1. **Policy Objective**

The objective of this policy is to:

- outline the principles to be used to conduct assessments to ensure all assessments undertaken are valid, flexible, reliable, fair and feasible
- identify and describe the Institute’s approach to assessment
- articulate the Institute’s commitment to creating effective and meaningful assessment opportunities and experiences that enhance learning and teaching
- encourage the Institute community to reflect on contemporary assessment practices to better meet the diverse needs of the broad range of learners now and in the future; and
- provide a clear framework for making coordinated course design decisions in relation to assessment across the Institute.

2. **Scope**

This policy applies to all assessable learning activities, units and courses offered at the Institute.

3. **Responsibility**

The Director of Studies is responsible for implementing this policy and to ensure that staff are aware of its application and implement its requirements.

4. **Definitions**

**Competency:** Competency involves the specification of skills and knowledge and their application to a particular standard of performance required in the workplace. Aspects of work performance included in this concept involve:

- Performance of technical skills at an acceptable level
- Organising one’s tasks
- Responding and reacting appropriately when things go wrong transferring skills and knowledge to new situations and contexts.

**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 guides learning and teaching by providing mutual constructive feedback to all participants in teaching/learning processes. Assessment also informs judgements about student achievement.

**Plagiarism:** Plagiarism is the presentation of the works of another person or persons as if they are one’s own works by failing to properly acknowledge that person or persons.

**Cheating:** Any of the following acts by a student is regarded as cheating:
Assessment Policy

- copying another student’s work during an assessment or a test
- copying any section of another student’s assignment work
- allowing another student access to one’s assignment work for the purpose of copying content
- plagiarising content from any printed or recorded material or website without adequate attribution.

5. Policy Statement

5.1 RGIT will strictly adhere to following Principles of Assessment and Rules of Evidence for conducting affective assessment:

Principles of Assessment

(a) Fairness: The individual learner's needs are considered in the assessment process. Where appropriate, reasonable adjustments will be applied by RGIT to take into account the individual learner's needs.

RGIT 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.

(b) 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.

(c) Validity: Any assessment decision of RGIT 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.

(d) Reliability: Evidence presented for assessment is consistently interpreted and assessment results are comparable irrespective of the assessor conducting the assessment.

Rules of Evidence

(a) 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.
(b) **Sufficiency:** The assessor is assured that the quality, quantity and relevance of the assessment evidence enable a judgment to be made of a learner's competency.

(c) **Authenticity:** The assessor is assured that the evidence presented for assessment is the learner's own work.

(d) **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.

5.2 Assessments should support student engagement in learning and the creation of supportive learning communities. They should also provide students with recognition of their achievements against specified criteria.

5.3 All assessments should:

- comply with the assessment guidelines included in the applicable nationally endorsed Training Packages or the assessment requirements specified in accredited courses
- 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 Packages or Modules specified in the applicable accredited course
- comply with the principles of validity, reliability, fairness and flexibility and incorporate clearly defined assessment criteria and acknowledge equity and cultural diversity
- provide for applicants to be informed of the context and purpose of the assessment and the assessment process
- respect, recognise and develop students' current knowledge and experiences and provide appropriate opportunities for the formal recognition of prior learning
- where relevant, focus on the application of knowledge and skills 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
- involve the evaluation of sufficient evidence to enable judgements to be made about whether competency has been attained
- provide for feedback to the applicant about the outcomes of the assessment process and guidance on future options
- be equitable for all persons, taking account of cultural and linguistic needs provide for reassessment on appeal.

5.4 A range of assessment practices or methods will be used to accommodate the diversity in student learning styles and preferences. These assessment methods, as appropriate to units or modules, may include, but are not restricted to:

- written assessments
- written examinations
- one-on-one examinations
- physical demonstrations
- teacher observations
- project work
- reflective work journals
- oral presentations
- class participation
- discussions
6. Assessors

6.1 The role of an assessor is to objectively assess and judge a student’s evidence against Principles of Assessment and Rules of Evidence. In order to do this effectively, an assessor must have a sound knowledge of, and be skilled in, the relevant industry area. In addition, the assessor must have acknowledged competency in assessment methodology itself and hold an appropriate training and assessment qualification or equivalent.

6.2 The assessor must comply with the assessment guidelines and the Institute’s assessment policy.

6.3 All assessments will be conducted by qualified assessors who hold the minimum competencies for assessment as outlined in the Schedule 1 of the Standards for Registered Training Organisation 2015, including that they have:

- vocational competencies and current industry skills relevant to the assessment being validated
- current knowledge and skills in vocational teaching and learning
- the training and assessment qualification or assessor skill set referred to in Item 1 or 3 of Schedule 1 of the Standards for Registered Training Organisations 2015

6.4 Where an assessor does not hold the required training and assessment competence, but is a recognised industry expert, RGIT will put appropriate supervision arrangements in place to support the gathering of valid evidence in accordance with the Supervision Policy.

7. Penalties for plagiarism and cheating

If a student is found cheating or reported for plagiarism on any form of assessment:

7.1 The student’s assessment will be deemed Unsatisfactory. The student will be given a warning and will be required to redo the assessment. Additional charges may apply if it is necessary to hire a re-assessment officer. If the student is found cheating a second time, the Institute may require the student to repeat the Unit of Competency as per the scheduled delivery of the course. A repeat of the Unit of Competency/Stage will attract additional charges.

4.2 Continued behaviour of this kind may result in the student being expelled from the Institute.

8. Reassessment

8.1 If a student has been awarded Not Yet Competent (NYC) in a Unit of Competency during a term and has attended at least 50% of classes, subject to the Institute’s reassessment
conditions, they will be given an opportunity for a reassessment without fee during the term.

8.2 If the student is still deemed NYC in a particular Unit of Competency and does not successfully complete the unit during the term, the student will be given a further chance for reassessment in the succeeding term but fees will apply, as per the institute’s Reassessment Policy.

8.3 If a student obtains an NYC for the last unit of a term, they may have one attempt for reassessment in the next term without incurring fines. If they fail, the student will be required to make an appointment with a reassessment officer and fees will apply. See the Satisfactory Course Progress policy for details of assessment and reassessment policies, including fines.

9. Benchmark for Competency

All students enrolled at the Institute must successfully achieve competency in all units included in every stage of their course to obtain their appropriate certification.

10. Associated Policy/Documents

- Assessment Procedures
- Satisfactory Course Progress Policy

11. Revision History

<table>
<thead>
<tr>
<th>Revision</th>
<th>Date</th>
<th>Description of modifications</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>June 2008</td>
<td>Original</td>
</tr>
<tr>
<td>2</td>
<td>Feb 2009</td>
<td>Updated Reassessment policy</td>
</tr>
<tr>
<td>3</td>
<td>December 2009</td>
<td>Minor formatting</td>
</tr>
<tr>
<td>4</td>
<td>December 2010</td>
<td>Annual Review</td>
</tr>
<tr>
<td>5</td>
<td>December 2011</td>
<td>Annual Review</td>
</tr>
<tr>
<td>5.1</td>
<td>May 2012</td>
<td>Domain Change</td>
</tr>
<tr>
<td>6</td>
<td>December 2012</td>
<td>Overall editing and update</td>
</tr>
<tr>
<td>6.1</td>
<td>July 2013</td>
<td>Minor revisions</td>
</tr>
<tr>
<td>7</td>
<td>January 2015</td>
<td>Aligned with Standards for RTOs 2015, Layout change and formatting</td>
</tr>
</tbody>
</table>