



## Policy & Procedure

### ASSESSMENT POLICY & PROCEDURE

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Responsible Person:	CEO	Reviewed by:	CEO
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Approved and adopted by:	Board of Governance	Next Review Date:	May 2025

### Scope

This policy is for the CEO, Accredited Training Coordinator, Trainers and Assessors and any Staff of NRCHI who are involved in the assessment of students in accredited training.

This policy also applies to applicants and students of NRCHI.

### Objective

NRCHI is committed to implementing valid, reliable, fair and flexible assessment processes that comply with the AQTF requirements to best allow students to present evidence of their skills and knowledge when matched against specific National Competency Standards.

This policy outlines how NRCHI will meet the requirements of assessment related to the issuing of accredited and nationally recognised units of competency and qualifications.

### Principles of Assessment

Principles of Assessment are required to ensure quality outcomes. They are defined in the Australian Quality Standards Framework (AQTF) 2010 and the Victorian Registration and Qualifications Authority (VRQA) Guidelines for VET Providers as below:

- 1. Fair:** Fairness requires consideration of the individual student's needs and characteristics, and any reasonable adjustments that needs to be applied to take account of these needs and characteristic. It requires clear communication between the assessor and the student to ensure that the student is fully informed about the assessment; understands what the assessment requires; is able to participate in the assessment process; and agrees that the process is appropriate. It also includes an opportunity for the student being assessed to challenge he result of the assessment and be reassessed
- 2. Flexible:** To be flexible assessments should reflect the student's needs, provide for recognition of competences no matter how. Where or when they have been acquired; and draw on a range of appropriate assessment methods for the student, unit of competency and its assessment requirements.
- 3. Valid:** Assessments are considered valid when a student's evidence is assessed against the broad range of skills and knowledge that are essential to competent performance, and any other associated assessment requirements of a specific unit of competency. Assessing must also include evidence that a student could demonstrate these skills and knowledge in other circumstances and skills and knowledge can be practically applied.
- 4. Reliable:** Reliability is when the assessment is consistently interpreted and assessment results are comparable irrespective of the assessor conducting the assessment item.



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### Rules of Evidence

Rules of evidence are closely related to the Principles of Assessment and are also defined in the Standards. The rules provide guidance on the collection of evidence to ensure that it is **valid, sufficient, authentic and current**.

1. **Valid:** see *Principles of assessment*
2. **Sufficient:** Sufficiency relates to the quality and quantity of evidence assessed. It requires collection of enough appropriate evidence to ensure that all aspects of competency have been satisfied and that competency can be demonstrated repeatedly. Supplementary sources of evidence may be necessary. The specific evidence requirements of each unit of competency provide advice on sufficiency.
3. **Authentic:** To accept evidence as authentic, an assessor must be assured that the evidence presented for assessment is the students own work.
4. **Current:** Currency relates to the age of the evidence presented by students to demonstrate that they are still competent. Competency requires demonstration of current performance, so the evidence must be from either the present or the very recent past.

### Assessment Implementation

NRCHI develops and implements assessment strategies to facilitate student learning and to assess achievement against learning outcomes or competency aims. NRCHI's assessment tools support student centred approaches to learning. Assessment practices include the provision of constructive and timely feedback to students to provide students with a measure of their progress against stated learning outcomes and assist in their preparation for future assessment.

#### Management of the Assessment System

The Accredited Training Coordinator oversee the development, review and monitoring of assessment tools and activities in accordance with VRQA Standards and NRCHI policies and procedures for developing, reviewing and validating courses (including the assessment tools).

#### Responsibilities and Obligations of Assessment

The Accredited Training Coordinator is responsible for coordinating and monitoring the practice of assessment to ensure that fair, effective, consistent and appropriate assessment practices are in place. The Accredited Training Coordinator will review Assessment Matrixes and Assessment Schedules developed for each qualification to ensure the instruments and timings of assessments are fair, equitable and consistent with the specifications outlined in the accredited course documents or Training and Assessment Strategies.

An assessment can be:

- Presented in a range of formats and within various contexts
- Undertaken by a student as part of a qualification or as a single unit of competency
- Within the following formats:
  - a) Recognition of Prior Learning and Recognition of Current Competency
  - b) Work placement assessment or undertaking a simulated work activity
  - c) Oral assessment
  - d) Research and written assignments
  - e) Presentations



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- f) Group work, activities or project based
- g) Short question and answers, either written or oral.

All assessment tasks should be submitted by the specified deadline or undertaken at the appointed time and date.

Assessments are due two weeks after the last day of the unit. An approved Extension Request Form is required for an extension to the assessment due date.

If a student is assessed as Not Yet Competent on completion of the delivery of the training and assessment, the student will be allowed up to 12 months from the course end date to resubmit the Not Yet Component assessments. This date may be extended at the discretion of the Training Coordinator. The student will not incur an additional fee for the delayed assessment.

Where an assessment attempt has been deemed 'Not Yet Satisfactory', students will be given the opportunity to provide further evidence to support competence through one re-assessment procedure at no extra cost.

If any additional workplace assessment (more than 2 assessments) is required, the student will be charged \$50 for each hour or part hour required for the trainer/assessor to complete the assessment.

In order for an assessment to be fair, reasonable and robust, a student's attendance rate is to be at least 80%. A student's inability to demonstrate this volume of learning and engagement necessitates immediate action by the student and trainer.

### Assessment of Elements

Effective workplace performance requires more than an isolated instance of applying technical skills, knowledge and attitudes to a particular situation. Students are therefore considered to be competent when they are able to apply their knowledge and skills to successfully complete activities in a range of situations and environments. As such, it is likely that a unit of competency will assess some elements more than once across multiple assessment items. In order to achieve a result for an assessment item of Satisfactory, a student must demonstrate competence for every element assessed. Similarly, to achieve an overall result of Competent for a unit of competency, a student must receive a result of Satisfactory for each assessment item.

### Responsibilities of the student

The information provided on assessment by NRCHI must be understood by the student. A student must proactively seek clarification if their role and responsibilities are not clear.

- The student needs to clearly indicate to the assessor concerns or requests that could potentially disadvantage them in their efforts to demonstrate their competence during the assessment process.
- It is the responsibility of the student (where possible) to articulate their needs and to be willing to negotiate a strategy/ outcome that will meet their needs and is acceptable to NRCHI and other parties if relevant.
- The student will undertake the assessment process with the intent of demonstrating their own abilities and knowledge, through participating in the activity organised by the assessor to achieve a positive outcome.
- Students should hand in written assessments in accordance with the guidelines for written assessments (cover sheet and signed declaration).

### Responsibilities of the Trainer and Assessor

NRCHI is committed to maintaining the quality of Trainers and Assessors that prepare, coordinate and implement assessment processes on our behalf.

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- All Trainers and Assessors engaged to undertake assessments will comply with the requirements of the AQTF, and possess current and relevant qualifications and vocational experience to undertake valid, reliable, fair and flexible assessment activities to ensure that all students are offered the opportunity to demonstrate their competence.
- Trainers and Assessors will provide all relevant information relating to the proposed education and assessment to be undertaken prior to the student's participation. Students will be fully informed of the nature of assessment and the options that are available to them to allow further planning and negotiation if relevant.
- Trainers and Assessors need to inform a student prior to the assessment process being undertaken, of the appeals procedure that can be utilised if the student wishes to proceed with an appeal or grievance against the assessment outcome or process.
- Trainers and Assessors will document the results of the assessment process for individual students in line with the Procedure for Issuing Qualifications and Statements of Attainment implemented by NRCHI.
- The student will be informed of the outcome of the assessment no later than four weeks from the date the assessment was completed or submitted by the student.
- Prompt, specific, objective and constructive feedback will be given to the student on the outcome of the assessment.
- Trainers and Assessors will demonstrate integrity and professionalism by respecting the confidential nature of assessment and the communication and records storage procedures established by NRCHI to protect the privacy of students, their history, their records and related documentation.

### Assessment information for the Trainer and Assessor

NRCHI is committed to maintaining and enhancing the professional competence of our Trainers and Assessors. All Trainers and Assessors are to undertake professional development opportunities to ensure the relevance and effectiveness of their skills in assessment.

### Documentation of the assessment process provided to the student

- All assessment processes undertaken by NRCHI staff address the specific National Competencies identified in the nationally accredited education being undertaken by the student.
- All documentation presented to the student that outlines the assessment activity to be undertaken will also specify the individual National Competencies that the student will be assessed against. This specific detail will correspond to the enrolment and resulting data that the student will also receive.
- It is a requirement of the Australian Quality Training Framework and the practice of NRCHI to retain documentation of each student's participation in assessment and the feedback offered to the student by the assessor and outcome of the assessment. This documentation may include:
  - a) Copies of written overviews presented to students, which outlines the purpose of assessment and the National Competencies being addressed in the assessment.
  - b) Copies of written comments; including Assessment Cover Sheets, Re-submit Forms and Workplace Assessment Books as feedback on student progress or assessment outcomes for individual students.
  - c) Moderation and validation of assessments undertaken by NRCHI.
  - d) Original record of results in relevant organisational document that records student attendance and participation and/ or results.

### Submission of Assessment Items

Excepting assessment items completed in class, it is the responsibility of all students to keep a copy of all submitted assessment items.

### Resulting assessment outcomes

Formative assessments for students are recorded as either:



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Satisfactory	S	Awarded to a student who has demonstrates that they are competent to the specified standard against each of the element being assessed.
Not Yet Satisfactory	NYS	Awarded to a student who has failed to demonstrate that they are competent to the specified standard against each of the elements being assessed.
Competent	C	Awarded to a student who has achieved all of the elements specified for a unit of competency to the specified standard.
Not Yet Competent	NYC	Awarded to the student who has failed to achieve all of the elements specified for that unit of competency to the specified standard.
Withdrawn	W	Relates to when a student withdraws from a unit of competency/unit of study before the end date.
Credit Transfer	CT	Relates to the credit received by a student for a unit of competency through recognition of their formal learning.
Recognition of Prior Learning	RPL	Relates to the credit received by a student for a unit of competency through recognition of their formal learning.

Students who have gained “satisfactory” in all the formative assessment tasks in a unit (including work placement as applicable), will then be summarily assessed when sufficient evidence is presented to the assessor to determine the competence of the student against National Competency Standards.

A result is recorded into the Student Records Data System (VETtrak) as a valid record of the student’s progress in achieving the qualification or unit.

A statement of attainment for a unit of competency may be issued when all the requirements of that unit have been assessed and a student is assessed as Competent.

### Assessment appeals

Assessment appeals policy and process are outlined in the Complaints and Appeals Policy

### Ongoing moderation and validation of assessment practices

Assessment validation policy and processes are outlined in the Assessment Validation Policy.

It is a continuing practice of NRCHI to lead moderation and validation activities for Trainers and Assessors.

- to maintain consistency of assessment by a range of Trainers and Assessors
- To provide opportunities for Trainers and Assessors to seek feedback from colleagues and stakeholders on the assessment activities.

### Related Documents

Assessment Validation Policy and Procedure  
 Issuing Qualifications and Statements of Attainment Policy  
 Student Outcomes Recording Policy  
 Records Storage and Destruction Policy  
 Reasonable Adjustment Policy  
 Assessment Cover Sheet  
 Relevant Unit of Competencies



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Complaints and Appeals Policy  
Complaints and Appeals Form

### Document Locations

Electronic file folders accessible by NRCH Administration staff  
Policy and Procedure Manual

### Related Legislation

Australian Quality Standards Framework (AQTF) 2010  
Victorian Registration and Qualifications Authority (VRQA) Guidelines for VET Providers (2018)

### Area of Compliance

AQTF Standards 1.2, 1.3, 1.5, 2.3, 3.1  
VRQA Guidelines for VET Providers Guideline 4.1, 4.2  
*Skills First Skills* Quality Charter  
DE&T VET Funding Contract *Skills First* Program Clause 4.1, 4.2, 5.1 Schedule 1 5.7 - 5.11, 7.1-7.8, 7.17 - 7.20

Date reviewed	Version	Details of changes (if any)	Date of next review
Jan 2019	V3	Revision of policy to improve clarity, better record competency assessment arrangements and reformat	Nov 2021
April 2021	V4	Clearer wording for principles of assessment and rules of evidence	April 2024
April 2022	V5	Assessment turnaround and Moodle access for extensions added. Addition of Assessment Implementation information	April 2025