

ASSESSMENT POLICY AND PROCEDURES

1. PURPOSE

The purpose of this policy has been designed to provide both candidates and The Lan-Grove Office Training Centre Pty Ltd trading as The Sydney Business and Travel Academy and The Sydney English Language Academy herein known as “The Academy’s” assessment personnel with a clear understanding and guidelines of the assessment approaches, processes and requirements utilised by The Academy.

2. POLICY STATEMENT

The Academy will ensure that it will ensure assessment is carried out in accordance with the principles of assessment and rules of assessment and guide the implementation of the strategic goals of The Academy to ensure students gain the required skills, knowledge and attributes in the qualifications they are studying.

Assessment is the learning process that:

- a) provides a diagnosis of current competencies and knowledge
- b) analyses where training and learning effort should be focused
- c) develops training to suit individual needs and adult learning styles of Students
- d) enables access and equity for all students enrolled at SBTA/SELA
- e) measures progress towards achievement of competencies and learning outcomes
- f) provides feedback to both teachers and learners
- g) assesses competence of students

3. POLICY PRINCIPLES

Students will take the opportunity to be well informed of the expectations and specific guidelines outlined by the qualification they have elected to study. Students are expected to be aware of all assessments in preparation for participation in the assessment process. The information provided on assessment must be clear and understood by the student and if necessary clarified if the student feels that their role and responsibilities are not clear.

4. RESPONSIBILITIES OF THE ASSESSOR

- a) We are committed to maintaining the quality of staff that prepare, co-ordinate and implement assessment processes. Assessors employed to undertake assessments comply with the requirements of the Standards for RTOs, 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 against the benchmarks for each unit of competency they are enrolled in.
- b) Assessors provide all relevant information relating to the proposed education and assessment to be undertaken prior to the student’s participation. Students are well informed of the nature of assessment and the options that are available to them to allow further planning and negotiation if relevant.

- c) Assessors also inform the students 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.
- d) Feedback is delivered in written and verbal form to the student. Specific examples to illustrate the nature of performance and suggestions for improvement, if relevant, are offered to the student by the assessor.
- e) Assessors demonstrate integrity and professionalism by respecting the confidential nature of assessment and the communication and records storage procedures established by The Academy to protect the privacy of students, their history, their records and related documentation.
- f) Assessors document the results of the assessment process for individual student and pass it on to the Principal for processing. The student will be advised of the assessment outcome in approximately four weeks from the date of assessment was completed by the student.
- g) All training and assessment are conducted by trainers and assessors who:
 - have the necessary training and assessment competencies, and
 - have the relevant vocational competencies at least to the level being delivered or assessed, and
 - can demonstrate current industry skills directly relevant to the training/assessment being undertaken, and
 - continue to develop their Vocational Education and Training (VET) knowledge and skills as well as their industry currency and trainer/assessor competence
- h) Assessors adhere to the Code of Practice for Assessors. Assessment practices are inclusive and support equity principles. If required, reasonable adjustments are made to assessment processes, to minimise disadvantage to students, however, these adjustments will not compromise the integrity of the competency standard.

5. ASSESSMENT DESIGN

- a) Assessments are designed to include both skills and knowledge of the students. The design of the assessment requirements for a unit of competency will include:
 - Include assessment methods that are sufficiently extensive and varied to permit fair judgments to be made about student's performance.
 - Be transparent and clearly articulate the requirements of the assessment task and the means by which student's work will be judged.
 - Ensure that assessments are tied to enable Students to progressively build their understandings and capacities.
 - Relate to any discipline accreditation requirements and be explicitly linked to specified learning outcomes for the course.
 - Be comparable when offered at more than one location and/or study mode;
 - Be inclusive and reflect awareness of potential gender, racial and cultural bias.
- b) Assessments are also designed to the Principles of Assessment, which include the following:
 - **Validity:** the assessment assesses what it claims to assess.
 - **Reliability:** the assessment tasks can be implemented consistently
 - **Fairness:** the assessment process has clear information for the students
 - **Flexibility:** Student's individual needs are considered.

- Summative assessment judgments will follow the Rules of Assessments which are:
 - Validity: the evidence aligns to the requirements and supports the assessor's decision
 - Sufficiency: the evidence shows how all aspects of the learning outcomes were assessed
 - Currency: the evidence demonstrates the students current level of skills and knowledge
 - Authenticity: the evidence relates to the student's own skills and knowledge

c) Documentation of the assessment process provided to the student

All assessment processes undertaken by our assessors will address the specific competencies identified in the accredited curriculum being undertaken by our students. All documentation presented to the student that outlines the assessment activity to be undertaken also specify the individual competencies that the student will be assessed against.

d) Assessment outcomes

Once sufficient evidence is presented to the assessor to determine the competence of the student against prescribed unit of competency, a result is recorded as a valid record of the student's progress in achieving the qualification. Results from assessments for Students are recorded as either:

- Competent (C); or
- Not Yet Competent (NYC)

Students must be assessed as "Competent" in all units of competency before they can be issued with a qualification (e.g. Certificate/Diploma) for the course in which they are enrolled in. A qualification will be issued at the completion of a course.

If a student successfully completes one or more units of competency but do not meet the requirements for a full qualification (as specified in the course outline), they will be issued with a Statement of Attainment. The Statement of Attainment will list all the units of competency achieved by the student.

6. Resubmission

- a) If a student receives a "NYC" or "DNS" outcome for a unit of competency, students can request to either have the assessment task re-marked or resubmitted.
- b) To resubmit or have the assessment re-marked, the student must make an appointment at the reception to see the Student Services Coordinator.
- c) The Student Services Coordinator will assess the student's eligibility to resubmit or re-mark the assessment task based on the student's overall attendance in the study period.
- d) If the student is eligible to resubmit or have the assessment re-marked, the Student will be given one calendar month to resubmit their assessment without any penalty.
- e) After this attempt, if the student is still deemed "NYC", the Services Coordinator will advise the student of the following fee structure for resubmission:

- Reassessment of assessment tasks...**\$100**

- Additional tuition (including repeating units or units missed due to approved leave). - **\$200 per week**
 - Reattempting practical session from the Commercial Cookery courses - \$400 per cooking day in the commercial kitchen
 - On-the-job assessment of work placement - **200**
 - Assessment re-marking request...**\$70**
- f) If the student wishes to proceed with resubmission or re-marking, the Student Services Coordinator will organise a time and date with the student to complete this process.
- g) The student must make a payment prior to resubmission or re-marking of their assessment task.
- h) The Student Services Coordinator will notify the student of the outcome once a qualified assessor has marked assessment.

7. Reenrolment into a unit of study

1. If a student has received a “NYC” or “DNS” outcome for a unit of competency and their attendance has been deemed as unsatisfactory, the student will be required to re-enrol into that unit of competency again.
2. Re-enrolment into a unit of competency will incur a fee of \$200.00 per week based on the number of weeks the unit is scheduled over.
3. The student **MUST** pay the fee prior to attending the scheduled unit of competency.

8. Appeals

Students can appeal against their assessment outcome if they feel they have been unfairly treated. (Refer to our Complaints and Appeals Policy and Procedure).

9. Associated documents

- Student Handbook
- Policies and Procedures Manual
- Complaints and Appeals Policy and Procedure

10. Related Standards

- Standards 1 from the Standards for RTOs
- National Code of Practice 2018
- ESOS Act 2000


11. RESPONSIBILITY

- Principal
- CEO/PEO
- Director of Studies
- Student Services Coordinator
- Trainers and Assessors



Approved by: Jane Koch

Position: Chief Executive Officer

Signature: 

Date: 18 January 2018

<i>Version</i>	<i>Created by:</i>	<i>Date created</i>	<i>Reason for update</i>	<i>Implementation date after circulation of draft to all stakeholders</i>
1	CEO	2015	Initial creation	2015
2	CEO	Dec 2016	Updated to align with Standards	2016
3	CEO	8/9/2017	Updated to align with Standards	18 January 2018