

(VET) Assessment Policy

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Implementation Owner: Academic Directors, Academic Managers
Maintenance Owner: Executive General Manager, Group Quality, Accreditation
& Compliance

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Section 1 – Introduction

1. Purpose

The purpose of this Assessment Policy is to ensure that effective mechanisms are in place to monitor and manage assessment processes and outcomes, to ensure that they are conducted with fairness and transparently for all students.

2. Scope

This policy applies to:

- i) All students (domestic and international) of AIT
- ii) All staff of AIT including employees and contractors;
- iii) All courses delivered by AIT including those delivered on its behalf by education providers with whom there is a licensing arrangement. If there are any discrepancies between an affiliate's policy and these, the AIT policy will apply.

Academy of Information Technology Pty Ltd (also trading as Coder Academy and Work Ready Education) RTO: 90511, Registered Higher Education Provider PRV12005, CRICOS: 02155J

3. DEFINITIONS

Commented [EO1]: Include CAC for both HE & VET

Word/Term	Definition
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 a vocational education and training (VET) accredited course.
Assessment methods	<p>Direct observation:</p> <ul style="list-style-type: none"> • Assessed in real time in the workplace • Assessed in a simulated off-the-job situation that reflects the workplace, including role-plays • Direct observation requires: <ul style="list-style-type: none"> • the ability for 'live' interaction between the assessor and the student • active participation between the assessor and the student • the ability to have verbal conversations during the assessment process • the ability for the assessor to view all relevant areas and to be able to clearly view the student completing the assessment. <p>Product based methods:</p> <ul style="list-style-type: none"> • Structured assessment activities such as reports, displays, work samples, role plays, and presentations • A purposeful collection of work samples (e.g., a portfolio) of annotated and validated pieces of evidence, compiled by the student • Evidence could include written documents, photographs, videos or logbooks

	<p>Questioning:</p> <ul style="list-style-type: none"> • Generally, more applicable to the assessment of knowledge evidence • Assessment could be by written or oral questioning, conducting interviews, questionnaires and case studies <p>Third-party evidence:</p> <ul style="list-style-type: none"> • Third party evidence can take many forms, an example could include a work report from a work placement supervisor.
Assessment system	A coordinated set of documented policies and procedures (including assessment materials and tools) that ensure assessments are consistent and are based on the Principles of Assessment and the Rules of Evidence.
Assessment tool	An assessment tool can cover an individual unit of competency, or a clustered group of units of competency such as a skill set. It will contain multiple assessment instruments, requiring students to respond or perform certain tasks, and includes the: <ul style="list-style-type: none"> • context and conditions of assessment Guide to assessment tools • 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).
Competency-based assessment	A system for assessing a person's knowledge and skills. Assessment is based on actual skills and knowledge a person can demonstrate in the workplace or in other relevant contexts.
CAC	Course Advisory Committee(s). Sub-committees of the TLC and used to connect with industry for input to new course design, development, assessment strategies, and improvements.
Evidence	When a student is required to submit evidence, the assessment instructions provide guidance on: <ul style="list-style-type: none"> • what to include as evidence • how to submit the evidence • how to present the evidence.
Evidence criteria	Also referred to as the 'assessment decision-making rules'. Examples of evidence criteria are tools such as 'marker guides', or 'instructions for assessors'. These are the rules used to make judgements about whether competency has been achieved.
Formative assessment	Formative assessment is ongoing during the learning process and provides feedback for improving instruction.
LMS	Learning Management System (EG Canvas)
Recognition of Prior Learning (RPL)	RPL is the process whereby students are assessed on evidence of previous learning, employment, industry activities and talents against the Learning Outcomes of the unit applied for. RPL is an assessment-only process, determining the competence of an individual acquired through formal, non-formal and informal learning, to determine if they meet the requirements for a unit of

	<p>study.</p> <p>This may include:</p> <p>Formal learning – learning through a structured program and is linked to the attainment of an AQF qualification or statement of attainment (for example, a certificate, diploma, or university degree). (This does not include direct credit transfer where the learner has completed the exact unit of competency (code and title) with another RTO – see Credit Transfer)</p> <p>Non-formal learning - learning through a structured program which does not lead to the attainment of an AQF qualification or statement of attainment (for example, in-house professional development programs); and</p> <p>Informal learning - learning through experience of work-related, social, family, hobby, or leisure activities (for example the acquisition of interpersonal skills developed through several years as a sales representative).</p>
<p>Special consideration</p>	<p>Also known as Special circumstances or Compelling or compassionate reasons - are events beyond the students control that impact upon their ability to maintain continuity of study or enrolment and may not be addressed through online study. Circumstances are such that it makes it impractical for the student to submit their assessment or continue or complete their studies including:</p> <ol style="list-style-type: none"> 1. Illness Supporting evidence will be required and may include <ul style="list-style-type: none"> • a doctor’s certificate, or if a mental illness; a report from a registered psychologist/psychotherapist, 2. A death in the family Supporting evidence will be required and may include <ul style="list-style-type: none"> • a funeral notice (or Order of Service) 3. For a relevant cultural event or practice, Or <ul style="list-style-type: none"> - Representation at State level for a particular sport. Or - Requirement to participate in a performance event Or - Voluntary service in the SES to attend a natural disaster or other event, Or - Service in the Defence Force to attend a national or state emergency, or compulsory training. Supporting evidence will be required and may include <ul style="list-style-type: none"> • a Statement signed by an authorised officer of the appropriate organisation, which validates that the date/s of the commitment corresponds with the date/s for which Special Consideration is requested. 4. If you were impacted by domestic violence or other police matter. Supporting evidence will be required and may include <ul style="list-style-type: none"> • A Police Report number; or • Statutory Declaration providing an outline of the matter, and the dates of impact. 5. Serious Unforeseen Personal Events including: <ul style="list-style-type: none"> - Natural disasters, such as bush fires or flooding. - Impacts from COVID-19, such as sudden lockdowns or



	<p>border closure.</p> <ul style="list-style-type: none"> - Family members being impacted by COVID-19. - Technology breakdowns that result in lost work. - Sudden serious accident involving yourself or someone else which impacts you. <p>Supporting evidence will be required and may include</p> <ul style="list-style-type: none"> • An official document that corroborates the nature of the event, showing dates of impact relevant to the Special Consideration being sought for the assessment item.
Summative assessment	Summative assessment is characterised as a one-time event used to make a judgment or decision about a student's knowledge or skills.
VET	Vocational Education & Training

Section 2 – Policy

Commented [EO2]: Can we add a paragraph on VET RPL and HE Credit (advanced standing)

1. Policy

According to the Standards for Registered Training Organisations 2015, assessment is 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. AIT strives to uphold the values of excellence, vision, good organisation and rigour at all levels of its operations, and the assessment framework is no exception.

Assessment processes and systems that conform to this plan will be appropriate, just, consistent and accurate. The guidelines and frameworks for assessment have been developed in line with Australian and industry best practice and are based on the insight of educators with ample credentials and the input of a well-constituted advisory board.

Assessment includes the recognition of prior learning (RPL) through the evaluation of evidence of formal, non-formal, and informal learning to evaluate the competence of an individual. This is an assessment-only strategy used to determine if they already meet the requirements for a unit of study.

AIT will always comply with the assessment guidelines as specified in the nationally endorsed Training Package or contained within AIT's scope of registration.

2. Principles of Assessment

The following principles will be applied by AIT to all assessments:

- a. **Validity** – the assessment decision is justified and is supported by evidence of performance of the individual learner- that is all assessment methods utilised are valid and they will assess what they claim to assess.
- b. **Reliability** – ensuring that assessments are conducted consistently with different groups or individuals with consistent outcomes, regardless of the assessor conducting the assessment.
- c. **Flexibility** – adjustments are allowed, taking into account the varying situations and circumstances of students. E.g. the opportunity for students to negotiate timing with their assessor but maintaining a consistent standard.
- d. **Fairness** –ensuring that the assessment does not advantage or disadvantage particular students or groups of students. This may mean that assessment methods are adjusted for particular students (such as those with disabilities or cultural differences) to ensure that the methods do not disadvantage them because of their situation.

Assessment can take place in many ways and may include:

- a. On-the-job and in the workplace;
- b. As part of face-to-face training;
- c. As part of online assessment;
- d. 'Gap training'; or,
- e. As part of recognition of prior learning.

In conducting assessments, including Recognition of Prior Learning (RPL), the following Rules of Evidence will be applied and satisfied:

- f. **Valid** – clearly satisfies the required standard. A checklist may be used, as well as questioning, the assessor to confirm that the learner has the skills, knowledge and attributes described in the module or unit of competency and the associated assessment requirements.
- g. **Sufficient** – enough quantity and variety of evidence to make a judgement to confirm the learner's competency.
- h. **Authentic** – The assessor is assured that the evidence presented is the learner's own work. This can be tested/confirmed by asking oral questions or having students do a presentation.
- i. **Currency** – the evidence reflects that the learner's work is recent enough to show that the skills and knowledge are still able to be applied to a current work situation.

This policy requires that assessment must be comprised of both practical and theoretical components that give students ample opportunity to showcase their knowledge and mastery of a topic. Those who excel will be recognised and rewarded under such a framework, and those who do not meet standards will be either offered support (in line with the guidelines in the Student Support Policy and Procedure) or simply allow them to repeat the course or, in some cases, AIT may opt to discontinue their enrolment (in line with the guidelines in the Student Support Policy and Procedure and in the Deferring, Suspending, and Cancelling Student's Enrolment).

To ensure student/learner assessment is closely monitored and performed in accordance with the requirements of the appropriate accredited course or Training Package, as well as meeting the ASQA Standards for Registered Training Organisations 2015 (revised 2017) and the AQF 2015, ample documentation will be kept. Regular reviews of the policy will take place and input of external consultants may be sought.

AIT will comply with the requirements of ASQA's General Direction: Retention requirements for completed assessment requirements. This means that assessments and all corresponding evidence will be kept on file for at least 6 months after the assessment decision has been made.

AIT will ensure that assessment documentation is developed for all units of competency or modules in each course. The assessment documentation will include:

- Detailed instructions to the student about the tasks they must complete
- Benchmark answers and decision-making rules for the assessor
- Recording tools for the assessor
- Mapping documents showing how the assessment tasks relate to the requirements of the unit of competency or module

Assessments are designed to measure a student's skills and knowledge from a developmental perspective and will be supplemented through activities and tasks designed to support development and practice of required competencies.

AIT will ensure that all assessment tasks are submitted within a specified timelines in the assessment instructions. Each task will be marked Satisfactory/Not Satisfactory, and a unit or module will be marked Competent once all tasks for the unit or module have been marked

Commented [EO3]: Can we add a comment about competency versus grading as outcomes

as Satisfactory. Students will have three (3) attempts per task to successfully complete and where a student exhausts their attempts at re-assessment, the student will be required to re-enrol in the unit of competency or module. Students will receive feedback for each task from their assessor.

AIT will ensure that students complete all assessments ethically, without plagiarism, collusion or cheating. Any students suspected of unethical behaviour will be managed through disciplinary procedures (refer to the Academic Integrity Policy) which may require the student to attend disciplinary meeting, submit their assessment again or for repeated acts may be asked to withdraw from the course. In the case of proven contract cheating, students may have their enrolment cancelled.

3. How Students will be Assessed

- i. **Reports and reviews:** The ability to effectively condense knowledge, assimilate and communicate using a structured written medium is an important skill set for future employability. Reports and reviews provide opportunities for students to consolidate and contextualise knowledge.
- iii. **Presentations:** Some subjects and units of Competency require students to give presentations. These are used to evaluate and improve students' abilities to effectively communicate (persuasion and exposition) to an audience, undertake research, construct reasoned argument, draw information from a range of sources.
- iv. **Project & case study submission:** Project based subjects usually have the production of a single output as their final result. However, there are significant project milestones which are evaluated during the entire project subject, through the course of a term.
- v. **Small project submission:** Lab and studio-based subjects concentrate on the production of a series of small outputs. Small project submissions allow the quality of output to be regularly evaluated, through the course of a term.
- vi. **Practice tasks:** This may vary between subjects and Units of Competency, but generally consists of a range of small tasks. Typical these tasks might include participation in class and online discussions, involvement in lectures, short presentations, small projects, small practical tutorials, short tests/quizzes, brief research tasks.
- vii. **Tests & quizzes:** Many units have periodic test components. These are used to evaluate ongoing progress in a particular subject. Tests are normally brief in duration and occur within class for on campus students. Quizzes are also often used in vocational Units of Competency to provide progressive feedback in relation to the development of more complex skills, particularly where there is specific underpinning knowledge.
- viii. **Tutorial or online engagement:** Some subjects or units of Competency require students to regularly participate in discussions, whether in tutorial groups or through online social media platforms. The participation rate and nature of engagement is used to evaluate the student's ability to effectively communicate in small groups regardless of the format employed. Guidelines are provided to students and checklists are developed for educators to support the measurement of engagement/participation and to ensure reliability, fairness and validity.
- ix. **Supervised work placement:** Work placement allows students to apply the skills and knowledge learnt in classroom to an actual workplace. Students are supervised

Commented [E04]: Supervised work placement

by a workplace supervisor and will be assessed by an AIT assessor. The assessor will use assessment tools like logbooks, visits, and the input from the supervisor to determine if a student is competent. It is a form of 'learning by doing'. Fieldwork aims at enabling students to be effective workers; all other aspects of the course are designed to encourage the development of skills and knowledge that are directly relevant to the work setting.

4. Recording of Assessment Tasks

Successful completion of subject assessment

Students will be entitled to have a final unit assessment, or final learning outcome entered onto their student record after they have completed all the necessary assessment requirements for a unit in which they were entitled to be enrolled.

A final result

A final result for a completed unit will consist of: individual records for each completed assessment task showing the final result of each, including any Not Yet Competent (NYC) results.

An NYC outcome

Students may receive a NYC outcome for non-submission; ineligible submission; plagiarised submission; work which does not meet any of the submission requirements.

Ineligible submission may include, but is not limited to work:

- i. that is not accessible to be assessed;
- ii. which has been submitted after submission deadlines and/or any approved extension;
- iii. that was submitted when a student was not enrolled in a Unit of Competency;
- iv. which has previously been submitted for assessment more than the approved number of times;
- v. work which has been submitted for assessment in another Unit of Competency.

Confirmed plagiarised submission or other academic integrity breaches may impact results as per the Academic Integrity Policy.

5. Late Submission of Assessment

It is the responsibility of individual students to ensure that any assignment submitted in electronic form is readable and generally accessible by the assessor. Accidentally uncopied data, OR corrupt data, OR data copied in an unreadable format OR the use of defective disks or other storage media is not acceptable as a submission.

In these cases, assessors will be obliged to treat the assignment as uncompleted. Students are required to retain a copy of all assessments submitted. It is highly recommended that copies of drafts and final assessments are stored in multiple locations/devices/cloud to reduce the risk of loss due to computer malfunction.

If a deadline is missed due to circumstances beyond the control of a student, an application may be made to submit at a later date. This applies to all forms of assessment.

Applications for special consideration must be made in writing. Special consideration will be determined by the nature of the circumstance. Applications must be made within five days of the initial due date or where a student is hospitalised upon release, (medical certificate are required as part of the application). Refer to the Access and Equity Policy for further details.

Applications for special consideration will result in one of the following outcomes:

- i. rejection
- ii. extension granted
- iii. extension granted and alternate assessment to be assigned

6. Gap Training and Assessment

Where an assessment process – including assessment resubmission opportunities (detailed above) – identifies the assessment requirements of a unit cannot be fulfilled by an individual student given the normal scheduled amount of training, ‘gap training’ may be offered and arranged with approval from the Academic Manager. If required, the student, trainer and/or assessor, as approved, will make a beneficial agreement to provide additional training, usually face-to-face sessions in a ‘coaching’ environment and typically one-on-one. The amount of gap training required will be negotiated with the student on a case-by-case basis and may not subject the student to an unreasonable resource, training and assessment loading, or financial strain. Furthermore, the assessment requirements cannot be over and above the unit requirements.

All additional evidence submitted as a Gap assessment, or that is not explicitly required by the assessment tools but meets the evidence requirements of the unit of competency, is retained as evidence with the student’s other completed assessment. The assessor is also to note on the assessment a summary how the additional evidence contributed to their competency judgment and provide details of the specific unit of competency requirement/s it addresses.

7. Providing assessment feedback

The assessor must discuss their feedback with the learner and ask the learner to sign the assessment summary acknowledging agreement with the result. If the learner has been found Not Yet Competent, the assessor must provide the learner with feedback explaining why this decision has been made and what the learner is required to do before being reassessed.

8. Appeals

If the learner disagrees with the assessor’s judgement, the assessor must explain the available appeal process and provide them with the relevant and required appeals documentation as per the Grievance, Complaints, and Appeals Policy.

The assessor is to find a mutually convenient time to discuss any questions or concerns the student has regarding their ability to complete the assessments. The assessor should consider whether any support services should be provided to support the learner according to reasonable adjustments. If the assessor deems that the student does not have the skills to complete the unit/qualification, then he/she must discuss the issue with the relevant Academic Manager.

9. Student Support/Reasonable Adjustments/Assessment Tailoring

Reasonable adjustments and assessment tailoring will be identified and recorded as soon as possible during the learner’s initial engagement with AIT (ref. Student Support and Equity and Access Policies). The student’s profile, and Language, Literacy and Numeracy Assessment, are designed to: systematically identify, record and provide the student avenues to receive the learning support they need. In all instances, trainers and assessors are required to ensure the relevant manager has been informed, to ensure appropriate individual tailored assessment requirements and reasonable adjustments are implemented and maintained for the student.

Students with a disability should be provided with reasonable adjustments to enable them

Commented [E05]: And gap assessment

to meet these inherent requirements, provided this would not cause unjustifiable hardship to the RTO. However, if a student cannot meet the inherent requirements, even with adjustments, then they cannot complete the course.

10. Assessments within ELICOS courses

As well as adhering to the relevant clauses above, such as those referring to assessment that is valid, reliable, fair, flexible and clearly referenced to criteria, AIT will ensure that assessment within ELICOS courses provides for:

- a. formative and summative assessment
- b. clear identification of assessment outcomes as they relate to progress through a course
- c. clear, regular reporting to the student of their assessment outcomes and progress through the course - and their parent or guardian, where the student is under 18.

11. Quality¹

Assessment tasks are validated against course delivery requirements, training package requirements and industry needs. All courses will be validated at a minimum of once yearly.

They will validate for:

- i. Appropriateness of the assessment type against the defined learning outcomes;
- ii. Appropriateness of criteria employed to measure learning outcomes;
- iii. Weighting of tasks;
- iv. alignment with AQF levels of tasks;
- v. Usability.

The Course Coordinator will record approved changes in the respective Continuous Improvement Register. This may include a change in the:

- i. type of assessment;
- ii. assessment weightings;
- iii. timing of assessment
- iv. assessment instructions;
- v. assessor guides.

The Course Coordinator is responsible for initial review of vocational qualifications in the case of transitions and will provide the Academic Manager with an overview of any/all required changes for consideration and contribution to the development of a transition plan.

AIT will undertake Validation before implementing a new assessment tool.

- a. Further consultation with industry will confirm if the content of the tool is correct and relevant to the workplace. Industry representatives could critique the tool for its:
 - I. clarity
 - II. content accuracy
 - III. relevance, including real-life scenarios, and
 - IV. appropriateness of language for the learners.
- b. Moderating/calibrating the tool with other trainers and assessors who have current skills and knowledge in vocational training, learning and assessment, including

¹ Includes ASQA Guide to Assessment Tools [V1.1](#)

competency-based training and assessment, can check whether:

- I. the tools will address all assessment requirements of the training package or accredited course
 - II. the level of difficulty is appropriate to the unit or module
 - III. the tools will enable effective collection of evidence, and
 - IV. you have provided clear instructions which can be easily understood by the student, third party and assessor.
- c. Trialing the tool before it is used by students tests the effectiveness of the tool without affecting a student. When trialing a tool, a group of individuals will be selected who have similar characteristics to, and levels of ability of, the target student group. The findings of the trial will help predict whether the tool would:
- I. be engaging to the student
 - II. produce valid and reliable evidence, and
 - III. be cost effective to implement.

12. Publication

This procedure is published the AIT website and LMS to ensure students have up-to-date and accurate information publicly available to them.

Section 3 – Reference and Supporting Information

Document name	Document type	Location
National ELICOS Standards P4	Regulatory	External
ASQA Standards for RTO's 2015 (revised 2017) Standard 1	Regulatory	External
ASQA Users' guide to Standards for RTOs 2015 Standard, clauses 1.1-1.6, 1.8-1.12, and 1.25	Guide	External
ASQA Standard 10.5 – Australian Qualifications Framework levels	Regulatory	External
ASQA FAQs (Assessment)	Guide	External
Greenwich English (Management) College Pty Ltd V1.2 – 1 st January 2018	Policy	Internal
Sero International Student Handbook	Guide	Internal
Celtic Training Student Handbook 2021	Guide	Internal
Capital Training Institute Q704 Assessment Policy v6.2.0 8/6/2018	Policy	Internal
Student Codes of Conduct	Policy	Internal
Isacd Assessment Appeals Policy and Procedure v20170302 1.0	Policy	Internal

Academic Appeals	Policy	Internal
Academic Integrity	Guideline	Internal
Academic Integrity	Policy	Internal
Academic Integrity	Procedure	Internal
Academic Progression	Policy	Internal
Academic Total Quality Management	Policy	Internal
Award Eligibility and Graduation	Policy	Internal
Award Eligibility and Graduation	Procedure	Internal
Feedback	Guideline	Internal
Broadcasting Services Act 1999	Legislation	External
Late Submission	Policy	Internal
Academic Staff	Handbook	Internal
Under 18 Years Student Management and Supervision Procedure	Procedure	Internal
U18 International Students Guideline	Procedural Guide	Internal

Section 4 – Change History

Version	Approval date	Department	Approved by	Change
V1.0	November 2014	Group Accreditation & Compliance	Group Manager	Development of Group Policy replacing existing entity level policies
		Technology & Design Division	General Manager	
V1.1	20 July 2019	Group Accreditation & Compliance	Compliance Manager	Update to align with regulatory and legislative changes and internal processes
		Technology & Design Division	General Manager	
V1.2	18 October 2019	Group Accreditation & Compliance	Group Manager	Update to new template
		Technology & Design Division	General Manager	
V1.3	9 November 2020	Group Accreditation & Compliance	Group Manager	Update appeal period to five days

		Technology & Design Division	General Manager	
V1.4	22 March 2021	Group Accreditation & Compliance	General Manager	Update from Academic Director to Executive Dean
		Technology & Design Division	Executive Dean	
V2.0	30 August 2022	Chief Executive Officer		Addition of definitions; clarification of language used; inclusion of Quality section; import to new iCollege group template
V2.1	16 March 2023	Chief Executive Officer		AIT name change and new template