

## PP77 ASSESSMENT POLICY AND PROCEDURE

<b>PURPOSE</b>	
The purpose of this policy and procedure is to set out the guiding principles and procedures governing Southern Cross Education Institute's assessment processes.	
<b>SCOPE</b>	
This policy and procedure applies to all trainers and students of Southern Cross Education Institute.	
<b>DEFINITIONS</b>	
Assessment	The process of collecting evidence and making judgements on whether competency has been achieved, to confirm that an individual can perform to the standard required in the workplace, as specified in a training package or VET accredited course.
Assessment task	Assessment tools include the following components: the context and conditions of assessment; tasks to be administered to the student; an outline of the evidence to be gathered from the candidate; and evidence criteria used to judge the quality of performance (i.e. the assessment decision-making rules).
Competent	The consistent application of all required skills and knowledge to the standard of performance required in the workplace and similar contexts. It embodies the ability to demonstrate the knowledge, develop skills and manifest the combination of both. To be assessed competent includes students' ability to integrate performance with understanding and consistency in applying skills and knowledge to new/varied situations and environments.
Module	A group of learning outcomes in a VET accredited course where it can be established that it is not possible to develop an appropriate unit of competency
Not Yet Competent	Students whose overall achievement of unsatisfactory even after resubmitting assessment tasks twice and still demonstrate a lack of understanding, skills and knowledge related of a unit of competency.
Result	The final assessment outcome determination for a unit of competency, expressed as Competent or Not Yet Competent.
Satisfactory	Students whose assessment tasks demonstrate the knowledge and/or performance evidence related to the unit of competency.
SCEI	Southern Cross Education Institute
Special consideration	Special consideration is the making of alternative arrangements for the assessment of students who are unwell or experience hardship. As required under the principles of assessment fairness, reasonable adjustments are applied by SCEI to take into account the individual student's needs.

Student	Active, on-campus student, with a current course of enrolment with Southern Cross Education Institute
Unit of competency	Specification of the standards of performance required in the workplace as defined in a training package
Unsatisfactory	Student whose submitted assessment task demonstrates a lack of understanding, skills and knowledge of the unit of competency.

## POLICY

1. Assessment is the process of collecting evidence and making judgments on whether competency has been achieved by students as specified in the training package or a vocational education and training (VET) accredited course.
2. Southern Cross Education Institute uses various types of assessment. For each unit of competency within each course, the final outcome for a student is determined from the student's performance in all of the assessments tasks for the unit of competency.
3. Assessment at SCEI is undertaken to:
  - provide feedback to students on the effectiveness of their learning;
  - provide evidence for industry bodies and employers that students have attained a defined level of understanding of the course;
  - provide an indicator for the trainer of the effectiveness of training delivery; and
  - provide an indicator of any need for intervention and/or support for the student.
4. The following are the principles which apply to assessment at SCEI: Assessment will be designed to measure:
  - The achievements of students against the unit of competency or module;
  - To promote learning.
  - To provide opportunities to students to improve their performance.
  - Every unit of competency or module will be assessed using at least two different assessment methods
  - Assessment methods and the criteria by which assessments are judged will be transparent and appropriately defined
  - Assessment will be conducted in accordance with Principles of Assessment and Rules of Evidence
  - Feedback that would be provided after each assessment will be informative and constructive
5. The principles of assessment are:
  - 5.1 Fairness
    - The individual student's needs are considered in the assessment process.
    - Where appropriate, reasonable adjustments are applied by the RTO (without jeopardising the principles of assessments and the requirements of training package) to take into account the individual student's needs.
    - The RTO informs the student about the assessment process, and provides the student with the opportunity to challenge the result of the assessment and be reassessed if necessary.
  - 5.2 Flexibility
    - Assessment is flexible to the individual student by:
      - reflecting the student's needs;
      - assessing competencies held by the student 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 or module and associated assessment requirements, and the individual.

### 5.3. Validity

- Any assessment decision of the RTO is justified, based on the evidence of performance of the individual student.
- Validity requires:
  - assessment against the unit(s) of competency or module 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 student could demonstrate these skills and knowledge in other similar situations; and
  - judgement of competence is based on evidence of student performance that is aligned to the unit/s of competency or module and associated assessment requirements.

### 5.4 Reliability

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

### 6. The rules of evidence are:

#### 6.1. Validity

- The assessor is assured that the student has the skills, knowledge and attributes as described in the module or unit of competency or module and associated assessment requirements.

#### 6.2. Sufficiency

- The assessor is assured that the quality, quantity and relevance of the assessment evidence enables a judgement to be made of a student's competency.

#### 6.3. Authenticity

- The assessor is assured that the evidence presented for assessment is the student's own work.

#### 6.4. Currency

- 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.

7. Various types of assessment are used at SCEI to make a considered judgement about whether or not students have achieved consistently met the knowledge and evidence performance of the unit of competency or module.

Assessment tasks may include (not an inclusive list):

Care Plan	Observation	Questioning
Case Scenarios	Online quizzes	Reflective journal
Case Studies	Oral presentation	Research proposal
Data analyses	Peer assessment	Role play
Debates	Portfolio	Simulation
Essay	Poster presentation	Skills assessment
Examination	Practical assessment	Video
Journal	Professional Practice	Work placement
Literature review	Project	Written report

8. The type, amount and frequency of the assessment tasks and the criteria by which the overall outcome will be determined, need to be communicated to the student at the commencement of the unit of competency or module.

## PROCEDURE

### 1. Assessment requirements

#### 1.1 General requirements

1.1.1 Trainers will ensure that students are fully informed of unit knowledge and performance standards, including the assessment requirements.

1.1.2. Unit Delivery and Assessment Plans will be provided to all students on the first day of the unit of competency delivery, which will outline the assessment tasks, conditions of assessment and submission dates.

1.1.3. The student assessment document will be provided to the students during the first week of the unit of competency or module delivery. The trainer will discuss each assessment task and the set the due dates for submission with students.

#### 1.2 Student progresses assessment

1.2.1. Ungraded assessments tasks with low stakes, i.e. for low or no point value will be set implemented and evaluated prior to formal assessments to:

- a) assess student's current knowledge, attitudes, and skills about subject matter
- b) help students identify their strengths and weaknesses
- c) help trainers and other relevant stakeholders target areas that need work
- d) help SCEI determine if further instruction is necessary
- e) identify the need for further, or special, assistance
- f) help faculty recognize where students are struggling and address problems immediately

#### 2. Submission of assessments

2.1. Written assessment tasks should be submitted to the trainer by the due date with a completed FOR230 Assessment Cover Sheet attached. The due dates for all theoretical assessment task is two weeks after the end date of the classroom delivery. All work placement / professional practice record books are due a week after the work placement / professional practice completion.

2.2. The trainer must record receipt of the student's submitted assessment on the FOR235 Assessment Submission Record.

2.3. Students may submit their assessments with a completed FOR230 Assessment Cover Sheet attached to reception, if the trainer is not available. The student must complete and sign the RGTR11 Assessment Drop off Register and be countersigned by the receptionist. The receptionist will then place the student's assessment in the trainers' pigeon hole.

2.4. Students are expected to keep a copy of all work submitted until the final course results are recorded and credential issued. Students are to be advised that should they would not be able to provide a receipt of their assignment submission, they are required to demonstrate other ways to show proof of where and how they made the submission, if not their claim will be invalid.

2.5. If the student fails to submit their assessment by the due date and an extension has not been approved, it will automatically be resulted as unsatisfactory and the procedure 5.3 to 5.6 will apply

- 2.6. If the student fails to submit their assessment by the due date and an extension has not been approved for a graded assessment, it will automatically be resulted as a fail and the procedure 5.3 – 5.6 will apply.
- 2.7. The student has the right to seek clarification of the assessment result.
3. Application for extension of submission deadline for an assessment task
  - 3.1. An extension to the submission deadline for an assessment task should only be granted where the following criteria apply:
    - 3.1.1. the student has made a written request for an extension prior to or within three (3) working days of the due date for the assessment item; and
    - 3.1.2. the student has justified his/her request on the basis of individual circumstances that are reasonably likely to have prevented them from completing the assessment by the specified deadline.
  - 3.2. Applications for extensions must be submitted formally using the FOR118 Request for Extension of Assessment Due Date form and submit to the trainer or reception.
  - 3.3. Any extension granted must specify in writing a new due date for submission of the assessment item, during which the student can submit the work without a penalty being applied.
  - 3.4. Except where exceptional circumstances exist, the duration of any extension granted should take reasonable account of the delay experienced by the student, and permission to submit after the normal due date for the assessment without penalty should not be open-ended.
  - 3.5. In granting and managing extensions and deadlines, the trainer should take into account issues of equity and transparency so as not to disadvantage students who have met set deadlines.
  - 3.6. Where a request is made on medical grounds, an appropriate medical certificate must be presented with the FOR118 Request for Extension of Assessment Due Date form.
  - 3.7. Where a request is made on other unspecified reasons, trainers have the responsibility to outline the rationale as to why they approved the extension in FOR118.

#### 4. Interlinking activity and participation with assessment outcome.

Southern Cross Education Institute considers the formal assessment as part of and not the end of students' assessment. SCEI measurement of competence and students' performance include learners' participation outcome in the full duration of the unit i.e. student will be marked as competent only when trainers are satisfied that students fulfil both the formal assessment and the requirement of participation and activity.

4.1 To ensure meaningful learning and assessment process SCEI will have an assessment mechanism that warrants students' assessments are made up of the formal assessment as well as the student learning participation and activities. The assessments will be considered complete only if students are assessed against these two components.

4.2 The activity and participation component of the assessment is observed by the trainer in several ways that would help reveal crucial evidence that a student's theoretical disposition and skills have developed. The participation evaluation may be best evidenced by trainers through class activity over time.

Students activity include but are not limited to:

- Discussion qualities and attitude to others,
- Interpersonal and communication skills,
- Group skills,
- Leadership,
- Contributing to group work
- Skills to defend their work through peer 'crits'
- Presentation skills and participation on other peers' presentation

Students outcome will be decided on the aggregate results of the two assessments i.e. the final award will take into account their class activity as outlined above. To do so, trainers are mandated to capture evidence appropriately by systematically observing and monitoring the learner during the time of the unit delivery and hence, to decide the students' final assessment on the basis of the two-fold task requirements (formal assessment and class participation and activity).

## 5. Feedback to students about their performance

5.1. Timely feedback to each student throughout the course is considered an essential component of the teaching and learning process at SCEI. Feedback would be detailed and meaningful i.e.

- targeted individually to the student work
- linked to its specific tasks,
- provides points that benefit students subsequent work
- appreciate student's specific qualities
- gives clear guide that is supported by evidence as to what steps students should be taken by student to improve their weakness.

4.2 Feedback will be provided in various ways, including:

- informal discussions class delivery;
- review of individual formative assessments; and
- review of individual summative assessments.

## 6. Resubmission of an assessment task

6.1. Once an assessment task has been officially submitted it is deemed to have been presented for marking and cannot be resubmitted to improve the result.

6.2. If the assessment is deemed unsatisfactory, the student will be provided feedback by the trainer and provided an opportunity to resubmit by an agreed due date.

6.3. If the student's re-submission is assessed by the trainer and deemed unsatisfactory, the student will be provided verbal and written feedback by the trainer and provided a final opportunity to resubmit by an agreed due date.

6.4. If the second resubmission is assessed by the trainer and deemed unsatisfactory, the student's overall result for the unit of competency or module will be Not Yet Competent or Fail (if graded assessment). In this situation, the student will be required to re-enrol in the unit of competency, which may have a tuition fee payment charge.

6.5. A student may apply in writing to the Campus or Training Manager for a third re-submission of their assessment task. If granted, a charge of \$200.00 will apply.

6.6. An extension will not be granted for any assessment re-submissions.

6.7. Assessments received 20 – 30+ days after the due date or after the extended submission date, will be penalised as per penalties for late assignment submission outlined in, and signed by, the students in the Letter of Offer. The penalty is \$200.00 per unit.

6.8. Assessments would not be received after 30+ days, and will be considered as non-submission and by default Not Competent.

## 7. Assessment outcomes

7.1. The trainer has ten (10) working days from the date of submission to assessment and result the student's assessment task and inform the student of the outcome.

- 7.2. All assessment tasks for each unit of competency or module must be deemed “Satisfactory” to achieve an overall result of competent.
- 7.3. All the units of competency or modules must be “Competent” to complete the qualification and be awarded a credential.
8. Written assessments
- 8.1. All written assessment tasks must meet the requirements set out in the assessment documentation and unit delivery and assessment plan and be submitted by the agreed due date.
- 8.2. Written assessment writing standards are:
- 7.2.1. Font style: Calibri or Times New Roman
  - 7.2.2. Font size: 12
  - 7.2.3. Font colour: black
  - 7.2.4. Line spacing: 1.5
  - 8.2.5. Footer on every page includes: student name, student ID number, unit code and assessment task name
  - 8.2.6. Margins: top 2.54cm, bottom 2.54cm, left 2.54cm and right 2.54cm
  - 8.2.7. No borders, shading or graphics allowed except where required for the assessment task e.g. diagram
9. Oral presentations
- 9.1. Some units of competency or modules will have assessment tasks which require students to make oral presentations. A rescheduling of the due date for delivery of an oral presentation will take place only in the case of approved application for special consideration, where compassionate and compelling circumstances apply.
- 9.2. In the case, where a student fails to present on the day of the scheduled skills assessment, the student will receive an unsatisfactory result.
10. Skills Assessments
- 10.1. Some units of competency or modules will have assessment tasks which require students to demonstrate their practical skills in a simulated work environment.  
A rescheduling of the date for the skills assessment will only be granted in the case of an approved application for special consideration, where compassionate and compelling circumstances apply.
- 10.2. In the case, where a student fails to present on the day of the scheduled skills assessment, the student will receive an unsatisfactory result.
11. Examinations
- 11.1. Some units of competency or modules have assessment tasks which are examinations. Attendance at the scheduled time for an examination is mandatory. Attendance is excused only in the case of an approved application for special consideration where compassionate and compelling circumstances apply. Refer to PP95 Examinations Policy and Procedure.
12. Reporting of assessment outcomes
- 12.1. Trainers are responsible for reporting all assessment outcomes on the Compliance Checklist.
- 12.2. Administration staff are responsible for recording the results as per the compliance checklist in the student management system within fourteen days of the assessment outcome.
13. Review of an assessment outcome
- 13.1. A student may request a review of an assessment result for any assessment task.



- 13.2. In the first instance, students are encouraged to approach the trainer to discuss their concerns about the result. The trainer will provide a detailed explanation of the reasons for the provision of the result.
- 13.3. If a student wishes to make a formal request for a review of a result, it must be made in writing and lodged with the Campus or Training Manager within ten (10) working days of formal notification of the result.
- 13.4. The grounds upon which the student may request a review of a result are:
- the student believes that an error has occurred in the calculation of the result; or
  - the student believes that the result is inconsistent with the assessment requirements or assessment criteria.
- 13.5. The following reasons are not appropriate grounds for requesting a review of a result:
- a comparison with the performance of another student or students; and/or
  - the student's belief that the result is not commensurate with their effort.
- 13.6. Students should note that each review of a result is determined on its own merits without reference to other applications.
- 13.7. No appeal in regard to an assessment result will be considered more than three (3) weeks after the date of result being provided to the student.
- 13.8. The Campus or Training Manager will normally respond to the request for a review of a result in writing within ten (10) working days of receiving a properly completed application, and will make a decision to either confirm or vary the original decision.
14. Retention and disposal of assessments
- 14.1. Students are required to keep a copy (electronic or hard) of all items they submit for assessment, in case they are misplaced or lost, unless the format of the assessment item precludes a copy being made and stored.
- 14.2. All completed and marked student assessment tasks are to be retained for the duration of the accrediting period.
- 14.3. All recorded assessment results in the student management system are to be retained for a period of 30 years.

### **RELATED DOCUMENTS**

FOR118 Request for Extension of Assessment Due Date form  
FOR230 Assessment Cover Sheet  
FOR235 Assessment Submission Record  
FOR258 Application for Special Consideration form  
PP95 Examination Policy and Procedure  
RGTR11 Assessment Drop Off Register

### **LEGISLATIVE CONTEXT**

Standards for Registered Training Organisations (RTOs) 2015: Clauses 1.8  
National Code of Practice for Registration Authorities and Providers of Education and Training to Overseas Students 2018:  
Clause 8  
Education Services for Overseas Students Act 2000: Standard 21 (2B)  
2014-16 VET Funding Contract (Version 3.0); Sections 4.2, 4.5, 4.6



2014-16 VET Funding Contract – Schedule 1 Victorian Training Guarantee Program Specifications (Version 3.0); Schedules 3.4, 6.4, 6.5, 10.2, 10.5

### **RESPONSIBILITIES**

Compliance Manager, Campus Manager and Training Manager

Responsible for the development, compliance monitoring and review of this policy and any associated procedures and forms.

Students

Have the responsibility to submit assessment tasks by the due date and to sit examinations and attend oral presentations and skills assessments at the time and date set and agreed.

Trainers and Assessors

Required to provide details of assessment tasks to students, mark assessments, provide feedback to students and submit results in a timely manner as per this policy

Author	Compliance Manager
Approved by	CEO
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## Appendix

Effective as of 01.05.2019 we will follow the following procedure.

1. In courses that use Moodle trainer provides the Moodle key to students including the assessment documents. In other courses students are provided with assessment tasks at the beginning of the unit.
2. Our Moodle portal would clearly show the countdown date and time of the unit submission date. On non-Moodle assessments submission will be made to the trainer and assessor/receptionist. (For detail please look thoroughly FOR230)
3. Moodle/physical submission is closed 23.59 AEST on the assessment due date
4. Students who would not submit their assessment on due date would be considered as late submission.
5. For NYC students' two resubmission opportunity is granted to be submitted within 10 days consecutively.
6. In case of any delay students should ask assessment extension before due date; extension must be submitted in writing (e.g. email)
7. Extensions will be granted by a trainer under the following circumstances if/when required supporting documentation is submitted:

- 7.1 Medical grounds with medical certificate signed by a medical doctor or allied health professional
- 7.2 Other grounds, comprising extenuating circumstances beyond the student's control, e.g., a death in the immediate family or an accident, victim of crime, carer's illness, unexpected circumstance
- 7.3 Extension is subject to student's record and assessment submission history
- 7.4 It is SCEI policy that an extension will not be granted beyond the COE period.
8. Trainer can give an extension of one week only, if student requires an extension of more than a week, the trainer should refer student to TC for extension. The normal maximum extension period is ten (10) days.
9. Assessments received 20 – 30+ days after the due date or after the extended submission date, will be penalised as per penalties for late assignment submission outlined in, and signed by the students, in the Letter of Offer.
10. If student does not submit assessment within one month for whatever reasons, the assessment submission section in students' paradigm should be updates as Not Submitted, hence unit is considered to be incomplete by the student.
11. Students who are identified in number 10 should be referred to Student Welfare Officer as learners lacking the required course progress.
12. SCEI Trainers and Assessors are expected to follow these procedures; if students do not submit and action is not taken, dealing with the backlog of the assessment would be Trainers responsibility.