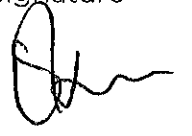
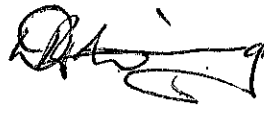




VCAL Assessment Policy and Procedure

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Responsible person CEO	Veronica Kioria	Signature 	Date: 27/3/19
Approved by the Board:			
On behalf of the Board	David Ling President	Signature 	Date: 27/3/19
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Basic Beliefs/Purpose

Diamond Valley Learning Centre (DVLC) is committed to developing and implementing high quality assessment processes in the DVLC Victorian Certificate of Applied Learning (VCAL) Program. This policy outlines the VCAL assessment principles and provides guidance to VCAL teachers on determining whether the required learning outcomes or standards of performance have been met.

Scope

This policy applies to all DVLC VCAL teachers and trainers.

Policy Guidelines

DVLC offers VCAL studies at Foundation, Intermediate and Senior level. As part of these studies, students undertake units of competency from the VCAL curriculum, Further Education (FE) curriculum and vocational education and training (VET) training packages. Assessment of these units requires the completion of a portfolio of assessment tasks rather than examinations. Assessment allows teachers to monitor student learning and communicate progress to parents / guardians / carers, support student learning, and evaluate the effectiveness of teaching strategies.

In order to preserve the integrity and consistency of VCAL assessments, DVLC will ensure that assessment processes are based on the VCAL Assessment Principles, and comply with the relevant curriculum, training package or regulatory requirements.

VCAL Principles of Assessment

- assessment tasks/activities should be grounded in a relevant context and not be culturally biased;
- students should have the opportunity to demonstrate achievement at their own pace;

- instructions for assessment tasks/activities should be clear and explicit. Students must know what is expected of them and the criteria by which satisfactory completion will be established;
- time allowed to complete a task should be reasonable and specified and should allow for preparation and reflection as appropriate to the activity. Where the assessment task is linked to a project or activity, the assessment tasks/activities may take place over a number of weeks; and
- assessment tasks / activities should be open-ended and flexible to meet the specific needs of students.

DVLC recognises that assessment quality is enhanced by assessments that:

- have a clear purpose;
- are set in a relevant context;
- provide resources appropriate to the task;
- cater for different learning styles;
- allow for students to perform at different levels;
- allow adequate evidence to be collected;
- cover more than one learning outcome; and
- are valid, reliable, flexible and fair.

Valid means:

- the task is consistent with the VCAL unit purpose statement;
- the learning outcomes have been taken into account; and
- the level is appropriate.

Reliable means:

- the assessment tool and process will produce consistent outcomes when applied by a range of assessors in a range of settings and on a number of occasions.

Flexible means:

- the assessment tool and process allow for assessment in a range of assessment contexts.

Fair means:

- the assessment will not disadvantage any person and will take into account the characteristics of the person being assessed.

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 FE units of competency is conducted by assessors with the appropriate training and assessment qualification (or a higher qualification in training and assessment);
- assessment of VCAL units is conducted by teachers who are registered with the Victorian Institute of Teachers (VIT), or have a secondary teaching qualification;
- students receive a pre-training assessment prior to enrolling in a VCAL qualification to determine their language, literacy and numeracy skills, previously achieved knowledge or skills, and learning support needs;
- students are offered credit transfer (CT) and recognition of prior learning (RPL) where applicable;
- 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 processes include the option of reassessment;

- assessment evidence is based on direct performance, observation or video of performance, product, 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. Before developing a VCAL assessment task, VCAL teachers must reference the following documents:
 - VCAL training and assessment strategy;
 - VCE and VCAL Administrative Handbook;
 - VCAL Curriculum Planning Guides;
 - VCAL Assessment Planning Guides.
2. In developing a VCAL assessment task, VCAL teachers should consider:
 - VCAL assessment principles;
 - adult learning and youth development principles, so that assessment is relevant to students' personal experiences and cultural backgrounds, and linked to a personal, further study or employment goal;
 - how student learning styles, learning difficulties, and / or disabilities can be accommodated so that all students have the opportunity to demonstrate achievement (reasonable adjustment);
 - that assessment should focus on integrated projects and/or thematic activities which can be used to demonstrate achievement of one or multiple learning outcomes in a VCAL unit;
 - that assessment should match the context of the learning program and be consistent with the purpose statement of the unit;
 - that an assessment task can only be used once to demonstrate achievement in a unit, and cannot be used to demonstrate achievement in another unit (VCAL, VET or FE);
 - that the elements in each learning outcome must be achieved in one assessment task and not spread over a range of tasks;
 - that the assessment task/s should give students adequate opportunity and time to demonstrate achievement of the learning outcomes in more than one instance and in different contexts through the course of an activity or project;
 - using a portfolio-based approach to assessment; and
 - administrative and reporting timelines.
3. VCAL teachers and trainers must ensure that they are able to authenticate student assessments i.e. that all work submitted by a student is their own work. This can be achieved through monitoring student attendance, requiring students to complete work during class time and acknowledge any resources used in their work, and through reducing opportunities for undue assistance, including copying and plagiarism.
4. Teachers assessing VCAL units must review student coursework, attendance patterns and whether students have completed the required number of learning outcomes for that unit. Teachers must assign a VCAL unit result as an 'S' (satisfactory achievement) or 'N' (not yet completed) based on their judgement.
5. Trainers assessing VET and FE units of competency 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').
6. Teachers and trainers must observe administrative timelines when providing assessment results to administrative staff who are responsible for recording results in

the student management system and the Victorian Assessment Software System (VASS).

7. Teachers and trainers must provide each student with feedback on the outcome of their assessment, including advice on how to achieve an 'S' or 'C' result (if not achieved), reassessment opportunities, or future options.
8. Students who are dissatisfied with their assessment outcome, are entitled to appeal the results and/or request a reassessment from teachers.
9. Where a teacher or trainer is uncertain about any aspect of assessment, they should make contact with another teacher or their DVLC supervisor and request advice and support.
10. Teachers and trainers may request training and ongoing professional development to ensure that they are familiar with:
 - their role, responsibilities and ethics;
 - procedural and administrative duties;
 - evidence gathering approaches;
 - interpretation of learning outcomes or competency 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).

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. Within VCAL, RPL can only be applied to the VCAL Work Related Skills (WRS), VCAL Personal Development Skills (PDS) and Skills for Further Study (SFS) - Senior units.

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-30 Assessment Policy and Procedure
P-32 Training Plan Development and Maintenance Policy

Related Documents

D-028 Student Handbook

Legislation

Education and Training Reform Act 2006 (Vic)

Mapping Information

VRQA Guidelines for Non-school Senior Secondary Education providers: Minimum Standards for Registration to provide an accredited senior secondary course

AQTF Standard 1.4, 1.5, 2.5

VRQA Guidelines for VET Providers, Guideline 3