



Assessment Policy

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1. Purpose

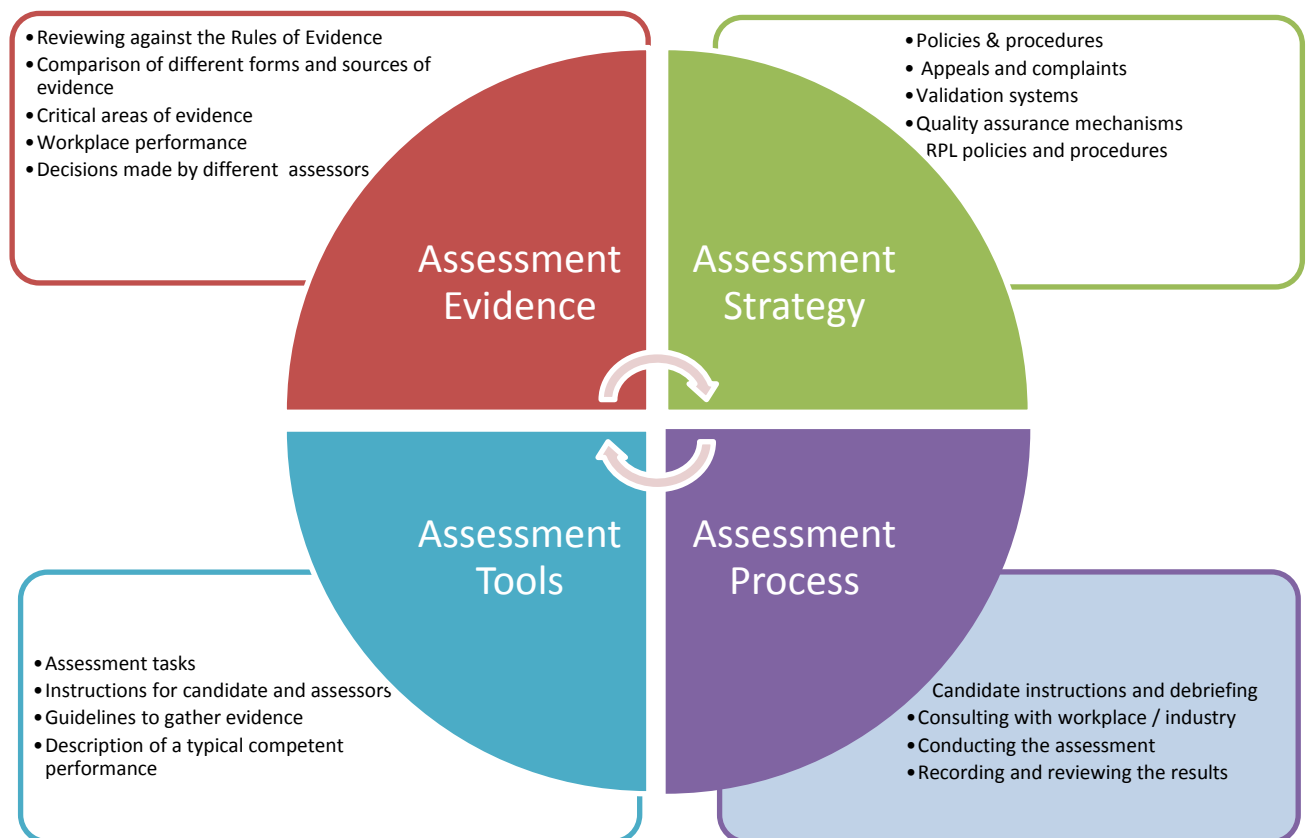
The purpose of this policy is to ensure that all trainers and all students and potential students are provided with information about the assessment process.

2. Scope

This policy applies to trainers and all students enrolled within vocational education and training programmes offered by the College.

3. The College's Quality Assessment System

An overview of the Kiama Community College's Quality Assessment System is represented in the figure below.



3.1 The Assessment Strategy

The Assessment Strategy in the Kiama Community College is the controlled and ordered process designed to ensure assessment decisions are valid, reliable, flexible and fair. This may include:

- Policy, procedures e.g. assessor recruitment, partnership arrangements, RPL, appeals
- Relevant forms, resources, recording systems
- And review mechanisms such as validation

3.2 The Assessment Process

The Assessment Process are steps in the planning, conduct and review of the assessment, and may include:

- Employer / supervisor involvement
- Flexibility of the process
- Location of assessments
- Methods to gather and type of evidence
- Roles and responsibilities within the process
- Recording and reporting processes
- Appeals process

3.3 The Assessment Tools

The Assessment Tools are used in the planning, conducting and reviewing of assessments and include such things as:

- Resources used by the candidate
- Resources used by the assessor
- Resources used by a third party

3.4 The Assessment Evidence

The Assessment Evidence – it is critical to make consistent judgement that contributes to the final assessment outcome and the Rules of Evidence are key to this process.

Critical to the quality of the assessment system are the assessors. Their qualifications, experience, and currency are vital to this process.

4. Policy

Assessment for each Learning Unit involves the use of a range of assessment methods, enabling the collection of evidence on which to judge if a student can perform to the standard required in the workplace, as specified within a Training Package or Accredited Course.

Assessment methods may include: practical demonstrations, direct questioning, oral and/or written reports, assignments, role plays, case study analysis, integrated activities, written tests/quizzes of required knowledge, and submission of a portfolio of work, as appropriate to the qualification and in accordance with the requirements stated in the relevant Training Package or Accredited Course.

At the commencement of each Learning Unit, students receive a Learning Unit outline. This includes the notification of the embedded units of competency, information on what will be addressed, and assessment requirements and methods.

For a student to be awarded a Certificate or Diploma, they must satisfactorily meet all the requirements of the training product. Students who complete fewer than all the required units in a given qualification will be issued a Statement of Attainment, listing the student's achievement during their enrolment.

4.1 Assessment Standards

Assessment (including Recognition of Prior Learning) must:

- comply with the assessment requirements of the relevant training package;
- include a wide range of assessment practices that are thorough and rigorous, but which allow fair judgements about student performance;
- be designed in accordance with the Principles of Assessment (refer Section 4.2 below), and incorporate assessment judgements which follow the Rules of Evidence (Refer Section 4.3 below);
- where appropriate, be adjusted to meet the individual needs of candidates, but without impacting on the integrity of the assessment; and
- encourage and reinforce learning through the provision of meaningful and timely feedback

4.2 Principles of Assessment

Fairness

- 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.
- 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.

Flexibility

Assessment is flexible to the individual learner by:

- reflecting the learner's needs;
- assessing competencies held by the learner 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.

Validity

Any assessment decision of the RTO is justified, based on the evidence of performance of the individual learner. Validity 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 learner could demonstrate these skills and knowledge in other similar situations; and
- judgement of competence is based on evidence of learner performance that is aligned to the unit/s of competency and associated assessment requirements.

Reliability

Evidence presented for assessment is consistently interpreted and assessment results are comparable irrespective of the assessor conducting the assessment.

4.3 Rules of Evidence

Validity

'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.'

Sufficiency

'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.'

Authenticity

'The assessor is assured that the evidence presented for assessment is the learner's own work.'

Currency

'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.'

4.4 Learner Obligations

A student must attempt and submit all pieces of assessment as required within each Learning Unit. If they do not attain the standard set for competency within every piece of assessment, they will be deemed to be 'Not Yet Competent' within that Learning Unit.

Any student who fails to submit an assessment task on the due date, and has not made prior arrangements with the trainer/assessor, will be deemed 'Not Yet Competent' for that piece of assessment unless appropriate documentation (such as a medical certificate) is presented.

Students receiving an assessment result of 'Not Yet Competent' for a written assignment or practical assessment will be eligible for a second assessment attempt after having spoken to the trainer/assessor about the issues within their first attempt. A maximum of 2 submissions are permitted.

If a student is deemed Not Yet Competent after 2 submissions they are to discuss their options with the course co-ordinator. These options may involve additional cost and may include:

- a) Re-sit the assessment task a third time at a cost of one hundred dollars (\$100); or
- b) Re-enrol in the course or Unit of Competency at the normal enrolment fee; or
- c) Undertake Additional private tuition; or
- d) Undertake career planning with Student Support Officer; or
- e) Review your study options and discuss with trainer/co-ordinator/Student Support Officer; or
- f) Withdraw from the course.

4.5 Code of Practice for Assessors

An assessor's work is very important as the decisions they make will influence the quality of work that a person will be expected to be able to do. To help assessors understand the importance of this work, and to guide them in the way that assessors undertake and validate assessment, they are referred to a Code of Practice.

A College trainer will ensure:

- the differing needs and requirements of the candidates, employers or industry are identified and handled with sensitivity
- potential forms of conflict of interest in the assessment process and / or outcomes are identified, and appropriate referrals are made, if necessary

- all forms of harassment are avoided throughout the assessment process and in the review and reporting of assessment outcomes
- the rights of candidates are protected during and after the assessment process
- that candidates are made aware of their rights and processes of appeal
- personal or interpersonal factors that are irrelevant to the assessment of competence must not influence the assessment outcomes
- evidence is verified against the rules of evidence
- assessment decisions are based on available evidence that can be produced and verified by another assessor
- assessments are conducted within the boundaries of the assessment system policies and procedures
- assessment systems and tools are consistent with equal opportunity legislation
- candidates are informed of all assessment reporting processes prior to the assessment
- candidates are informed of all known potential consequences of assessment decisions prior to the assessment
- confidentiality is maintained regarding assessment decisions / outcomes and records of individual assessment outcomes which identify personal details are only released with the written permission of the candidate/s
- assessment outcomes are used consistently with the purposes explained to candidates
- opportunities for networking amongst assessors are created and maintained
- opportunities are created for technical assistance in planning, conducting and reviewing assessment practice and participating in validation.

5. Formal Assessments

Depending on the Learning Unit, students may be required to undertake written tests designed to assess the knowledge required for the embedded unit/s of competency. Students will be advised in advance of this *formal* assessment requirement, and details provided of the date, time and location. Students are responsible for providing writing equipment and calculators. Programmable calculators are to have their memory cleared and inspected by the supervisor prior to use during assessments. Electronic translators, Memory Sticks (USBs) and mobile phones are not permitted within assessment rooms unless directly approved by the supervisor. English to Foreign Language paper-based dictionaries must be checked by the supervisor prior to the start of the assessment time. Students may leave the room once they have finished the assessment task. The following must be returned to the supervisor: assessment question paper, answer paper, any notepaper (scribble paper), and electronic storage devices (where applicable).

5.1 Failure to Arrive for an Assessment

Any student who fails to arrive to complete a supervised assessment activity and does not present evidence of special circumstances to the Course Coordinator, must attempt that assessment within 10 working days, or at a time suitable to the Assessor, or they will be

deemed 'Not Yet Competent' within that Learning Unit. Details will be recorded within the student's records. Should the student not demonstrate the standard set for competency within that delayed assessment attempt, then they may be scheduled to re-commence the Learning Unit, and additional fees may be applied. If the student is again deemed 'Not Yet Competent', academic counselling will occur. Continued enrolment is dependent on the student meeting the College's requirements.

6. Submission of Written Assignments

For Learning Units that have written assignments set, these are to be completed and submitted by the scheduled due date and according to the student's study mode. Each student is provided with information on the requirements for the formatting of assignments.

To safeguard against accidental loss of assignments, it is expected that students will keep a copy of each assignment either as a soft copy (on computer) or a hard copy (printed document). In the event of loss occurring, the student will be required to submit a new copy of the assignment concerned.

7. Vocational Placement

Students enrolled within certain qualifications need to access a specialised workplace at which to undertake supervised hands-on practice with real clients. This is referred to as a 'Vocational Placement'. Students will be advised at the time of admission whether or not this applies to their course.

The Vocational Placement Supervisor will be required to assist the student to collate evidence of competency, and to provide him/her with ample opportunities of real and simulated cases for practice and to complete the required Placement Assessment Tasks. The College trainer/assessor will be required to assess the student's Vocational Placement to verify the attainment of the related units of competency to industry standard.

8. Reasonable Adjustment

In accordance with the Disability Standards for Education 2005, it is expected that a person with a disability or specific medical condition that could negatively impact on the assessment of his/her studies will be able to advise the College in regard to what adjustment(s) they need to be able to demonstrate competence. If necessary, the College will seek timely advice from government agencies, support organisations or medical authorities to determine what needs to be done to accommodate the needs of the individual, or to verify that the stated condition justifies eligibility for reasonable adjustment.

In relation to assessment, reasonable adjustment activities could involve:

- modifying or providing special equipment such as special computer software and keyboard, and large screen monitors;
- provision of special assistance such as an interpreter for deaf candidates; and
- adaptation of the assessment methodologies, without impacting on the validity of the attainment of the relevant competencies. For example: allowance of extra time, varying question and response techniques (such as use of oral questioning rather than written, and audiotaped or videotaped answers instead of written answers).

This means that, wherever possible, ‘reasonable’ adjustments are made to the assessment process to meet the individual needs of candidates, but without impacting on the integrity of the assessment. (In certain cases, applicants will be required to provide third-party evidence of the stated condition to be eligible for reasonable adjustment.)

9. Special Consideration

Students whose ability to submit or attend an assessment item is affected by sickness or other circumstances beyond their control, may be eligible for special consideration. No consideration is given when the condition or event is unrelated to the student's performance in a component of the assessment, or when it is considered not to be serious.

Circumstances that make it impracticable for the person to complete the assessment for their Learning Unit may include:

- medical circumstances, for example: an unexpected illness, a recurrence of a chronic illness, or an accident;
- compassionate circumstances, for example: death or severe illness of a close family member, severe disruption to domestic arrangements, or being a victim of crime;
- other special circumstances, for example: formal legal commitments, military service or that with a recognised emergency management service.

Students must submit a Special Consideration Form (which has been completed by all the relevant parties) and related verifiable evidence to the appropriate Course Coordinator within 14 working days after the due date of the assessment activity.

When considering the special consideration application, the Course Coordinator (or nominee) may take into account one or more of the following conditions:

- the student's performance in other assessment tasks of the Learning Unit; and
- the circumstances, background, nature and severity of the event.

If an application for special consideration is lodged, any one of the following outcomes may ensue:

- no action is taken;

- additional assessment or a supplementary assessment is allowed; Additional assessment may take a different form from the original assessment. If a student is granted additional assessment, the original assessment outcome will be ignored.
- the deadline for assessment is extended; or
- the student is allowed to withdraw from the Learning Unit without being deemed 'Not Yet Competent'. This is unlikely to occur after a formal assessment or final assessment has taken place.

The student will be advised in writing of the final decision regarding their application for Special Consideration within 10 working days of the lodgement of the application.

10. Assessment Outcomes Appeal Policy

Student assessment results are posted against a student's unique ID number. Each result sheet features the date of posting. This date will be recognised as that from which the official Appeal Time is calculated.

Students may appeal against their results through application to the Course Coordinator. Refer to the policy section on the College's web sites for further information on Grievance and Appeals Policy.

11. Academic Misconduct

Plagiarism and cheating are considered academic dishonesty and will not be tolerated at Kiama Community College. Plagiarism is using someone else's words/work and submitting it as one's own. Cheating may include providing or receiving information to other students.

Other acts of misconduct such as theft, the damaging of property, misuse of equipment, threatening behaviour, harassment and abuse of staff or students will also not be tolerated.

These acts of misconduct are subject to sanctions including exclusion from training.

12. Record-Keeping

Complete records of any academic misconduct will be retained within the College's Student Management System. This includes copies of all related documentation, as well as a record of the recipient, and date on which that information was supplied.

Further information on how the College manages and stores records, can be sourced in the Record Retention & Reporting Policy.

14. Related Policies & Documents

- [Recognition of Prior Learning Policy](#)
- [Grievance Policy and Procedures](#)
- [Student Handbook](#)
- Validation Policy
- Record Retention & Reporting Policy
- [Disability Service Standards](#)
- VET Declaration

15. Glossary of Terms

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 required in the workplace, as specified in a training package or VET accredited course.

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 (see below).

Learning Unit - a required subject into which is embedded one or more unit/s of competency or part/s thereof.

Training Product – means AQF qualification, skill set, unit of competency, accredited short course and module.

16. Publication

This policy will be made available to students and prospective students by publication on the College's websites. It is also outlined in the Student Handout.

16.1 Version Information

Document Name	Version	Author	Date of next review
Assessment Policy	1.0, June 2016	Training Services Manager	June 2018
Assessment Policy	1.1 Dec, 2016	Training Services Manager Amendment – feedback from external validation	June 2018