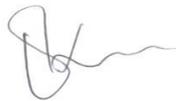




Assessment Policy

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Responsible person CEO	Veronica Kioria	Signature 	Date: 01/09/2020
Approved by the Board:			
Board President signature	David Ling	Signature 	Date: 01/09/2020
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Purpose

As a registered training organisation, Diamond Valley Learning Centre (DVLC) develops learning and assessment strategies, processes and materials that meet the needs of students, maximise learning outcomes, and comply with assessment requirements in training packages and VET accredited courses.

Scope

This policy applies to all DVLC staff and VET students.

Policy Guidelines

DVLC is committed to providing quality learning and assessment processes for vocational education and training (VET) programs that:

- meet the requirements of the relevant training package or VET accredited course;
- are consistent with the relevant training and assessment strategy;
- comply with the principles of assessment and the rules of evidence; and
- meet workplace and, where relevant, regulatory requirements.

In developing assessment processes and systems, DVLC will incorporate the following principles:

- assessment processes are clear, unambiguous, transparent and align with the relevant training and assessment strategy;
- assessment 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 VET qualification or accredited course 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 (*Refer to Policy P-5 – RPL and Credit Transfer Policy*);
- assessment is equitable for students of different cultural and linguistic backgrounds or students with a disability, and does not disadvantage students;
- students are provided with access to the assessment resources specified in the training package or VET accredited course, and are informed of the assessment method, assessment process and timing requirements ahead of assessment;
- students understand the assessment process and are able to monitor their learning progress;
- students are informed that plagiarism and cheating are unacceptable, and that the authenticity of all assessment evidence will be determined by their assessor;
- 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 VET accredited courses, and any regulatory or licensing requirements;
- assessment processes include the option of reassessment;
- students are informed of the assessment review process which allows an assessment judgement to be appealed due to inequity;
- 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 equity, fairness and flexibility; and
- assessment practices and assessor judgements are systematically validated to ensure they are effective, appropriate, sufficient, current and reliable.

Assessors

DVLC will ensure that all assessors are suitably qualified and meet AQTF standards, training product and VET accredited course requirements. Assessor suitability will be determined by a review of the relevant trainer skills matrix, completed on a unit of competency basis.

Assessors are expected to maintain their currency through regular professional development and industry engagement. DVLC requires assessors to have the skills to:

- interpret and understand the relevant performance standards/criteria;
- allow reasonable adjustment to meet learner needs;
- ensure that performance evidence is authenticated;

- detect evidence of cheating or plagiarism during assessment, and to take measures to avoid these;
- ensure that sufficient evidence has been collected before making an assessment judgement;
- follow DVLC assessment guidelines to make fair and objective judgements;
- follow administrative processes to record judgements;
- provide feedback and encouragement to students;
- participate in validation processes;
- provide regular feedback on assessment to allow continuous improvement of assessment systems;
- participate in program reviews and other evaluation processes;
- participate in annual DVLC professional development programs; and
- participate in any other relevant professional development activities to meet annual DVLC requirements.

Reasonable adjustment

DVLC has identified a range of reasonable adjustment practices that an assessor may apply to disadvantaged learners, without compromising assessment requirements. For example, allowing students additional assessment time. These adjustments are documented in the assessor guides and training and assessment strategies, which are available to assessors. In situations where these adjustments may not be sufficient to allow a student to demonstrate their competency, the assessor is encouraged to work with their supervisor to develop an appropriate reasonable adjustment.

Right to appeal

All students have the right of appeal if they are dissatisfied with either the outcome of the assessment or the process by which the decision was reached. (*Refer to Policy P-16 – Student Complaints and Appeals Policy and Procedure*).

Assessment Review

DVLC has a Validation Plan for ongoing systematic validation of assessment practices and judgements. All validation records are retained, and identified improvements or rectifications are recorded as a Corrective Action Report (CAR) on the Continuous Improvement Register. The Chief Executive Officer (CEO) and compliance team are responsible for ensuring that rectifications are completed within three months of validation.

DVLC has a range of other review processes that may inform assessment systems. These include internal audits, program evaluations, trainer / assessor feedback and performance evaluations, training and assessment strategy reviews, student feedback reviews and industry engagement processes. All improvements are recorded as Corrective Action Reports on the Continuous Improvement Register.

Definitions

An **accredited course** is a structured sequence of vocational education and training that has been accredited by a state or territory course accrediting body and leads to an AQF qualification or statement of attainment.

Assessment means 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.

Competency 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 new situations and environments.

The **principles of assessment** ensure the quality of assessment outcomes by requiring assessment systems to be fair, flexible, valid, and reliable.

<i>Fairness</i>	<p><i>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.</i></p> <p><i>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.</i></p>
<i>Flexibility</i>	<p><i>Assessment is flexible to the individual learner by:</i></p> <ul style="list-style-type: none"> ○ <i>reflecting the learner's needs</i> ○ <i>assessing competencies held by the learner no matter how or where they have been acquired</i> ○ <i>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.</i>
<i>Validity</i>	<p><i>Any assessment decision of the RTO is justified, based on the evidence of performance of the individual learner.</i></p> <p><i>Validity requires:</i></p> <ul style="list-style-type: none"> ○ <i>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</i> ○ <i>assessment of knowledge and skills is integrated with their practical application</i> ○ <i>assessment to be based on evidence that demonstrates that a learner could demonstrate these skills and knowledge in other similar situations</i> ○ <i>judgement of competence is based on evidence of learner performance that is aligned to the unit/s of competency and associated assessment requirements.</i>
<i>Reliability</i>	<p><i>Evidence presented for assessment is consistently interpreted and assessment results are comparable irrespective of the assessor conducting the assessment.</i></p>
<p><i>Source: Standards for RTOs 2015</i></p>	

Reasonable adjustment refers to changes that can be made to the way performance evidence is collected when a student would otherwise be disadvantaged. These may include allowing additional time, verbal questioning or oral presentations instead of written evidence, dot point answers instead of essays etc. However, reasonable adjustments do not alter in any way the evidence criteria for making competent/not yet competent decisions. That is, the standards expected should be the same irrespective of the group and/or individual being assessed; otherwise comparability of standards will be compromised.

Recognition of prior learning (RPL) is a form of assessment which recognises the skills and knowledge of a learner as they relate to a unit of competency. These skills and knowledge may have been acquired through informal or formal means through previous training or education, work experience or life experience.

The **rules of assessment** provide guidance on the collection of evidence to ensure that it is valid, sufficient, authentic and current.

<i>Validity</i>	<i>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</i>
<i>Sufficiency</i>	<i>The assessor is assured that the quality, quantity and relevance of the assessment evidence enables a judgement to be made of a learner's competency.</i>
<i>Authenticity</i>	<i>The assessor is assured that the evidence presented for assessment is the learner's own work.</i>
<i>Currency</i>	<i>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.</i>
<i>Source: Standards for RTOs 2015</i>	

A **training and assessment strategy (TAS)** is a comprehensive plan developed by a training provider for a specific training product on the training provider's scope of registration. The plan clearly identifies the training duration, learner cohort, entry requirements, delivery and assessment arrangements, and other details for a particular course or qualification.

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.

Validation is the quality review of the assessment process and involves checking that assessment tools produce valid, reliable, sufficient, current, and authentic evidence to enable reasonable judgements to be made as to whether the requirements of the training package or VET accredited courses 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 on such recommendations.

Related Policies

- P-4 Training and Assessment Staff Competency Policy
- P- 5 RPL and Credit Transfer Policy
- P-7 Validation and Moderation Policy
- P-9 Audit Policy
- P-10 Continuous Improvement Policy
- P-12 Industry Consultation Policy
- P-13 Code of Conduct and Ethics Policy
- P-14 Accuracy and Integrity of Student Records Policy
- P-16 Complaints and Appeals Policy & Procedure
- P-19 Records Management and Archive Policy
- P-23 Certification Policy
- P-26 Access, Anti-Discrimination, Equity, Diversity and Empowerment Policy
- P-32 training Plan Development and Maintenance Policy
- P-33 Fraud Prevention Policy
- P-36 Enrolment Process Policy and Procedure
- P-37 Professional Development Policy
- P-42 Consumer Protection Policy
- P-43 Privacy Policy
- P-52 VCAL Assessment Policy
- P-53 Plagiarism and Cheating Policy

- P-65 Special Consideration Policy

Related Documents

- D-023 Process for Retaining Evidence of Student Participation
- D-028 Student Handbook
- D-033 Pre-Training Interview Procedure
- D-037 Complaints and Appeals Register
- D-076 Validation Plan
- F-002 Corrective Action Report
- F-003 Pre-Training Review Checklist
- F-007 VET Student File Checklist
- F-008 VCAL Student File Checklist
- F-009 Enrolment Form
- F-033 Trainer Skills Matrix
- F-035 Complaints and Appeals Form
- F-109 Assessment Tool Validation
- F-110 Assessment Judgement Validation
- F-111 Professional Development Log
- F-112 Validation Plan
- F-113 Reasonable Adjustment Verbal Questions
- F-114 Assessment Tool General Instructions - Assessor
- F-115 Assessment Tool General Instructions - Student
- F-116 Assessment Tool Written Questions
- F-117 Assessment Tool Case Study
- F-118 Assessment Tool Observation Task
- F-119 Assessment Tool Project
- Skills First Quality Charter
- Skills First VET Funding Contract
- Skills First Guidelines about Apprenticeship / Traineeship Training Delivery

Mapping Information

- AQTF Standards 1 and 3
- VRQA Guideline 3
- Standards for RTOs 1.8