ABN 27 241 053 246

ASSESSMENT POLICY

1. Statement of Policy

To ensure that The Gordon's assessment policies, procedures and processes meet Australian Skills Quality Authority (ASQA) requirements under the *Standards for Registered Training Organisations (RTOs) 2015* for any endorsed Training Products listed on the Institute's Scope of Registration. Specifically the outcome of this policy is to ensure assessment processes at The Gordon are industry relevant and applied consistently to all students.

2. Scope

This policy applies to all nationally Accredited Courses and Qualifications, or components of courses, listed on The Gordon's Scope of Registration. The organisation, as well as individual assessors, has a responsibility to ensure that Assessment is applied consistently.

This policy covers guidance for staff of The Gordon for all assessment processes, including: pre-entry, in-process assessment, graded assessment; and inappropriate conduct in assessment

3. Policy principles

The Gordon is committed to the provision of quality education and training programs and to the enhancement of the learning experience for all of its students. This is achieved through the implementation of the following policy principles:

- Ensuring that its assessment strategies and processes meet the requirements of the Training Package or Accredited Course Guidelines and, are informed by consultation with industry.
- Maintaining assessment activities which are fair, reliable, flexible and valid.
- Ensuring that assessors follow the rules of assessment and sight current, sufficient, authentic and valid evidence when forming their assessment decision.
- Applying the *Student Conduct Policy* to assessment to ensure that decisions are based on authentic evidence.
- Informing students about all assessment details at the commencement of each subject/module/unit of competency. This includes an outline of assessment tasks, assessment criteria/standards, due dates for assessment tasks, examination dates, the marking scheme and re-assessment process. Assessment practice, as far as practicable, will be consistent with the information provided to students.
- Providing timely and constructive feedback on assessment to students within two weeks of submission including formal feedback on whether they were satisfactory (passed) or unsatisfactory (need to resubmit).
- Ensuring students are assessed against all requirements of the Unit of Competency, including all performance criteria; dimensions of competency, performance evidence; knowledge evidence; and assessment conditions.
- Providing students with information on their rights in relation to appealing assessment outcomes or raising complaints regarding assessment processes.
- Ensuring all results (including resits) are finalised within 4 weeks of the nominated unit completion date, and results entered into the Student Management System (SMS).
- Ensuring assessment processes, tools and records are regularly reviewed and improved
- Maintaining and implementing a schedule of validation activities covering the full scope of registration.
- Taking all reasonable steps to accommodate the needs of students with special needs or disabilities, through providing modifications or adjustments that do not compromise the academic standard or the essential nature of the academic program.

4. Assessment planning policies

4.1 Training and assessment strategies

All qualifications, accredited courses, skills sets and stand-alone units of competency, must have an approved and comprehensive Training and Assessment Strategy (TAS). The strategy outlines the delivery and assessment approaches to be used in the delivery of the qualification or course.

Training and Assessment Strategies for new or amended training products must be approved by the Program Manager and Manager, Education Design prior to any delivery of the course commencing. Following implementation, all Training and Assessment Strategies are subject to an annual review managed by the Program Manager and are updated on the Teachers Essential Toolkit (TET) site.

4.2 Assessment processes

The assessment processes used by The Gordon, includes the collection of a broad range of evidence for the assessor to base their decision on. The Gordon provides an overview of the development of assessment tools in its *Assessment Processes TED PR 14,* related reference documents provide further guidance on planning training delivery and assessment at The Gordon.

The Gordon provides approved assessment tool templates on the Operational Management System (OMS) which cover the range of assessment methods used in vocational education and training. These templates must be used when developing new assessment tools, or revising existing assessment tools. All templates include an associated Assessor Guide which must be developed to ensure the implementation of fair and consistent assessment. Where assessments are conducted via Gordon Online or another learning management system, assessors and students must be provided with the same level of the information as in the templates. Where assessment are not conducted via a learning management system, copies of the assessment tool must be maintained on the TET site.

4.3 Contextualisation of assessment

The Gordon recognises the need for assessment processes, tools and methods to be contextualised from time to time to reflect the local outcomes required. When contextualisation is required, The Gordon will make the changes in line with the guidelines on contextualisation as set out in the relevant Training Package or Accredited Course Guidelines. These changes must be reflected in the relevant Training and Assessment Strategy.

4.4 Storage and access to assessment tools

The Gordon is working towards having all assessment tools stored and accessed from Gordon Online as the standard document repository. Assessment documents loaded to this site must be validated, and are the only assessments that can be used with students. Assessment tools which are not yet on Gordon Online must be maintained on the Teachers Essential Toolkit (TET) site.

4.5 Qualifications of trainers and assessors

The Gordon ensures that all trainers and assessors hold the required vocational competency and current vocational experience to deliver the qualifications, units of competency and courses with which they are involved. All processes for ensuring that trainers and assessors have relevant training and assessment, and vocational competency and maintain their professional currency are detailed in the *Teacher Qualifications and Competency Policy SHRD PO 46.*

4.6 Validation of assessment tools and assessment judgements

The Gordon implements an annual plan for ongoing systematic validation of assessment practices and judgements that includes all aspects of its scope of registration. This process will ensure that each training product is validated at least once every five years, with at least 50% of products validated within the first three years of each five year cycle. The validation plan is independently supervised and takes into account the risks of training products on The Gordon's Scope of Registration. The managing the validation program are described in the *Validation Processes QA PR 02.*

5. Assessment Implementation Policies

5.1 Information about assessment

To ensure students can prepare for all assessments, students will be appropriately informed of the assessment arrangements for each unit of competency or cluster of units. Information about each unit's assessment requirements is provided in unit guides and assessment booklets. Students will be:
1. Informed of the arrangements, context and purpose of all assessment tasks at the commencement of the unit or cluster of units;
2. Informed of the criteria against which they are being assessed; and
3. Given advance notice of all assessment arrangements.

5.2 Assessment conduct and conditions

Any form of inappropriate conduct in assessment is unacceptable and students proven to be involved in such conduct shall be subject to disciplinary procedures. The *Student Conduct Policy QA PO 12* describes the processes and penalties that are to apply.

Unacceptable assessment conduct during an assessment activity includes but is not limited to:
- copying (e.g. tests, exams, case studies, portfolios, record books)
- deception / dishonesty
- inducement to gain a pre or post assessment advantage
- plagiarism

Substantiated cases of plagiarism require that a Not Yet Competent (NYC) result be recorded for the specific unit/module/subject linked to the inappropriate conduct unless exceptional circumstances apply and those circumstances are ratified by the Director of Education.

5.3 Students with Disabilities

Teaching staff shall take all reasonable steps to modify existing course assessment or provide 'reasonable adjustments' as defined by the Disability Discrimination Act to accommodate the needs of a student with a disability, providing such modifications or adjustments do not compromise the principles and rules of assessment or the essential nature of the course requests.

The responsibility for disclosure of disability rests with the student, and requests for reasonable adjustment must be raised with the teacher prior to the assessment being undertaken.

5.4 Re-assessment

Students may be assessed on their work up to two (2) times before a task will be formally deemed Not Satisfactory. If a re-assessment is deemed Not Satisfactory, the Student may request one reassessment or appeal the outcome as documented in 5.1:
The Gordon's assessment policy has established the following guidelines for re-assessment:
- A student who does not meet the required assessment standards has the right to a single re-submission for reassessment, within two weeks of the determination of a not satisfactory outcome and within the enrolment period of the unit of competency.
- Students who are deemed not satisfactory for a test or exam will be granted one re-sit which must occur within two weeks of the original date for the test or exam.
- The result of any supplementary assessment shall be recorded as either a satisfactory or not satisfactory, no grading will be undertaken of resubmitted work.
- Special circumstances will be taken into consideration regarding assessment schedules and activities (eg examinations or tests), non-appearance and performance. Special circumstances include:
  - Severe illness or condition which prevents attendance – this must be justified by a medical certificate which clearly states the medical reasons for non-attendance.

- Close family member's death – supported by verifiable documentary evidence.
- Court attendance – which is scheduled as unavoidable, again documentary evidence which verifies the attendance is required.

Applications will only be considered if the request is received in writing and supporting documents are provided to the nominated teacher or Program Manager prior to the scheduled due date.

Due date extension:

- A student who is unable to meet an assessment deadline due to special circumstances as detailed above may apply for a single extension of due date with the appropriate teacher, provided that the application is made prior to the due date and there are valid reasons why the deadline cannot be achieved.
- Where a student does not request an extension based on a valid reason or meet the deadline for an extension prior to the submission date it will be considered a first attempt at the task.
- An application for extension may or may not be granted and the teacher or Course Co-ordinator carries the authority for such a decision, and will take into consideration the principle of fairness to all candidates.

Where a student is deemed Not Yet Competent for a unit of competency, or does not complete all assessment tasks but undertakes all learning activities, they will be permitted one reattempt of the unit of competency. Any subsequent re-enrolment in the unit after that point must be authorised by the Program Manager, if appropriate in liaison with a Student Support officer, based on a review as to whether there is a reasonable chance the student with appropriate support can meet all requirements of the unit of competency on the 3rd attempt.

5.5 Recognition of Prior Learning

The Gordon offers Recognition of Prior Learning (RPL) for qualifications and units within its scope of registration. All students are provided with information on RPL prior to enrolment and offered the opportunity to take up this option during the enrolment process. Whilst the RPL assessment can occur at any time during a course; however, it is best to commence the process at the start of a course to ensure appropriate arrangements can be made for any training that may be required if the RPL is unsuccessful. In general, once training has commenced on a particular unit RPL is no longer available to the candidate.

RPL for Regulated and Licensed Units

RPL for high risk and licensed units is only available for the training delivery component. Applicants for RPL for these units will be asked to provide evidence of their experience, perform a test and/or a self-assessment and then may be allowed to attempt the Theory and Practical Assessments only. No training will be required unless after the Theory and Practical Assessments the student is deemed 'Not Yet Competent' (NYC).

RPL is not offered to candidate's wishing to gain Recognition of Current Competency (RCC) for units such as First Aid, Working at Heights and Confined Space. A theory/practical assessment on the latest procedures, regulations, codes of practice and legislation will be required to ensure that the candidate's knowledge and skills is adequate due to real life safety situations that the candidate may put either themselves or another person in.

RPL for Foundation Skills Qualifications

The Gordon does not offer RPL for accredited courses in foundation skills such as General Education, English as Another Language or ELICOS. These courses are designed specifically for people who want to develop their literacy and numeracy skills for future study and/or employment. Applicants whose initial assessment indicates their language, literacy or numeracy skills are at higher ACSF level than the accredited course they have applied for will be either enrolled in a higher course or encouraged to enrol in another qualification with additional support as required by their situation.

5.6 Assessment decision review

Students can appeal an assessment decision, lodge a complaint or request a reassessment up to ten (10) days after the decision was made or notified to the student in writing. Assessment decision reviews can be made using the *Complaints and Appeals Policy QA PO 10.*

Where a student requests an assessment decision review, a re-mark or re-assessment may be deemed justified by a Program Manager. All assessment outcomes must be consistent with the decision making rules in the relevant Delivery and Assessment Plan, and specific marking guide contained in the Assessment Tool.

- The prime purpose of an assessment decision review is to determine whether the assessment has been conducted in accordance with the rules of evidence and principles of assessment.
- A reassessment shall not be considered if the student has already passed the unit/module/subject unless the assessment has a graded result and a re-mark is requested.
- The purpose of a re-mark is to review the marks allotted in an assessment process in a graded assessment to assure the candidate that the assessment process and result are fair and valid.
- Only one review or re-mark shall be considered.
- A re-mark is not appropriate where the conditions and comparative nature of the initial assessment may not be reproducible (e.g. class presentation, live work, demonstration, performance or practical work). In this case another assessment may be allowed. In these instances:
  - The re-assessor shall be an alternative qualified assessor (with appropriate vocational and educational expertise).
  - The assessed result of the re-assessment or re-mark is not open to further appeal and over rides any previously record final result on the permanent student record (SMS).

5.7 Assessment outcomes

Consistent with competency based assessment principles all VET qualifications Courses in, through Certificates I, II, III and IV, Diploma and Advanced Diplomas will follow a competent/not yet competent resulting model.

Graded assessment protocols

Graded Assessment is the process of awarding the learner with a grade based on a higher level of performance once competency has been achieved.
Graded assessment must be endorsed by The Gordon's Board of Studies and will not be authorised unless there is a specific requirement under a regulating authority such as VCAA, other industry regulator; or is required for a guaranteed university pathway course, or other higher education course that stipulates a graded result is required.

Assessment Outcomes will be categorised into two types:
1. Competency Based Assessment (CM/NYC)
2. Graded Assessment - Competent with Pass (CS), Competent with Credit (CC), Competent with Distinction (CD) and Competent with High Distinction (CHD).

5.8 Assessment records

The Gordon will operate and maintain a consistent, secure and reliable system for recording and storing all assessment decisions. The following mechanisms are in place to ensure the security and integrity of assessment records:
- An assessment cover sheet accompanies each individual assessment task which is then used to record the outcome and feedback from the assessment.
- An overall assessment record sheet is kept for each unit of competency or cluster of units, for each student, to show achievement against each assessment task. This record is signed by both assessor and student, or if uploaded to Gordon Online, signed by the assessor.

- Each student has a delivery file (this can be electronic or paper based) which is continuously updated by the trainer/assessor with details of the students' progress and outcomes.

Within two weeks of an assessment submission students will be advised in written format of:
- The outcome of an individual task decision with clear feedback on the outcome.
- The overall unit level assessment outcomes as they are achieved.
- Their right to and process for an appeal of an assessment decision at either task or unit level.

Teaching areas must maintain master copies of student assessment and training resources in accordance with the Institute's *Records Management Procedure RM PR 03.*

Assessment records for each unit or cluster of units for a minimum period of 6 months post completion of the related unit. Records will be maintained to ensure that the following are accessible:

1. The assessment schedule for each unit of competency.
2. A copy of all assessment tasks, including tests, assignments, and role plays, projects and any other type of assessment task used to assess any enrolled student.
3. A copy of class materials used in the delivery of a unit of competency (or cluster of units).
4. A copy of any workplace logs or workbooks used to form the evidence of competency including at least one sample of a completed log or workbook.
5. Student assessments with results which includes an outcome against each discrete assessment task.
6. Overall results by student, for each unit.

Students are responsible for maintaining a copy of all work submitted, in order to limit the likelihood of plagiarism, copying or other forms of deceit, assessment feedback should be held by the class teacher until after the due date and all students in the Group have submitted their first attempt.

All examination and test papers as well as checklists, comment and assessment sheets and other assessment materials generated by Gordon staff remain the property of The Gordon and shall be retained and discarded as defined in the record management procedure.

6. Governance / responsibilities

Position	Governance / Responsibility
Board of Studies	Formally approves and ratifies this policy
Manager, Education Design	The Manager Education Design is responsible for ensuring that The Gordon's Assessment Policies, Procedures and systems are consistent with best practice principles and the requirements of the relevant national or State Regulators and the Australian Qualifications Framework
Program Managers	Program Managers are accountable for ensuring that all assessment tools meet the requirements of the relevant Training Package or Accredited Course, and are consistent with those referred to in all associated Delivery and Assessment Plans
Teachers	Teachers are responsible for ensuring that all assessment methods and assessment tools in use are consistent with the requirements of this policy, meet the requirements of the relevant Training Package or Accredited Course, are consistent for the applicable Qualification Strategy and Delivery and Assessment Plans; and are conducted in accordance with the principles of assessment and the rules of evidence

7. Key aligned internal documents

Assessment Processes TED PR 14

Validation Processes QA PR 02

Student Conduct Policy QA PO 12

Complaints and Appeals Policy QA PO 10

Teacher Qualifications and Competency Policy SHRD PO 46

ABN 27 241 053 246

Records Management Procedure RM PR 03

8. Key aligned external documents

Standards for Registered Training Organisations (RTOs) 2015

ASQA Guide to developing assessment tools

Disability discrimination Act 1992

The Disability Standards on Education 2005

9. Review and approval

	Position	Area
Author / Reviewer:	Manager	Quality and Risk Management
Custodian:	Manager	Education Development
Endorsed by (if applicable):	Board of Studies	
Review Schedule:	This policy will be reviewed every 3 years (or earlier as required)	
Last reviewed / updated:	4 September 2019	