

POLICY NO: 02

PURPOSE

The purpose of the Assessment Policy is to ensure Yarrawonga Mulwala Community & Learning Centre (YMCLC) RTO 21765 meet the assessment requirements of the training package using appropriate training and assessment processes that are based on the Principles of Assessment and Rules of Evidence, and to provide guidance and information relation to YMCLC's assessment conditions and requirements.

All participants who undertake a qualification or training product that leads to a full or partial completion of a national qualification are assessed in accordance with the relevant training package requirements using the approved assessment tools developed and implemented by YMCLC.

This policy supports the following standards for Registered Training Organisations 2015:

- Standard 1 – Clauses 1.8 – 1.12

RESPONSIBILITIES

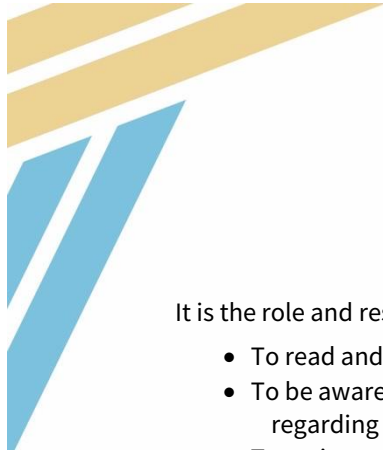
It is the role and responsibility of the Training Manager:

- To coordinate and comply with the processes outlined in this policy
- To manage and assist the relevant parties to be aware of and comply with the roles and responsibilities set out within this policy
- To ensure assessment activities undertaken in a training product are accurately reflected in the relevant Training and Assessment Strategy (TAS)
- To ensure assessment activities are systematically monitored
- To ensure assessment activities are amended and improved to ensure quality assessment and compliance with Standard 1
- To ensure Assessors are available to undertake assessment activities as required
- To acknowledge and grant credit transfer when appropriate
- To ensure students are fully informed during their pre-training review about:
 - Support services that can be provided
 - Their rights and obligations
 - The availability of Recognition of Prior Learning (RPL)
 - That qualifications issued by another RTO will be recognised provided the original qualification is presented, or a copy which can be verified by the issuing RTO is presented, or a USI transcript is provided
 - The requirement to submit assessments by the due date, and the availability of extension requests where needed

It is the role and responsibility of Trainers and Assessors:

- To read and comply with the processes outlined in this policy and procedure
- To ensure students are aware of assessment resources, methods and timeframes
- To facilitate assessment attempts for each student
- To facilitate reasonable adjustment when required
- To use recognised prior learning assessment techniques when appropriate
- To mark and judge assessment items submitted by students in a timely manner
- To ensure the requirements of the training product are met using appropriate assessment tools
- To ensure that all assessments conducted are valid, fair, reliable and flexible, and
- To provide feedback to students on their assessment items/activities.

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It is the role and responsibility of the student:

- To read and comply with the processes outlined in this policy and procedure
- To be aware, and consider assessment requirements of a course so an informed decision can be made regarding enrolment
- To review each assessment item and the competencies listed for each assessment
- To ensure work submitted is their own, and that their name and the date submitted is on all assessment tasks
- To manage their individual study and assessment workload to ensure they can attend all training requirements and meet all relevant assessment requirements
- To submit assessment items on or before due dates. If a student is unable to submit an assessment item on or before the due date, they must make a written request for an extension to their Trainer/Assessor, and
- To seek assessment feedback from their Trainer/Assessor.

DEFINITIONS

Assessor	Is a person who assesses a student's competence in accordance with Standards for Registered Training Organisations (RTO's) 2015; Clauses 1.13 to 1.16
Assessment	The process, formal or informal, of collecting and analysing evidence of a student's level of skills and knowledge against the skills and knowledge of a nationally set criteria in a course. It also includes collecting and analysing a student's level of skills and knowledge against the standards required to work in the industry.
Assessment Activity/Item	Is something used to document knowledge, skills and abilities that have been acquired by a student, and as measured against the requirements of a unit of competency
Assessment Feedback	Assessment feedback is an explanation as to why a student has received a satisfactory or unsatisfactory outcome for an assessment activity.
Assessment Requirement	Assessment requirements are the endorsed component of a training product that underpins assessment and sets out the industry's approach to valid, reliable, flexible and fair assessment.
Learner	Student/Learner/Participant is an individual who is formally enrolled to study at YMCLC. The individual person is the person who appears on the RTOs documents such as enrolment form, and who is assigned an individual student number.
Assessment Tool	A set of assessment instruments. The instruments are typically in the form of documents, checklists, task instructions, judgement criteria, etc, that make up the complete evidence requirements for a particular unit, or units of competency.
Credit Transfer	Relates to the RTOs recognition of any unit of competency or module a student has successfully completed at any other RTO. Credit Transfer is a process that provides students with agreed and consistent credit outcomes based on the identified equivalency in content and learning outcomes between matched training products.

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RTO	Registered Training Organisation
Reasonable Adjustment	Is when, where appropriate, assessment activities are modified to meet the individual needs of a student without compromising the principles of assessment or rules of evidence
Trainer	Is a person who provides training in accordance with Standards for Registered Training Organisations (RTO's) 2015; Clause 1.13, 1.14 and 1.16
Training	Is the process used by YMCLC RTO 21765 to facilitate learning and the acquisition of competencies for a training product
Training Product	Is a nationally recognised unit of competency, or accredited course, skill set, or qualification
VET	Vocational Education and Training

PURPOSE OF ASSESSMENT

Assessment is an integral part of the learning process and when well-designed, can enhance the overall learning experience for students. Assessment also allows Assessors to make judgements about a student's skills and knowledge against nationally set criteria or the relevant learning outcomes of a course.

ASSESSMENT METHODS

The RTO uses multiple assessment methods, chosen according to the assessment criteria outlined in each training product and its meaningfulness to students. Assessment methods include, but are not limited to:

- Self-assessment of one's own learning and self-appraisal
- Reflection activities of the performance of self or others
- Written responses to questions, scenarios or case studies
- Simulated tasks where the students demonstrate their acquired skills to an Assessor
- Practical activities such as observations, and
- Work-based activities including placements, professional practices or projects.

Assessments may be undertaken in and out of the workplace and will be consistent over a variety of possible training venues and delivery methods. Consistency of the assessment will ensure that outcomes are achieved regardless of location and method of study undertaken.

All assessment methods used meet the Principles of Assessment of validity, reliability, fairness and sufficiency.

Group assessment, unless required, are not permitted ensuring that students are judged on their own performance.

MARKING CRITERIA

Assessment standards or "marking criteria" are stipulated at the time of assessment and/or in the assessment item.

In general, non-practical assessments, the following is required to obtain a "Satisfactory" outcome.

- Fully completed. This means all parts and subtasks of assessment item/tool have been finished and submitted for marking.
- Correct, including a response that requires more than one part, each part must be answered correctly.
- Be relevant to the assessment.
- Be legible and understandable.

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- Use correct spelling, particularly when using medical terminology.
- Use correct industry acronyms and abbreviations.
- Meet the relevant course level and learning outcome standards.

For practical assessment items, the following is required to obtain a “satisfactory” result.

- The task is completed efficiently without/with minimal cues from the Assessor or third-party person.
- The student has been able to demonstrate the link between theory to practice.
- The Assessor is confident that the student would be able to perform the task without supervision in the workplace.
- The Assessor is confident that the student would be able to perform the task in a range of situations.

Where a student does not meet the requirements of the assessment, the assessment will be returned as “Unsatisfactory”.

It is recommended that students retain copies of all assessment items.

ASSESSMENT INTEGRITY

Students confirmed to have plagiarised, colluded or cheated on an assessment task and/or activity will automatically receive an “Unsatisfactory” outcome for the relevant task or activity and will be managed as per the RTO’s Plagiarism and Cheating Policy.

ASSESSMENT JUDGEMENTS

Assessment is not based solely on performance in the classroom, but rather a holistic approach to the application of learning in relation to the workplace and content of the learning program. Assessment judgements are made in alignment with the following:

- Rules of Evidence: validity, sufficiency, authenticity and currency
- A marking guide to ensure the student has provided correct, complete and relevant and quality responses in the assessment activity. This ensures outcomes are achieved regardless of the Assessor.
- Using information gathered from those working in the industry and professional bodies, where appropriate
- Within 10 working days of submission.

ASSESSMENT FEEDBACK

Assessment feedback is an explanation as to why a student has received a satisfactory or unsatisfactory outcome for an assessment activity.

Assessment feedback includes, but is not limited to:

- Automated responses to online assessments, such as quizzes
- Verbal feedback, such as observations made during practical components
- Written feedback within the assessment item/activity, such as comments from the Trainer/Assessor to specific questions

Feedback is intended to encourage a student’s development in learning a specific knowledge area or a skill. Therefore, feedback given needs to be timely, supportive, constructive, specific, and in a language appropriate for the student.

Unsatisfactory assessments must receive written feedback. The feedback is to include:

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- Why the unsatisfactory judgement was made
- Information on ways of overcoming knowledge and skills gaps identified in the assessment
- Opportunities to discuss the assessment process and outcome
- Resubmission details if applicable
- Appeals process if applicable

Students are to contact their Trainer/Assessor if they need clarification on assessment feedback given, or if they require additional feedback.

Only Assessors, as per the Standards for RTO's 2015, Clauses 1.13 to 1.16 will make final assessment judgements. Assessment judgements will include either:

- S – Satisfactory
- US - Unsatisfactory

PROCEDURE

1. Assessment Submission

It remains the student's responsibility to ensure assessment items are:

- Identified by the Student's Name and the Code and Title of the Unit of Competency.
- Submitted by the due date, unless an extension has been granted.
- Submitted to the Assessor using the nominated submission method, such as into the Learning Management System, via email or hard copy handed in.
- Fully completed, legible and understandable.
- If requested, referenced.

2. Number of attempts

Students are allowed a total of two (2) attempts for each assessment item. Should the first attempt be unsatisfactory the Assessor will provide the student with feedback.

Where a student has been deemed unsatisfactory, they have five (5) working days within which to rectify and return the submission for final assessment.

If the second attempt is unsatisfactory, or a student fails to submit a second attempt within the required timeframe, a meeting will be organised with the Training Manager and Trainer/Assessor to discuss their training progression.


3. Extensions

Extensions to due dates will only be granted where it is considered the circumstances of the student not being able to submit the assessment on time are outside of their control. Circumstances "outside a student's control" include:

- Serious personal or emotional trauma (for example a death or illness in the immediate family).
- Exceptional circumstances involving student's illness.
- Cultural commitments.

All requests for an extension must be made in writing to the Trainer/Assessor before the assessment due

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date using the “Request for Extension” form. The Trainer/Assessor may request documentary evidence to support the request. It will be at the discretion of the Trainer/Assessor if an extension is granted. The extension period granted is typically five (5) working days however longer periods will be granted based on exceptional circumstances.

4. Assessment Considerations

Where a student has a learning difficulty, disability, or other unique circumstance they may be eligible for reasonable adjustment. The student must inform their Trainer/Assessor that they have a circumstance that may affect their ability to participate in the assessment activity as soon as possible and before the assessment due date. Consideration of reasonable adjustment must be done by the Trainer/Assessor in collaboration with the Training Manager, prior to commencement of the unit, and/or assessment task.

If reasonable adjustment is granted the integrity of outcomes of the assessment task must be maintained. The adjustment made is to be clearly recorded on the assessment tool. Any reasonable adjustments made must not compromise the integrity of the assessment as outlined in the unit of competency.

5. Complaints and Appeals

All students have the right to complain and/or appeal against an assessment outcome and have their complaint or appeal heard, recorded, and addressed. Complaints and/or appeals regarding assessment items and/or outcomes are considered an academic matter. The management of academic complaints and/or appeals is detailed in the RTO’s “Complaints and Appeals Policy”.

RELATED LEGISLATION

National Vocational Education and Training Regulator Act 2011

RELATED DOCUMENTS

Training and Assessment Strategies

Request for Extension form

Complaints and Appeals form

RELATED POLICIES

Certificate Issuance

Complaints and Appeals

Plagiarism and Cheating

Records Management

Reasonable Adjustment

Validation

Recognition of Prior Learning (RPL)

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APPROVAL AND REVIEW DETAILS

Approval and Review	Details
Approval Authority	Executive Officer
Advisory Board to Approval Authority	Board of Management
Administrator	Training Manager
Next Review Date	June 2025

Approval and Amendment History	Details
Original Approval Authority and Date	Board of Management – 21/02/2006
Amendment Authority and Date	Board of Management – 08/10/2019 V1.1 – 1.11.2021 – update to policy based on feedback from External Auditor V2.0 – 25.10.2023 – Full review and update to Assessment Policy with multiple changes made. V2.1 – 26.06.2024 – minor changes to wording V3.0 – 21/11/2023 V3.1 – 19/11/2024 scheduled review approved by Board of Management
Notes	

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