

## 1. Purpose

The Assessment Policy and Procedure outlines the principles that underpin RGIT's approach to assessments.

## 2. Scope

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

## 3. Responsibility

The Academic Principal is responsible for the implementation of this policy and procedure.

## 4. Definition

**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 ensure assessments are consistent and are based on the Principles of Assessment and the Rule of Evidence.

**Assessment tools** are the instruments and procedures used to gather and interpret evidence of competence for the chosen assessment method. Assessment tools include but are not limited to assessment tasks with clear evidence criteria/decision making rules, assessment mapping, marking guide, instruction to learners and assessors and information to learners regarding reasonable adjustment.

**Appeal**- Appeal is a process by which students can seek review of the decision made by the Assessor against a student's submission.

**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.

**Unit Academic Integrity Checklist** is a tool to ensure the integrity of the assessment records and the assessment completed by students must meet the Rules of Evidence. The assessments are checked and marked by the Assessor and these assessments must meet the Principles of Assessment.

## 5. Policy

- Assessments should support learner engagement in learning and the creation of supportive learning communities.
- RGIT's assessment system ensures that all assessments comply with the assessment requirements of the training product and meet the principles of assessment and rules of evidence.

All assessments should:

- comply with the assessment guidelines included in the applicable nationally endorsed Training Packages or the assessment requirements specified in the accredited courses,
- include coversheet that contain learner declaration with respective learner's and assessor's name, date and signature,
- lead to the issuing of a Statement of Attainment (SoA) or Award under the Australian Qualification Framework (AQF) when a person is assessed as competent against nationally endorsed unit(s) of competency in the applicable Training Packages.
- respect, recognise and develop learners' current knowledge and experiences and provide appropriate opportunities for the formal recognition of prior learning
  - be equitable for all learners, taking account of cultural and linguistic needs
  - have provision for reassessment on appeal.
- Unit Academic Integrity Checklist is consistently implemented for each unit assessment submitted by the students.

### 5.1 Principles of Assessment

#### a) Fairness

The individual learner's needs are considered in the assessment process. Where appropriate, reasonable adjustments will be applied to consider 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 an individual learner by:

- reflecting the learner's needs,
- assessing competencies held by the learner no matter how and 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
- Judgment 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.

## **5.2 Rules of Evidence**

### **a) Validity**

The assessor is assured that the learner has the skills, knowledge and attributes as described in the 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 judgement 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 past.

## 5.3 Forms of evidence

A range of assessment methods will be used to accommodate the diversity in learner learning styles and preferences. These assessment methods may include but not restricted to:

- written assessments
- physical demonstrations
- project work
- reflective work journals
- oral presentation
- workplace based training

## 5.4 Assessors

The assessor's role is to objectively assess and judge a learner's evidence against a set of standards. The assessor must have current knowledge and skills in the relevant industry area and at least to the level being taught.

All assessments must be conducted by qualified assessors who:

- hold the Certificate IV in Training and Assessment (TAE40110 or TAE40116), or its successor, or
- hold a diploma or higher level qualification in adult education.

In addition trainers and assessors delivering the Certificate IV in Training and Assessment, Assessor Skill Set, or Advanced Assessor Skill Set must hold one of the following qualifications:

- TAE50111/TAE50116 Diploma of Vocational Education and Training
- TAE50211/TAE50216 Diploma of Training Design and Development, or
- a higher level qualification in adult education.

If an Assessor does not hold one of the qualifications listed above, the Assessor must:

- be enrolled in TAE40110/TAE40116 Certificate IV in Training and Assessment or its successor and nearing completion;
- work under the supervision of a trainer/assessor that meets the requirements of SRTOs 2015 Clause 1.23 (a); and
- not determine assessment outcomes.

The assessor must comply with the assessment guidelines and the requirements of this policy and procedure.

## 5.5 Benchmark for competency

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

## 5.6 Penalties for plagiarism, collusion and cheating

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

- a) The learner's assessment will be deemed unsatisfactory. The learner 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 learner is found cheating a second time, the Institute may require the learner to repeat the unit of competency. A repeat of the unit of competency will attract additional charges.
- b) Continued behaviour of this kind may result in the learner being expelled from the course.
- c) For the conditions not mentioned here, refer to the Plagiarism and Cheating Policy and Procedure.

## 5.7 Finalisation of Assessment Outcome

All assessment deemed 'competent' will be reviewed by RGIT Academic Principal or Course Coordinator to ensure that the assessments meet Rules of Evidence.

Where the RGIT Course Coordinator finds the assessment not meeting the Rules of Evidence, he/she has the right to alter the outcome, recall the SoA('s) / certificate(s) and request for the learner to be reassessed.

The final outcome determined by RGIT Academic Principal /Course Coordinator shall be the official result entered onto RTO Manager.

Students will not be deemed competence just by submitting Assessment.

## 5.8 Reassessment

- i. If a learner has been awarded **Not Yet Competent (NYC)** in a Unit of Competency during a term, they will be given an opportunity for a reassessment. For each unit, learners will be given two reassessment opportunities to demonstrate their competencies.
- ii. If the learner is still deemed **Not Yet Competent (NYC)** after two reassessments in a particular Unit of Competency, the learner will be required to repeat the unit as per the scheduled delivery of the course.
- iii. All reassessments are subject to following conditions:
  - All reassessments must be approved by the Course Coordinator
  - Learners will not be charged additional fees if:

- i. the learner is being reassessed for the first time for a particular Unit of Competency
  - ii. the reassessment is being conducted as a result of an appeal.
- Learners will be charged reassessment fees:
  - i. If the learner is being reassessed for the second time for the same Unit of Competency (refer to the fees and charges schedule)
  - ii. If the learner was granted NYC as a result of non-attendance.

## 6. Procedure

This section defines the procedure used for conducting assessments. The procedure applies to all assessments conducted for the purposes of national recognition in both institutional and workplace contexts. Equally, it applies to assessment-only pathways, training and assessment pathways or Recognition of Prior Learning (RPL).

### **Step 1: Establish the assessment context**

The Assessor establishes the context and purpose of the assessment by identifying the relevant competency standards, assessment guidelines and qualification framework and accesses the Institute's support materials that have been developed to facilitate the learning and assessment process.

### **Step 2: Prepare the candidate**

The Assessor meets the candidate to:

- explain the context and purpose of the assessment process
- explain the competency standards to be assessed and the evidence to be collected
- assess the needs of the candidate and, where applicable, negotiate reasonable adjustments for assessing people with disabilities without compromising the integrity of the competencies
- seek feedback regarding the candidate's understanding of the competency standards, evidence requirements and assessment process
- determine if the candidate is ready for assessment and, in consultation with the candidate, decide on the time and place of the assessment.

### **Step 3: Plan and prepare the evidence gathering process**

The Assessor must:

- use the Institute's assessment tools to gather sufficient and valid evidence about the candidate's performance in order to make the assessment decision,
- organise equipment or resources required to support the evidence gathering process,
- coordinate and brief other personnel involved in the evidence gathering process.



## **Step 4: Collect evidence and make the assessment decision**

### **The Assessor must:**

- establish and oversee the evidence gathering process to ensure its validity, reliability, fairness and flexibility
- collect appropriate evidence and assess this against the Elements, Performance Criteria, Foundation Skills, Performance Evidence and Knowledge Evidence in the relevant Units of Competency
- evaluate evidence in terms of the four dimensions of competency – task skills, task management skills, contingency management skills and job/role environment skills
- incorporate allowable adjustments to the assessment procedure without compromising the integrity of the competencies
- evaluate the evidence in terms of validity, consistency, equity, authenticity and sufficiency
- consult and work with other staff in the assessment process
- record details of evidence collected
- make a judgement about the candidate's competency based on the evidence and the relevant Unit[s] of Competency.

## **Step 5: Ensure integrity and quality assurance of assessment**

- Assessor must go through each criteria of the Unit Academic Integrity Checklist to ensure that the assessments submitted by the students meet the assessment criteria,
- The checklist must be implemented for each unit of competency and saved in students file.

## **Step 6: Provide feedback on the assessment**

The Assessor must provide advice to the candidate about the outcome of the assessment process. This includes providing the candidate with:

- clear, constructive, comprehensive and objective feedback on the assessment decision to enable learners to understand how there were assessed.
- 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
- an opportunity for reassessment.

## **Step 7: Record and report the result**

The Assessor must:

- record the assessment outcome for each unit and maintain confidentiality
- provide signed and dated assessment outcomes to the Administrative Office

## The Student Administration Department must:

- retain All completed student assessments for a period of minimum of six months from the date of completion (or for the duration as required by the regulatory authority) after which they are disposed of responsibly. Where training and assessments are conducted under a HESG contract, such records are retained for 2 years from the date of completion.

## **Step 8: Review the assessment process**

As requested by the Institute, the Assessor must be willing to:

- participate in a review of the assessment process, including participating in validation meetings
- provide feedback on the positive and negative features of the assessment to those responsible for the assessment procedures
- make suggestions (if necessary) on improving the assessment procedures to appropriate personnel in the Institute.

## **Step 9: Participate in reassessment and appeals process**

The Assessor must:

- provide feedback and counselling to the candidate, if required, regarding the assessment outcome or process including guidance on further options
- provide the candidate with information on the reassessment and appeals process
- report any assessment decision that is disputed by the candidate to the Course Coordinator and/or Academic Principal
- participate in the reassessment or appeal according to the policies and procedures of the Institute.

## **7. Associated Documents**

- Training and Assessment Strategy (TAS),
- Trainer and Assessor Guide (TAG),
- Mapping Guide,
- Unit Academic Integrity Checklist,
- Reassessment Policy and Procedure,
- Students Record Archiving Policy, and
- Appeal Form