

Assessment of Learning Policy

1. Purpose

This document describes the policy and procedures for conducting assessments.

2. Scope

The scope of this document applies to:

- 2.1. All assessment conducted by TAFE Gippsland or on behalf of TAFE Gippsland by a third party
- 2.2. All assessment tasks (instruments), including examinations and workplace/practical assessments
- 2.3. Assessments of Recognition of Prior Learning (RPL)/ Credit Transfers

3. Policy

The policy statements that apply are:

- 3.1. Academic standards and the integrity of TAFE Gippsland must be maintained and safeguarded
- 3.2. The principles of natural justice must be followed in all proceedings
- 3.3. Assessment must meet the principles of assessment (valid, reliable, flexible and fair)
- 3.4. All assessments must meet the rules of evidence (authentic, sufficient, valid and current)
- 3.5. 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
- 3.6. The assessment must meet all the requirements of endorsed and accredited qualifications. For VET assessment, competency must be established before a grade is applied
- 3.7. Assessments must be planned, conducted and validated by appropriately qualified staff
- 3.8. TAFE Gippsland has two approved marking schemes (competency based and graded) that must be followed for all assessments
- 3.9. All completed student assessment items and the assessment judgement for each student must be securely retained, for a minimum of six (6) months from the date on which the judgement of competence for the student was made. These documents must be able to be produced in full at audit

- 3.10. If the actual piece(s) of work completed by a student or evidence of that work, including evidence collected for an RPL process 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
- 3.11. Examinations for secondary school programs will be conducted according to the regulatory process and guidelines
- 3.12. For VCE and VCAL application for special examination arrangements 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
- 3.13. For VCE and VCAL, assessments will be conducted in accordance with VCAA Guidelines. Results will be entered on VASS
- 3.14. Other assessments will be conducted using the guidelines of the registered body e.g. WorkSafe

Graded Assessment

- 3.15. At AQF qualifications, Certificates I, II, III and IV, graded assessment is not recommended
- 3.16. At AQF qualifications, Diploma, Advanced Diploma, graded assessment is mandatory unless a specific graded assessment exemption is granted
- 3.17. In all graded assessment for VET courses, it is mandatory that assessment is designed to provide evidence of competency in the unit. A grade can only be provided after competence has been established.
- 3.18. Graded assessment for Certificate IV qualifications can be sought on the basis that there is evidence of an industry need or a specific pathway / articulation arrangement that requires differentiated student performance. This can only be granted through an application for exemption. Evidence of Industry need and the introduction of Graded Assessment must be agreed and minuted in Course Team Meeting minutes demonstrating the rationale
- 3.19. Graded Assessment Guidelines must be followed for all qualifications requiring a formal grade

4. Procedures

4.1 Conducting Assessments

| Step | Action | Responsibility |
|--------|---|---|
| 4.1.1. | Complete a TAS outlining course and assessment mapping (refer to; <i>How To – Course Navigator TAS Completion and Approval Process located on PPMS under Course Teams</i>). | Head of Department |
| 4.1.2. | 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 |
| 4.1.3. | 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 reasonable substitute within the context of the overall course <i>Attendance and Participation Procedure TL 026</i> <i>Attendance and Roll Marking Procedure TL 027</i> | Teacher |
| 4.1.4. | 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. <i>Student Support Services Team Procedure TL 011</i> | Teacher/Student |
| 4.1.5. | Design all assessment tasks for all units within the qualification ensuring the entire unit/subject is assessed. For VET courses complete Unit Assessment Mapping Tool for each unit of competency. Refer to <i>Curriculum Development Procedure TL 042</i> | Head of Department, Program Manager, |
| 4.1.6. | 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. <i>SMS Grades - Ready Reference TL036</i> <i>Refer Assessment Principals TL 036 Attach 3 and Graded Result Guidelines TL 036 Attach 6</i> | Teacher |
| 4.1.7. | For practical placements, 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. The workplace supervisor must be provided with a copy of the “TAFE Gippsland Work Placement Guide” | Teacher |

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| 4.1.8. | Capture all assessment results in SMS within 10 working days according to <i>TL 026 Attendance and Participation /TL 027 Attendance and Roll Marking</i> policies and procedures | Teacher |
| 4.1.9. | Within 10 days of the completion of the assessment, provide feedback/results to the student | Teacher |
| 4.1.10. | Retain a sample of completed assessments, or a copy thereof, for a minimum of 6 months for use in moderation and validation of assessment activities | Head of Department Program Manager |
| 4.1.11. | If the student disagrees with the assessment outcome, determine whether to provide a reassessment of the outcome by another assessor | Program Manager |
| 4.1.12. | If agreement is reached to hold reassessment, have the reassessment done, record the outcome and advise the student | Alternative assessor |
| 4.1.13. | If student still disagrees with the assessment outcome, follow <i>TL 007 Assessment Appeals Procedure</i> | As required |
| 4.1.14. | Retain assessments, for use in moderation and validation of assessment activities. Refer to <i>TL 047 Validation Part 1 Assessment Review and Part 2 Assessment Judgement</i> | Teacher Head of Department Program Manager |

4.1. Secondary School Students

| Step | Action | Responsibility |
|--------|--|--------------------|
| 4.2.1. | 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
ASQA General Direction - retention requirements for completed student assessment items

Internal Policy and Procedures

- Attendance and Roll Marking Procedure TL 027
- Attendance and Participation Procedure TL 026
- Validation Part 1: Assessment and Review (TI 047)
- Validation Part 2: Assessment Judgement (TL 047)
- 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

Templates

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

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 | 25/05/2018 |
| 4 | Rebranded from Federation Training to TAFE Gippsland | V4.0 | 03/06/2019 |