



Learn to be **DEXTEROUS**

Assessment Policy and Procedure

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1. Purpose

This policy establishes principles and processes to monitor the assessments of international students studying VET courses. It allows Skilled Up (SKUP) as the registered provider to meet its obligations under

Statutory and regulatory compliance

- Standards for RTOs 2015
 - Clause 1.8
 - Clause 1.9
 - Clause 1.10
 - Clause 1.11
 - Clause 1.12
- National Code 2018
 - Standard 6 – student support
 - Standard 8 – course progress
 - Standard 10 – complaint and appeal

2. Scope

1. The CEO/Academic Director is responsible for the implementation of this policy and procedure to ensure that staff are aware of its application and implement its requirements
2. Skilled Up (SKUP) has developed and will implement an assessment system that ensures that assessments (including recognition of prior learning):
 - 2.1 Complies with the assessment requirements of the relevant training package or VET accredited course; and
 - 2.2 Is conducted in accordance with Principles of Assessment and Rules of Evidence
 - 2.3 Provide the opportunity for students to attempt the re-assessment to complete their qualifications successfully.
 - 2.4 For a learner to be assessed as competent SKUP will demonstrate:
 - the learner's ability to perform relevant tasks in a variety of workplace situations, or simulated workplace situations

when performing tasks, learners have an understanding of what they are doing and why they are doing it

the learner's ability to integrate performance with understanding to show they are able to adapt to different contexts and environments

the learner's ability to demonstrate their learning progress in one study period.

- 3 The learner will be assessed against all of the tasks identified in the elements of the unit or module and demonstrate they are capable of performing the tasks to an acceptable level, as outlined in the training package for the unit of competency
- 4 The learner will demonstrate they hold all of the required skills and knowledge as specified in the unit or module assessment requirements.
- 5 To ensure that the learner has actually undertaken all the required tasks and to demonstrate their ability to do so in different contexts and environments, assessment material will use information from the unit or module elements, performance criteria and assessment requirements to benchmark the competence expected by the learner.
- 6 Assessment will be based on the performance of individual learners. If assessment tasks are undertaken as a group, each learner must be assessed on each component or task.
- 7 When planning assessments, SKUP will consider the following evidence (or 'required skills and knowledge' and 'evidence guide' when appropriate):
 - 7.1 performance evidence
 - 7.2 knowledge evidence
 - 7.3 assessment conditions
- 8 Assessment tasks that are clustered across units of competence to avoid repeating the task will address all the relevant environments and contexts in the assessment process, and required pre-requisites, for each unit or module.
- 9 All assessment must:
 - 9.1 Meet all requirements of the SKUP Assessment Policy
 - 9.2 Comply with the Assessment Guidelines included in the applicable nationally endorsed Training Packages or the assessment requirements specified in accredited courses
 - 9.3 Lead to the issuing of a Statement of Attainment or qualification under the AQF when a person is assessed as competent against nationally endorsed unit(s) of

competency in the applicable Training Package or modules specified in the applicable accredited course

- 9.4 Comply with the principles of validity, reliability, fairness and flexibility (Clause 1.8)
- 9.5 Provide for applicants to be informed of the context and purpose of the assessment and the assessment process
- 9.6 Provide the opportunity to students to redo the non – satisfactory part of their assessment
- 9.7 Where relevant, focus on the application of knowledge and skill to the standard of performance required in the workplace and cover all aspects of workplace performance, including task skills, task management skills, contingency management skills and job role environment skills
- 9.8 Involve the evaluation of sufficient evidence to enable judgements to be made about whether competency has been attained
- 9.9 Provide feedback to the applicant about the outcomes of the assessment process and guidance on future options
- 9.10 Be equitable to all persons, taking account of cultural, linguistic, numeracy and physical needs
- 9.11 Allow for additional attempts to demonstrate competence, providing time and additional training for the learner to reflect on and apply/practise the training in a workplace or simulated workplace before re-assessment.
- 9.12 Provide for reassessment on appeal

3. Policy

1. Skilled Up (SKUP) implements an assessment system and re-assessment process that ensures that assessment (including recognition of prior learning):
 - 1.1. complies with the assessment requirements of the relevant training package or VET accredited course
 - 1.2. is conducted in accordance with the “Principles of Assessment”
 - 1.3. evidence collected in accordance with the “Rules of Evidence”
2. To ensure that SKUP offers and assess recognition of prior learning to individual learners
3. To ensure that SKUP offers at least two attempts of re-assessment after a student is not able to achieve the satisfactory level in his/her first attempt.
4. To provide reasonable adjustment

5. Procedure

1. The SKUP assessment system includes:
 - 1.1 Trainers and assessors provide detailed information on what is expected and what learners need to do in their assessments and how they submit their Critical Assessment task on the first session of the unit.
 - 1.2 SKUP provides assessor guidelines (assessor guide) on how to assess and re-assess the competency.
 - 1.3 SKUP provides the marking guide/benchmark answers to the assessor to ensure the decision-making rule is followed by ALL assessors while marking assessments
 - 1.4 instructions on how to undertake assessment for each unit or module delivered
 - 1.5 electronic system (assessment record in SKUP SMS-Vettrak) to record and retain assessment results
 - 1.6 all actual assessments are stored on VetDoc/LMS as well as hard copies stored in students' individual file (Academic File).
 - 1.7 actual materials used directly in conducting assessment
 - 1.8 documents that inform how assessment is conducted
 - 1.9 documents that ensure that a student achieved a satisfactory outcome after re-assessment
 - 1.10 establish the assessment context
 - 1.11 establish the re-assessment schedule to assess the student competency after their first attempt. SKUP provides two additional attempts after the first NYC.
 - 2.1 The assessor establishes the context and purpose of the assessment by identifying the relevant competency standards, assessment guidelines and qualification framework, identifies SKUP support materials and academic support provided during their progression in the term.
 - 2.2 The learner will be provided with the opportunity, at enrolment or prior to commencement of learning to apply for full or partial RPL in any unit or module.
 - 2.3 At enrolment, or prior to the commencement of learning, the training and assessment may be reasonably adjusted to meet the specific needs of individual learners. SKUP adjust the assessment process after reasonable adjustment according to Student special needs
6. Prepare the learner - the assessor will meet with the learner to
 - 3.1 Explain the context and purpose of the assessment and the assessment process

- 3.2 Explain the Competency Standards to be assessed and the evidence to be collected
 - 3.3 Advise on self-assessment including processes and criteria
 - 3.4 Outline the assessment procedure, the preparation which the learner should undertake, and answer any questions. Learners will be given time to reflect on knowledge and skills learned and apply/practise the knowledge and skills in a workplace or simulated workplace prior to presenting for assessment.
 - 3.5 Explain that additional attempts will be granted for each assessment, with time to reflect on, and practice, the knowledge and skills in a work environment or simulated work environment prior to presenting for re-assessment.
 - 3.6 Assess the needs of the learner and, where applicable, negotiate reasonable adjustment for assessing people with special needs without compromising the integrity of the competencies
 - 3.7 Seek feedback regarding the learner's understanding of the competency standards, evidence requirements and assessment process
 - 3.8 Determine if the learner is ready for assessment and, in consultation with the learner, decide on the time and place of the assessment
 - 3.9 Implement the SKUP assessment plan
- 4 Plan and prepare the evidence gathering process - the assessor will:
- 4.1 Use SKUP assessment tools to gather sufficient and quality evidence about the learner's performance to make the assessment decision
 - 4.2 Organise equipment or resources required to support the evidence gathering process
- 5 Coordinate and brief other personnel involved in the evidence gathering process
- 5.1 Assessment that is non-paper based or of a nature that cannot be stored easily will require a suitable method to capture and store the skills and/or knowledge that demonstrates competency. This could be achieved by audio or video recording a demonstration, taking photos of the learner performing a task, or recording a finished product. Otherwise, assessors may need to use checklists and descriptions of the assessment and judgements of the competence. In these situations, it is preferable for the assessment judgement record to be signed off by a second person, who has some expertise and/or qualification in assessment and/or the skills or knowledge being assessed.
 - 5.2 All assessment will be accompanied by an Assessment Cover Sheet; which will contain the following information:

- a. Student name
 - b. Student I.D. number
 - c. code and name of course
 - d. code and name of unit or module
 - e. trainer/assessor's name
 - f. date of assessment
 - g. declaration by the learner of stating that the assessment is their own original work and they have not plagiarised or used model answers.
 - h. Student signature. If submitting electronically, this may be substituted with a login footprint into a Learning Management System (LMS), such as eStudy Lounge or assessment centre, that contains a unique learner log-in and a similar declaration at the time of submitting the assessment electronically. Assessment submitted by email must contain the learner declaration and be submitted through the learner's personal email account that is registered at the Institute. Students who submit soft copies need to email their assessment to assessmentcentre@skilleudp.edu.au
 - i. declaration by the assessor indicating they have taken reasonable steps to check that the learner is in fact the person who is working towards the award, learner's assessment is their own work, they have not plagiarised, copied or colluded or used model answers and that appropriate feedback has been offered.
 - j. Signature of the assessor - if the assessment is submitted and assessed through an electronic system, such as an LMS, an alternative to a physical signature may be accepted; such as an electronic signature or a unique log-in for the assessor.
 - k. Assessors provide constructive feedback learners. Learners need to sign the record summary sheet after receiving feedback
 - l. assessment outcome: Satisfactory (S) or Not Yet Satisfactory (NYS)
 - m. Unit of competency outcome: Competent (C) Not Yet Competent (NYC)
- 6 During assessment evaluation, a marking guide will be used to assist with consistency of assessment and to ensure that the judgement aligns with the requirements of the unit or module. It will outline evidence criteria used to judge the quality of performance (i.e. the assessment decision-making rules)
- 7 All assessment, cover sheets and marking guides will be securely retained by SKUP for a period of no less than six months from the completion of the unit or module being assessed, in a manner that safeguards them against unauthorised access, fire, flood, termites or any other pests, and

which ensures that copies of records can be produced if the originals are destroyed or become inaccessible.

After that period has expired, assessment items will be returned to learners, if requested, or destroyed at a future time suitable to the institute. For details of retention requirements, see ASQA's "General direction: Retention requirements for completed learner assessment items" as amended 20 February 2013. All domestic students' evidence of participation/assessment soft/hard copies are stored for three years. (For more details please see record management policy)

- 8 To collect evidence and make assessment decisions – assessors will:
 - 8.1 Establish and oversee the evidence gathering process and evaluate the evidence, in terms of the principles of assessment (fairness, flexibility, validity, reliability) and the rules of evidence (validity, sufficiency, authenticity and currency) - see tables below. Also see Appendix 1 for guidelines on how to implement the principles of assessment and rules of evidence
 - 8.2 Collect appropriate evidence and assess this against the Elements, Performance Criteria, Range Statement and Evidence Guide in the relevant Units of Competency
 - 8.3 Use a range of assessment methods and evidence gathering contexts to ensure that the learner can apply the skills and knowledge in more than one situation
 - 8.4 Evaluate evidence in terms of the three dimensions of evidence – performance evidence, knowledge evidence and assessment conditions
 - 8.5 Incorporate allowable adjustments to the assessment procedure without compromising the integrity of the competencies
 - 8.6 Ensure that the evidence gathered is a demonstration of that learner's skills and knowledge and is not misrepresented.
 - 8.7 Check that the evidence gathered and presented is current and shows that the learner is competent at the time of the assessment decision
 - 8.8 Consult and work with other staff in the assessment process
 - 8.9 Record details of evidence collected
 - 8.10 Make a judgement about the learner's competency based on the evidence and the relevant Unit[s] of Competency.

Rules of Assessment

Fairness	The individual learner's needs are considered in the assessment
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	<p>process.</p> <p>Where appropriate, reasonable adjustments are applied by the RTO to consider the individual learner's needs.</p> <p>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.</p>
Flexibility	<p>Assessment is flexible enabling the individual learner to:</p> <ul style="list-style-type: none"> • reflect the learner's needs; • assess competencies held by the learner no matter how or where they have been acquired; and • draw 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	<p>Any assessment decision of the RTO is justified, based on the evidence of performance of the individual learner.</p> <p>Validity requires:</p> <ul style="list-style-type: none"> • 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	<p>Evidence presented for assessment is consistently interpreted and assessment results are comparable irrespective of the assessor conducting the assessment.</p>

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 will enable 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.

- 9 Provide feedback on the assessment - The assessor will provide advice to the learner about the outcomes of the assessment process. This includes providing the learner with:
 - 9.1 Clear and constructive feedback on the assessment decision
 - 9.2 Information on ways of overcoming any identified gaps in competency revealed by the assessment the opportunity to discuss the assessment process and outcome information on reassessment and the appeals processes.
 - 9.3 An opportunity for reassessment if appropriate or requested by the learner
- 10 Record and report the result – the assessor will:
 - 10.1 Record the assessment outcome
 - 10.2 Maintain records of the assessment procedure, evidence collected and the outcome
 - 10.3 Provide signed and dated assessment outcomes to the Administrative assistant stating that competencies are achieved for each unit
 - 10.4 Maintain the confidentiality of the assessment outcome
- 11 Review the assessment process – on completion of the assessment process, the assessor will:
 - 11.1 Review the assessment process
 - 11.2 Report on the positive and negative features of the assessment to those responsible for the assessment procedures

11.3 Make suggestions (if necessary) on improving the assessment procedures to appropriate personnel at SKUP so that they can be tabled at the monthly training meeting and monthly [continuous improvement] management meeting.

12 Participate in the reassessment and appeals process – the assessor will:

12.1 Provide feedback and counselling to the learner, if required, regarding the assessment outcome or process including guidance on further options

12.2 Provide the learner with information on the reassessment and appeals process

12.3 Report any assessment decision that is disputed by the learner to the Academic Director

12.4 Participate in the reassessment or appeal according to the policies and procedures of SKUP.

13. Re-Assessment

12.5 Provide feedback and counselling to the learner, if required, regarding the re-assessment.

12.6 SKUP provides opportunities to the learner to re-attempt the part of the assessment where he/she did not demonstrate a satisfactory outcome in his/her first attempt.

12.7 SKUP provides learners at – least two chances to demonstrate their competency after their initial submission

12.8 the learner only attempts those area of concern where they are not able to demonstrate a satisfactory outcome.

12.9 SKUP will provide adequate support to learners who struggle to achieve a satisfactory outcome. Academic support as well as welfare support will be provided if required.

12.10 Learners will re-attempt their not – yet – satisfactory in assessment or not yet competent in the unit of competency during term break or spend additional hours outside the timetabled classes they need to attend to maintain their attendance requirements.

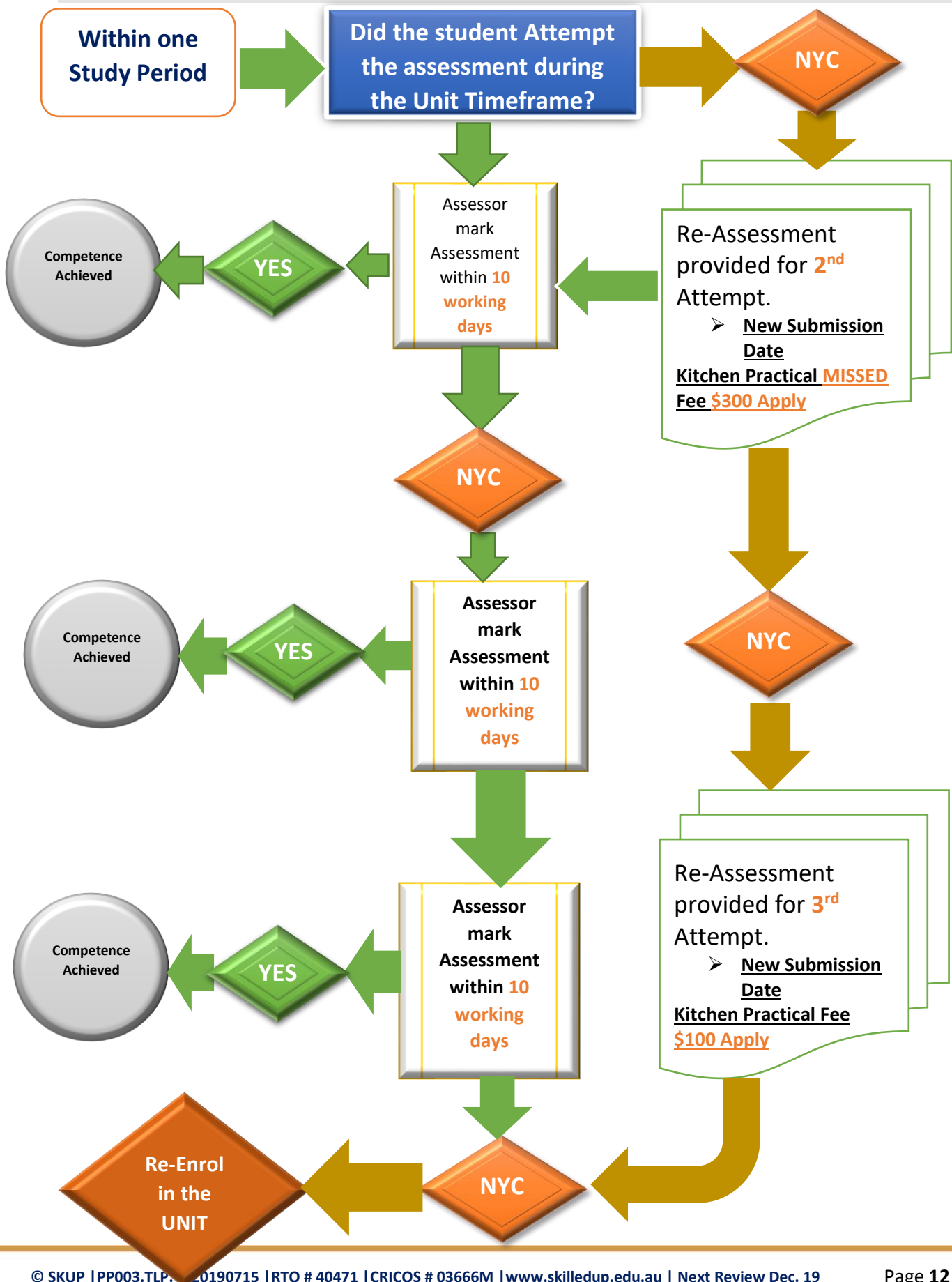
12.11 SKUP assessors will mark the re-assessment within one week and provide constructive feedback to the learner. In the case of re-assessment, assessors will provide detailed feedback on the area of improvement and the expectation to achieve a satisfactory outcome.

12.12 If learners are not able to achieve a satisfactory outcome or competency after three attempts, they need to enrol in the subject again.

13 The learner has the right to appeal against the assessor's decision. SKUP trainers and assessors need to provide the details on how to apply for an appeal against an assessor's decision.

14 Intervention strategy may be applicable if a student is flagged as a “student at risk”. A student is deemed “at risk” if his/her progress is less than 50 per cent of the total unit offered during one term.

Assessment Submission Process Flow Chat



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