

**Assessment Policy and Procedure**

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## 1. POLICY

IQY Australia Pty Ltd T/A IQY Technical College implements principles of assessment to ensure quality outcomes. IQY Institute ensures that the assessments are conducted in fair, flexible, valid and reliable manner.

## 2. PURPOSE

The purpose of this policy is to describe and define IQY Institute's approach to assessment. Assessment is central to collecting evidences of competency and evaluating a unit of competency.

This policy sets out assessment principles, planning procedures and IQY Institute's commitment to creating effective and meaningful assessment opportunities that support and enhance learning and assessment strategies. All assessments are conducted by fully qualified trainer/assessor according to the ASQA definition of currency, educational and vocational qualifications. In addition, it aligns with the VET Quality Framework and Standards ensuring consistent high-quality training and assessment standards across the VET sector.

## 3. SCOPE

This policy applies to all assessable units of competencies across all the courses on IQY Technical College Institute's scope of registration.

## 4. DEFINITIONS

**Course:** A program of study comprising units of competency leading to a qualification or an award.

**Competency:** Means the consistent application of knowledge and skill to the standard of performance required in the workplace. It embodies the ability to transfer and apply skills and knowledge to new situations and environments.

**Unit of Competency or Unit:** A Unit of Competency, also generally referred to as a "unit", is a statement of a key function or role in a particular skill or knowledge area. It is made up of elements of competency, together with performance criteria, a range of variables, and an evidence guide.

**Assessment:** The means by which progress or achievement in a unit is evaluated. This can include assessment methods such as essays, examinations, projects, practical tasks, and tutorial participation.

**Reasonable Adjustment:** Means adjustments that can be made to the way in which evidence of candidate performance can be collected. Whilst reasonable adjustments can be made in terms of the way in which evidence of performance is gathered, the evidence criteria for making competent/not yet competent decisions (and/or awarding grades) should not be altered in any way. That is, the standards expected should be the same irrespective of the group and/or individual being assessed; otherwise comparability of standards will be compromised.

**Recognition of Prior Learning (RPL):** Means an assessment process that assesses an individual's formal, non-formal and informal learning to determine the extent to which that individual has achieved the required learning outcomes, competency outcomes, or standards for entry to, and/or partial or total completion of, a VET qualification.

## 5. UNDERLYING PRINCIPLES

The policy will adhere to the following principles:

- a) Assessment (including recognition of prior learning) meets the requirements of the relevant training package or VET accredited course.
- b) Assessment must be conducted in accordance with the Principles of Assessment (Table 1.8 - 1 Standards for Registered Training Organisations (RTOs) 2015) encompassing validity, reliability, flexibility and fairness in all assessment.
- c) Assessment must be conducted in accordance with the Rules of Evidence (Table 1.8 -2 Standards for Registered Training Organisations (RTOs) 2015) encompassing validity, sufficiency, authenticity and currency of skills and knowledge to deem the student competent.
- d) Assessment supports continuous learning to achieve learning outcomes and is responsive to industry and student needs.

## 6. ASSESSMENTS

IQY Institute is committed to designing and developing assessments that engage the learners, incorporate a feedback process and are based on competency requirements of each unit of competency, enabling IQY Institute to collect sufficient evidences of competency and provide the students with recognition of their achievements against specified criteria.

IQY Institute will ensure that all assessments are;

- Valid, fair, flexible, reliable, feasible and incorporate clearly defined assessment criteria and evidence requirements;
- Designed to measure students' achievements against explicit learning objectives, and assessment requirements to promote learning, and improve student performance;
- Based on a range of assessment practices or modes designed to accommodate the diversity of learners and allows them to demonstrate their competence as learners;
- Promote integrity in assessment to ensure, as far as possible, that students receive proper credit for assessable work which is their own;
- Incorporate feedback that supports student learning and is prompt, informative and where appropriate provided throughout, not just at the end of, the learning process;
- Be moderated or validated to ensure appropriateness to the unit/module and level of difficulty.

### 6.1 Communication of Assessment Requirements to Students

6.1.1 Details and expectations of assessment tasks will be provided to the student at commencement of a unit, describing criteria and standards by which their performance will be judged.

6.1.2 All students must clearly understand the assessment requirements and how they are going to be assessed. Appropriate teaching and learning support will be provided to ensure that students are able to complete their assessments on due date and have an opportunity to discuss their options with the assessor.

6.1.3 Due Date - Submissions must be made by the due date.

6.1.4 Extension - Late submissions will be treated as second attempt unless the student gets the pre-approval from the VET Coordinator/Trainer

6.1.5 The student can be given an extension only after consultation with the VET Coordinator/Trainer. Extension can only be obtained if the need is genuine or under compassionate circumstances for which the student needs to provide evidences.

## 6.2 Feedback to Students

6.2.1 Assessment tasks will be sequenced to provide an opportunity for feedback at the early stages of the unit, enabling students to obtain feedback about their performance so that subsequent assessment can be undertaken with improved likelihood of success and enhancement.

6.2.2 Feedback may be provided in a variety of ways including:

- Written and/or verbal comments on formative/ summative assessment tasks;
- Class or group discussion on critical aspects of assessment;
- Individual, face-to-face discussion with the assessor and identification of opportunities for improvement;
- Email/LMS communication.

6.2.3 Students wishing to discuss the outcome of the summative assessments in detail may contact their assessor for a post-assessment meeting.

## 6.3 Management of the Assessment & Validation Processes

6.3.1 IQY Institute's Training and Assessment strategies will be developed in consultation with relevant enterprises and industry groups by considering:

- The needs of student cohorts;
- The requirements and practices of enterprises and industry;
- The specifications in the relevant training package;
- Their own capacity as well as the capacity of relevant enterprises to provide delivery and assessment opportunities for students where appropriate;
- The legislative regulations and requirements of industry.

6.3.2 To meet the quality and regulatory requirements, IQY Institute shall develop and implement a plan for ongoing systematic validation of assessment practices and judgements for each of the courses on its scope of registration. The plan will include;

- When assessment validation will occur;
- Which courses or units of competencies will be the focus of the validation;
- Who will lead and participate in validation activities; and
- How the outcomes of these activities will be documented and acted upon.

The COO/CEO delegates Head of VET to ensure that such a plan is developed and approved at the start of each academic year.

## 7. ASSESSMENT TOOLS

### a)Assessment Tool

The Assessment Tool includes assessment tasks using a range of methods, mapping to show full coverage of the unit requirements, clear instructions for students and assessors about the assessment context, task and condition, and marking guides with clear criteria and/or sample answers/expected responses.

### b)Assessment Methods

The training package and VET accredited courses detail requirements. Assessment methods and conditions must satisfy requirements of training packages and VET accredited courses and support the student to meet the requirements of the unit of competency. Assessment methods will be chosen to suit the unit requirements and should match the methods listed in the Training and Assessment Strategy (TAS) document.

### c)Assessment Systems and Feedback

- Quality assurance of assessment tools should be completed prior to unit delivery to ensure assessment tasks address the whole of unit competency and provide consistency in how learning outcomes and requirements are being met.
- Feedback will be provided regularly to students to support their learning progress. Feedback should also be provided after assessment to enable the students to understand how their level of performance relates to the overall unit/module requirements.

- In the situation where the trainer/assessor identifies or student requests that the student requires LLN Support, the student is counselled and advised to attend the scheduled LLN support. The trainer/assessor would be required to schedule a meeting between the Academic Coordinator and the student.

#### d) Assessment Marking

- Trainer/Assessor MUST mark attendance roll call twice in a session – AM and PM.
- Assessors must ensure that Student names, IDs and dates are all completed and correct in assessment forms and assessment summary sheet.
- All Assessments must be marked accurately, ticking ALL the satisfactory yes or no boxes
- Relevant comments must be added in the boxes provided for comments in the Assessment
- All assessments must be marked on the **ai-one (LMS)**.
- **Written test:** Every question must be ticked Satisfactory or Not satisfactory.
- **Practical Observation:** Every numbered point must be ticked Satisfactory or Not satisfactory.
- **Project:** Every numbered point must be ticked Satisfactory or Not satisfactory
- While marking of the assessment the assessor MUST check the plagiarism with the Plagiarism Checker X 2019 Business (will be implemented)
- All assessment evidence must be submitted to the VET Coordinator as soon as marking has been completed.
- The submission of assessments must be inclusive of the student assessments Satisfactory (S) or Not Satisfactory (NS).
- Where the Student(s) performance fails to achieve a satisfactory outcome, assessor must: Discuss the results with the student, identify any extra training needs and support, and allow re-assessment (at a different date)
- There are two outcomes for each assessment task level: **S (S) = Satisfactory or: (NS) = Not Satisfactory** (requires more training and experience or evidence to complete the assessment).
- The student must achieve a satisfactory result for all components of the unit tasks to be deemed overall **Competent (C)** in the unit.
- Should the student be unsuccessful in the first attempt then the assessor will provide direct feedback to the student and guide for success in the second attempt; i.e. reassessment.
- The student will be given three (2) submission opportunities of which will be at no cost.
- If a student fails after the 2nd submission, then the student will be required to go through the reassessment process, but this will incur a fee.
- Where a student does not agree with the Assessors decision, they should first discuss the issue with the assessor and try to reach an understanding of the decision and a way forward to get the issue resolved.
- If the student still wishes to pursue the matter further - they may then lodge an appeal as per the College's Complaints and Appeals process.

## 8. ASSESSMENT PLANNING PROCESS

### Step 1: Establish the learning and assessment context

IQY Institute will consider the following questions when establishing the delivery and assessment context:

- What need is the program intended to address? Is this program directed at an enterprise, a group of enterprises or a broader audience?
- Who should be consulted about the development of this program?
- What is the best way to engage these individuals and organisations?

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- What are the characteristics of the likely participants?
- Will they be in employment?
- What are the occupational health and safety requirements?

**Step 2: Select the relevant qualification and units of competency.**

- The appropriate qualification and units of competency will involve:
- Identifying the appropriate Training Package, qualifications and units of competency;
- Interpreting and analysing the unit/s of competency;
- Checking the assessment guidelines to ensure that proposed assessment approaches are consistent with the advice provided in the Training Package;
- Checking the packaging advice in the Training Package to ensure that the required combination of units of competency is permitted;
- Reading the customisation guidelines in the Training Package to identify what changes can be made to the qualification and units of competency to ensure that enterprise and participant needs are met;
- Identifying relevant support materials, such as learner guides and assessment tools;
- Confirming the selection of Training Package, qualifications and units of competency with the enterprise, if appropriate.

**Step 3: Determine the structure, mode and sequence of learning and assessment.**

This involves making decisions about the:

- Structure of the training program;
- Mode of delivery;
- Evidence-gathering techniques and tools;
- Sequence of learning and assessment.

**Step 4: Prepare the student for assessment.**

Explain the purpose, criteria and methods of collecting evidence for the assessment to the student well before the assessment as well as the reporting processes.

Ensure the student is informed of all known potential consequences of decisions arising from an assessment, prior to the assessment

- Negotiate collection of evidence with the student;
- Determine with the student whether any reasonable adjustments are necessary;
- Explain the purpose, criteria and methods for the assessment event;
- Seek feedback regarding the student's understanding of the assessment procedure;
- Use appropriate communication skills when preparing the student;
- Ensure the student is made aware of rights and process of appeal.

**Step 5: Confirm staffing and infrastructure requirements.**

A process of confirming that IQY Institute has access to the staffing and infrastructure required to support the program is documented.

**This will include:**

Demonstrating that the teaching staffs has the required competencies as described in VET Quality Framework and the relevant Training Packages and industry currency. Documentation of the verified access to facilities, equipment and training and assessment materials needed for delivery and assessment.

**Step 6: Post assessment - give feedback, result and reassessment options to the student.**

- Make the decision based on the evidence;
- Use an appropriate location for providing feedback to the student;
- Ask the student 'what went well for you?' and 'what would you do differently?'
- Have the student self-assess their performance;
- Add any feedback if necessary;
- Ask the student to summarise the outcome and major aspects of the feedback.

**For students who have been assessed as Not Yet Competent (NYC), the following options will be available:**

- **FEEDBACK:** Trainers/assessors will provide assessment feedback to students and advise how they can improve their performance.
- **RESUBMISSION:** Further evidence for assessment might be required if the student has partially completed the assessments and some of the works/assignments can be corrected or completed for resubmission.
- **REASSESSMENT:** If a student does not qualify for resubmission or is still deemed Not Yet Competent (NYC) after the 2nd resubmission, he/she will need to go through the reassessment process. To qualify for reassessment the student should have participated in all learning and assessment activities and tasks for the unit of competency for which reassessment is sought and attempted at least part assessments.
- **RE-ENROL:** The student will need to re-enrol the unit in the following term/semester if they are not deemed eligible for any of the above post-assessment options; i.e., both the options of resubmission and reassessment have been exhausted. The student will also need to re-enrol the unit if the result from reassessment is still Not Yet Competent (NYC). Re-enrolment may result in extension of course duration and may affect student's original completion date of the course.
- **ABSENTEES:** Students are absent of the day of the assessment without prior notification or a valid reason (e.g. medical certificate) will be marked Not Yet Competent – and will be required to arrange a session with the assessor during the unit duration.

For further details refer to IQY Reassessment Policy.

**Step 7: Establish the assessment validation process.**

- IQY Institute will carry out an assessment validation at least annually. This process involves reviewing, comparing and evaluating assessment methods, tools and evidence to achieve standardisation in assessment. This will determine that outcomes of training are consistent both within IQY Institute and between other RTO's issuing the same qualification.
- All staff involved in training and assessment will attend assessment validation meetings to ensure they are using appropriate assessment tools and making accurate assessment decisions.

- At the validation meeting staff analyse samples of clients' work and discuss the assessment methods and tools used to determine the competence of candidates. They determine whether there has been consistent interpretation of the standards in both the design of assessment tools and the judgements made. They help to identify effective practice and if necessary, modify current practice.
- Each course will be validated at least once every five years, with at least 50% of products validated within the first three years of each five-year cycle, considering the relative risks of all the training products on IQY Institute's scope of registration, including those risks identified by the VET Regulator.

For this purpose, IQY Institute will also include one or more persons who are not directly involved in the instance of delivery and assessment of the course (being validated) in the validation process – or as an additional review by an external expert in core/high risk units.

For further details refer to IQY Validation Policy.

## **9. RECOGNITION OF PRIOR LEARNING AND CREDIT TRANSFER**

Recognition of Prior Learning (RPL) and Credit Transfer processes are guided by IQY Institute's RPL and Credit Transfer Policy and Procedure.

## **10. REASONABLE ADJUSTMENT**

IQY Institute will implement policies that include reasonable adjustment and access and equity principles. Reasonable adjustment will be provided for students with special learning needs (such as a disability or learning difficulty) according to the nature of the learning need. Evidence collection can be adjusted to suit individual student needs if required and will be endorsed by the VET Coordinator and the student.

Reasonable adjustments are made to ensure that the student is not presented with artificial barriers to demonstrating achievement in the program of study. Reasonable adjustments may include the use of adaptive technology, educational support, and alternative methods of assessment such as oral assessment. Any adjustments will be recorded in the student file and will not compromise the competency standard. Whilst reasonable adjustments can be made in terms of the way in which evidence of performance is gathered, the evidence criteria for making competent/not yet competent decisions (and/or awarding grades) must not be altered in any way .

## **11. CHEATING AND PLAGIARISM**

IQY Institute does not tolerate Cheating and plagiarism from any student. Evidence of plagiarism and cheating are treated seriously. The Institute imposes severe penalties on students who cheat and plagiarize. Consequences for students engaging in such practices may include but not limited to being deemed Not Yet Satisfactory in the assessment or Not Yet Competent in the unit or exclusion from the course. If the student is caught cheating, then the student will be required to re-enroll in the unit which will incur a fee

## 12. ASSESSMENT SUBMISSIONS

The student must submit all assessment tasks together with the provided cover sheet. Work submitted without a coversheet will be returned unmarked. ALL tasks must be completed in legible English. It is preferable that tasks are typed where this is not possible or where room is provided on paper for short answers.

### Cover sheets

Students must submit a completed coversheet with all assessment tasks, ensuring the student declaration section is signed. Assessment cover sheets are included in the assessment booklet.

### Due dates

Submissions must be made by the due date. Late submissions will only be allowed if the student has compelling/compassionate reasons and the student needs to seek approval from the VET Coordinator.

### Referencing

Students should follow the Harvard style of referencing on all assignments, reports and projects submitted.

#### *Harvard (Author-Date) style*

The Harvard referencing style is a popular style using the author-date system for in-text citations. In-text citation: It consists mainly of the authors' last name and the year of publication (and page numbers if it is directly quoted) in round brackets placed within the text.

## 13. DISPUTE ON ASSESSMENTS OUTCOME

Refer to IQY Institute's Complaints and Appeals Policy and Procedure

## 14. RESPONSIBILITY

The VET Coordinator, COO and CEO are responsible for IQY Institutes' adherence to the National Standards for Training Organisations and ESOS/NCP2018.

## 10. RELATED DOCUMENTS

### Related Documents

- Complaints and Appeals Policy and Procedure
- Reassessment Policy and Procedure
- Course Completion within Expected Duration Policy and Procedure
- Validation Policy and Procedure
- Course Progress Policy and Procedure
- Plagiarism, Collusion and Student Misconduct Policy and Procedure