

P.01.08b

ASSESSMENT POLICY AND PROCEDURES

1.0 POLICY

1.1 As required by ASQA’s Standard 1 - Clause 1.8, AVETA’s assessment systems (including recognition of prior learning) have been developed and implemented in such a way that they allows students both the opportunity and the time to develop their skills and knowledge — and to practice and demonstrate their skills in a holistic and meaningful way.

Accordingly, AVETA’s students will be assessed against the Elements and Performance Criteria of each Unit of Competency in a qualification, and they will be required to demonstrate that they are capable of performing these Assessment Tasks to an acceptable level (based on the performance of individual students). Note – For English Courses on AVETA’s CRICOS Scope of Registration (ELICOS), students will be summatively assessed (i.e. graded) across the four (4) English Macros (of Speaking, Reading, Writing and Listening) following delivery of Units 1-4 where the student has completed formative activities for feedback on progress, then following Units 5-8 and finally following Units 9-10 or 9-12 depending on the level.

In addition, assessment judgements made by AVETA’s VET Assessors will be consistently made on a sound basis that will comply with the “Assessment Requirements” of each Unit of Competency – with students providing Performance evidence and Knowledge evidence for summative assessment from the relevant Training Package and which will be conducted in accordance with the Principles of Assessment (Table 1.8-1) and the Rules of Evidence (Table 1.8-2) as outlined below:

Table 1.8-1 - Principles of Assessment (The principles of fairness, flexibility, validity and reliability will be taken into consideration by AVETA’s Assessors when assessing evidence submitted by students initially at a Task level, then when assessing competence based on the pool of evidence submitted by students at a Unit of Competency level):

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> <p>Taking this into account AVETA will -</p> <ul style="list-style-type: none"> • Prior to enrolment, process and where required assess Recognition of Prior Learning (RPL) for Formal, Informal and Non-Formal Learning for all students, and if required, make adjustments to the training and assessment timetable for these students. Note – For English Courses the RPL process will not be conducted as this has already been taken into account when determining the Placement level for each student. • The Assessor will take into account the student’s needs in the assessment process and make reasonable adjustments to accommodate the student where appropriate; but will not compromise the rigour of the assessment process. • The timetabled Trainer/Assessor will ensure that all students are fully informed of the assessment process and performance expectations before undertaking assessments. • If a student is unable to complete any required task to the level described in the assessment requirements, the Assessor will provide feedback and consider whether the student needs further training before being reassessed. • AVETA’s enrolment processes will identify the needs of students and avoid students being enrolled in a course that they will not be able to complete. • AVETA will ensure that its appeals process is an avenue for students to challenge any assessment decision and to have it reviewed objectively.
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<p>Flexibility</p>	<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 • drawing from a range of assessment methods and using those that are appropriate to the job outcome, context, the Unit of Competency and associated “Assessment Requirements”, and the individual. <p>Taking this into account AVETA will -</p> <ul style="list-style-type: none"> • Prior to enrolment, process and where required assess Recognition of Prior Learning (RPL) for Formal, Informal and Non-Formal Learning for all students and if required made adjustments to the training and assessment timetable for these students. Note – For English Courses the RPL process will not be conducted as this has already been taken into account when determining the Placement level for each student. • Take the student into account in the VET assessment process, and recognise that they may already have demonstrated some aspects of the Unit of Competency through other means. If an individual student has demonstrated current skills and knowledge, they should not be required to be reassessed in those areas, unless the previous demonstration of skills or knowledge was in a significantly different context or environment. • Use a range of assessment methods (i.e. a pool of evidence) to help produce valid assessment decisions and recognise that students demonstrate competence in a variety of ways.
<p>Validity</p>	<p>Validity requires:</p> <ul style="list-style-type: none"> • assessment against the unit/s of competency and the associated assessment requirements cover 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 • judgement of competence is based on a pool of evidence of learner performance that is aligned to the Unit/s of Competency and associated assessment requirements. <p>Taking this into account AVETA will -</p> <ul style="list-style-type: none"> • Require students to demonstrate skills and knowledge across a range of environments and contexts relevant to the Unit of Competency. Assessing in a variety of contexts shows that the student is able to apply the skills and knowledge in other situations, and can apply their knowledge in a practical way. • Ensure that assessment tasks and methods match assessment requirements. • Ensure skills are assessed by observing the student actually carrying out the relevant task in an appropriate environment. • Recognise that it is not appropriate to assess a student’s ability to carry out a task by simply requiring them to describe how they would do the task.

<p>Reliability</p>	<p>Evidence presented for assessment is consistently interpreted and assessment results are comparable irrespective of the Assessor conducting the assessment.</p> <p>Taking this into account AVETA will -</p> <ul style="list-style-type: none"> • Make assessment decisions consistently across different students and different Assessors in the same unit. • Provide an assessment system that details the context and conditions of assessment for VET Assessors (whereby the Assessor will utilise Behavioural Checklists provided in each Unit of Competency Assessment tool on an Assessment Task by Task basis, in order to ensure consistency in the application of assessment across different VET Assessors and for different student cohorts). • Have a well-designed assessment system that includes measures to minimise variation between Assessors. The same evidence presented by different students or to different Assessors should result in the same decision. • Develop evidence criteria (i.e. decision-making rules – which require the VET Assessor to utilise Behavioural Checklists provided for this purpose in each Unit of Competency Assessment Tool) to judge the quality of performance. This will help Assessors make consistent judgements about competence. Evidence criteria could include: <ul style="list-style-type: none"> • Descriptions of observations needed to assess performance and application of knowledge in a practical activity. • VET Benchmarks for practical activities must necessarily be broad enough to allow for variations in the precise Assessment Task being undertaken and any variations in the context, but must include ‘observable behaviours’—the behaviours which must be exhibited by the student when carrying out the task (AVETA’s VET Assessors will use Observable Behaviour – Assessor Checklists on a Task by Task basis for this purpose).
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Table 1.8-2 - Rules of Evidence (The evidence used by an AVETA Assessor to make a decision about competence must be valid, sufficient, authentic and current).

<p>Validity</p>	<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> <p>Taking this into account AVETA will -</p> <ul style="list-style-type: none"> • Ensure that evidence is directly related to the competency (VET) and English Macro (English Courses) being assessed. • Ensure there is a direct relationship between the Assessment Task the student undertakes (including assessment of practical application of skills); the evidence presented by the student for summative assessment; and the VET assessment requirements.
<p>Sufficiency</p>	<p>The Assessor is assured that the quality, quantity and relevance of the assessment evidence enabling a judgement to be made of a learner's competency.</p> <p>Taking this into account AVETA will -</p> <ul style="list-style-type: none"> • Gather enough evidence from the students to make a valid judgement of competence or otherwise (VET Courses as outlined in each Unit of Competency Summative Assessment Tool i.e. <u>a pool of evidence</u>). For English Courses: the student's English Macro evidence will be graded. • Recognise that the quantity of evidence may vary between students. Specifically, for VET students, some may take longer or need to complete a greater number of Assessment Tasks or Activities to demonstrate competence. Others may not be able to achieve competence despite repeated opportunities.
<p>Authenticity</p>	<p>The Assessor is assured that the evidence presented for assessment is the learner's own work.</p> <p>Taking this into account AVETA will -</p> <ul style="list-style-type: none"> • Ensure that evidence submitted for summative assessment 'belongs' to the student being assessed and that it provides evidence of that person's skills and knowledge. • To undertake many of the Assessment Tasks for Units of Competency included in Training Package qualifications, because of the vast amount of information that students will be required to research, it has been determined that they can use the "Open-Book Method" to research for specific information using the Student Resource that has been provided to them for these Units of Competency, or where they need to search the Internet for an appropriate response, in either case they will be required to provide a reference to their source, as part of their Knowledge or Performance evidence they submit to their Assessor for summative assessment. • Verify that the person AVETA is enrolling, training and assessing is the same person that will be issued with a qualification or statement of attainment. Note – for English Courses AVETA will issue a "Transcript" at the completion of Units 1-4 and Units 5-8 that will indicate to the student what progress they are making, and finally at the completion of Units 9-10 or 9-12 (depending on the level) to determine whether the student can Level-up. • Regardless of the delivery or assessment method chosen by AVETA, it will be able to demonstrate how AVETA has verified the identity of the student.

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> <p>Taking this into account AVETA will -</p> <ul style="list-style-type: none"> • Decide how valid the evidence is, given the time that may have passed since the evidence was generated. • Recognise that currency is important in determining if a student is competent particularly with recognition of prior learning, as the student may present a range of evidence gathered over a number of years. This does not mean evidence that is not recent is not valid; however, AVETA will ensure there is sufficient evidence of the person's competence at the time AVETA makes the assessment decision. Note – For English Courses, immediately following a summative assessment activity the student will be provided with feedback in the form of a Transcript which reflects current skills against the four English Macros. • Determine whether the evidence is recent enough to show the student is competent at the time that an assessment decision is made. • Recognise that this varies to some extent between industries and, as a person with current industry skills and knowledge, an AVETA VET Assessor is well-placed to make this judgement.
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In summary, AVETA will gather evidence from a variety of sources (which will create a pool of evidence on which the assessment of competency will be based). In addition but not limited to:

- Assessments of evidence and judgements about competency will be undertaken by AVETA Assessors who meets the specific requirements for an Assessor in the Standards for Registered Training Organisations 2015.
- Validation of AVETA's assessment judgements is carried out with at least 50% of AVETA's Training products being validated within the first three years of each five year cycle, taking into account the relative risks of all of the training products on AVETA's scope of registration (including those risks identified by the VET regulator).
- AVETA's assessments will always be based on the performance of the individual learner

1.2 AVETA's assessment system will ensure that VET assessment (including Recognition of Prior Learning):

- complies with the assessment requirements of relevant the Training Package; and
- is conducted in accordance with the Principles of Assessment and the Rules of Evidence

1.3 AVETA will implement a plan for ongoing systematic validation of its assessment practices and judgements for each training product on the AVETA's scope of registration. This plan will identify:

- when assessment validation will occur;
- which training products will be the focus of the validation;
- who will lead and participate in the validation activities; and
- how the outcomes of these activities will be documented and acted upon.

In addition AVETA will conduct "moderation" of any new Summative Assessment Tools (for Units of Competency) as a quality control process aimed at bringing assessment judgements into alignment. This process will occur prior to the release of any new Summative Assessment Tools to ensure that the same decisions will be applied to all assessment results for the same Unit of Competency.

1.4 AVETA's relevant Training Coordinator or Compliance Manager will be responsible for developing and implementing a validation plan for the training products on AVETA's scope of registration for which they are responsible. In developing this plan the Training Coordinator will ensure:

- that each Training Product will undergo validation at least once every 5 years
- that at least 50% of the Training Products are validated within first three years of that cycle
- that certain Training Products may need to be validated more often where specific risks have been identified e.g. through industry engagement or advised by the VET regulator

In addition AVETA's Training Coordinator or Compliance Manager will systematically conduct validation activities to confirm assessment judgements. It is not intended to validate every assessment judgement, the relevant Training Coordinator or Compliance Manager will conduct a valid sampling approach in order to conduct a quality review process and that will allow a reasonable inference to be made that assessment judgements have been valid overall. They will also ensure that the sample chosen is random and that it is representative of all assessment judgements. With this approach AVETA can reliably predict the likelihood of any assessment judgement being valid.

1.5 AVETA's VET assessment practices and judgements will be undertaken by one or more persons who are not directly involved in the particular instance of delivery and assessment of the training product being validated, and who collectively have:

- vocational competencies and current industry skills relevant to the assessment being validated;
- current knowledge and skills in vocational teaching and learning; and
- the relevant TAE training and assessment qualification

AVETA's VET Training Coordinator or Compliance Manager will undertake a team approach to this validation activity whereby AVETA's Assessors can be involved in this validation activity as long as they were not directly involved in deciding the validation outcome for their assessment decisions.

1.6 AVETA will process Recognition of Prior Learning for potential learners prior to enrolment, in order that AVETA can determine the amount of training it will provide to each learner with regard to their existing skills, knowledge and the experience of the learner. AVETA will conduct RPL as an assessment process that assesses the competency(s) of a potential learner that may have been acquired through formal, non-formal and informal learning to determine the extent to which that learner meets the requirements specified in the Training Package or VET accredited course. AVETA's RPL evidence gathering process will include the RPL conversation record together with the evidence the student will submit to the RPL Assessor for summative assessment. This will form a pool of evidence that the RPL Assessor will use to assess RPL credit. Note – For English Courses on AVETA's Scope of Registration this process will not be implemented as it is already part of the Placement Process for each student.

1.7 Where an RPL VET Assessor determines that it is appropriate to collect third party evidence AVETA will provide sufficient guidance to both the RPL Assessor and the third party by:

- The VET Assessor selecting the most appropriate best third party i.e. the most appropriate person to observe or report on the performance of the learner who is in a position to make a valid comment on the learner's performance.
- Providing quality materials for collecting evidence i.e. these materials will seek/solicit/allow for feedback that is directly related to the relevant Unit(s) of Competency on the learner's performance.
- Providing the third party with comprehensive information about their role in the evidence-gathering process i.e. providing clear guidance and instruction on when, how, how often and over what period of time the evidence is to be collected. The materials will explain the form in which the evidence will be collected—namely an observation checklist that clearly identifies what was observed or performed by the learner.
- Obtaining confirmation that the third party understands their role in the process i.e. this will include confirmation that the third party has agreed to participate in the evidence-gathering process and that they understand when and how to collect evidence and the conditions under which the work activity is conducted.

1.8 For a learner to be assessed as competent by AVETA, the learner must demonstrate their:

- ability to perform relevant tasks in a variety of simulated workplace situations
- understanding of what they are doing, why they are doing it and when they need to perform tasks
- ability to integrate performance with understanding, to show they are able to adapt to different contexts and environments.

1.9 An AVETA VET learner will:

- be assessed against the assessment requirements as outlined in the Unit of Competency
- be assessed in a safe environment where evidence gathered demonstrates consistent performance of typical activities in a workplace (where applicable)

2.0 INTEGRITY

The academic standards and integrity of AVETA will be maintained throughout every aspect of the assessment process. AVETA will ensure the integrity of its assessment processes by ensuring that the following principles are adhered to:

- a) Assessments will be planned and delivered by qualified AVETA Assessors
- b) Assessors will inform students of the assessment requirements and will ensure that the students have every opportunity to complete all assessments requirements for all Units of Competency (For English Courses this will be for completed formative activities in four Unit Blocks) within their period of enrolment for a particular qualification – as outline in the associated CoE:
 - i. Assessors will only use AVETA version controlled documentation or approved assessment resources
 - ii. All AVETA students will be encouraged to undertake formative activities before commencing a summative Assessment Task (as outlined in each Unit of Competency's Summative Assessment Tool. For English Courses formative activities will be scheduled and timetabled prior to a student undertaking a summative assessment for four Units.
 - iii. All AVETA students will be provided with timely feedback on the evidence that they have provided in order to be deemed S - satisfactory (for each Assessment Task) and then C – Competent (for each Unit of Competency). For English Courses this will be provided as part of the "Progress and Level-up Transcripts).
 - iv. All AVETA VET assessments that require the student to provide evidence of competency, will be designed to ensure that they are:
 - valid
 - the VET evidence presented demonstrates the learner has the skills, knowledge and attributes as described in the Unit of Competency and assessment requirements.
 - sufficient
 - the quality, quantity and relevance of VET evidence presented enables a judgement to be made of a learner's competency
 - current
 - the VET evidence presented is from either the present or the very recent past, and
 - authentic
 - the VET evidence presented for assessment is the learner's own work.
 - v. AVETA undertakes a quality assurance process to ensure completed assessments comply with the Rules of Evidence. The process involves the following:
 - At the end of every calendar month a sample of completed assessments will reviewed by a panel of trainers and assessors not involved in the assessment judgement. The panel will also comprise of an independent VET Consultant to ensure partiality.
 - The findings from this panel will be recorded and forwarded to the CEO for review and comment. The CEO will also be required to sign the document to ensure they have understood and read the findings.

AVETA will safeguard its assessment processes by ensuring that:

- a) All VET Trainers/Assessors employed by AVETA will up-date their Trainer Matrix on an annual basis; which will be maintained on their personal file.
- b) During the induction of all AVETA VET and English Trainers, they will be provided with Staff Handbook, which will include information on the process of assessment at AVETA
- c) All Trainers employed by AVETA will have access to the relevant version controlled 'student copy' assessment tool or English purchased resources used for formative activities and summative assessments
- d) AVETA understands that while 'there is no hierarchy of evidence, the relevant Training Packages (for qualifications on its scope of registration), describe the outcomes of assessment and provide advice about the scope and context for assessment, and prescribe exactly what type of evidence, or how much evidence, must be collected from students. For English Courses the evidence collected will be as a direct result of each student completing the summative assessments during their course of study.
- e) AVETA recognises that it is the quality of all evidence collected that is important to making a sound judgement about competence or performance.

4.0 REFERENCES

- a) Australian Qualifications Framework (AQF)
- b) Australian Skills Quality Authority (ASQA)
- c) Standards for Registered Training Organisations (RTO) 2015
- d) National Code 2018

5.0 DEFINITIONS

Assessment

- Means the process of collecting evidence and making judgements on whether competency or skill has been achieved, to confirm that an individual can perform to the standard required in the workplace or simulated workplace, as specified in a Training Package or English Standard for each Macro.

Assessment system

- Is a coordinated set of documented policies and procedures (including assessment materials and tools) that ensures assessments are consistent and are based on the Principles of Assessment and the Rules of Evidence.

Competency

- For VET Courses this means 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 other situations and environments.

Unit of Competency

- For VET Courses this means the specification of the standards of performance required in the workplace as defined in a Training Package or VET Accredited Course.

Validation

- Is the quality review of the assessment process. Validation involves checking that the assessment tool/s produce/s valid, reliable, sufficient, current and authentic evidence to enable reasonable judgements to be made as to whether the requirements of the Training Package or English Course are met. It includes reviewing a statistically valid sample of the assessments and making recommendations for future improvements to the assessment tool, process and/or outcomes and acting upon such recommendations.

Evidence

- Is the evidence (both performance and knowledge) submitted by a student for summative assessment
Note – As AVETA has determined that knowledge assessments will be conducted as “open book” assessments; students will be required to identify their source as part of their response to each question.

Irregularity for the purposes of student assessment processes

- The unauthorised use, or attempted unauthorised use, of materials (written or otherwise) by a student to gain an unfair advantage at any point in the provision of evidence used to assess the student’s level of summative competency or skill. This includes any action undertaken by a student which would constitute an unfair advantage or intentionally fraudulent attempt to demonstrate competency. An irregularity includes misconduct, cheating, or collusion, and/or plagiarism.

6.0 INDUCTION

Upon induction, AVETA’s relevant Trainer will advise their students of the following:

- a) Special consideration during any training and/or assessments
- b) Support for students with special needs
- c) Cheating
- d) Plagiarism
- e) AVETA’s Student Complaints and Appeals Process

7.0 ASSESSMENT ACTIVITIES

AVETA VET Trainers/Assessors will advise students at or prior to the commencement of a Unit of Competency of the following:

- a) The context and purpose of the assessment and the assessment process (formative and summative)
 - b) The methods of assessment and evidence requirements, including the performance/knowledge evidence requirements or the skills and knowledge assessment criteria
 - c) Timelines for assessment, including dates by which the assessment process is to be finalised (i.e. for International students – by the end date of their CoE.
 - d) Results categories for Assessment Tasks i.e. either: S - Satisfactory or NYS – Not Yet Satisfactory
 - e) Results categories for Units of Competency i.e. either: C - Competent or NYC - Not Yet Competent
 - f) Details of materials and equipment that will be provided by AVETA for use during Assessment Tasks
 - g) The advisability of retaining a copy of submitted materials where appropriate
 - h) Timetabled re-assessment and catch-up days; which are identified in the relevant timetable
- After the student has submitted a pool of evidence (ie Direct, Indirect and / or Supplementary as outlined in the Skills and Knowledge Assessment Tool for each Unit of Competency) in order to be deemed competent, the Assessor will provide individual feedback to the student.
 - Students will have every opportunity to complete all assessment tasks for a Unit of Competency during their period of enrolment (CoE).

AVETA English Courses Trainers/Assessors will advise students at or prior to the commencement of their English Course of the following:

- i) The context and purpose of the assessment and the assessment process (formative and summative)
 - j) The methods of assessment and evidence requirements
 - k) Timelines for assessment, including dates on which the assessment process will be undertaken
 - l) Results categories for Assessment Tasks i.e. either: P – Pass or NI – Needs Improvement
 - m) Details of materials and equipment that will be provided by AVETA for use during summative assessment process
 - n) The re-assessment and catch-up process if applicable
- For VET students - After a student has submitted a pool of evidence (ie Direct, Indirect and / or Supplementary as outlined in the Skills and Knowledge Assessment Tool for each Unit of Competency) in order to be deemed competent, the VET Assessor will provide individual feedback to the student.
 - Students will have every opportunity to complete all summative assessments during their period of enrolment (CoE).

8.0 ASSESSMENT RECORDING

AVETA will record the result of all summative assessment decisions, and retain evidence on the student's academic file.

9.0 ASSESSMENT MISCONDUCT

9.1 Identification of misconduct

If an AVETA Assessor believes there has been a serious and/or pre-meditated irregularity or act of misconduct during an assessment, a meeting between the Assessor and AVETA's CEO will be convened to investigate the matter. The student will be advised on the procedures of the investigation. The piece of evidence submitted for summative assessment which the irregularity is suspected, will be retained by the Assessor, until the investigation, including any appeal, is complete or the agreed date for the return of assessed evidence – but within the student's enrolment period.

9.2 Disciplinary action

If the AVETA Assessor, in consultation with AVETA's CEO, finds that an irregularity has occurred they may, whilst taking into account the seriousness of the occurrence, and the circumstances surrounding the occurrence, and ensuring the natural justice is paramount, may decide that:

- a) The case against the student is not sustained and therefore dismissed
- b) The student will be required to undertake further assessment
- c) The student may be reprimanded by the AVETA CEO
- d) An 'NYC' result will be recorded for the Unit of Competency

The student will be informed in writing of the decision, the reason(s) for the decision and the appeal mechanism within two (2) working days of the decision being made. The relevant Trainer will retain copies of all documentation, including any evidence collected; and will ensure that it is placed on the particular student's file.

9.3 Grounds for Appeal

A student who is dissatisfied with the outcome of an assessment outcome, in the first instance, should discuss their concerns with the Assessor. If the issue is not resolved and requires escalation to a higher authority, the student may appeal the decision(s) on one or more of the following grounds according to AVETA's Complaints and Appeals process to AVETA's CEO:

- a) That a procedural irregularity has occurred
- b) That evidence was inappropriately assessed