



Assessment System Policy and Procedures

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Assessment System Policy

1. Purpose

Australian Global College (the college) is committed to providing quality training and assessment in accordance with the Standards for Registered Training Organisations 2015, which requires the college to implement an assessment system that ensures assessments (including recognition of prior learning) comply with the assessment requirements of national Training Packages and VET Accredited courses within its scope of registration. The assessment system consists of a coordinated set of documented policies and procedures (including assessment tools and other materials needed to perform the task).

The purpose of this policy is for the college to ensure that all assessors are informed of the processes of the assessment (and assessment related) practices of the College.

This policy applies to all assessment processes undertaken by College staff and provides guidelines which qualified assessors will use professional judgement to conduct assessment.

This policy reflects the requirements of Clause 1.8 of the Standards for Registered Training Organisations (RTOs) 2015.

2. Policy Statement

Australian Global College implements an assessment system that ensures that VET assessment (including Recognition of Prior Learning) complies with the assessment requirements of the relevant training package or VET accredited programs conducted in accordance with the Principles of Assessment and the Rules of Evidence contained as listed below.

Competency-based assessment is the process of collecting evidence and making judgements about whether a person has achieved competency. It is often described as a criterion-referenced process, because it involves people being assessed against fixed criteria or pre-determined benchmarks – such as those expressed in units of competency or accredited modules. (*source: myskills.gov.au*)

Students are required to complete all assessment tasks successfully to achieve competent results. Competency is achieved on the evidence collected and judgements made by the assessor which confirms that an individual can perform to the standard required in the workplace, as specified in the training package.

All learners are offered access to Recognition of Prior Learning (RPL) upon enrolment. (See Recognition Policy)

2.1 Principles of Assessment

Ensure quality assessment outcomes are achieved through basing the development of assessment processes and instruments on the principles of assessment. Assessment activities should reflect all five principles equally:





Fairness in assessment requires the assessment process to consider the individual needs and characteristics of students and not to disadvantage individuals. The process allows for any reasonable adjustment to be applied to enable the outcomes to be achieved through a range of training delivery strategies. It also allows for a student to challenge (appeal) the result of the assessment and be re-assessed, if necessary.

Flexibility in assessment means ensuring the skills and knowledge can be demonstrated in a variety of ways suitable for a workplace no matter how, where or when those skills were acquired, drawing on a range of assessment methods appropriate to the context, component of study and the student.

Validity in assessment is ensuring evidence is collected in a variety of contexts and on a number of occasions and that the assessment assesses what it claims to assess:

- Assessment against the unit of competency covers a broad range of required skills & knowledge
- Assessment of knowledge must be integrated with practical application (where applicable)
- Judgement of competence must be based on sufficient evidence – using different assessment methods on a number of occasions and in a range of contexts

Reliability refers to the consistency of interpreting evidence presented for assessment to provide consistent assessment outcomes. Assessors must develop assessment marking guides for each assessment item and moderate student assessment work to ensure consistent interpretation of assessment evidence is applied.

2.2 Rules of Assessment

Evidence may be derived from direct, indirect or supplementary sources and must be recorded according to policy.

Validity refers to the soundness of assessment evidence and that the evidence

- Covers the broad range of skills and knowledge essential to competent performance identified in the unit of competency
- Evidence of knowledge and skills integrated with practical application (if applicable)
- Judgement of competence must be based on sufficient evidence – using different assessment methods on a number of occasions and in a range of contexts

Sufficiency refers to the quantity and quality of assessment evidence provided and that the evidence is sufficient to make a judgement about the competency of an individual in relation to the unit of competency requirements.

Authenticity refers to assessment evidence that the assessor is assured that the evidence is the student's own work. Students must acknowledge that assessment evidence they are providing is their own work when submitting assessments.





Currency in assessment relates to the age of assessment evidence. Competency requires demonstration of current performance and assessment evidence must indicate that the student is currently competent as applied to current work situations.

3 Reasonable Adjustment

Assessors must ensure that reasonable adjustment maintains the integrity of the competency outcomes in accordance with the training package requirements.

Assessors will need to adjust assessment to meet the needs of individual's when requested. Such adjustments may include but are not limited to:

- The use of adaptive/assistive technology (equipment and software designed for use by people with a disability)
- Educational support
- Learning and assessment aids such as papers in large print or the use of scribes
- Extra time to complete a course or assessment
- Assessors must record any reasonable adjustments made for each student.

4 Assessment Types

There are two levels of assessment, as below

- **Formative assessment** is used to provide students with ongoing feedback on their performance and may be used with student learning throughout the learning and assessment process.
- **Summative assessment** is the tool and process for gathering evidence to make a decision on whether a student is competent or not. It is used to measure different aspects of competency over several occasions or activities. It is not usually a single assessment event, typically a minimum of 2 but may be prescribed as more by a training package or by the College.

4.1 Assessment volume, length and timings

- Normally there should be no less than two forms of assessment provided for each competency outcome.
- Assessment volume must be sufficient to measure a person's ability to perform related tasks or roles consistently on a number of occasions to a level that meets industry standards and training package assessment requirements and where applicable licensing or regulatory requirements.

4.2. Assessment modes

Written Knowledge/Theory/Questioning Assessments

- The assessment volume, length and time available will be specified





Practical/Observation Assessments

- Students must be observed demonstrating practical skills, with a maximum timeframe of 60 minutes for each practical assessment task (unless otherwise stated on the assessment tool)
- Students who are asked verbal questions whilst completing practical assessments, to integrate their knowledge with the practical application, will be provided with extra time per question to answer the question verbally (unless otherwise stated on the assessment tool)

Recognition of Prior Learning (RPL)

- Students who believe they already have the skills and knowledge required to demonstrate competency can undertake a facilitated process that includes providing written evidence, a number of discussions and observations between the candidate and the assessor, which provides the candidate with an opportunity to demonstrate their level of skill and knowledge.

5 Academic authenticity and plagiarism

Assessors are to ensure authenticity of assessment work and must ensure that the work students submit for assessment is their own.

Work submitted by a student which is not the student's own work must be referenced. Where assessment work is presented that is in breach of copyright or is plagiarised the student will be deemed Not Satisfactory in that assessment, and may not get an opportunity for resubmission.

6 Other assessment requirements

Assessors must ensure that:

- Each student's name and date is on all assessment instruments
- The unit of competency code and title are clear
- Each student is ready for assessment
- Each student has been informed about the assessment process and has been provided with clear instructions for completing the assessment tasks
- Each student is clear about the opportunity to provide feedback and that they are able to challenge the result of the assessment
- Each student is clear about the due dates for assessment submission and /or date submitted and/or re-submission
- The assessment process is conducted in accordance with the Principles of Assessment and the Rules of Evidence

6.1 Assessment Marking Criteria

Assessors are to mark assessment answers as either 'S'- Satisfactory or 'NS' – Not Yet Satisfactory, or 'CR' – Credit Transfer.

6.2 Assessment Attempts/Resubmission

- Each assessment task will be given an outcome of either Satisfactory (S) or Not Satisfactory (NS). Students must complete all tasks for a unit satisfactorily to achieve an overall outcome of Competent (C) for the unit. If one or more of the tasks are assessed as Not Satisfactory, they will be given an outcome for the unit of Not Yet Competent (NYC). The student can have





a total of 2 attempts to complete each task and achieve a 'Satisfactory' outcome (noting that the third attempt is chargeable as per the fees and refunds policy). The student will be advised of the timeframe for resubmission (usually within one month) and advised what they must include in their re-submission (usually the whole task again).

- If, after the third attempt, the student is still assessed as Not Satisfactory for a task, they will need to re-enrol in the unit.

6.3 Feedback

Students must be provided specific and meaningful feedback by the assessor related to their performance (assessment evidence) against the requirements of each assessment instrument and unit of competency requirements.

Any student who is experiencing difficulties in meeting the course requirements will need to be identified by the trainer/assessor and provided with an opportunity to undertake a review of their progress by the trainer/assessor. They may require additional training/learning, prior to commencing their assessments.

Students are provided with a mechanism to appeal decisions made by an assessor in regard to their competence. (Please refer to the Complaints and Appeals Policy and Procedure)

6.4 Results

- Students results of assessment and feedback must be recorded in a systematic, timely and accurate manner
- Students must be advised promptly of their assessment results
- Students who have been assessed as satisfying all the requirements for the unit of competency, as required in the training package, will be deemed '*Competent*'
- Students who have attempted all of the submission attempts for the assessment for a unit of competency and have not satisfactorily met all the requirements for the
 - unit of competency will be deemed '*Not Competent*'
- Students who have been awarded a credit transfer for a unit of competency will be granted a '*Credit Transfer*' for that specific unit of competency

7 Assessor Requirements

All assessments are undertaken by suitable qualified Assessors who have both assessor competencies and vocational competencies at least to the level being assessed, and as prescribed in Standard 1 and Schedule 1 of the Standards for RTOs 2015.

8 Records Management

All completed assessment items for all learners will be kept by for a minimum of six (6) months or by the direction of ASQA.

All assessment outcomes will be recorded and kept for a period of 30 years. Student assessments result is recorded on aXcelerate.





Assessment System Procedure

The Training and Assessment Strategy (TAS) is the framework for the delivery and assessment process, it documents the amount of training and assessment required for the learner to gain the competencies as specified in the relevant Training Package or VET accredited course. The training and assessment is designed to reflect the existing skills and knowledge of the learner, the mode of delivery and include any work placement arrangements.

The TAS is developed for each learner/learner cohort, the assessment process and the assessment tool(s) to be employed. A new TAS is developed for any major variation in delivery.

1. Assessment Process

The following describes the process for conducting assessments against the units of competency identified:

1.1 Prepare for assessment.

The trainer/assessor is to:

- establish the context and purpose of the evidence to be collected;
- identify and analyse the units of competency, training package and assessment strategy to identify the evidence requirements; and
- Review the assessment tools and confirm their currency and adequacy in meeting the rules of evidence

1.2 Prepare the learner.

The trainer/assessor meets with the learners to:

- explain the context and purpose of the assessment and the assessment process;
- explain the units of competency to be assessed and the evidence to be collected;
- outline the assessment procedure and the preparation the learner should undertake, and answer any questions;
- assess the needs of the learner and, where applicable, negotiate reasonable adjustment for assessing individual needs;
- seek feedback regarding the learner's understanding of the evidence requirements and assessment process; and
- Determine if the learner is ready for assessment

1.3 Plan and prepare the evidence-gathering process.

The trainer/assessor must:

- establish a plan for gathering sufficient quality evidence about the learner's consistent performance in order to make the assessment decision;
- organise equipment or resources required to support the evidence-gathering process; and
- Co-ordinate and brief others involved in the evidence-gathering process.





1.4 Collect the evidence and make the assessment decision.

The trainer /assessor must:

- establish and oversee the assessment process to ensure its validity, reliability, fairness and flexibility;
- collect appropriate evidence and match compatibility to the unit of competency;
- incorporate allowable adjustments to the assessment procedure without compromising the integrity of the competencies;
- evaluate the evidence in terms of validity, consistency, currency, authenticity and sufficiency;
- consult and work with other staff, or technical experts involved in the assessment process;
- record details of evidence collected; and
- Make a judgement about the learner's competence based on the evidence and the relevant unit(s) of competency

1.5 Provide feedback on the assessment.

The trainer/assessor must provide advice to the learner about the outcomes of the assessment process. This includes providing the learner with:

- clear and constructive feedback on the assessment decision;
- information on ways of overcoming any identified gaps in competency revealed by the assessment;
- the opportunity to discuss the assessment process and outcome; and
- Information on reassessment and the appeals processes if applicable

1.6 Record and report the result.

The trainer/assessor must:

- record the assessment outcome on aXcelerate
- maintain records of the assessment procedure, evidence collected and the outcome;
- maintain the confidentiality of the assessment outcome; and
- report the assessment outcome/results to AGC using the appropriate forms

1.7 Review the assessment process.

On completion of the assessment process, the trainer/assessor must:

- review the assessment process;
- provide feedback on both positive and negative inclusions in the assessment for validation and review; and
- provide feedback on ways of improving the assessment procedures by providing input into the next scheduled trainer meeting or assessment validation meeting

1.8 Participate in the reassessment and appeals process.

The trainer /assessor must:

- provide feedback and counselling to the learner, if required, regarding the assessment outcome or process, including guidance on further options;





- provide the learner with information on the reassessment and appeals process;
- report any assessment decision that is disputed by the learner to the Academic Manager;
- learners are provided with additional training and learning support to target their specific gaps in knowledge and/or skills and prepare them for additional assessment
- participate in the reassessment or appeal according to related policies and procedures

2. Record Keeping

Australian Global College adheres to ASQA Retention Requirements for Assessments and it is mandatory that trainer/assessors record detailed evidence of the learner's demonstrated knowledge and skills.

Completed assessment records are retained by Australian Global College in archive and may be accessed in the future as part of a review of the quality of evidence being gathered by the College relating to a particular unit of competency or as part of a general audit of the college's assessment strategy.

Learners are given an opportunity to comment on their performance prior to getting feedback from the assessor. Learners will receive a copy of all written comments and the evidence summary.

At the conclusion of the assessment, all assessment materials will be retained and filed within the learner's academic record.

3. Recognition of Prior Learning

Australian Global College recognizes the skills and knowledge that learners may have gained through previous studies and workplace and life experiences. Learners may be entitled to gain recognition prior or after commencing the course that will exempt them from undertaking one or more units.

Learners who believe they already have the skills and knowledge required to demonstrate competency can request RPL and should request a copy of the RPL Kit. All learners are made aware of RPL during orientation and through Learner Handbook on the college's website.

Learners are provided with information about the evidence required for each qualification and must provide valid, sufficient, current and authentic evidence to demonstrate competency. The assessor may require the learner to undergo a challenge test/s. The cost for RPL is to be borne by the learner.





4. Course Credit

Relevant Australian Qualifications and Statements of Attainments that have been issued by any other Registered Training Organization will be recognized by Australian Global College. To apply for Credit Transfer learners must be able to present their original Qualification /Statement of Attainment or certified copies of the qualifications, with National codes and titles that match the current course in which the learner is enrolled.

5. Validation

The processes used to validate assessment for this qualification are as follows:

- The Academic Manager has the responsibility for developing, managing and monitoring strategies to ensure consistency in assessment.
- The Academic Manager invites relevant industry representatives to participate in validation of assessments, tools, processes and methods.
- The use of standardized assessment tools - an assessment validation meeting will be held at the end of each term covering the assessment tasks and the assessment process, reporting and record keeping for all units delivered during that term. This will ensure systematic validation of assessments for the whole qualification within 5 years, with 50% of the qualification being validated within the first 3 of these 5 years.
- Sampling of assessments will be conducted in accordance with ASQA Validation Sample Size Calculator
- Learner evaluation surveys are completed at the end of each course.
- Assessment processes, methods, materials, tools and decision-making are also revised in light of evaluation results.

Within the validation a process a sample of assessment judgements must be included. This means that completed students' assessments for the units selected for validation must be included as part of the review. To determine the sample size required for these assessments ASQA has provided a [validation sample size calculator](#) on their website. The calculation is based on the number of assessment judgements within a period of time, estimated error level and confidence level. ASQA have determined the estimated error level and confidence level at 15 per cent and 95 per cent respectively and have these as default values in the calculator.

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