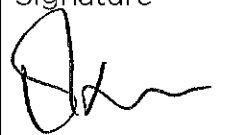





Assessment Policy and Procedure

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Drafted by	Veronica Kioria		
Responsible person CEO	Veronica Kioria	Signature 	Date: 29/3/19
Approved by the Board:			
On behalf of the Board	David Ling President	Signature 	Date: 29/3/19
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Basic Beliefs/Purpose

Diamond Valley Learning Centre (DVLC) is committed to developing and implementing high quality assessment processes in vocational education and training (VET). This policy provides guidance to DVLC assessors on determining competency and establishing whether the required standards of performance have been met.

Scope

This policy applies to all DVLC teachers, trainers and assessors delivering VET and Foundation Skills qualifications.

Policy Guidelines

Assessment is an integral component of the delivery of nationally recognised training and enables DVLC to monitor student learning progress and prepare students for employment or further education. DVLC will only deliver and assess qualifications that appear on its scope of registration, and according to the relevant training an assessment strategy.

DVLC recognises that an effective assessment system must ensure that assessment complies with the assessment requirements of the relevant training package or curriculum qualification, or any regulatory or licensing requirements that may apply, and that assessment is conducted according to the principles of assessment and rules of evidence.

Principles of Assessment

Fairness requires that:

- students are informed about the assessment process;
- individual student needs are considered during the assessment process, and reasonable adjustments are applied where appropriate; and
- students have the opportunity to challenge the result of assessment and be reassessed if necessary.

- a range of assessment methods is used, appropriate to the individual, context, unit of competency and assessment and regulatory requirements;
- assessment reflects student needs; and
- assessment provides an equal opportunity for students to demonstrate their competency.

Reliability requires that:

- competency standards are interpreted and applied consistently by different assessors; and
- assessment results are comparable in different contexts.

Validity requires that:

- assessment covers the broad range of skills and knowledge required by the unit of competency and associated assessment requirements or regulatory requirements;
- assessment of knowledge and skills is integrated with their practical application;
- assessment provides evidence that a student could demonstrate these skills and knowledge in similar situations; and
- a competency judgement by the assessor is based on evidence provided by the student that aligns with unit of competency and assessment or regulatory requirements.

Rules of Evidence

- Validity requires that the assessor is assured that the student has the skills, knowledge and attributes required in the unit of competency and its assessment requirements;
- Sufficiency requires that the assessor is assured that the quality, quantity and relevance of the assessment evidence is sufficient for a competency judgement to be made;
- Authenticity requires that the assessor is assured that the assessment evidence is the student's own work;
- Currency requires that the assessment evidence is sufficiently recent to demonstrate current competency.

DVLC will incorporate the following principles into its assessment processes and systems so that:

- assessment processes and procedures are clear, unambiguous, transparent and align with the relevant training and assessment strategy;
- assessment of VET and Foundation Skills units of competency is conducted by assessors with the appropriate training and assessment qualification (or a higher qualification in training and assessment);
- students receive a pre training assessment prior to enrolling in a qualification to determine their language, literacy and numeracy skills, previously achieved knowledge or skills, and learning support needs;
- students are offered credit transfer and recognition of prior learning;
- assessment is equitable for students of different cultural and linguistic backgrounds, and does not disadvantage students;
- students receive feedback on assessment, including the outcomes of the assessment process and advice on future options;
- assessments comply with the assessment requirements of training packages or curriculum, and any regulatory or licensing requirements;
- assessment guidelines include guidance for assessing students with special needs;
- assessment processes include the option of reassessment;
- assessment evidence is based on direct performance, observation in the workplace (where applicable), oral and written evidence, simulations or role plays, and evidence of prior achievement or learning;
- reasonable adjustments are made to enhance fairness and flexibility; and
- assessment systems will be evaluated, including validation processes, to ensure effectiveness and currency.

Procedure Guidelines

1. An assessor must:
 - interpret and understand the criteria;
 - ensure that evidence meets the competency standards or learning outcomes;
 - ensure that evidence is valid, authentic, reliable, consistent, current and sufficient;
 - take special needs into consideration, and offer reasonable adjustment without compromising the integrity of the assessment; and
 - use expertise to make fair and objective judgements.
2. Examples of reasonable adjustment include:
 - provision of information or course materials in large format e.g. PowerPoints;
 - changes in delivery practices, e.g. wearing of earphones to enable a student to hear recorded lectures;
 - changes in class schedules and arrangements, e.g. relocating classes to an accessible venue or time to meet career needs;
 - changes to course design, e.g. substituting an assessment task;
 - modifications to physical environment;
 - additional assignments and coursework;
 - dot-point assignments marked for content rather than for structure;
 - multiple-choice questions;
 - class presentations or role plays;
 - additional time to complete assessments;
 - alternative or supplementary assignments such as taped interviews, slide presentations, photographic essays or hand-made models; and/or
 - a combination of any of the above.
3. An assessor must assign each assessment task an 'S' (Satisfactory) or 'NS' (Not Yet Satisfactory).
4. Once all the assessment tasks for a unit of competency have been assessed, an assessor must record the unit result as 'C' (Competent) or 'NYC' (Not Yet Competent). A competent result ('C') can only be recorded where all assessment tasks have been recorded as satisfactorily completed ('S').
5. An assessor must provide each student with feedback on the outcome of their assessment, including, if they have been judged as not yet competent, advice on how to achieve the required performance standard on reassessment.
6. Students who are dissatisfied with their assessment outcome, are entitled to appeal the results and request a reassessment from assessors. If after two assessment attempts a student's competence is 'NYC' (Not Yet Competent) he/she will be required to repeat the unit and pay any fees associated with repeating the unit.
7. Not attending for an assessment will be counted as one assessment attempt for each occurrence, unless the student can provide:
 - a certificate from a registered medical practitioner indicating that the student was medically unable to attend the assessment; or
 - independent evidence of exceptional compassionate circumstances beyond the students control, such as serious illness or death of a close family member to explain the non- attendance at the assessment.
8. Where an assessor is uncertain about any aspect of assessment, they should make contact with another assessor or DVLC supervisor and request advice and support.
9. An assessor may request training and ongoing professional development to ensure that he/she is familiar with the:
 - role, responsibilities and ethics;

- procedural and administrative duties;
- performance and knowledge evidence gathering and presentation;
- interpretation and usage of standards;
- selection and use of appropriate methods of assessment; and
- requirements regarding the processing and recording of results, progress and feedback.

Definitions

Assessment is the process of collecting evidence and making judgements on whether competency has been achieved, to confirm that an individual can perform to the standard expected in the workplace, as expressed by the relevant endorsed industry / enterprise competency standards of a training package or by the learning outcomes of an accredited course (AQTF Users' Guide to the Essential Conditions and Standards for Continuing Registration).

Competency is 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 (AQTF Users' Guide to the Essential Conditions and Standards for Continuing Registration).

Credit Transfer (CT) recognises that a student has previously completed a unit of competency that is part of their current training program. Recognition can only be given where the unit codes and unit titles are identical.

Recognition of Prior Learning (RPL) is an assessment process that assesses a student's prior learning, including non-formal and informal learning) to determine the extent to which they have achieved the required learning outcomes or competency standards, or standards for entry to a qualification, and/or partial or total completion of the qualification.

A **Special Needs** student usually requires extra support to ensure that their learning and assessment opportunities are equitable. Needs may include physical or learning difficulties, low literacy and numeracy skills, lack of confidence or anxiety, or a non-English speaking background.

A **Training Package** is a nationally endorsed, integrated set of competency standards, assessment guidelines and AQF qualifications for a specific industry, industry sector or enterprise (AQTF Users' Guide to the Essential Conditions and Standards for Continuing Registration).

Related Policies

P-2 Training and Assessment Strategies Policy and Procedure

P-4 Training and Assessment Staff Competency Policy

P-7 Validation and Moderation Policy

P-16 Student Complaints and Appeals Policy and Procedure

P-23 Certification Policy

P-32 Training Plan Development and Maintenance Policy

Related Documents

D-028 Student Handbook

Legislation

Education and Training Reform Act 2006 (Vic)

Mapping Information

AQTF Standard 1.4, 1.5, 2.5

VRQA Guidelines for VET Providers, Guideline 3