

1. PURPOSE

To provide governance relating to the processes and requirements of Vocational Education and Training (VET) assessment at Holmesglen.

2. SCOPE

Applies to all VET assessments conducted locally and internationally.

3. POLICY STATEMENT

Holmesglen has an assessment system that complies with the requirements of the Standards for RTOs (2015), training packages and accredited courses. Assessment is conducted in accordance with the Principles of Assessment and Rules of Evidence as specified in clause 1.8 of the Standards for RTOs (2015).

This Policy focuses on the design, delivery, and implementation of assessment in VET award and non-award courses and units of competency.

4. PRINCIPLES

Assessment planning and design

4.1 Assessment tools must:

- (a) be contextualised to each learner cohort
- (b) reflect industry requirements
- (c) meet all the assessment requirements of the unit of competency
- (d) be consistent with the relevant Training and Assessment Strategy.

4.2 Assessment tools (including purchased assessment resources) must be mapped against the unit requirements and undergo a quality review prior to delivery to ensure all the learning outcomes and requirements of the unit of competency are addressed and that the tools comply with the Principles of Assessment.

4.3 Assessment tools for the courses listed below must be approved prior to implementation, and not be changed or amended without pre-delivery approval from an Institute assembled assessment review panel:

- TAE40116 Certificate IV in Training and Assessment (or any subsequently endorsed replacement qualifications)
- TAESS00011 Assessor Skill Set

4.4 Assessment processes include a combination of formative and summative assessments to ensure learners have sufficient time to learn, practice and consolidate the skills and knowledge before being assessed.

4.5 Assessment tasks must:

- (a) clearly link to the learning outcomes of the unit of competency
- (b) be relevant to the teaching content, and learning activities
- (c) be designed to assess the knowledge and skills relevant to the unit
- (d) enable learners to consistently demonstrate competence in multiple situations and over time
- (e) include a marking guide for teachers to judge the quality of performance.

4.6 Assessment improvements identified through validation, industry consultation, course review or audit must be implemented in the next delivery cycle of the course.

- 4.7 Assessment tools are saved in specified network drive locations with standardised naming conventions.

Assessment arrangements

- 4.8 Learners are fully informed of the assessment process and Holmesglen's relevant policies and procedures prior to undertaking assessment including:
- (a) reasonable adjustment
 - (b) special consideration/deferred assessment
 - (c) assessment re-mark and re-appraisal and/or examination re-sit
 - (d) assessment appeal.
- 4.9 Recognition of prior learning is made available to all learners at enrolment or prior to commencement of training.
- 4.10 Learners are provided with reasonable adjustment to assessments to enable them to meet the abilities, skills and knowledge requirements of the course.
- 4.11 Whilst reasonable adjustments are provided to learners, the evidence criteria must not be altered in any way to ensure consistency and fairness in assessment decisions. The performance standards expected must be the same irrespective of the individual learner being assessed.
- 4.12 Learners who have compelling or compassionate grounds with valid evidence may apply for special consideration or deferred assessment within the required timeframe as specified in the Assessment Conduct Procedure (VET).
- 4.13 Assessment re-mark/re-appraisal is done anonymously by a suitably qualified assessor without reference to the original result or mark or the assessor's comments.
- 4.14 Learners have the right to appeal an assessment decision in accordance with the Complaints and Appeals Policy (Learners).

Assessment submission

- 4.15 Assessment dates and times must be clearly documented in the Unit Outlines and Assessment Tasks.
- 4.16 Assessment tasks whether submitted in hardcopy, physical assessment items, or via the Learning Management System (LMS) must be authenticated.
- 4.17 Completed assessment items are retained in accordance with the Records Retention and Disposal Schedule (Teaching Records) for validation and audit purposes.

Determining competence

- 4.18 A learner is assessed as Satisfactory in an assessment task when they have successfully met the specified standard against each of the criteria being assessed.
- 4.19 A learner is granted a Competent result for the whole unit of competency when they have met all assessment criteria of the unit (i.e. achieved Satisfactory in each assessment task of the unit).
- 4.20 A learner is granted a Fail/Not Competent result when they have attempted all assessment tasks for the unit and been assessed as Not Satisfactory in one or more tasks, following resubmission attempts.
- 4.21 Determination of competency must be undertaken by Holmesglen's qualified teachers and must not be outsourced to a third party.
- 4.22 Teachers must declare any conflicts of interest to the Head of Department who will organise an alternative process of assessment for the affected learner.
- 4.23 Specific, timely, supportive, and constructive feedback is provided regularly to learners to support their learning progress.

- 4.24 Grading is only applicable for specific VET courses approved by the Executive Director, Education and Applied Research as listed in Appendix 2 of this Policy. Grading occurs after and in addition to a determination of competent for each unit.
- 4.25 Learners have a maximum of three attempts at achieving competence in any one assessment task within an enrolment period. Further attempts for individual learners may be approved on a case-by-case basis. Approval will be granted in writing and documented by the Head of Department. Foundation skills or EAL courses are exempt from this principle.
- 4.26 Failure to achieve a Satisfactory result within an enrolment period will result in a 'Competency Not Achieved/Fail' outcome for that unit. Learners may be required to re-enrol in the next enrolment period to repeat the unit.
- 4.27 Learner progress is monitored, and support strategies developed for learners who do not achieve competence in at least 50% of the assessment requirements in an enrolment period.

Workplace assessment

- 4.28 Where the Training Package or accredited curriculum requires that a unit of competency be assessed in the workplace, a Holmesglen teacher must visit the learner’s workplace to conduct that assessment. Workplace supervisors may assist the learner to assemble evidence for workplace assessment.
- 4.29 Requests for placement variations (e.g., days, shifts, times and locations) will be assessed on a case-by-case basis and only approved where learners demonstrate exceptional extenuating circumstances and provide suitable supporting evidence.
- 4.30 Learners who refuse to undertake an available and organised practical placement or do not complete all pre-placement requirements within the specified timeframe, including submission of required documents and/or completion of induction/orientation programs, may be withdrawn from the relevant unit/s and required to attend a progress review with the Head of Department.
- 4.31 Holmesglen may terminate a learner’s placement in a workplace setting if the learner’s assessment performance indicates that the health, safety or wellbeing of the learner or any person associated with the workplace may be at risk. Learners may only be given an opportunity to participate in an alternative placement at the discretion of the Head of Department once corrective action has been taken.

Academic integrity

- 4.32 Holmesglen has zero tolerance for academic misconduct by either employees or learners.
- 4.33 Learners involved in academic misconduct will be:
 - given unsatisfactory result (or zero mark if a graded task) for the relevant assessment task
 - granted Competency Not Achieved/Fail for the unit overall
 - subjected to learner discipline as described in the Academic Integrity Policy.

Post-assessment validation

- 4.34 A valid sample of assessment judgements is validated against the requirements of the unit of competency, including the Principles of Assessment and Rules of Evidence, to confirm assessment judgements are being made correctly.
- 4.35 Assessment validation is undertaken by an appropriately qualified panel, and a validation report is completed for each course/training product at least once every five years.

5. ACCOUNTABILITIES

Action	Accountability
<ul style="list-style-type: none"> ▪ Ensure all courses on Holmesglen Scope of Registration have all the assessments tools that comply with the requirements of the training 	Executive Director, Education and Applied Research

Action	Accountability
package or accredited course, and the Standards for Registered Training Organisations (SRTOs) 2015	
<ul style="list-style-type: none"> ▪ Ensure the quality of all training and assessment tools for courses being delivered meet the requirements of the training package or accredited course, and the Standards for Registered Training Organisations (SRTOs) 2015 ▪ Ensure course validation schedule is met ▪ Oversee assessment appeals process 	Dean/Associate Director or equivalent
<ul style="list-style-type: none"> ▪ Oversee quality of assessment and overall quality assurance and continuous quality improvement in assessment across the department. ▪ Ensure assessment validation is conducted as planned. ▪ Approve requests for individual learners to have more than three attempts at any one assessment task in an enrolment period. ▪ Determine relevant action where learners request placement variation due to exceptional extenuating circumstances, refuse to undertake placement or fail to complete pre-placement requirements. 	Head of Department
<ul style="list-style-type: none"> ▪ Ensure all assessment tools undergo pre-validation and quality assurance prior to implementation ▪ Ensure all assessment tasks are marked and learners receive feedback within procedure timelines 	Education Manager
<ul style="list-style-type: none"> ▪ Develop assessment tools in accordance with the relevant Training and Assessment Strategy, Standards for RTOs and Holmesglen policies and procedures ▪ Conduct assessment in accordance with Principles of Assessment, Rules of Evidence, the relevant Training and Assessment Strategy, and Holmesglen policies and procedures, including specified resulting timelines ▪ Provide additional support and reasonable adjustments to learners with disability and/or learning difficulties ▪ Address request for extensions to assessment, deferred assessment, special consideration, and re-assessment in line with Holmesglen policies and procedures ▪ Provide timely, sufficient, constructive feedback on learner assessment tasks and the progress they are making in relation to their learning goals. ▪ Contribute to continuous improvement processes such as course annual review and feedback, assessment validation, results and attrition analysis ▪ Retain learner's completed assessment/s in consultation with the Education Manager and Head of Department in accordance with the Standards for Registered Training Organisations (RTOs) 2015, VET Funding Contract requirements, Holmesglen Disposal and Retention schedules and Holmesglen policies and procedures 	Teaching employees

6. DEFINITIONS

Term	Meaning
Assessment	The process of collecting evidence and making judgements on whether competency has been achieved, to confirm the learner can perform to the standard required in the workplace, as specified in a training package or

Term	Meaning
	<p>accredited course. Assessment includes Recognition of Prior Learning (RPL) assessment.</p> <p>Also includes the assessment of learning outcomes for the Victorian Certificate of Applied Learning (VCAL) qualifications</p>
Assessment appeal	<p>Learners have the right to appeal an assessment decision, based on valid grounds for appeal, including:</p> <ul style="list-style-type: none"> (a) An error has occurred in the calculation of the result/mark (b) The assessment did not comply with the criteria and description in the course guide and/or unit outline and/or assessment task outline (c) The assessment criteria did not meet the requirements of the relevant training package or accredited course, or differs from the agreed assessment criteria (d) The assessment did not comply with Holmesglen policies on assessment (i.e., an error in process has occurred) (e) Inappropriate penalties have been applied (f) Other reasonable grounds
Assessment authentication	<p>The assessor is assured that the evidence presented for assessment is the learner's own work. The authentication strategies may include:</p> <ul style="list-style-type: none"> ▪ Ensure that evidence gathered 'belongs' to the learner being assessed and provides evidence of that person's skills and knowledge. ▪ An assessment coversheet is completed by the learner and attached to the actual assessment work to confirm the authenticity of their work. Where submission occurs via the Learning Management System (LMS), the assessment coversheet is integrated as part of the submission process. ▪ Where portions of the evidence submitted are gathered through independent study (e.g., assignments or projects) rather than through direct observation, use Turnitin (or other online systems) to check work submissions for plagiarism and identical content in other submissions.
Assessment mapping	<p>Is the process of comparing an assessment activity to each part of the unit of competency to ensure that the assessment task is gathering evidence across the whole of the unit.</p> <p>The purpose of completing assessment mapping is to make sure successful completion of assessment for a unit of competency demonstrates that a learner has met all the requirements to be deemed as competent in that unit.</p> <p>Assessment mapping is done against the elements and performance criteria, the performance and knowledge evidence requirements and foundation skills.</p>
Academic misconduct	<p>Conduct by which a learner or employee seeks to gain for themselves or another person an unfair or unjustified advantage including cheating, contract cheating, collusion, plagiarism, copyright infringement, falsification of information and bribery.</p> <p>Other forms of academic misconduct include:</p>

Term	Meaning
	<ul style="list-style-type: none"> a) claiming authorship of another’s work in teaching materials, learning resources, applied research or assessment b) helping or attempting to help a learner to cheat including: <ul style="list-style-type: none"> i. doing work for a learner ii. designing or producing a project for a learner iii. providing answers during an exam, test or quiz including by electronic device iv. providing a learner with an advance copy of a test, quiz or examination v. leaving relevant materials behind at the examination, quiz or test site c) altering the outcome of results or not accurately implementing assessment marking guides or other assessment protocols d) acting dishonestly or improperly in assessment tasks or when assessing learner work e) falsification of or distorting data f) attending classes or examinations on behalf of someone else or asking someone to attend a class or take an examination instead of the enrolled learner g) interfering with the work of others, such as sabotaging laboratory experiments, research or digital files, providing misleading information, or disrupting teaching and learning activities.
Assessment evidence retention	<p>Retention of assessment evidence may be in the form of, but not exclusive to:</p> <ul style="list-style-type: none"> ▪ keeping scanned copies of all assessments submitted in hard copy ▪ keeping digital copies of all assessments submitted ▪ keeping photographic, video or audio evidence of projects, presentations, interviews or work placement activities <p>All assessment evidence (including learner completed assessment items, submission coversheet, marked assessment criteria) must be retained for a period of 3 years after the learner has completed or withdrawn from the course for validation, review, and audit purposes.</p>
Assessment system	<p>The Holmesglen policies, procedures, templates, materials and tools that ensure assessments are developed and implemented to a consistently high standard and are based on the Principles of Assessment and Rules of Evidence.</p>
Assessment tool	<p>Contain both the instrument and the instructions or procedures for gathering and interpreting evidence for an entire unit of competency or a cluster of units.</p> <p>Assessment tool for a unit of competency comprise a suite of the individual assessment tasks that collectively made up of the following components:</p> <ul style="list-style-type: none"> ▪ 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; ▪ the evidence criteria used to judge the quality of performance, for instance, the decision-making rules; and ▪ the administration, recording and reporting requirements.
Assessment task	<p>The individual task to be administered to the learner, outlining of the evidence to be gathered from the learner and the evidence criteria used to judge the quality of performance.</p>

Term	Meaning
Assessment validation	Is a quality review of the assessment processes. Validation involves checking that the assessment tools produce valid, reliable, sufficient, current and authentic evidence to enable reasonable judgements to be made as to whether the requirements of the training product are met. Validation of assessment includes a review of a statistically valid sample of the assessments to ensure assessment and making recommendations for future improvements to the assessment tool, process and/or outcomes and acting upon such recommendations. Ensure that the same definition of validation is used throughout all documents.
Course	Any Training Package, Accredited Course, Skill Set or individual unit that appears on Holmesglen's Scope of Registration.
Completed assessment items	<ul style="list-style-type: none"> ▪ Evidence of work submitted (the actual piece of work completed by a learner e.g., completed assignment, quiz, portfolio, plans, product) ▪ Evidence of marking/assessment for each learner /unit e.g., assessment result, completed marking guide, completed assessment submission cover sheet, completed observation checklist ▪ Evidence of assessment feedback ▪ Details of learning and/or assessment activity and login details (for online and distance delivery) ▪ Apprentice/trainee contact records ▪ Apprentice/trainee log for workplace-based training ▪ Learner application for Credit/RPL
Conflict of interest	In this Policy means teaching employees who has or has had a significant personal or other relationship with the learner being assessed, which could improperly influence the assessment decision.
Qualified teacher	<p>Teaching employees who:</p> <ul style="list-style-type: none"> ▪ hold the required credentials specified in clause 1.14 and 1.15 of the Standards for RTOs 2015 ▪ have the relevant vocational competencies at least to the level being delivered and/or assessed ▪ have current industry skills directly relevant to the training and assessment being provided ▪ have current knowledge and skills in vocational training and learning that informs their training and assessment.
Quality assurance of assessment tools	<p>Include but is not limited to:</p> <ul style="list-style-type: none"> ▪ proof-reading; ▪ further consultation with industry to confirm if the content of the tool is correct and relevant to the workplace; ▪ reviewing the tool with other trainers and assessors, who have current skills and knowledge in vocational training, learning and assessment to check whether: <ul style="list-style-type: none"> – the tools will address all assessment requirements of the training package or accredited course – the level of difficulty is appropriate to the unit or module – the tools will enable effective collection of evidence, and – clear instructions are provided which can be easily understood by the learner, third party and assessor. ▪ trialling the tool before it is used.

Term	Meaning
Reasonable adjustment	<p>Under the Commonwealth Disability Discrimination Act (1992) and the Disability Standards for Education, 2005 (website), RTOs are required to customise their services, including making reasonable adjustment to learning and assessment strategies to facilitate the successful participation of people with disability in education, training and employment. The goal is to ensure that all learners have the best opportunity to learn and to demonstrate that they have achieved unit requirements.</p> <p>Reasonable adjustments in assessments follow negotiation between teacher and the learner, with support from Student Wellbeing employees (if necessary), in consideration of the following:</p> <ul style="list-style-type: none"> ▪ The impact of disability or learning difficulty on the assessment task, ▪ The nature of the assessment task, including the skills and abilities required, ▪ The nature of the course or unit: what skills and knowledge does the particular unit demand and in what ways does the learner's disability impact on their capacity to demonstrate. <p>Reasonable adjustment applied to assessment activities may include modification to assessment tools, tasks, methodologies and the learning and assessment environment, for example, alternative tasks, different presentation medium, learner support, use of assistive technologies.</p>
Unit of competency	The unit of learning in a VET qualification and includes assessment requirements and the specification of the standards of performance required in the workplace as defined in a Training Package.

7. CONTEXT AND/OR REFERENCED DOCUMENTS

Internal

[Academic Integrity Policy](#)

[Assessment Conduct Procedure \(VET\)](#)

[Complaints and Appeals Policy \(Learners\)](#)

[Practical Placement Procedure \(VET\)](#)

[Training and Assessment System Policy](#)

[Records Retention and Disposal Schedule \(Teaching Records\)](#)

External

Standards for Registered Training Organisation (RTOs) 2015

TAFE VET Funding Contract – Skills First Program

Quality Charter - Skills First Program

8. REVIEW

8.1 This policy must be reviewed no later than three years from the date of approval.

8.2 The policy will remain in force until such time as it has been reviewed and re-approved or rescinded. The policy may be withdrawn or amended as part of continuous improvement prior to the scheduled review date.

9. VERSION HISTORY

Version Number	Date	Summary of changes
1	February 2020	New Policy
2	August 2021	Updated to specify resubmission attempts, include additional principles for workplace assessment and update courses approved for grading.
3	October 2022	Additional principles and accountabilities related to practical placement.
4	June 2023	Update to Appendix 2, Vet Courses Approved for Grading.
5	August 2023	Minor updates to terminology.

APPENDIX 1 – PRINCIPLES OF ASSESSMENT AND RULES OF EVIDENCE

Principles of Assessment

Principle	Definition
Fairness	<p>The individual learner's needs are considered in the assessment process.</p> <p>Where appropriate, reasonable adjustments are applied by the RTO to take into account the individual learner's needs.</p> <p>The RTO informs the learner about the assessment process and provides the learner with the opportunity to challenge the result of the assessment and be re-assessed if necessary.</p>
Flexibility	<p>Assessment is flexible to the individual learner by:</p> <ul style="list-style-type: none">▪ reflecting the learner's needs;▪ assessing competencies held by the learner no matter how or where they have been acquired; and▪ drawing from a range of assessment methods and using those that are appropriate to the context, the unit of competency and associated assessment requirements, and the individual.
Validity	<p>Any assessment decision of the RTO is justified, based on the evidence of performance of the individual learner.</p> <p>Validity requires:</p> <ul style="list-style-type: none">▪ assessment against the unit/s of competency and the associated assessment requirements covers the broad range of skills and knowledge that are essential to competent performance;▪ assessment of knowledge and skills is integrated with their practical application;▪ assessment to be based on evidence that demonstrates that a learner could demonstrate these skills and knowledge in other similar situations; and▪ judgement of competence is based on evidence of learner performance that is aligned to the unit/s of competency and associated assessment requirements.
Reliability	<p>Evidence presented for assessment is consistently interpreted and assessment results are comparable irrespective of the assessor conducting the assessment.</p>

Rules of Evidence

Rule	Definition
Validity	<p>The assessor is assured that the learner has the skills, knowledge and attributes as described in the module or unit of competency and associated assessment requirements.</p>
Sufficiency	<p>The assessor is assured that the quality, quantity and relevance of the assessment evidence enables a judgement to be made of a learner's competency.</p>
Authenticity	<p>The assessor is assured that the evidence presented for assessment is the learner's own work.</p>
Currency	<p>The assessor is assured that the assessment evidence demonstrates current competency. This requires the assessment evidence to be from the present or the very recent past.</p>

APPENDIX 2 –VET COURSES APPROVED FOR GRADING

The following courses, or any subsequently endorsed replacement qualifications, are approved for grading:

10836NAT Graduate Certificate in Teaching English as an Additional Language to Adults

22477VIC Advanced Diploma Building Design

HLT 54115 Diploma Nursing