



## TA02: Assessment Policy and Procedure

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### Purpose

The purpose of this policy is to outline the approaches taken to assessment by LAF College of Vocational Education and the assessment arrangements of the qualifications and courses provided by LAF College of Vocational Education.

### Scope

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This policy applies to all students enrolled in full or part time qualifications within the scope of LAF College of Vocational Education. It also applies to the Trainers and Assessors of LAF College. It is the responsibility of the CEO along with the Campus Manager to ensure compliance with ASQA NVR Standards of Registration (SRTO) 2015 Standard 1 Clause 1.5-1.6, 1.7, 1.8-1.12 and 1.13-1.16.

### Policy

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1. LAF College of Vocational Education ensures to implement an assessment system that ensures that assessments comply with the assessment requirements.
2. LAF College of Vocational Education implements a validation and moderation procedure to ensure that the assessments are conducted in accordance with the 'Principles of Assessments' and 'Rules of Evidence'
3. LAF College of Vocational Education ensures a reasonable adjustment strategy is implemented to contextualise the assessment methods, tasks and tools in accordance to the Student's need and support.
4. LAF College ensures to operate and maintain a consistent, secure and reliable system for recording and storing all assessment decisions
5. LAF College ensures to collect student feedback for implementing continuous improvement and quality assurance in developing and conducting assessments.

### Procedure

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LAF College of Vocational Education intends to achieve the above Policy Statements by ensuring the following procedures are implemented aligned to the policy scope:

#### 1. Assessment System

##### *1.1. Developing Assessments*

- 1.1.1. When developing a new course or reviewing an existing course, a training and assessment strategy will be developed, or updated, by the course developer/s.
- 1.1.2. A current and accurate training and assessment strategy will be maintained for each qualification or accredited course listed on the LAF College of Vocational Education's scope of registration.
- 1.1.3. Assessments are mostly purchased from Curriculum Development Consultants and further they are contextualized to meet the LAF College of Vocational Education's Training and Assessment Strategy.
- 1.1.4. Prior to contextualisation, the Assessments methods, task and tools are validated to check against the 'Principle of Assessment' in order to determine whether the assessment



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methods, tools and tasks are fair, sufficient, valid and reliable in relevance to the Unit descriptors available in [www.training.gov.au](http://www.training.gov.au).

- 1.1.5. Upon contextualization the Assessments are further mapped by using the 'Unit Mapping' document to determine sufficient assessment task and methods are used to gather sufficient evidence for assessment decision.
- 1.1.6. Further a Validation plan is developed across maximum 5 years to undertake validation and moderation as per 'Principles of Assessment' and 'rules of Evidence'. The validation and moderation procedure is detailed under LAF College Validation and Moderation Policy and Procedure.
- 1.1.7. Assessor's marking Guide is made available to support Trainers and Assessor's to benchmark students evidence for the assessment task enabling the Assessors to make valid and fair assessment decision.

### 1.2. Assessment Instructions

- 1.2.1. Prior to the commencement of a unit of competency, LAF College Trainers and Assessors will advise students of the following:
  - The context and purpose of the assessment and the assessment process
  - The methods of assessment and evidence requirements, including the skill and knowledge assessment criteria
  - Timelines for assessment, including dates by which the assessments are to be finalised
  - Results categories that will apply to the assessments:
    - i. For each Assessment Task: S – Satisfactory or NS - Not Satisfactory
    - ii. For each unit of competency: C – Competent or NYC - Not Yet Competent
  - Details of materials and resources that are available for the assessment tasks
  - An advise of retaining a copy of submitted evidence where appropriate
  - Reassessment and re-sit options

### 1.3. Assessment Arrangements

- 1.3.1. Every unit of competency consist of formative and summative assessments.

**Formative Assessments:** Formative Assessments consist of Activities that would be conducted while the student is the training is undertaken. Formative Activities do not lead to Final Assessment Judgement. These activities are conducted for students to practice skills and knowledge to enable them to complete the Summative Assessments. This will be mostly practical task undertaken in the workshop to demonstrate practical skills.

**Summative Assessments:** Summative Assessments are assessments conducted towards the end of the unit of competency's session. Summative Assessment consists of minimum two (2) different types of Assessment methods. Each Assessment methods have Assessment task based on which Assessment tools are developed and assigned. Summative Assessment leads to Final Assessment Judgement.



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- 1.3.2. Each unit has an individual assessment tool and mapping document which establishes the detailed assessment methodologies including:
- Outlining the assessment methods
  - Providing instructions for the assessor
  - Providing instructions for the students
  - Being mapped to the unit of competency through a separate mapping document
  - Ensuring assessment is summative
- 1.3.3. The assessment tools and methods, which are used to assess student competence, are designed and developed ensuring that they comply with the Principles of Assessment and set criteria specified in Foundation Skill courses requirements. That is to say they shall be:
- Outcome Oriented
  - Flexible
  - Valid
  - Reliable
  - Fair

### **1.4. Assessment process**

- 1.4.1. The assessment processes used by LAF College includes the collection of a broad range of evidence for the assessor to base their decision on. In general terms, assessment tasks may require students to:
- Respond to oral questioning;
  - Provide written responses to questions, scenarios and case studies - students may be given a range of options about the method in which they wish to provide the responses;
  - Be observed using their skills, in a simulated workplace environment or in the classroom where appropriate;
  - Gather a folio of evidence;
  - Prepare a presentation, essay, resource folder, research a topic and/or provide a report;
  - Complete a logbook;
  - Collect, analyse and/or prepare workplace documents;

### **1.5. Assessment decision**

- 1.5.1. In order to be deemed 'Competent', student must demonstrate 100% satisfactory completion of each Assessment Task for every Unit of Competency.
- 1.5.2. For each summative assessment task of the unit, student will be awarded competency result of Satisfactory (S) or Not Satisfactory (NS)
- 1.5.3. Student must satisfactorily complete each assessment tasks to be Competent (C) in the unit. Student with unsatisfactory completion of any of the assignment tasks will be deemed Not Yet Competent (NYC) in the unit.
- 1.5.4. Assessor will use both the checklist and professional competency to determine the final outcome for the student.



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- 1.5.5. If students are marked as NYC, the assessor will provide feedback to students and outline why they have made this decision, and provide advice on how the student can improve their skills / knowledge prior to reassessment

### **1.6. Assessment timeline**

- 1.6.1. Students have to complete all Assessments within the given timeline as detailed in the Assessment Instructions.
- 1.6.2. Students would be provided with multiple opportunities to achieve 100% competency.

### **1.7. Re-assessment**

- 1.7.1. Students may be re-assessed on their work up to three (3) times before a unit of competency will be deemed 'Not Yet Competent'. Students may then re-enroll in the unit or make an appeal about the assessment decision by following the Complaints and Appeals Policy and Procedure

### **1.8. Skill Recognition**

Students may apply for recognition of existing qualifications (credit transfer) as per LAF College recognition policies and procedures. LAF does not offer recognition of prior learning for this course.

### **1.9. Fairness and equity**

- 1.9.1. LAF College will not disadvantage or discriminate against any person or organisation on any basis. To ensure this, LAF College has developed, for all courses:
- Clearly set out instructions about the requirements of assessment for students;
  - Clearly defined assessment criteria;
  - Documented answer benchmarking guides;
  - Clear and easy to follow assessment recording tools;
  - A defined format to be used by students to submit their assessment tasks;
  - A defined format to be used to provide students with feedback about their assessments; and
  - Effective dispute resolution and assessment appeals processes which will be used to examine and investigate any issue of unfairness or disadvantage that is identified.
- 1.9.2. LAF College takes preventative and corrective action to detect plagiarism, cheating and academic collusion as outlined in its Student Plagiarism, Cheating and Collusion Policy.

### **1.10. Assessment Complain and Appeal**

- 1.10.1. LAF College Complaints and Appeals Policy and related procedures are designed to ensure that LAF College of Vocational Education responds effectively to individual cases of dissatisfaction.



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- 1.10.2. This policy outlines LAF College of Vocational Education's approach to managing complaints and appeals and ensures that all clients, students, employers and other stakeholders are aware of the steps to take to have their dissatisfaction addressed appropriately.
- 1.10.3. This policy provides an avenue for all complaints to be addressed in a fair, efficient and confidential manner. There is no cost to students with regard to any aspect of the complaints and appeals process.
- 1.10.4. This policy ensures compliance with the VET Quality Framework. <http://laf.vic.edu.au/complaints-appeals-policy/>

### 1.11. Assessor's Instructions

- 1.11.1. The role of an Assessor is to objectively assess a student's evidence and performance against the prescribed set of standards. In order to do this effectively, the assessor will be skilled in, and have a sound knowledge of, the industry area they are assessing.
- 1.11.2. The assessor will be a qualified and skilled assessor and will:
  - Ensure the student meets the requirements of the units of competency or module.
  - Use their expertise to make a fair and objective assessment decision.
  - Provide constructive feedback to the student.
- 1.11.3. In circumstances where an assessor cannot be sourced who is both qualified as an assessor and qualified and current in the industry area, co-assessment will occur where the assessment decision is reached with a qualified assessor working together with an industry expert.

## 2. Validation and Moderation

- 2.1. LAF College ensures its trainers and assessors participate in regular moderation and validation sessions to ensure their assessment decisions are made in line with expectations.
- 2.2. The process of moderation and validation ensures that assessment decisions are made in accordance with standard 1 Clause 1.8- 1.12 and are consistent between assessors.
- 2.3. Moderation and validation activities contribute to the organisation's monitoring of its compliance with regulatory, qualification and unit of competency requirements. Thus, validation and moderation processes will be used to ensure that:
  - The organisation's training and assessment strategies meet the requirements of the relevant training package or accredited course guidelines.
  - Staff, facilities, equipment and training and assessment materials are consistent with the requirements of the training package or accredited course guidelines and LAF College's own training and assessment strategies.
  - Assessment meets workplace and, where relevant, regulatory requirements (if applicable).
- 2.4. Annually, a detailed Moderation and Validation Schedule is developed to ensure all qualifications and units on LAF College's scope of registration are moderated/validated.
- 2.5. Moderation and validation of assessment occurs in the following ways:
  - Assessors and trainers compare the processes, assessment tools and judgments made and to compare training and assessment methods with the requirements of the training package and/or accredited course guidelines.



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- External validation may occur by another external party comparing assessment methods, tools, guides and tasks with the requirements of the related training package and/or accredited course guidelines and providing a report.
- 2.6. The outcomes of moderation and validation activities are recorded on Moderation and/or Validation Records. The nominated manager will review all validation and moderation records to identify opportunities for improvement and rectifications to be made. Suggestions for improvement as an outcome of moderation and validation will be acted upon through the Continuous Improvement Procedures.

### 3. Reasonable Adjustment

- 3.1. Wherever possible, assessors will make reasonable adjustments to training and assessment processes to ensure that all people are treated equally in the assessment process and that no person is disadvantaged due to a disability.
- 3.2. Assessment processes may be reasonably adjusted to accommodate the following, but not limited to these, groups:
- Students with English as a second language.
  - Students with literacy or numeracy difficulties.
  - Indigenous students.
  - Students with sensory impairments.
  - Students with physical or intellectual disabilities.
- 3.3. Reasonable adjustment may mean:
- Making training resources and methods accessible.
  - Adapting physical facilities, environment and/or equipment.
  - Making changes to the assessment arrangements.
  - Making changes to the way evidence for assessment is gathered.

### 4. Assessment Records

- 4.1. LAF College will operate and maintain a consistent, secure and reliable system for recording and storing all assessment decisions. The following mechanisms are in place to ensure the security and integrity of all assessment records:
- 4.2. An assessment cover sheet accompanies each individual assessment task which is then used to record the outcome and feedback from the assessment.
- 4.3. An overall assessment record sheet is kept for each unit of competency or cluster of units, for each student, to show achievement against each assessment task. This record is signed by both assessor and student as it is updated.
- 4.4. Each student has a working file which is continuously updated by the trainer/assessor with details of the students' progress and outcomes.
- 4.5. Students will be advised of all assessment outcomes in a written format as they are achieved.
- 4.6. Students can request a printed statement of attainment at any time and at no cost.
- 4.7. LAF College will maintain master copies of student assessment and training resources for each unit or cluster of units for a minimum period of thirty (30) years upon course completion. Records will be maintained to ensure that the following are accessible:
- The assessment schedule for each unit of competency.



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- A copy of all assessment tasks, including tests, assignments, and role plays, projects and any other type of assessment task used to assess any enrolled student.
- A copy of class materials used in the delivery of a unit of competency (or cluster of units).
- A copy of any logs or workbooks used to form the evidence of competency including at least one sample of a completed log or workbook.
- Samples of student assessments with results which includes an outcome against each discrete assessment task.
- Overall results by student, for each unit.

### 5. Continuous Improvement and Quality Assurance

An annual Internal audit and time to time internal review with risk assessment is conducted for ensuring compliance with the regulatory requirements. Student's feedback are being collected time to time for gaining student's requirements for better assessments that meets the course and the industry requirements. The procedure is detailed in the Continuous Improvement and Quality Assurance Policy and Procedure.

### Related policies

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- Continuous Improvement and Quality Assurance Policy and Procedure
- Complaints and Appeals Policy and Procedure
- Validation and Moderation Policy and Procedure
- Quality Training Policy and Procedure

### Related forms and documents

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- Assessment Booklet
- Assessment Marking Guide
- Unit mapping
- Validation and moderation form
- Reasonable adjustment form

### Person Responsible

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- CEO
- Campus Manager
- Trainers and Assessors

### Communication

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This Policy and procedure is made available to all Trainers and Assessors in the Staff Handbook. Also, it is communicated through emails.