



THE UNIVERSITY OF
NOTRE DAME
A U S T R A L I A

PROCEDURE:
(VET) ASSESSMENT

Purpose: Outlines the processes for planning, conducting and reviewing assessment practices and judgments.

Responsible Executive: CEO, VET

Responsible Office: Office of the CEO, VET

Effective Date: 27 April 2017.

Review Date: 27 April 2020

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1 Purpose

- 1.1 This Procedure outlines the processes for planning, conducting and reviewing assessment practices and judgments to ensure that assessment:
 - 1.1.1 meets all requirements of the relevant Training Package or VET Accredited Course;
 - 1.1.2 is conducted in accordance with the Principles of Assessment and Rules of Evidence as outlined in Clauses 1.8 to 1.12 of the *Standards for RTOs 2015*;
 - 1.1.3 judgments are consistently made on a sound basis, and validation of assessment judgments is undertaken; and
 - 1.1.4 complies with regulatory requirements, including the VET Quality Framework.

2 Related Policy and Procedures

This Procedure should be read in conjunction with the following Policies:

- 2.1 General Regulations
- 2.2 Policy: (VET) Assessment
- 2.3 Policy: Academic Integrity
- 2.4 Policy: Student Appeals

3 Definitions

- 3.1 For the purpose of this Policy, the definitions outlined in the *Policy:(VET) Assessment* apply.
- 3.2 In addition, the following definitions apply to this Procedure:

Standards means the Standards for Registered Training Organisations 2015

4 Training and Assessment Strategy

- 4.1 A Training and Assessment Strategy (TAS) will be developed for each qualification that clearly outlines:
 - 4.1.1 the training Package or product that the TAS relates to, including the code and full title
 - 4.1.2 mode of delivery
 - 4.1.3 duration and scheduling of training and assessment activities
 - 4.1.4 the resources, timing and methods of assessment for each unit of competency or cluster of competencies;
 - 4.1.5 pre-requisites and co-requisites;
 - 4.1.6 the student support available to students;
 - 4.1.7 re-assessment protocols;
 - 4.1.8 the context of assessment; and
 - 4.1.9 the validation process to be used.

- 4.2 Each TAS should be consistent with the requirements of the current version of the relevant Training Package accessible from www.training.gov.au.
- 4.3 The TAS should be updated at least once per annum to ensure that it accurately reflects assessment methods in use and takes into account any changes in Training Package requirements.
- 4.4 Where the needs of different student cohorts require different approaches to assessment in a course, more than one TAS can be developed for the course.

5 Assessment Methods

- 5.1 Assessment methods may include, but are not limited to:
 - 5.1.1 direct observation;
 - 5.1.2 structured activities such as simulations, roles, group work, case studies, assignments, projects, field work, practicum, electronic forums, or presentations;
 - 5.1.3 questioning (verbal or written);
 - 5.1.4 portfolios, such as work samples, journals, log books;
 - 5.1.5 review of products, such as reports, performance, exhibitions;
 - 5.1.6 formal and informal tests, including examinations.

6 Principles of Assessment and Rules of Evidence

Irrespective of assessment methods used, the Principles of Assessment and Rules of Evidence should be followed:

6.1 Principles of Assessment

6.1.1 Fairness

- 6.1.1.1 Individual learner's needs are considered in the assessment process.
- 6.1.1.2 Where appropriate, reasonable adjustments are applied to take into account the individual learner's needs. Reasonable adjustment may mean:
 - (a) making learning materials and methods accessible;
 - (b) adapting the physical environment and equipment;
 - (c) making adjustments to the procedures for conducting assessment;
 - (d) making adjustments to the evidence gathering techniques (for example providing an oral rather than written assessment);
 - (e) the learner is informed about the assessment process and provided with the opportunity to challenge the result of the assessment and be re-assessed if necessary.
- 6.1.1.3 Processes to support implementing fairness of assessment include:
 - (a) making RPL available to all students prior to commencement;
 - (b) making required adjustments to training and assessment for each learner;
 - (c) providing further training before re-assessment;

- (d) ensuring students are aware of the opportunity to appeal assessment decisions in accordance with the *Policy: Student Appeals*. For example, appeals may be made when:
- i. the assessment tool was not explicit (for example, it did not detail how many assessment tasks were required to be undertaken, how students will be assessed, or when they will be assessed);
 - ii. the assessor did not fairly and appropriately apply the assessment criteria as specified in the assessment tool;
 - iii. the assessor did not conduct the assessment tasks as described in the assessment tool.

6.1.2 Flexibility

6.1.2.1 Assessment is made flexible to the individual learner by:

- (a) reflecting the learner's needs;
- (b) assessing competencies held by the learner no matter how or where they have been acquired; and
- (c) 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.

6.1.2.2 Processes to support implementing flexibility in assessment include:

- (a) making RPL available to all students prior to commencement;
- (b) taking into account current skills and knowledge of students;
- (c) using a range of assessment methods that allow students to demonstrate competence in a variety of ways.

6.1.3 Validity

6.1.3.1 Any assessment decision is justified, based on the evidence of performance of the individual learner. This requires that:

- (a) 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;
- (b) assessment of knowledge and skills is integrated with their practical application;
- (c) assessment is based on evidence that demonstrates that a learner could demonstrate these skills and knowledge in other similar situations; and
- (d) judgment of competence is based on evidence of learner performance that is aligned to the unit/s of competency and associated assessment requirements.

6.1.3.2 Processes to support implementing Validity in assessment include:

- (a) assessing in a variety of contexts to demonstrate that a student can apply skills and knowledge in different situations;
- (b) ensuring that assessment tasks and methods match assessment requirements in the Training Package.

6.1.4 Reliability

6.1.4.1 Evidence presented for assessment is consistently interpreted and assessment results are comparable irrespective of the assessor conducting the assessment.

6.1.4.2 Processes to support implementing reliability in assessment include:

- (a) developing criteria to judge the quality of performance to support consistent judgments about competence by all assessors in the same unit of competency/module. Criteria may include model answers and descriptions of observations needed to assess skills and application of knowledge in a practical activity.

6.2 Rules of Evidence

6.2.1 Validity

6.2.1.1 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.

6.1.1.2 Processes to support implementing validity in assessment include:

- (a) Ensuring that evidence is directly related to the competency being assessed
- (b) Ensuring that there is a direct relationship between the assessment tasks or activities undertaken by students, the evidence presented and the assessment requirements.

6.2.2 Sufficiency

6.2.2.1 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.

6.2.2.2 Processes to support implementing sufficiency in assessment include:

- (a) Gathering enough evidence to make a valid judgment of competence. The quantity of evidence may vary between students.

6.2.3 Authenticity

6.2.3.1 The assessor is assured that the evidence presented for assessment is the learner's own work.

6.2.3.2 Processes to support implementing authenticity in assessment include:

- (a) verifying the student identity
- (b) use of text matching software
- (c) reference to the *Policy: Academic Integrity*

6.2.4 Currency

6.2.4.1 The assessor is assured that the assessment evidence demonstrates currency competency.

6.1.4.2 Processes to support implementing currency of assessment include ensuring that assessment evidence is from the present or very recent past.

7 Assessment outcomes and feedback

- 7.1 The following grades are used for recording outcomes of assessment:
- 7.1.1 **Satisfactory (S)** for a student who has demonstrated that they are proficient to the specified standard against the element/s being assessed within a unit of competency or **Not Yet Satisfactory (NYS)** to a student who has not demonstrated that they have achieved the specified standard against the element/s within the unit of competency being assessed.
 - 7.1.2 **Competent (C)** is awarded to a student who has achieved all of the elements specified for a unit of competency to the specified standard, and **Not Yet Competent (NYC)** is awarded to a student who has failed to achieve all of the elements specified for that unit of competency to the specified standard.
- 7.2 Assessment feedback to students should be constructive, timely and sufficient to inform the student of additional evidence/training they require to demonstrate competence. The length and type of feedback will vary depending on the nature and purpose of the assessment activity.
- 7.3 Students who complete the requirements for a VET qualification will receive a Qualification and a Transcript of Results.
- 7.4 Students who partially complete the requirements for a VET qualification will receive a Statement of Attainment certifying the unit/s of competency for which they have been assessed as competent.

8 Validation of Assessment

- 8.1 Systematic validation of the University's assessment practices and judgments is undertaken by one or more persons who are not directly involved in the particular instance of delivery and assessment of the training product being validated, and who collectively have:
- 8.1.1 vocational competencies and current industry skills relevant to the assessment being validated;
 - 8.1.2 current knowledge and skills in vocational teaching and learning; and
 - 8.1.3 an appropriate training and assessment qualification or assessor skill set.
- 8.2 Validation outcomes inform the development and review of assessment tools. Continuous improvement of assessment will take place before and during assessment and in relation to the following areas:
- 8.2.1 The interpretation of unit(s) of competency.

- 8.2.2 The development of delivery and assessment strategies, the design of assessment processes, (including types of assessments to be used, the location and number of assessments).
 - 8.2.3 Clear assessment tools and guides to evidence.
 - 8.2.4 Learner performance, the benchmarks against which learner performance is to be assessed and an understanding of the standard of competency to be achieved by a learner.
 - 8.2.5 The role of the assessor and the assessment process generally.
- 8.3 A Validation Schedule will be developed in order to ensure that all training products on the University's scope of delivery will be validated at least once every five years, with at least 50 per cent of qualifications validated within the first three years of each five year cycle. The Schedule will list training products in the order of highest risk to lowest risk. Risks will be evaluated based on:
- 8.3.1 whether the qualification has licensed outcomes,
 - 8.3.2 whether the qualification is regulated by industry,
 - 8.3.3 delivery over multiple sites,
 - 8.3.4 enrolment numbers,
 - 8.3.5 multiple modes of delivery.

The Validation Schedule will be reviewed each year and updated as necessary to take account of outcomes of assessment validation and activities.

- 8.4 In consideration of the Validation Schedule at section 8.4, a detailed plan for ongoing, systematic validation of assessment practices and judgments will be developed for each training product on the University's scope of registration that sets out the following:
- 8.4.1 When assessment validation will occur
 - 8.4.2 The unit/s of competency that is the focus of the validation
 - 8.4.3 Who will lead and participate in validation activities. Participation should include industry representatives and may also include:
 - (a) Teaching staff
 - (b) Students
 - (c) VET specialists
 - (d) Professional association representatives
 - (e) Other stakeholders.
 - 8.4.4 The valid sample size to be used, representative of the number of assessment tasks and number of students, using the tool provided at <http://www.raosoft.com/samplesize.html> with a confidence rate of 95% and an error rate of 5%.
 - 8.4.5 How the outcomes of these activities will be documented and acted upon, including changes to the Training and Assessment Strategy (TAS).
- 8.5 Records of the validation participants, their qualifications, process undertaken, outcomes, and resultant actions implemented are generated and maintained for all validation activities.

9 Board of Assessors

- 9.1 A Board of Assessors will review and moderate assessment outcomes at the end of each training period to ensure assessment judgments and standards are aligned.

10 Related Guidelines, Forms and Templates

- Training and Assessment Strategy (TAS) template
- Validation Schedule
- Validation record
- Assessment matrix/guide

Version	Date of approval	Approved by	Amendment
1	April 2014	CEO, VET	Guidelines: (VET) Validation and Moderation
2	27 April 2017	CEO, VET	Updated Guidelines into a Procedure to reflect Standards for RTOs 2015 and to support revised Policy: (VET) Assessment Endorsed by VETAS 26 April 2017.