

Assessment of Learning Policy

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Introduction

Well designed assessment practice is integral to students achieving successful outcomes. It strengthens teachers' understanding of the meaning of competence and enables them to adopt diverse assessment approaches that recognize different contexts of learning and achievement.

Purpose

This policy describes the framework for TAFE Gippsland's assessment practices to inform:

- Assessment and Teaching practice
- Student learning
- Student feedback
- Student progress

Scope

This Policy applies to:

- All assessments of learning conducted by TAFE Gippsland or on behalf of TAFE Gippsland by a third party
- All assessment instruments, including written tasks, examinations and workplace/practical assessments
- Assessments of Recognition of Prior Learning (RPL)

Policy Statements

- Academic standards and the integrity of TAFE Gippsland must be maintained and safeguarded throughout the assessment process
- The principles of natural justice must be followed in all proceedings
- All Assessment must meet the principles of assessment (valid, reliable, flexible and fair)
- All assessments must meet the rules of evidence (authentic, sufficient, valid and current)
- All students will be offered the opportunity for skills recognition on enrolment (see Skills Recognition: RPL, and Credit Transfers Procedure (TL006)
- All students will have the opportunity to undertake two attempts at each assessment task.
- The assessor must make reasonable adjustment which takes into account the needs and characteristics of the applicant being assessed, while maintaining the integrity of the course
- The assessment must meet all the requirements of endorsed and accredited qualifications.
- Assessments must be planned, conducted and validated by appropriately qualified staff
- Assessors will act with impartiality

- Plagiarism will not be tolerated
- TAFE Gippsland has two approved marking schemes (competency based and graded) that must be followed, as appropriate, for all assessments.
- Graded assessment is available only for qualifications at AQF level 5 or above. An exemption may be approved to allow for graded assessment below AQF level 5 using the Graded Assessment Exemption Application form.
- Where graded assessment occurs, competency must be established before a grade is applied
- All completed student assessment items and the assessment judgement for each student must be securely retained, for a minimum of three (3) years from the date of completion or withdrawal from the relevant module or unit of competency which the judgement of competence for the student was made. These documents must be able to be produced in full on request
- If the actual piece(s) of work completed by a student or evidence of that work, including evidence collected for an RPL assessment is not able to be retained, an assessor's completed assessment tool(s), for each student must be retained, signed and dated by the student and assessor. This evidence must have enough detail to demonstrate the assessor's judgement of the student's performance against the standard required in the relevant training package
- Applications for special examination arrangements for VCE and VCAL students are to be submitted to VCAA. Students' special examination arrangements may be based on:
 - Severe health impairment
 - Significant physical disability
 - Hearing or vision impairment
 - Learning disability
 - Severe language disorder
- For VCE and VCAL, assessments will be conducted in accordance with relevant regulatory process and VCAA Guidelines
- Assessment will be conducted using the guidelines of registered bodies e.g. WorkSafe where required.
- Students are informed of their rights and responsibilities with regards to assessment through their course materials, the TAFE Gippsland website and Moodle.

Responsibilities within the assessment process:

Assessors are responsible for ensuring assessments are developed, conducted and reviewed in accordance with the:

- quality requirements of the
 - Australian Qualification Framework (AQF),
 - Standards for RTOs (2015) (The Standards),
 - HESG Quality Charter and
 - Guide for Non-School Senior Secondary Education Providers, as appropriate
- policies and procedures contained within this assessment framework

- requirements of the relevant training package ensuring performance criteria, foundation skills, and assessment requirements (knowledge evidence, performance evidence, assessment conditions) are met and in-line with relevant and current workplace practices.

Students are responsible for:

- engaging in the assessment process
- applying for special consideration or reasonable adjustments for assessment
- notifying their teacher in a timely manner and submitting an extension of assessment form if they are unable to undertake a scheduled assessment
- initiating the appeals process.

Ethical assessment

TAFE Gippsland teachers as assessors must ensure there is no real or perceived conflict of interest in assessment processes and that they are able to perform their role with impartiality. Examples include the following circumstances:

- Assessing a family member, relative or close friend
- Assessing a colleague or business associate particularly if the outcome of the assessment can be used to gain employment, promotion, pay increases or other benefits
- Assessing another staff member, particularly where a supervisor or subordinate relationship exists
- Assessing someone where there may be a conflict situation
- Assessing oneself

If a real or perceived conflict of interest is identified, it is the responsibility of the assessor to discuss the situation with their **Head of Department** as soon as possible. The **Head of Department** will decide whether the assessor should not assess in the specific case and whether assessment should be confirmed by a second assessor.

Procedures

Planning Assessments

Step	Action	Responsibility
1.	Design all assessment tasks for all units within the qualification ensuring the entire unit/subject is assessed. Complete Unit Assessment Mapping Tool for each unit of competency. Refer to <i>Curriculum Development Procedure TL 042</i> , refer to; <i>How To – Course Navigator TAS Completion and Approval Process located on PPMS under Course Teams</i>	Head of Department,
2.	Pay attention to the complexity of the language used and the relevant AQF level	Teacher
3.	Students are informed of the context and purpose of the assessment and the assessment process, including pre-assessment information through the course materials distributed at the commencement of a course.	Program Manager

4.	Validation of assessments prior to delivery to ensure all training package requirements are met. Refer Assessment Validation Procedure TL047	Teacher
5.	Ensure all resources are in place for assessment	Teacher

Conducting and Reviewing Assessments

Step	Action	Responsibility
1.	Pay attention to the language, literacy and numeracy skills of the students when conducting assessments. Use techniques for gathering evidence that may be used commonly in the workplace. Consult TAFE Gippsland LLN specialists for assistance.	Teacher
2.	At or prior to the commencement of delivery, inform students of the assessment requirements and strategy of the competency/subject/module in the form of a TAFE Gippsland Course Guide. For VET assessment provide the students with a Training Plan before or on commencement of their training.	Teacher
3.	To ensure the participation of all learners: <ul style="list-style-type: none"> make sure that course activities are sufficiently flexible provide additional support to learners where necessary where a learner cannot participate, offer a reasonable substitute within the context of the overall course Attendance and Participation Procedure TL 026 Attendance and Roll Marking Procedure TL 027	Teacher
4.	If special assistance is required for a student to complete an assessment task, the teacher will log a request for study support through the Student at Risk Portal on Staff Point or a student can request assistance through Student Point or contact Student Support Services. Student Support Services Team Procedure TL 011	Teacher/Student
5.	Conduct assessment and review against assessment criteria (assessor instructions) to determine result against the appropriate marking scheme. If competency result is graded, ensure that evidence of competency is gathered before the grade is allocated. SMS Grades - Ready Reference TL036 Refer Assessment Principals TL 036 Attach 3 and Graded Result Guidelines TL 036 Attach 6 Graded Assessment Exemption Application form TL 036 form 3	Teacher
6.	Review assessment for any evidence of plagiarism. Plagiarism and other forms of cheating in any assessment items, in order to gain an unfair advantage or incorrect outcome are major infringements of the Institute's educational values. As such, any plagiarism or cheating will result in serious consequences.	Teacher

	Refer Plagiarism Policy TL013.	
7.	Where activities undertaken in a workplace during formal practical placements for part of the assessment, discuss performance with the student and the workplace supervisor, then prepare a written report of the assessment and provide a copy to the student and the workplace supervisor.	Teacher
8.	Capture all assessment results in SMS within 10 working days according to TL 026 Attendance and Participation /TL 027 Attendance and Roll Marking policies and procedures	Teacher
9.	Within 10 days of the completion of the assessment, provide feedback/results to the student Feedback on assessment outcomes is provided via a completed copy of the Assessment Cover Sheet and Task Outcome or other assessment feedback templates as appropriate	Teacher
10.	If the student disagrees with the assessment outcome, consult the policy for conditions available for reassessment and determine whether to provide a reassessment of the outcome by another assessor	Program Manager
11.	If agreement is reached to hold reassessment, have the reassessment done, record the outcome and provide feedback to the student	Alternative assessor
12.	A student may appeal against an official assessment result or a recommendation for exclusion from a course, in accordance with the Institute's Assessment Appeals Procedure TL007.	As required
13.	For all government subsidised training retain completed assessments for a minimum of three years for use in validation and for audit purposes (see above). Refer to Assessment Validation Procedure TL 047	Teacher Head of Department Program Manager
14.	Participate in scheduled validation of assessment	Teacher

Secondary School Students

Step	Action	Responsibility
	Secondary school student results are Provided to secondary Colleges for entry onto the VASS system for VET and VCAL units by required dates: http://www.vcaa.vic.edu.au/Documents/handbook/2016/2016-Important-Administrative-Dates.docx	VASS Administrator

Reference and Supporting Information

Definitions

Refer TL 036 Attachment 2 - Definitions

External Legislative Context

ASQA Standards for Registered Training Organisations 2015 9

ASQA General Direction - retention requirements for completed student assessment items

VRQA Guidelines for Non-school Senior Secondary Education Providers

Internal Policy and Procedures

- Attendance and Roll Marking Procedure TL 027
- Attendance and Participation Procedure TL 026
- Graded Assessment TL036
- Student Progression TL045
- Assessment Validation (TL047)
- Assessment Appeals (TL007)
- Plagiarism (TL013)
- Evidence of Participation (TL026)
- Skills Recognition: RPL, RCC and Credit Transfers (TL006)
- Complaints and Feedback Procedure CM006

Forms

Assessment Cover Sheet and Task Outcome TL 036 Form 1

Extension of Assessment TL 036 Form 2

Graded Assessment Exemption Application TL 036 Form 3

Attachments

- Attachment 1 Responsibilities in submitting and handling assessments
- Attachment 2 Assessment definitions
- Attachment 3 Assessment principles
- Attachment 4 Evidence
- Attachment 5 FT 5 Year Course Validation Management Plan 2018 - 2022
- Attachment 6 Graded Result Guidelines

Responsibility

Director Academic Governance

Please Note: For further information or assistance regarding policies and procedures, contact: qa@tafegippsland.edu.au | URL: www.tafegippsland.edu.au

Document Version Control Table

Item	Summary of Update	Version Control	Revised Date
1	Document created	V1.0	2016
2	Removed item relating to Validation from 2016, Adjusted content in item 10.1 Managing Assessment Validation Replaced Education Manager with Head of Department and added Program Manager and Learning Support Assistant roles as indicated. Added content relating to 'Responsibilities within the assessment process P2. Added additional internal policies relating to Validation	V2.0	20/10/2017
3	Document renamed and content updated	V3.0	25/5/2018
4	Rebranded from Federation Training to TAFE Gippsland	V4.0	03/06/2019
5	Comprehensive redraft.	V4.1	Draft
6.	Approved redraft	V5.0	09/06/2020
7.	Reference to Credit Transfers removed from Scope Policy Statements updated – 'All students have the opportunity to undertake two attempts at each assessment task'	V5.1	23/06/2020
8.	Additional clause Pg 3 . An exemption may be approved to allow for graded assessment below AQF level 5 using the Graded Assessment Exemption Application form.	V5.2	07/07/2020