



ASSESSMENT POLICY AND PROCEDURE

Purpose

This policy and procedure is designed to ensure Australian Careers Education (ACE) compliance with 2018 VET Funding Contract – skills first Program, VET Quality Framework, and the Standards for Registered Training Organisations (RTOs) 2015 which states:

“The RTO’s training and assessment strategies and practices are responsive to industry and learner needs and meet the requirements of training packages and VET accredited courses.” Standard 1

“The RTO implements an assessment system that ensures that assessment (including recognition of prior learning):

- *complies with the assessment requirements of the relevant training package or VET accredited course; and*
- *is conducted in accordance with the Principles of Assessment contained in Table 1.8-1 and the Rules of Evidence contained in Table 1.8-2.” Standard 1.8 - 1.12*

This policy is to be read in conjunction with the following policies and procedures:

- Continuous Improvement QA & Compliance Policy and Procedure
- Transition Policy and Procedure
- Training and Assessment Strategies and practices Policy and Procedure
- Records management Policy and Procedure
- Plagiarism and Cheating Policy and Procedure
- Industry Engagement Policy and Procedure
- Student Engagement before enrolment Policy and Procedure
- Formalisation of Enrolment Policy and Procedure
- Recognition of Prior Learning and Course Credit transfer Policy and Procedure

Scope

This policy applies to all International and Domestic learners (also referred as students or applicant) enrolled at ACE and is applicable to all Training Package amendments, version changes and newly endorsed training packages.

Definitions

ASQA:	Australian Skills Quality Authority
Australian Qualifications Framework (AQF):	means the framework for regulated qualifications in the Australian education and training system, as agreed by the Commonwealth, State and Territory ministerial council with responsibility for higher education.
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 contained in Table 1.8-1 and the Rules of Evidence contained in Table 1.8-2.

Assessment Policy & Procedure	Version 2.0	Updated: Jan 2018
Authorised by CEO	CRICOS # 03219A	RTO # 22424
©Australian Careers Education Pty Ltd		Page 1 of 7



ASSESSMENT POLICY AND PROCEDURE

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.
Evidence of Participation:	means evidence of an Eligible Individual's participation in training and assessment provided by the RTO, as detailed in Clause 11 of Schedule 1 of this VET Funding Contract.
Training Package	means the components of a training package endorsed by the Industry and Skills Council or its delegate in accordance with the Standards for Training Packages. The endorsed components of a Training Package are: units of competency assessment requirements (associated with each unit of competency) qualifications and credit arrangements. The endorsed components form part of the requirements that an RTO must meet under these Standards. A training package also consists of a non-endorsed, quality assured companion volume/s which contains industry advice to RTOs on different aspects of implementation.
Training Product	means AQF qualification, skill set, unit of competency, accredited short course and module.
Unit of competency :	means the specification of the standards of performance required in the workplace as defined in a training package.
VET Quality Framework	<p>VET Quality Framework comprises of :</p> <ul style="list-style-type: none"> • the Standards for Registered Training Organisations • the Australian Qualifications Framework • the Fit and Proper Person Requirements • the Financial Viability Risk Assessment Requirements • the Data Provision Requirements

Policy

The Assessment Policy ensures ACE's :

- Implements an assessment system that ensures that assessment (including recognition of prior learning):
 - complies with the assessment requirements of the relevant training package or VET accredited course; and
 - is conducted in accordance with the Principles of Assessment and the Rules of Evidence.

Principles of Assessment

- Fairness - ACE will consider the individual learner's needs in the assessment process. Where appropriate, reasonable adjustments will be applied by ACE taking into account the individual learner's needs. ACE will inform the learner about the assessment process, and provide the learner with the opportunity to appeal the decision of the assessment outcome (Complaints and Appeals Policy and Procedure) and be reassessed if necessary.
- Flexibility - ACE will be flexible in the assessments 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.

Assessment Policy & Procedure	Version 2.0	Updated: Jan 2018
Authorised by CEO	CRICOS # 03219A	RTO # 22424
©Australian Careers Education Pty Ltd		Page 2 of 7



ASSESSMENT POLICY AND PROCEDURE

- Validity - Any assessment decision of ACE is justified, based on the evidence of performance of the individual learner. ACE will use the following criteria for validity :
 - 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 will be consistently interpreted and assessment results comparable irrespective of the assessor conducting the assessment on behalf of ACE.
- For a learner to be assessed as competent, ACE will ensure the learner demonstrates their:
 - ability to perform relevant tasks in a variety of workplace situations, or accurately simulated workplace situations
 - understanding of what they are doing, and why, when performing tasks
 - ability to integrate performance with understanding, to show they are able to adapt to different contexts and environments.
- A learner will :
 - be assessed against all of the tasks identified in the elements of the unit or module
 - demonstrate they are capable of performing these tasks to an acceptable level.
- When developing assessment materials ACE will use the information from the unit elements, performance criteria and assessment requirements to determine what is required by the learner to be competent. This information will be used as a benchmark for measuring the learner's performance using 'observable behaviours'. This will help ACE ensure that the learner has:
 - actually undertaken all the required tasks
 - demonstrated their ability to do so in different contexts and environments.
- Assessment will always be based on the performance of the individual learner. If assessment tasks are undertaken as a group, each learner will be assessed on each component of the task individually.

Rules of Evidence

ACE Assessors will ensure the assessment is conducted using the following criteria:-

- Validity - Learner has the skills, knowledge and attributes as described in the unit of competency and associated assessment requirements.
- Sufficiency- Quality, quantity and relevance of the assessment evidence enables a judgement to be made of a learner's competency.
- Authenticity- Evidence presented for assessment is the learner's own work.
- Currency - Assessment evidence demonstrates current competency and is from the present.

Assessment Policy & Procedure	Version 2.0	Updated: Jan 2018
Authorised by CEO	CRICOS # 03219A	RTO # 22424
©Australian Careers Education Pty Ltd		Page 3 of 7



ASSESSMENT POLICY AND PROCEDURE

- **Planning an ongoing systematic validation of assessments practices and judgments**
 - a. ACE will schedule dates of assessment validation as follows:
Validation of each training product at least once every 5 years and will validate 50% of products with the 1st 3 years of every cycle of 5 years, depending on the risks of the training products including those risks identified by ASQA.
 - b. ACE will identify which training product will be validated
 - c. ACE will identify the facilitator and participants in validation activities to be comprised by 1 or more persons who are not directly involved in the delivery and assessment of the training product to be validated; and who have:
 - i. vocational competencies and current industry skills relevant to the assessment being validated;
 - ii. current knowledge and skills in vocational teaching and learning; and
 - iii. the training and assessment qualification or assessor skill set minimum *TAE40110 Certificate IV in Training and Assessment* or its successor.
 - iv. Industry experts may be involved in validation, where required.

Domestic Students Only

- All Training Services delivered by ACE to an Eligible Individual will be supported by Evidence of Participation for each unit of competency in such a way that a reasonable judgement regarding an Eligible Individual's participation in Training Services can be made.
- Evidence sought in regards to each unit of competency will be authenticated by documented evidence from ACE of engagement by the student in the learning and/or assessment activity. For the assessment to be valid, evidence provided will contain the student's name, student ACE ID, Unit Code, Unit Name, Unit start date and Unit End date.
- In addition, ACE Assessor will consider the following minimum specifications as an evidence of an Eligible Individual's engagement in Training Services activity:
 - One (1) point of Evidence of Participation per unit of competency will be provided if the period between the Enrolment Activity Start Date and Enrolment Activity End Date (inclusive) for the unit of competency is one month or less;
 - Two (2) points of Evidence of Participation per unit of competency will be provided if the period between the Enrolment Activity Start Date and Enrolment Activity End Date for the unit of competency is greater than one month, including one point within the last month of training delivery and/or assessment as identified by the reported Enrolment Activity End Date.
- Evidence of Participation that will be accepted by ACE is as follows:
 - Evidence of work submitted relating to engagement by the student in the unit of competency - This evidence will contain the student's signature, in addition to the student's name, unit of competency and date for all Evidence of Participation; **Or**
 - Trainer and/or assessor notes based on ACE Contact Sheet Form for delivery of the course through Workplace Delivery mode which records information of the participation, through personal interviews, telephone, e-mail, or other communication modes on the engagement of a student in learning and/or assessment activity of the unit of competency ; **Or**
 - ACE endorsed attendance roll: 'Endorsed' in this instance means a signature of the trainer and/or assessor on the attendance roll, the printed name and date (including a key to any symbols used if appropriate) including student signature for Evidence of Participation ; **Or**
 - Primary documentation that provides evidence of assessment - This indicates an actual result consistent with assessment. All results will be supported by trainer/assessor endorsed documentation such as the Training Plan, the actual assessment or similar record which confirms delivery to the individual student.

Assessment Policy & Procedure	Version 2.0	Updated: Jan 2018
Authorised by CEO	CRICOS # 03219A	RTO # 22424
©Australian Careers Education Pty Ltd		Page 4 of 7



ASSESSMENT POLICY AND PROCEDURE

Procedures

- ACE for the implementation of principles of assessment will consider the following criteria no matter what assessment pathway or methods are used, to ensure the principles of fairness, flexibility, validity and reliability are met for each qualification and for different learners cohorts:

a. Fairness

- Prior to enrolment ACE will take into account any learning acquired by the learner through formal, informal or non-formal learning; in determining the amount of training ACE will provide to the learner with regards to their existing skills, knowledge and experience. This will be made available to all learners through the pre-enrolment (domestic students) and enrolment form (international students). Any adjustments required will be made to the training and assessment according to each learner.
- ACE will consider the learner's needs in the assessment process and make reasonable adjustments to accommodate the learner (such as providing oral rather than written assessment). However, this will not compromise the rigour of the assessment process (e.g. if there is a requirement to complete written documentation in a unit of competency, then oral assessment would not be conducted).
- ACE will inform the learner of the assessment process and performance expectations before undertaking assessment.
- If a learner is unable to complete the required task to the level described in the assessment requirements, ACE will consider whether they need any support in training before being reassessed.
- ACE has an appeals process to provide an avenue for learners to appeal against an assessment decision and to have it reviewed objectively.

b. Flexibility

- Prior to enrolment ACE will take into account any learning acquired by the learner through formal, informal or non-formal learning; in determining the amount of training ACE will provide to the learner with regards to their existing skills, knowledge and experience. This will be made available to all learners through the pre-enrolment (domestic students) and enrolment form (international students). Any adjustments required will be made to the training and assessment according to each learner.
- ACE will take into account the learner's needs in the assessment process, and recognise that they may already have demonstrated some aspects of the unit through other means. If individual learners have demonstrated current skills and knowledge, they will not be required to be reassessed in those criteria's, unless the previous demonstration of skills or knowledge is in a significantly different context or environment.
- ACE will use a range of assessment methods to help produce valid decisions and recognise that learners demonstrate competency in a variety of ways.

c. Validity

- As part of ACE's assessment process, ACE requires learners to demonstrate skills and knowledge across a range of environments and contexts relevant to the unit. Assessing in a variety of contexts shows that the learner is able to apply the skills and knowledge in other situations, and can apply their knowledge in a practical way.
- ACE will ensure that assessment tasks and methods match assessment requirements. For example, if assessing a practical skill such as **de-boning a chicken**, questions about how to debone a chicken may not be valid as this assesses the knowledge on how to debone a chicken rather than the practical skill on how to actually debone.

Assessment Policy & Procedure	Version 2.0	Updated: Jan 2018
Authorised by CEO	CRICOS # 03219A	RTO # 22424
©Australian Careers Education Pty Ltd		Page 5 of 7



ASSESSMENT POLICY AND PROCEDURE

d. Reliability

- ACE will ensure that assessment decisions made are consistent across different learners and different assessors in the same unit.
 - ACE has a well-designed assessment system that includes measures to minimise variation between assessors. The same evidence presented by different learners or to different assessors will result in the same outcome.
 - ACE has evidence criteria (i.e. decision-making rules) to judge the quality of performance. This helps assessors make consistent judgements about competency. This evidence criteria may include:
 - suggested answers (where appropriate)
 - descriptions of observations needed to assess skills and application of knowledge in a practical activity.
 - Benchmarks for practical activities will be broader to allow for variations in the precise task being undertaken and any variations in the context, but will include 'observable behaviours'—the behaviours which must be exhibited by the learner when carrying out that task.
- ACE for the implementation of rules of evidence will consider the following criteria used to make a decision about competency. ACE will ensure that these are valid, sufficient, authentic and current and are met for each qualification and for different learners cohorts:

a. Validity

- ACE will ensure that evidence is directly related to the competency being assessed.
- ACE will ensure there is a direct relationship between the assessment tasks or activities learners undertake, the evidence presented and the assessment requirements.

b. Sufficiency

- ACE will ensure enough evidence is gathered to make a valid judgement of competence or otherwise.
- The quantity of evidence may vary between learners. Some may take longer or need to complete a greater number of tasks to demonstrate competence. Others may, despite repeated opportunities, not be able to achieve competence.

c. Authenticity

- ACE will ensure that evidence gathered 'belongs' to the learner being assessed and provides evidence of that person's skills and knowledge.
- ACE will verify that the person enrolled, training and assessing is for the same person and that they be issued with a Testamur or statement of attainment with 30 days of completion of the final units of competency.
- ACE staff will use the 4 step process as per the Issuance of AQF Qualifications P&P and using the Testamur and Record of Results or SOA issuance Checklist. This will demonstrate ACE's verification and issuance of Testamur or statement of attainment to the enrolled learner.
- ACE has a Plagiarism and Cheating Policy and Procedure to check work submitted as an evidence for the unit of competency for plagiarism and identical content in other submissions.

Assessment Policy & Procedure	Version 2.0	Updated: Jan 2018
Authorised by CEO	CRICOS # 03219A	RTO # 22424
©Australian Careers Education Pty Ltd		Page 6 of 7



ASSESSMENT POLICY AND PROCEDURE

d. Currency

- ACE decides how valid the evidence is, given the time that has passed since the evidence was generated. Currency is important in determining if a learner is competent. ACE considers currency for recognition of prior learning within the past 3 years. This does not mean evidence that is not recent is not valid; however, ACE will ensure there is sufficient evidence of the person's competency at the time the assessment decision was made. The learner may be able to update their skills and knowledge through a 'gap training' program. This may vary between industries and, as a person with current industry skills and knowledge, an assessor is well placed to make this judgement.

● Learner Support / Reasonable Adjustments

Prior to enrolment, ACE identifies the support needs of individual learners and if required, provides access to:

- language, literacy and numeracy (LLN) support
- assistive technology
- additional tutorials
- assistance to technology for online delivery components

If ACE is unable to provide support or if the support will attract costs to the learner, these information will be provided to the learner prior to enrolment.

● Recognition of Prior Learning (RPL)

- Prior to enrolment, every learner will be offered an opportunity for RPL. Assessment of RPL shall be undertaken by qualified assessor who have:
 - vocational competencies and current industry skills relevant to the assessment being validated;
 - current knowledge and skills in vocational teaching and learning; and
 - the training and assessment qualification or assessor skill set minimum *TAE40110 Certificate IV in Training and Assessment* or its successor.
 - Industry experts may be involved in validation, where required.
- The processes to conduct an RPL are detailed in the Recognition of Prior Learning and Credit Transfer Policy and Procedures.

Related Documents

- Pre-Enrolment Form (Domestic)
- Enrolment Form (Domestic)
- Recognition of Prior Learning Form
- TAS template
- TAS Review Tool
- Internal Validation Form
- Validation Schedule

Responsibilities

- CEO
- Course Co-ordinator
- Compliance officer

Assessment Policy & Procedure	Version 2.0	Updated: Jan 2018
Authorised by CEO	CRICOS # 03219A	RTO # 22424
©Australian Careers Education Pty Ltd		Page 7 of 7