completing and signing the assessment cover sheets
- Timelines for the return of assessments and feedback (knowledge tests, portfolios, reports)
- Attendance Requirements
- Penalties for work submitted after the due date
- Relevant information on submission of assignments, such as typed, format, evidence required, examples etc.

- Details of resources, equipment and materials which can be accessed in order to complete the assessment
- Alternative approaches to assessment where applicable
- Ensuring students are advised to retain a copy of submitted work
- Policy statements in relation to Plagiarism and Academic Misconduct

## 8. Assessor - Support and Responsibilities

VTI ensures to engage fully qualified trainers and assessors meeting all the requirements and must have current knowledge and skills in the relevant industry area and at least to the level being delivered. (Ref: Trainers and Assessors Policy)

- The assessor's role is to conduct assessments in compliance with the assessment requirements of the training product and meet principles of assessment and rules of evidence.
- The Assessors must comply with VTI's Training and Assessment Strategy of the qualification and follow the Assessor/benchmark marking guides with the suggested responses and model answers to ensure to make fair and consistent competency decisions.
- The Assessors shall ensure that student's response must demonstrate the required foundation skills, and the depth and breadth of knowledge required as per the AQF level of the qualification.
- If the Assessor finds that the level of skills and knowledge the student has acquired is not sufficient, the assessor provide the student with support plan specific to the learner's situation, and the student may be required to undertake supplementary work to better prepare for the assessment.
- The Assessor's role is to identify and support students throughout the course of assessment. If the student has marked NYC (failed) in the unit or have not attended the required scheduled classes for a unit due to reasonable reasons will be offered intervention strategies so as to prepare the student for the assessment.
- The Assessors are also responsible for conveying to student's clear advice about the aims and objectives of the course, assessment requirements, the relationship between the assessment methods and the expected learning outcomes, and the criteria against which individual assessment items are being judged.
- The Assessor are required to provide clear, constructive and timely feedback to students on their performance in assessment items.
- The Assessors must record any reasonable adjustment or arrangements made with the student regarding assessment that includes but are not limited to: any alteration of mode of submission (written or typed), alteration to the mode of rectifications of incorrect responses, recording verbal responses etc.
- The Assessors must maintain accurate and updated records of assessments via maintaining course progress register and providing it to administration staff for updating in Student Management System - (VETtrak) in a scheduled and timely manner as advised.
- Assessors must retain and store the physical copy of completed and marked assessments in secured manner in a locked cabinet.

- Once the student completed their course, Assessors are responsible to handover the student academic folder to designated administration staff for keeping it in a secured record room.

## 9. Conducting Assessment

- All the students are to be assessed using the approved assessment tools. A student must be competent in all elements and performance criteria to receive an overall unit competency.
- All the assessments must be conducted as per the principles of assessment and evidences must be collected meeting all the rules of evidences.
- All assessments tasks must be correctly completed and submitted along with the assessment task coversheet and/declarations regarding academic integrity.
- Should an assessment be lost by a trainer/Assessor, an alternative arrangement will need to be made by the trainer/Assessor such as re-assessment at no cost to student.
- All the knowledge/written tasks are to be conducted face-to-face in the classroom in a scheduled time frame as advised in the instructions of assessments unless under exceptional circumstances that includes the pandemic situation.
- Students with Not Satisfactory (NS) result will be advised on re-assessment options. Students may appeal the assessment outcome as per the VTI's Complaints and Appeals Policy.
- The Academic Manager must be alerted to any students at risk, identified through any section of assessment, in order to monitor in relation to appropriate intervention strategies.
- All results contributing to the overall competency assessment are to be recorded in course progress register and followed by Student Management System - (VETtrak).

## 10. Reasonable Adjustment

Reasonable adjustment will be provided for students with special learning needs (such as a disability or learning difficulty) according to the nature of the learning need. Evidence collection can be adjusted to suit individual student needs if required and agreed by the student. Reasonable adjustments are made to ensure that the participant is not presented with artificial barriers to demonstrating achievement in the program of study. Reasonable adjustments may include the use of adaptive technology, educational support, and alternative methods of assessment such as oral assessment. All students will be given review of current competencies including literacy and numeracy prior to commencement of the course. The learning need identified from this review will form the basis of any adjustment to the train program and assessment strategies will be agreed with the student. Any adjustments will be recorded in the student file and will not compromise the competency standard.

## 11. Knowledge Questions

Knowledge questions are designed to help to demonstrate the knowledge acquired during the unit. These questions can be completed in a variety of ways including:

- in a traditional, closed-book (where applicable) exam style setting in the classroom
- in an open-book setting in the classroom where student must can draw on their provided learning materials and other resources to answer questions
- in an open-book setting in your own time

- as verbal questions if required for the purposes of reasonable adjustment.

The specified way (open or closed), mode (handwritten or typed), timing, location (own time or classroom) to conduct knowledge test has been described in assessment instructions for both student and assessor.

For the knowledge test, all the questions need to be answered correctly and all the responses must demonstrate the required breadth and depth of knowledge at the required AQF level of the qualification in order to achieve satisfactory outcome.

Where student has submitted any incorrect response, student must resubmit incorrect answers as per resubmission opportunities after feedback in agreed given timeframe.

Appropriate documentation is mandatory in case of any reasonable adjustment made by assessor (For e.g.: if assessor has received any verbal response of any incorrect answer or handwritten rectification/correction of answer where the original submission was typed etc.) in order to meet the principles of assessment and rules of evidences.

## 12. Role plays

Role plays are used to assess student's knowledge and skills where they don't have the benefit of a workplace or where it would be inappropriate to assess the particular skill in their workplace. Role play are usually carried out in a simulated workplace environment.

Assessors must use appropriate strategies in order to conduct role play in such a manner not to breach the principle of assessment and gather valid, reliable, fair and flexible evidences.

When conducted and assessing role plays and simulations, it is recommended that Assessor must:

- Ensure that task is authentic and aligned with the learning outcomes and structure it accordingly
- Provide clear and explicit information as to what is expected of students
- Ensure that the task is authentic and real-world based
- Scaffold the learning experience, breaking tasks down to manageable size
- Use both formative feedback and summative assessment.
- Try to involve other people including yourself, other colleagues working in VTI for role plays if practically possible.
- Make sure the teams are small enough that everyone participates, as suggested by the assessor marking guide as well.
- Ensure that students participating in a role play should successfully submitted their presentations, and should give their own presentations in the same session to minimise any advantages not presenting first may give.
- Set up the role play as a separate meeting place so that the rest of the class can complete their other assessment tasks or complete classroom activities.
- Consider the practical limitations of playing out the role-play, and make adjustments to the task design as necessary.
- All the students participating in the role play must meet the performance criteria on individual basis.

### 13. Practical Activities

In cases where a student is unable to attend a practical examination at the scheduled time, they must advise their Trainer as soon as they are aware of this so that an alternate time can be scheduled. Any missed practical examination time (whether the Trainer is advised or otherwise) will count as an attempt and will result in a grade of NS for that attempt. Any rescheduled practical examination time will count as a resit. If a student then receives a result of NS 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 examination – rescheduling is not a negotiation process between trainer and student.

### 14. Assessment Submission

Students are required to submit the assessment by the due date as advised by trainer and assessor prior to the unit commencement. In general, VTI's mode of submission is hard copy submission (handwritten for written/knowledge test and observation tasks and typed for all other tasks) unless advised in limited circumstances (COVID-19, compelling compassionate circumstances upon approval where email submission is acceptable). Assessment must be submitted by the due date, and the results finalised by the trainer/assessor. Students who would have a Course Progress below <50% in their any term, will receive "Risk Intervention" Letter/Email and Students who would have a Course Progress below <50% in the 2 consecutive terms, will receive "Intention to Report (ITR)" Letter/Email. If the students are not able to complete the assessment within the term, they may require to re-enrol in the unit of competency or may apply for reassessment. Please refer to the reassessment section (Section 20) in this policy for more.

### 15. Late Submission

If a student fails to meet the assessment timeline, the student will be asked to provide reason for his/her late submission. If the student has any compassionate/compelling reasons, appropriate evidence is to be received by the Trainer and Assessor before the assignment can be accepted. Compassionate or compelling circumstances may include:

- illness accompanied by a medical certificate;
- death in the family accompanied by a death certificate
- serious social or physical upheaval in the student's home country that required the student to suspend their studies, which the student can substantiate with evidence; or
- other reasons which the student is able to substantiate through written evidence

### 16. Assessing Competence

Each assessment item outlines the specified standard that a student must achieve to receive a satisfactory outcome. This will vary between assessment items dependent on the most appropriate method of assessing skills and knowledge described in student assessment task and assessor marking guide for assessor reference. For instance, knowledge test requires student to response all the questions correctly (100%) in order to achieve satisfactory outcome in the task whereas a practical assessment may require demonstration of a technique that the assessor will judge against a set of steps/outcomes.

### 17. 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. The following table identifies the results awarded for VET students at VTI (as per assessments):



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 Satisfactory	NS	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.
Did not submit	DNS	If student has failed to make submit assessment task
Withdrawn or cancelled	W/C	If student fail to attend, submit all or some of the assessments then the outcome will be either withdrawn or cancelled

## 18. Finalisation of Assessment Outcome

On completion of each unit, all assessments and results must be finalised by Trainer and Assessor; all supporting evidence collated, common and agreed assessment record sheets compiled. Trainers and Assessor must get approval in advance from the Academic Manager/ delegate if any extension is required to finalise the assessment outcome. Trainers and Assessors are responsible for maintaining their course progress register and providing it to administration staff for updating in Student Management System - (VETtrak) in a scheduled and timely manner as advised. Marked assessments are to be kept in student academic folder placed in locked and secured cabinet. Assessment deemed 'competent' at the time of review (during internal auditing) by Academic Manager to ensure that the assessments meet Rules of Evidence. Where the Academic Manager finds the assessment not meeting the Rules of Evidence, he/she has the right to alter the outcome, recall the SoA('s) / certificate(s) and request for the learner to be reassessed. The final outcome determined by Academic Manager shall be the official result entered onto Student Management System. Students will not be deemed competence just by submitting Assessment. Upon receiving the results from Trainer and Assessor directly, the administration team will update the results in Vettrak. The administration team will match all the updated vettrak students results with the course progress register to ensure the data is current and accurate for each student at the end of each term. The administration team validate the student data through the Avetmiss validation software, for Avetmiss reporting due in February for each year under the supervision of compliance manager.

## 19. Feedback for Students

The assessor must provide advice the student about the outcomes of the assessment process. This includes providing the student with:

- Clear, constructive and developmental feedback on the assessment decision and on their learning and performance.
- Information on the ways of overcoming any identified gaps in competency revealed by the assessment the opportunity to discuss the assessment process and outcome information on reassessment and the appeals processes.

- An opportunity for reassessment if appropriate or requested by the student.

Feedback may be provided in a variety of ways including Written and/or verbal comments assessment tasks, class or group discussion on critical aspects of assessment, Individual, face-to-face discussion with the assessor, identification of opportunities for improvement, Email communication. Students are entitled to see their results and received feedback for all the assessment tasks.

## 20. Reassessment

- Students who are deemed NYC may choose to apply for reassessment by submitting a new assignment to their trainer and assessor. They need to make the reassessment request in writing.
- VTI will allow students 3 attempts at assessment, i.e. the original assessment and 2 reassessments, to provide sufficient evidence of competency for each unit. The first two attempts incur no cost whereas the third attempt may be chargeable to the Student (AUD \$150 per unit).
- If student fail to secure competency in the 3rd attempt, there will NOT be a 4th attempt and student will need to reenrol into that particular unit of competency again depending on availability in future intakes for the course as VTI's schedule. The CoE may be extended if applicable and re enrolment fee will occurs as pro rata basis (refer to Fees and Charges Policy).
- If the student does not submit the assessment by the due date the first time and has been awarded NYC, they will be allowed a reassessment opportunity (subject to Academic Manager/delegate approval)
- All reassessments are subject to following conditions:
  - All reassessments must be approved by the Trainer and Assessor (Academic Manager may be involved)
  - Students will not be charged additional fees if:
    - the learner is being reassessed for the first time for a particular Unit of Competency
    - the reassessment is being conducted as a result of an appeal
  - Students may be charged reassessment fees:
    - If the learner is being reassessed for the second time for the same Unit of Competency (refer to Fees and Charges Policy)
    - If the learner was granted NYC as a result of non-attendance or academic misconduct (refer to plagiarism and cheating policy).

Students will not have to pay reassessment fees if the student provides evidence that compassionate or compelling circumstances precluded them from completing an assessment within the period the unit was originally scheduled. Compassionate or compelling circumstances may include:

- illness accompanied by a medical certificate
- death in the family accompanied by a death certificate
- serious social or physical upheaval in the student's home country that required the student to suspend their studies, which the student can substantiate with evidence

## 21. Retention and Record Keeping of Assessment

VTI retains all the completed student assessment items hard copies for a period of six months from the date on which the judgement of competence for the student was made in a fully secured manner. After six months, the shredding of the assessment items, once approved by Academic Manager will be done in confidential manner and the final result sheet of each assessment will be retained for a period of thirty years.

## 22. Student Not Attending Classes and NYC

If a student has not attended any scheduled classes for a unit, the student must redo the unit. The student will not be permitted to do reassessments by simply paying reassessment fees. To redo a unit, the fee will be calculated as full price of the unit (pro rata to course fees) and CoE may be extended if applicable.

## 23. Quality assurance

The objective of VTI's quality assurance of academic standards and outcomes is achieved through systematic, established internal processes like regular internal auditing for quality assurance and the maintenance and improvement of academic standards and academic integrity.

Effective governance process and robust internal capability to monitor and continuously improvement of courses of study includes:

- Regular, valid and reliable feedback from students and teaching staff;
- Communication of feedback to Trainer and Assessor to provide opportunity for improvement in their teaching and assessment practices;
- Systematic review and updating of academic course content: It is encouraged that Assessors are actively involved in reviewing the assessment tools to identify any areas/suggestions for improvement and update Academic Manager/delegate.
- Should a student be deemed competent, yet has not met all the assessment criteria, further evidence or assessment may be required prior to certification. This is at the discretion of the Academic Manager or the delegate.
- All adjustments required to assessment methods and decisions must be documented and suggested outcomes actioned accordingly. Adjustments to resources must be appropriately version controlled.

## 24. Moderation and Validation

- Moderation is conducted prior to a student being granted certification or more regularly as determined by the Academic Manager/Delegate. It must not be carried out by the Assessor who made the assessment decision. The moderation process ensures that students are fairly and consistently assessed in accordance with the unit requirements and Training Packaging Rules.
- Where inconsistencies are found, this may lead to an improvement in the instructions for students and marking guides and/or further training for Assessors.
- In some instances, where the student is deemed competent, yet has not met all the assessment criteria, further evidence or assessment may be required prior to certification. This is at the discretion of the Academic Manager or delegate.
- Moderation will additionally be conducted in response to a complaint or appeal, or feedback from a Trainer and Assessor. It is encouraged that Trainers and Assessors are actively involved in reviewing the assessment tools to identify any areas/suggestions for improvement.
- All the adjustments required to assessment methods and decisions must be documented and suggested outcomes actioned accordingly. Adjustments to resources must be appropriately version controlled.

Validation: VTI systematically implements ongoing validation of assessment practices and judgements in each course to evaluate quality and drive continuous improvement, it involves checking that assessment practices are in accordance with the Principles of Assessment and judgements are made in accordance with the Rules of Evidence. For more details, please refer to Validation Policy.

## 25. Assessment Procedure

This section defines the procedure used for conducting all assessments.

### **Step 1: Establish the assessment context**

The Assessor establishes the context and purpose of the assessment by identifying the relevant competency standards, assessment guidelines and qualification framework and accesses the VTI's support materials that have been developed to facilitate the learning and assessment process.

### **Step 2: Prepare the student**

The Assessor meets the candidate to:

- explain the context and purpose of the assessment process
- explain the competency standards to be assessed and the evidence to be collected
- assess the needs of the student and, where applicable, negotiate reasonable adjustments for assessing people with disabilities without compromising the integrity of the competencies
- reasonable adjustments must be documented and agreed upon prior to assessment.
- seek feedback regarding the student's understanding of the competency standards, evidence requirements and assessment process.
- determine if the student is ready for assessment and, in consultation with the student.

### **Step 3: Plan and prepare the evidence gathering process**

The Assessor must:

- use the VTI's assessment tools to gather sufficient and valid evidence about the student's performance in order to make the assessment decision.
- organise equipment or resources required to support the evidence gathering process.

### **Step 4: Collect evidence and make the assessment decision**

The Assessor must:

- establish and oversee the evidence gathering process to ensure its validity, reliability, fairness and flexibility.
- collect appropriate evidence and assess this against the elements, performance criteria, foundation skills, performance evidence and knowledge evidence in the relevant units of competency.
- evaluate evidence in terms of the four dimensions of competency – task skills, task management skills, contingency management skills and job/role environment skills.
- incorporate allowable adjustments to the assessment procedure without compromising the integrity of the competencies evaluate the evidence in terms of validity, consistency, equity, authenticity and sufficiency
- consult and work with other staff in the assessment process
- record details of evidence collected
- make a judgement about the candidate's competency based on the evidence and the relevant Unit[s] of Competency.

### **Step 5: Ensure integrity and quality assurance of assessment**

- Assessor must go through each criteria of the unit academic integrity checklist to ensure that the assessments submitted by the students meet the assessment criteria.

- The checklist must be implemented for each assessment task and unit of competency as a whole and kept in students file.

#### **Step 6: Provide feedback on the assessment**

The Assessor must provide advice to the student about the outcome of the assessment process. This includes providing the student with:

- Clear, constructive, comprehensive and objective feedback on the assessment decision to enable student to understand how they were assessed
- Information on ways of overcoming any identified gaps in competency revealed by the assessment, the opportunity to discuss the assessment process and outcome information on reassessment and the appeals processes
- An opportunity for reassessment.

#### **Step 7: Record and report the result**

The Assessor must:

- record the assessment outcome for each unit in course progress register and maintain confidentiality.
- record all the communication and evidence in course progress register. For e.g. communication and documents related to assessment reassessment/extension request and outcome, intervention meetings etc.
- provide signed and dated assessment outcomes/ updated course progress register to the Administrative Office for updating in Student management system.
- copies of all completed, marked assessments are to be kept in student academic folder placed in a locked, secured cabinets.

The Administration Staff must:

- retain all the completed student assessments items for each student for a period of six months from the date on which the judgement of competence for the student was made and be able to produce in full at audit if requested to do so after which they are to be disposed in a responsible and appropriate manner.
- retain sufficient data to be able to reissue a qualification or statement of attainment during this 30-year period.
- ensure all the relevant student document related to the assessment system is properly recorded and maintained.

#### **Step 8: Review and validation of the assessment process**

VTI's Trainers and Assessors are expected to act as internal validators/moderators and follow organisational procedures. Validation checklist is provided to trainers and assessor to assist them in the validation process. Trainers and Assessors must undertake validation of assessment tool/s as directed by the Academic Manager, complete a validation report, and submit it to the Academic Manager.

As requested by VTI, the Trainer and Assessor must be willing to:

- participate in a review of the assessment process, including participating in validation meetings
- provide feedback on the positive and negative features of the assessment to those responsible for the assessment procedures
- make suggestions (if necessary) on improving the assessment procedures to appropriate personnel in VTI.

### **Step 9: Participate in reassessment and appeals process**

The Assessor must:

- provide feedback and counselling to the student, if required, regarding the assessment outcome or process including guidance on further options
- provide the student with information on the reassessment and appeals process.
- report any assessment decision that is disputed by the student to the Academic Manager/delegate.
- participate in the reassessment or appeal according to the policies and procedures of VTI.

## **26. Assessment Decision Review**

Students are encouraged to discuss with Trainer/Assessor their performance in assessment items during a course. Where a student believes that an error has been made or an injustice done in respect of the competency awarded, the student may request a review. This request must:

- Be made in writing
- State the grounds for the review request
- Be lodged within 14 working days of the date on which the Statement of Attainment or the assessment result was received by the student
- All requests will be reviewed by the Academic Manager/delegate, who will seek the advice of the relevant Trainer/Assessor.
- Students will be notified in writing within ten (10) working days of the outcome of the requested review.

A student who is dissatisfied with the outcome of the review may lodge a formal complaint through the Complaints and Appeals process.

## **27. Relevant Documents**

- Fee and Charges Policy
- Compliant and Appeal Policy and Procedure
- Compliant and Appeal Form
- Plagiarism and Cheating Policy
- Student code of Conduct and Discipline Policy
- Student Support Services Policy
- Recognition of Prior Learning and Credit Transfer Policy and Procedure
- Monitoring Course Progress Policy and Procedure
- Intervention Strategy Form
- Trainers and Assessors Policy
- Validation Policy