Assessment Policy and Procedure

1. ## STATEMENT OF INTENT

    1.1.   This policy provides guidance to employees and volunteers of DVLC, Inc. on assessment excluding VCE. All Program Coordinators and administrative staff are responsible for the implementation of this policy.

2. ## RATIONALE

    2.1.   Assessment is the process of collecting evidence and making judgements on the progress towards and achievement of performance requirements of learning outcomes.

    2.2.   Assessment is an integral part of the delivery of nationally recognised training and it is acknowledged that providing quality assessment is vital to:
    - monitor the progress of student learning
    - prepare students for employment
    - prepare students for further study
    - maintain the reputation of DVLC, Inc. with employers and other training providers as a quality Registered Training Organisation (RTO).
    - maintain registration as a Registered Training Organisation
    - satisfy the requirements of funding bodies
    - maintain the integrity of the National Training System

    2.3.   The principles that underpin the planning, conducting and reviewing of assessment include:

    - Assessment will be competency based, not time based.

    - The assessment process and tools will be flexible, fair, and valid in order to achieve reliable assessment outcomes.

3. ## SCOPE

    3.1.   This policy is relevant to the formal assessment of units of competence for the purpose of gaining a nationally recognised qualification learning outcomes or the purpose of gaining VCAL subjects and qualification.

4. ## AUDIENCE

    4.1.   Managers, Coordinators, staff, students, members and the broader community.

5. **POLICY STATEMENTS**

5.1. The **Education Programs Manager** is responsible for ensuring Quality Assurance and Compliance of assessment methods. This includes:

5.1.1. **validation** *[Involves reviewing, comparing and evaluating assessment processes, tools and evidence contributing to judgements made by a range of assessors against the same standards].*

5.1.2. **moderation** *[A quality assurance process by which an individual or group not involved in setting or marking an assessment task confirms that assessment is continuously conducted with accuracy, consistency and fairness. Moderation contributes to the continuous improvement of assessment practices and to sharing good practice among colleagues.of assessment with both internal and external trainers.]*

5.2. **Program Coordinators** are responsible for:

5.2.1. monitoring the development of assessment methods to ensure that they result in valid, fair, flexible, reliable and cost effective assessment.

5.2.2. monitoring and reporting to the Education Programs Manager on Quality Assurance of assessment.

5.1. **Tutors** are responsible for:

5.1.1. conducting assessments.

5.1.2. keeping accurate assessment records which are available to the student. Assessment results will be regarded as confidential and this will be made clear to students who will have access to them.

5.1.3. ensuring that their record keeping is thorough, accurate and aligned with the DVLC, Inc. Record Keeping Policy.

6. **PROCEDURES**

6.1. **Planning Assessment**

6.1.1. All assessment tools will reflect the elements and performance criteria of the relevant units of competence from a nationally recognised Training Package or the VCAL Curriculum Planning Guide.

6.1.2.   Qualifications will be designed according to the relevant packaging rules or the VCAA, VCE, and VCAL Administrative Handbook with reference to the student cohort.

6.1.3.   All assessment tools will be planned and documented, and stored electronically within the organisation according to the Record Keeping Policy.

6.1.4.   For the VCAL program, as far as is practicable, all assessment tools will incorporate flexible learning outcomes and applied learning assessment tools to allow for student-focussed learning and assessment. Assessment will be conducted in a meaningful way and will directly relate to the projects, units of work and class activities participated in by the students.

6.1.5.   When more than one teacher is delivering the same qualification, they are required to use the same assessment tools as the other teachers. New teachers will be inducted into the use of DVLC, Inc. assessment tools by the relevant Coordinator or another teacher.

6.1.6.   Industry consultants will provide feedback about the relevance and currency of assessment tools.

6.1.7.   Improvements to assessment tools that are suggested by industry consultation or through a process of internal or external moderation will be implemented as appropriate.

6.1.8.   Where assessment is conducted in a workplace, the assessment instruments will be contextualised to suit the enterprise procedures, setting and the student's specific job role requirements.

6.1.9.   Assessment tools developed at DVLC, Inc. remain the property of the DVLC, Inc.

6.2.   Conducting Assessment

6.2.1.   The assessment process will be open and transparent.

6.2.2.   All assessments will involve a test of practical skills and theoretical knowledge as appropriate.

6.2.3.   Assessment may be both formative and summative.

6.2.4.   Assessments will be conducted by qualified assessors with vocational competencies, qualified teachers as part of their curriculum delivery, or in a partnership with an assessor and technical expert (as specified in AQTF and Training Package

regulations).

6.2.5.   Students will be assessed when they feel competent in the units to be assessed and will be encouraged to self-assess before undertaking formal assessment.

6.2.6.   The content and method of an assessment activity will be explained to the student by a Tutor.

6.2.7.   Students will sign a coversheet verifying that they agree that the assessment method is appropriate. The assessor may adjust the assessment method to suit the special needs of a student or the context of the assessment, providing the adjustment does not reduce the intent or integrity of the competency.

6.2.8.   Most assessments will be completed in the presence of the assessor. When an assessment is partly completed by the student at home, the Tutor will verify its authenticity by asking questions and/or requesting that the candidate repeats part of the assessment in their presence. A student will sign a document stating that the assessment is the result of their own work.

6.2.9.   The timing of the assessment will take into account the needs of a student's workplace.

6.2.10.   It is recognised that the amount of time taken for each learner to demonstrate their competence will vary. In meeting industry standards, it will be taken into account that an assessment process should meet timelines similar to those required by an employer. Dedicated time will be required for the collection of evidence and assessment events.

6.2.11.   Competence may be demonstrated by students and recorded by teachers at any time during the course, not only during scheduled assessment events. Demonstration of competency is on-going and teacher observation is a valid assessment method for VCAL.

6.2.12.   The Education Programs Manager will ensure that the training environment and equipment meet the current industry standard in the relevant training area.

6.2.13.   Candidates will be provided with feedback about their assessment outcomes as soon as practicable.

6.2.14.   Assessment results will be confidential, however, they will be released to satisfy contractual funding requirements or with

the permission of the candidate.

A Vocational Education and Training candidate may request an extension for submitting work for assessment up to 3 weeks after the last class. Any

6.2.1. further extension is at the discretion of the Tutor and must be conducive with external and internal reporting requirements.

6.2.2. **For VET and Language and Literacy Program courses**, assessment outcomes will be recorded as C (Competent) or NYC (Not yet Competent). If a candidate receives a NYC outcome, the assessor will provide immediate feedback about which parts of the assessment were up to standard and clearly identify the gaps in competency. The assessor will also discuss how the student could fill the gaps to become competent. A student may be reassessed twice. If after the third assessment the student still has a NYC outcome, the Tutor will discuss alternative learning options with the candidate.

6.2.3. **For VCAL courses**, assessment outcomes will be recorded as S (Satisfactory) or N (Not Satisfactory). If a student is assessed N, the teacher will inform the student what they are required to improve or complete to achieve an S for that Learning Outcome. Students will be asked for feedback or evaluation about the assessment process after completing an assessment.

6.2.4. Students have the right to appeal an assessment decision (refer to Complaints and Appeals Policy) .

6.3. Reviewing assessment

6.3.1. The Education Programs Manager is responsible for Quality Assurance of assessment as required by the AQTF. This will include the validation and moderation of assessment with both internal and external trainers.

6.3.2. Tutors will be encouraged to evaluate and modify their training and assessment activities during Review and Planning Meetings.

6.3.3. Data will be gathered, collated and reviewed concerning the completion rate of Units of Competencies and Qualifications.

6.3.4. As far as practicable, employer feedback will be sought about the appropriateness of assessment conducted during a work placement.

6.4.   Recognition of Prior Learning/ Current Competency

6.5.   DVLC, Inc. assessment procedures allow students to take full advantage of prior learning and competencies. Please refer to the Recognition of Prior Learning/ Current Competencies Policy for further details.

7.   RELATED POLICIES

- Policy on Policy
- Enrolment Policy
- Fees, Charges and Refunds
- Assessment (excluding VCE) Policy
- VCE Assessment Policy
- Recognition of Prior Learning/ Current Competencies Policy
- Student Complaints and Appeals
- Plagiarism, Cheating and Collaboration/Collusion
- DVLC, Inc. Record Keeping Policy

8.   RELATED PROCESSES / PROCEDURES

8.1.

9.   RELATED STANDARDS

9.1.   The following standards relate to this policy:
- Australian Governance Standard 8000-2003: Good Governance Principles
- Australian Qualifications Framework
- Standards for NVR Registered Training Organisations 2011
- VRQA Guidelines for VET Providers

10.   RELATED ROLES

10.1.   Governance and management of DVLC.