1.1 Assessment Policy

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1. General

1.1 Assessment within the VET Quality Framework is the process of collecting evidence and making judgements about whether competency has been achieved to confirm whether an individual can perform to the standards expected in the workplace, expressed in a unit of competency, which is part of a Training Package.

1.2 The units of competency in the relevant Training Package are the benchmark for assessment. They provide the basis for nationally recognised Australian Qualifications Framework (AQF) qualifications as well as Statements of Attainment issued by SCBIT, in its capacity as a Registered Training Organisation (RTO). See Policy 1.6 “Qualifications and Statements of Attainment.

1.3 Assessments at SCBIT is designed and carried out to meet the requirements of the VET Quality Framework (VQF)

1.4 All assessments conducted at SCBIT seek to be fair and equitable and delivered in a way that is consistent with legislative/regulatory requirements.
1.5 Assessments at SCBIT involve a variety of tasks and are developed within the 
(1) principles of assessment -
  • **Validity** – Assesses what they claim to assess
  • **Reliability** - Is consistent from learner to learner and context to context
  • **Fairness** - Does not disadvantage any individual or group of learners
  • **Flexibility** - Is appropriate to a range of delivery modes, sites and learner needs.

(2) rules of evidence -
  • **Validity** - there is a clear relationship between the evidence supplied on which the assessment judgement will be made, and the unit of competency.
  • **Sufficiency** - Enough evidence has been gathered
  • **Authenticity** – The assessment has been completed by the person being assessed. The candidate really performs the task.
  • **Currency** - The evidence used for the assessment is current.

1.6 Types of evidence required for assessment;
  • **Direct Evidence** – includes observation, demonstration or simulation of a workplace task, questions.
  • **Indirect Evidence** – includes work samples, written tests to test required knowledge, workplace projects.
  • **Supplementary Evidence** – includes third party testimonials, logbooks and journals. eg. Supervisors reports, employer references, documents on prior achievements.

1.7 Types of Assessment
  • **Diagnostic assessment** - often an up-front process that involves identifying what the candidate does and does not know before training commences. Up-front assessment can be used to gather evidence for RPL and/or to plan the further training that is required by the candidate. Self-assessment tools and workplace supervisor interviews are often used at this stage.
  • **Formative assessment** - can be used to assist and support learning by providing feedback about the candidate’s performance and progress towards achievement of competency. Involves the monitoring of progress of the candidate as they are developing their skills.
  • **Summative assessment** - used to determine whether the candidate has reached competency. Eg written and oral tests; direct observation of practical work in a test situation, the workplace or a simulated workplace; assignments and project work.

1.8 The assessment process involves a range of assessment methods and strategies to enable students to demonstrate competence against the
performance criteria within the relevant Training Package.

1.9 Examples of assessment methods incorporated at SCBIT are:
   - project work;
   - knowledge tests
   - observation in workplace or simulated workplace;
   - role-plays or simulated activity;
   - written assessments;
   - verbal questioning;
   - games;
   - oral presentations
   - group discussion
   - report
   - student portfolios (including hand-outs, research notes, and readings).
   - third party report
   - analysis of case studies
   - trainer observation;
   - reflective work journals;
   - class participation;
   - physical demonstrations;
   - debates;
   - performing practical tasks;

1.10 SCBIT follows a Learning and Assessment Pathway, which means that Learning and Assessment are integrated, with assessment evidence gathered and feedback provided to students throughout the learning and assessment process.

1.11 Learning and assessment is through structured programmes, conducted in classroom and laboratories, involving simulation of workplace conditions.

2 Training and Assessment Strategies

2.1 Training and assessment strategies for each course are formalised in a series of Training and Assessment Strategy documents. See Documents Attached at the end of this document, for a list.

2.2 These Training and Assessment Strategies deal in detail with each course, and include assessment strategies, training methods, as well as profiling the learners.
3 Assessment Process

3.1 Assessment for VET programs follows a flow (see diagram below):
- Training done in conjunction with formative assessment (assessment done in process of skills formation).
- Summative Assessment (assessment which counts towards final results).
- Results – Competent (C) or Not Yet Competent (NYC) – See “Grading of Students Section 8.
- If Not Yet Competent (NYC) then student undergoes Intervention Strategy – See “Intervention” Section 14.1 and also Policy 1.3, Monitoring of Academic Progress).
- Student may appeal the result- See “Appeals” Section 12.
- If Competent (C) – student continues with studies as normal.

Learning and Assessment Pathway

[Diagram of Learning and Assessment Pathway]

- Training and Formative Assessment
- Summative Assessment
- Results
  - C
  - NYC
- Intervention
- Credential
4 Assessment Tools

4.1 Assessment tools provide a means of collecting evidence for making judgment about whether students have achieved competency. Assessment tools follow the rigorous standards required by the VET Quality Framework.

4.2 Assessment tools are being developed for all VET unit/modules. They are reviewed as a part of our validation of assessment strategies.

4.3 Each Assessment tool is made up of;
   • Assessment Cover Sheet
   • Assessor Guide
   • Unit Information
   • Assessment Project
   • Element knowledge tests

4.4 Simulation. To assist give realism to our assessments we use simulations, such as Harbourside Business College. These simulations are made up of a series of realistic workplace documents, which are provided with the assessment projects.

5 Training and Assessment Folder

5.1 The Training and Assessment folder contains a full record of the course – including the training materials and the assessment tools.

5.2 Each unit in each course has a Training and Assessment folder.

5.3 The Training and Assessment Folder is made up of:
   • Cover page
   • Unit of competency information (from Training.gov.au)
   • Unit outline
   • Session plans
   • Training materials
   • Assessment tasks
   • Evidence
6 Assessment Tool Development Cycle

6.1 Assessment for VET programs follows a cycle (see diagram below);
   - Planning and Developing Assessment Tools
   - Implementing Assessment
   - Monitoring Assessment Tools
   - Modifying Assessment Tools

6.2 Planning and Developing Assessment Tools

6.3 Implementing Assessment
   - Assessment Tools (see Section 4)
   - Projects (see Policy 1.2 Assessment Implementation)
   - Exams (see Policy 1.2 Assessment Implementation)

6.4 Monitoring Assessment tools- Gathering data and monitoring
   - Assessment results
   - Feedback
   - Results moderation (see Section 8)
   - Validation of Assessment strategies (See Section 9)

6.5 Modifying Assessment Tools- Improving Assessment tools
   - Must have version control

Diagram – Assessment Tool cycle. (Follows Continuous improvement cycle; Plan, Do, Study, Act)
7 Review of Assessment Methods
7.1 Assessment methods are reviewed by the trainers annually and any modifications required will be submitted to the Director of Studies, who will review and implement assessment modifications.

7.2 End of Course Teacher Evaluation form given to each trainer and to be returned one week from end of course.

8 Results Moderation
8.1 The Director of Studies is responsible for moderation of results (See procedure 1.1.2pro Moderation of Student Assessments).

8.2 The Director of Studies will organise a moderation meeting.

8.3 At the end of each term:
- All the trainers submit the results from assessment tasks and the final exam papers to the Director of Studies.
- The Director of Studies checks the results for any discrepancies with the respective trainer, and compiles the consolidated results for each student.
- Cases of plagiarism or cheating, not already resolved, to be finalised in accordance with Assessment Implementation Policy 1.2, and Student Complaints Grievances and Appeals Policy 7.2.
- An assessment moderation meeting is called comprising all the academic members involved in teaching and assessment.
- The Director of Academic Services finally approves the publication of results. The results are put up on notice boards and then entered into the College’s database.
- In the case of results from supplementary exams, the results should be first approved by the academic staff concerned, then by the DOS and finally by the Director of Academic Services.

9 Assessment Task Validation
9.1 The Director of Studies is responsible for assessment task validation.

9.2 The DOS organises one or more assessment task validation meetings for each unit of competency taught during the term.

9.3 There are stages in Validating Assessment Tools (See Procedure 1.1.1pro, Validating Assessment Tools.
- Development of assessment tool
- Pre-assessment validation
- Post-course validation meeting
9.3a **Development of Assessment Tool**
New assessment tools are evaluated before being used. The *Validation of Assessment Tools Checklist* is used.

9.3b **Pre-course**
- The DOS distributes validated unit/module outlines and assessment tasks to the trainers
- In the case where a trainer has been asked to prepare the course, at the beginning of the term the DOS collects the unit/module outlines along with the proposed assessment tasks from the trainer and checks them for consistency and accuracy. Also, the DOS makes sure that the assessment methods proposed in the unit/module description are consistent with those in the unit/module outline, and training package requirements.

9.3c **Pre-assessment Validation**
*Validation of Assessment Tools Checklist* is used by each trainer about to use the particular assessment tool. Also *Assessment Process Validation Checklist* can be used to validate the process.

9.3d **Post-course**
All trainers must evaluate their course, using *End of Term Unit Evaluation Form*.

9.3e **Post-course Validation Meeting**
At the end of each term an assessment task validation meeting is called comprising all the academic members involved in teaching and assessment (validation panel).
10 Grading of Students

10.1 All the students are graded based on the overall mark.

10.2 More specific information about the grading in each unit/module is provided in the unit/module outline which is given to the students at the beginning of each term.

10.3 Competency based grading

In the case of VET courses, the students are awarded competency based grading. In most cases, the grading is decided as below:

- Competent (C)
- Not Yet Competent (NYC)

10.4 For modules that have more than one unit of competency, each unit of competency is graded separately (C/NYC). This is explained in each unit/module outline.

10.5 These variations will be explained in the unit/module outlines.

11 Feedback to the students

11.1 Trainers will provide feedback to the students on their performance after each assessment or class activity.

11.2 Feedback forms are part of the Assessment Tool. (See 4. Assessment Tool)

11.3 The feedback will include:

- A mark or grade on their assignment/project report/exam paper
- A written evaluation sheet with comments
- Oral feedback on their overall performance.

11.4 If the students are not satisfied with the feedback given on their work, they can discuss their work with the trainer individually.
12 Appeals against Assessment Results
12.1 A student, who believes that the mark awarded for a piece of assessable work does not fairly reflect their standard of attainment, has the right to an explanation of the mark from the trainer. If the student is not happy with this decision, or has a medical reason, the Student Assessment Appeals Policy (Policy 1.4) should be followed to resolve the issue.

12.2 Any student who fails a unit/module or whose appeal is unsuccessful (after third party mediation) will be required to re-enrol in the unit/module in full at a future date. Students may be given the option to resit.

13 Reassessment
13.1 Reassessments are granted to students who have failed a unit marginally and have met with attendance guidelines of at least 80%.
13.2 Students must fill in Application for Re-Assessment forms (1.1.19, 1.1.20, 1.1.21, 1.1.22)
13.3 The cost of a reassessment is $200 per unit.
13.4 Reassessment is organised at a set time after the results have been published. Reassessment times are publicised widely.
13.5 If student misses the reassessment, they will have to wait for reassessment tests at the end of the next term.
13.6 There is only one reassessment allowed for any unit of competency. Students who get NYC at resit will not get a second chance for reassessment In such cases, student will finish course with a Statement of Attainment
13.7 In some cases, an extension of CoE will be arranged, in order to do a reassessment. This extension of the CoE is given only once.
13.8 If student does not agree with College rulings on their chance to have a reassessment, they may access the College’s complaints and appeals policies.
13.9 See Procedure 1.1.3pro Resit Procedure

14 Make Up Work – Intervention Strategy
14.1 Students requiring extra help in a particular unit/module should first approach the unit/module's trainer. The trainer will notify the Director of Studies and determine what assistance or make up work may be offered. This is part of SCBIT’s Intervention Strategy (See Policy 1.3, Monitoring of Academic Progress).

14.2 Failure to meet minimum course progress requirements
This is dealt with in Policy 1.3, Monitoring of Academic Progress
### Procedures attached

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### Documents attached

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| Assessment Tools | See Assessment tools folder. |

**Context**

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<td>5</td>
<td>4 Feb 2011</td>
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<td>6</td>
<td>2 March 2011</td>
<td>Additions to Section 13 Resit. Rewriting of 1.5 and 4.4. Section 2 Pathway absorbed into Part I. New Section 2- Training and Assessment Strategies. Removal of material to simplify: definitions in Appendices; Section 4 Assessment tools and Section 5 Training and Assessment Folder</td>
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**Documents to be updated after amendments**

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