

## 1. PURPOSE and OBJECTIVES

1 Education is committed to providing quality training and assessment in accordance with the Standards for Registered Training Organisations (SRTOs 2015). As such, 1 Education is required to implement an assessment system that ensures assessments (including recognition of prior learning) comply with the assessment requirements of national Training Packages and VET Accredited courses within its scope of registration.

This policy ensures 1 Education assessment practices comply with SRTOs, provides 1 Education Assessors with clear information on assessment processes and evidence requirements, and ensures that assessments are conducted in accordance with the principles of assessment and rules of evidence.

## 2. SCOPE

The Policy covers all aspects of student assessment.

## 3. POLICY DETAILS

### Introduction

1 Education is committed to ensuring that:

- all assessment options and processes implemented are in compliance with competency based assessment and Training Package requirements;
- all assessments ensure the integrity of the VET system;
- assessment complies with the Principles of Assessment (POA) as prescribed in the Standard for RTOS;
- evidence submitted for assessment is assessed in accordance with the Rules of Evidence (ROE) as prescribed in the Standard for RTOS; and
- all assessments are conducted by individuals who meet the necessary requirements as noted in the Standards for RTOs.

The following outlines 1 Education's Student Assessment Policy. Students are advised to become aware of this policy. Signing the Student Induction form at the time of enrolment indicates you understand their obligations and responsibilities with regard to assessment.

Evidence gathering methods commonly used by 1 Education may include, but are not limited to:

- i. Projects
- ii. Written Assignments
- iii. Workplace assignments
- iv. Workplace performance
- v. Documentation
- vi. Practical Skills Demonstration
- vii. Questioning
- viii. Role play
- ix. Simulation
- x. Oral presentations
- xi. Written tests
- xii. Portfolio
- xiii. Third party reports.

Assessment is carried out in accordance with the requirements of the relevant Training Package, on a consistent and timely basis to ensure that learning has taken place and that clients have acquired the knowledge and skills required to demonstrate competency.

All assessments will be recorded in accordance with 1 Education Records Management Policy and procedures using appropriate documentation and Student Management System (SMS).

Assessment outcomes will be recorded and securely maintained in both electronic and manual systems.

Feedback is provided to clients and includes the assessment outcome and guidance for further learning and assessment (as appropriate)

## **Special Considerations**

Clients who experience unforeseen circumstances or have special needs that affect their performance in an assessment may be eligible to apply for a special consideration and reasonable adjustment to assessment.

Special consideration may apply to clients who during training or assessment experience one of the following circumstances:

- i. Serious illness or psychological conditions for example, hospital admission, serious injury, severe anxiety or depression (requires doctor's certificate).
- ii. Bereavement.
- iii. Hardship/Trauma for example, victim of crime, sudden unemployment.
- iv. Other exceptional circumstances (to be assessed on application).

Clients wishing to apply for Special consideration in the above circumstances may do so by discussing their circumstances with Manager, Educational Solutions.

Approved applications for Special consideration may be subject to one of the following outcomes:

- i. Extension of submission date (not beyond 6 months);
- ii. Deferred Assessment;
- iii. Additional assessment;
- iv. No action;
- v. Withdrawal from course without penalty;
- vi. Resubmit/reassessment; or
- vii. Opportunity to recommence course, dependent on availability on another date.

## **Reasonable Adjustments to assessment**

- a) Clients have the right to apply for and receive adjustment to assessment activities to accommodate individual/special needs.
- b) Adjustments to assessment cannot compromise the integrity of assessment, elements and performance criteria of the unit of competency.
- c) Adjustments to assessment will not provide an unfair advantage / disadvantage to clients.

## Principles of Assessment

Assessments are conducted in accordance with the Principles of Assessment as prescribed in the Standards for RTOs. Below is an excerpt from the Standards for RTOs 2015 (Table 1.8-1):

<b>Fairness</b>	<p>The individual learner's needs are considered in the assessment process. Where appropriate reasonable adjustments are applied by the RTO to take into account the individual learner's needs.</p> <p>The RTO 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</p>
<b>Flexibility</b>	<p>Assessment is flexible to the individual learner by:</p> <ul style="list-style-type: none"> <li>• Reflecting the learner's needs;</li> <li>• Assessing competencies held by the Learner no matter how or where they have been acquired; and</li> <li>• 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.</li> </ul>
<b>Validity</b>	<p>Any assessment decision of the RTO is justified, based on the evidence of performance of the individual learner.</p> <p>Validity requires:</p> <ul style="list-style-type: none"> <li>• Assessment against the unit/s of competency and the associated assessment requirement covers the broad range of skills and knowledge that are essential to competent performance;</li> <li>• Assessment of knowledge and skills is integrated with their practical application;</li> <li>• Assessment to be based on evidence that demonstrates that a learner could demonstrate these skills and knowledge in other similar situations; and</li> <li>• Judgement of competence is based on evidence of learner performance that is aligned to the unit/s of competency and associated assessments requirements.</li> </ul>
<b>Reliability</b>	<p>Evidence presented for assessment is consistently interpreted and assessment results are comparable irrespective of the assessor conducting the assessment.</p>

## Rules of Evidence

Assessments are conducted ensuring compliance with the Rules of Evidence (ROE) as prescribed in the Standards for RTOs. Below is an excerpt from the Standards for RTOs 2015 (Table 1.8-2):

<b>Validity</b>	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</b>	The assessor is assured that the quality, quantity and relevance of the assessment evidence enables a judgement to be made of a learner's competency.
<b>Authenticity</b>	The assessor is assured that the evidence presented for assessment is the learner's own work.
<b>Currency</b>	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.

## Standard of Work

- Students will be provided with criteria for all assessment activities including assignments, project work, practical demonstrations, vocational placement, examinations and/or group activities.
- Students should complete all assessment activities in-line with the set criteria.
- Standards of work will be reflective of the content, performance criteria and elements required of a module or competency (or a group of modules or competencies) and/or in line with relevant and current workplace practices.

## Assessment Dates

Students will be required to meet set dates including:

- Submission dates for assignments and projects;
- Pre-determined assessment activities held within class times eg debates, presentations, group activities;
- Examination dates;
- Workplace visits by 1 Education Assessors.

If students comply with the required assessment dates and are initially assessed as *unsatisfactory*, **they are entitled to two (2) more attempts (re-submissions)**. A re-submission should take place within the student's current enrolment period for their subject/module/competency. For example, a unit runs for 12 weeks. Unless otherwise negotiated with a teacher, re-submissions will occur within this 12 week period. Where vocational placement is an integral part of the assessment activities, the submission and re-submission dates will usually reflect an end of course date.

## Processing of Assignments

- The onus will be on the student to either collect the assignment within the time specified by the teacher or to make alternative arrangements.
- If a re-submission is required, the onus will be on the student to retain and resubmit the assignment.

## Re-submission Activities

If students are requested to re-submit or re-do assessment activities they will only be re-assessed on the components of the activity initially determined as *unsatisfactory*. To ensure equity and fairness of assessment for all students, re- submission activities may vary from those originally set by the teacher/assessor.

## Late submissions

It is the student's responsibility to attend and participate in scheduled assessments. If the student is unable to attend a scheduled assessment item, the student must notify the Trainer prior to the assessment.

If a student submits or requests to undertake an activity after the assessment date, but before the end of their current enrolment period for that module/competency, the activity will be assessed. **There will be no re-submission option for late assessments** unless prior approval has been gained (see Extensions).

If students submit assessment activities after the Close of Study date for a module/competency, or receive *unsatisfactory* for a late submission, they will be resulted with a result of Not Competent for the unit of competency. They will be required to re-enrol into the required module/competency before the assessment can be marked. NOTE: Re-enrolment may not be possible until the next student intake period for that course, however, any assessment activities marked as *Satisfactory* can be carried forward and only those elements deemed *Unsatisfactory* for that Unit of Competency need to be re-submitted or re-done.

## Extensions

Extensions may be granted for exceptional circumstances. Depending on a student's mode of study, reasons for extension may vary from health, personal or work reasons.

All requests for extensions should be:

- Negotiated in advance with the teacher.
- Confirmed in writing and signed by the student and the teacher.

An assessment activity completed by the extended date still has a re-submission option. If the extension cannot be arranged before the due date:

- Students should make a reasonable attempt to give notification to the Trainer concerned via telephone, or e-mail.
- Significant evidence needs to support a request for an extension after the due date (i.e. doctor's certificate)
- The request must be in writing.

## Cheating

*Cheating* is defined as "any fraudulent response whatsoever by students to any item of assessment including any actions which may otherwise defeat the purposes of assessment."

*Collusion*: The work of all parties who collude (get together) and copy an assessment item(s) for the purpose of deception will be deemed '*unsatisfactory*'. This may extend to the author of the original assessment item(s).

*Plagiarism*: is "the act of taking and using another person's work as one's own". Any of the following acts constitutes plagiarism unless the work is appropriately acknowledged:

- Copying the work of another student;
- Directly copying any part of another's work;
- Summarising the work of another;
- Using an idea derived from another persons work.

Both plagiarism and cheating constitute major infringements of 1 Education's academic values. As such, any plagiarism or cheating will result in an automatic '*Unsatisfactory*' result and potential suspension from further classes. The student must provide a written application addressed to the Manager, Educational Solutions showing due cause as to why they should be allowed to return to study. The application will be processed as part of a student review process and the Manager, Educational Solutions will decide on the appropriate action.

## **Re-Evaluation Process**

A student who is not satisfied with the result provided on an assessment activity has the right to approach the appropriate Assessor concerned for a re-evaluation no later than 14 days after results have been notified to the student.

## **Assessment Task Cover Sheet**

All assessment activities submitted must have a completed the Assessment Cover Sheet filled in with the student's name and date submitted.

An appropriate Trainer / Assessor must sign the Cover Sheet.

- Students must keep an electronic and/or hardcopy (paper-based) copy of any submitted work in case of the unfortunate event of an assessment item goes missing.

## **Assessments Retained by 1 Education**

In order to meet a variety of auditing requirements, 1 Education will retain evidence of each student's submissions. This may be in the form of, but not exclusive to:

- Keeping the originals of any examination papers;
- Keeping samples of assignments submitted;
- Keeping photographic, video or audio evidence of projects, presentations, interviews or vocational placement activities.

In each case, students will be provided with a marking criteria or other appropriate feedback attached shortly after the assessment is marked.

## **Assessor Code of Conduct**

All 1 Education Assessors abide by the following code of conduct.

Assessment specialists have developed an international code of ethics and practice (The National Council for Measurement in Education (NCME)). The Code of Practice below is based on the international standards.

- i. The differing needs of clients will be identified and handled with sensitivity
- ii. Conflict of interest in the assessment process will be identified with appropriate referrals made to the operations manager when identified
- iii. All forms of harassment will be managed throughout the planning, conduct, reviewing and reporting of the assessment outcomes as per the Access and Equity Policy
- iv. The rights of the client are protected during and after the assessment
- v. Personal or interpersonal factors that are not relevant to the assessment of competency must not influence the assessment outcomes as per the Complaints and Appeals Policy
- vi. The client is made aware of rights and processes of appeal
- vii. Evidence that is gathered during the assessment is verified for validity, reliability, authenticity, sufficiency and currency
- viii. Assessment decisions are based on available evidence that can be accessed and verified by another assessor

- ix. Assessments are conducted within the boundaries of the assessment system policies and procedures
- x. Formal agreement is obtained from both the client and the assessor that the assessment was carried out in accordance with the procedures briefed before the commencement of the assessment
- xi. Assessment tools, systems, and procedures are consistent with equal opportunity legislation
- xii. Prior to the assessment the client is informed of all assessment reporting processes and all known potential consequences of decisions arising from the assessment
- xiii. Confidentiality is maintained regarding assessment results and are only released with the written permission of the client
- xiv. The assessment results are used consistently with the purpose explained to the client
- xv. Self-assessments are periodically conducted to ensure current competencies against the Training and Assessment Competency Standards
- xvi. Professional development opportunities are identified and sought by assessors
- xvii. Opportunities for networking amongst assessors are created and maintained with technical assistance in planning, conducting and reviewing assessment procedures and outcomes.