


POLICY			
Ref. to legislative frameworks: SRTO 2015: Standard 1.8 – 1.12	Vocational Education and Training Assessments		
Version: 6.1	Approved by: Principal Executive Officer	Issued on: 15/08/2018 Review by: 15/08/2020	

Revision History

Current Version	Description of Change	Policy Developer	Effective Date
6.1	Supplementary Reassessment rules are reviewed.	PEO	15/08/2018

PURPOSE

This Policy outlines AAPoly's Vocational Education and Training (VET) assessment practices and ensures that they are consistent with guidelines and policies issued through State and National Training Authorities and assessment criteria contained within the relevant National Training Packages.

POLICY STATEMENT

The intent of the Policy is to guide the design and writing of assessments for courses delivered by AAPoly. AAPoly is committed to ensuring that the assessments are valid, reliable, fair, equitable and transparent in assessment practices and procedures.

SCOPE

This policy applies to VET programs, students and staff members of AAPoly in all teaching locations.

DEFINITIONS

Assessment	The process of collecting evidence and making judgments 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 Tool	Assessment components which include: the context and conditions for the assessment, the tasks to be administered to the learner, an outline of the evidence to be gathered from the learner and the evidence criteria used to judge the quality of performance (i.e. the assessment decision making rules). It also includes the administration, recording and reporting requirements.
Assessment System	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 Rules of Evidence.
Quality Assessment	Quality assessment is the collection and evaluation of evidence to ensure that a student's competency is assessed according to the 'rules of evidence'.
UoC	Unit of Competency
Special consideration	Consideration given to a student on compassionate or compelling circumstances generally beyond the control of the student and have the impact upon the student's course progress or wellbeing and can include critical incidents such as: <ul style="list-style-type: none">▪ Serious Illness or Injury

	<ul style="list-style-type: none"> ▪ Bereavement of close family members such as parents or grandparents ▪ Major political upheaval or natural disaster in the home country requiring emergency travel or ▪ Involvement in, witnessing or having a traumatic experience including witnessing or being the victim of a serious crime.
Equitable	An assessment is fair and impartial, with provision for reasonable adjustments to be made for students with special needs, who are disabled or face unforeseen circumstances.
Transparent	Prior to the conduct of assessments, the relevant students are made aware of the requirements, marking criteria and eligibility. Unambiguous review procedures are published, including the responsibilities of staff and students.

POLICY PRINCIPLES AND GUIDELINES

The design and implementation of formative, continuous and summative assessments must take into account the prescribed Australian Qualifications Framework (AQF) levels for the unit and/or the course of studies.

The following principles must guide the development and conduct of learning assessments:

1. Assessment tools should be designed to facilitate the demonstration of a meaningful application of knowledge. The objective should be to provide diagnostic, timely and purposeful formative feedback, as well as summative judgments about academic performance to the point of assessment. Learning assessments must elicit a body of evidence that ascertains to what extent each student attains the prescribed learning outcomes at the correct level of AQF and has developed the AAPoly graduate attributes.
2. Assessment tools must be developed in ways that optimise reliability and validity, taking into account potential diversity of students and mode of subject delivery. As far as practicable, AAPoly will ensure that appropriate reasonable adjustments and assistance is provided if requested.
3. Assessment tools will include the details of each task, assessment criteria, marking scheme and grading criteria. The marking scheme and grading criteria should be regularly reviewed and quality assured by the Academic faculty.
4. For VET courses, the principles of assessment (validity, reliability, flexibility and fairness) will guide the design of assessments and the rules of evidence (sufficiency, validity, authenticity and currency) will guide the collection of evidence of students' work.

5. All documentation related to learning assessments in addition to all records of student participation and achievements must be retained for a period specified in the associated procedures and in accordance to regulatory requirements.
6. Persons designing, developing and marking learning assessments must be suitably qualified according to regulatory requirements as specified in the procedures associated with this policy. Academic team members should not be responsible for the assessment of a student with whom they have, or have had, a significant personal relationship.
7. The VET Department implements an assessment system that ensures learning assessments (including recognition of prior learning):
 - a) comply with the assessment requirements of the relevant training package or VET accredited course;
 - b) is conducted in accordance with the Principles of Assessment and the Rules of Evidence detailed in the Standard from Registered Training Organisation (2015) Standard 1, Clauses 1.8 – 1.12; and
 - c) are regularly reviewed and quality assured, incorporating contemporary practices validated through external industry consultations.

RESPONSIBILITIES

- a) Assessor – Prepares for assessment following the principles of assessment (validity, reliability, flexibility and fairness) and plans and prepares the evidence-gathering process. Collects the evidence following the rules of evidence (sufficiency, validity, authenticity and currency) and makes the assessment decision. Provides feedback on the assessment and records and reports the results. Reviews the assessment process and participates in the supplementary reassessment and appeals process.
- b) The Principal Executive Officer is responsible for developing and overseeing the implementation of the policy, monitoring the assessment practices and evaluating the effectiveness of the policy and procedure.
- c) The Head of VET Department is responsible for incorporating the requirements into their respective department's teaching-learning plans or training-assessment strategies. He/she is also responsible for communicating the policy to all their academic team members responsible for the teaching, design, and development of all learning assessments.
- d) The Designated Head of Student Services and relevant team members must ensure that the conduct of examinations is consistent with this policy.
- e) Students have the responsibility to submit assessment/learning tasks on the dates published in advance.

FEEDBACK

Any queries, feedback or concern about this policy should be emailed to the Principal Executive Officer at suggestionstotheceo@aapoly.edu.au. The PEO will respond within two (2) business days, unless an immediate action is required. The outcomes will be recorded and utilised in continuous improvement measures at AAPoly.

REFERENCES

Source	Document Title	Version/Date
Internal	Vocational Education and Training Assessments Procedure	v6.1 15082018
External	Standards for Registered Training Organisations	2015