VOCATIONAL ASSESSMENT GUIDELINES

Version:	Approved by:	Approval Date:	Effective Date:	Next Review:
2	RTO Manager	24 May 2021	24 May 2021	24 May 2023
Responsible Officer:	RTO Manager	**Document No:**	UOWC-VP-GUI-11	
Purpose:	These Guidelines outline UOW College Australia's approach to assessment practices in Vocational programs by operationalising the requirements of the: a. Standards for Registered Training Organisations (RTOs) 2015; and b. UOW College Australia Academic Quality Standards.			
Scope:	**UOWCA** ✓			
	Unless contrary intention is evident, these Guidelines bind all Vocational operations at UOW College Australia as well as Vocational staff and students.			
Related Documents:	Academic Quality Standards Academic Integrity and Student Conduct Policy Conferral and Issuance Policy Feedback Policy Vocational Industry Engagement Guidelines Disability Policy Student Grievance and Appeals Policy Course Progression Policy Vocational Validation and Moderation Procedure Credit Transfer and Recognition of Prior Learning Policy			
References and Legislation:	**ASQA Fact Sheet: Providing Quality Training and Assessment services to Students with Disabilities** **ASQA Fact Sheet: General Direction - Retention requirements for completed student assessment items** Disability Discrimination Act 1992 Disability Standards for Education 2005 National Vocational Education and Training Regulator Act 2011 (Cth) Standards for Registered Training Organisations (RTOs) 2015			

1. Definitions

Word/Term	Definition
ASQA	Australian Skills Quality Authority.
Inherent Requirements	The fundamental parts of a course that must be met by all students in order for them to be deemed competent. They are the abilities, skills and knowledge students need to complete the course, which if removed, would compromise the learning outcomes of the course.
Learner	A person enrolled in a course or program on offer at, or in conjunction with UOW College Australia. May also be referred to as a 'student'.
Moderation	The process of bringing assessment judgements and standards into alignment. It is a process that ensures the same standards are applied to all assessment results within the same Unit(s) of Competency. It is an active process in the sense that adjustments to assessor judgements are made to overcome differences in the difficulty of the tool and/or the severity of judgements.
Post-Validation of Assessment Judgements	Quality assurance control processes and activities such as peer review that aim to assure consistency, comparability, appropriateness and fairness of assessment judgements; and the reliability of assessment tasks, criteria and standards. Post-validation of assessment judgements may also be referred to as moderation.
Pre-Assessment Validation	The initial review of the quality of an assessment tool or process. Initial validation involves systemically checking that the assessment tool produces valid, reliable, sufficient, current and authentic evidence to enable reasonable judgements to be made as to whether the requirements of the Unit of Competency are met.
Reasonable Adjustment	A term applied to modifying the learning environment or the format of the training delivered in order to assist a student with a disability to meet the inherent requirements of the course.
Recognition of Prior Learner	Recognition of Prior Learning (RPL) means an assessment process that assesses the competency/s of an individual that may have been acquired through formal, non-formal and informal learning to determine the extent to which that individual meets the requirements specified in the training package or VET accredited courses.
Unit of Competency	A self-contained unit of study.

2. Industry Consultation and Assessment Development

1) Vocational programs will engage with industry to ensure assessment strategies, practices and resources maintain industry relevance.

2) Validation, Pre-Validation and Moderation will occur in accordance with the Vocational *Assessment Validation Procedure.*

3) Pre-validation will occur for all assessment tools prior to first delivery to ensure that the assessment tool:

   a. maps to the Unit of Competency outcomes; and

   b. is contextualised to the learner and the requirements of the training package.

3. Credit Transfer and Recognition of Prior Learning

1) Applications for Credit Transfer and Recognition of Prior Learning are assessed in accordance with the *Credit Transfer and Recognition of Prior Learning Policy.*

4. Assessment Design and Delivery

1) UOW College is committed to maintaining relevant, engaging and appropriate pedagogical approaches to assessment which:

   a. Are student-centric;

   b. Embrace technology; and

   c. Reflect industry best practice.

2) For each Unit of Competency, UOW College Australia will ensure a robust andragogic approach to teaching which ensures learners are able to develop competency in the content of that unit before assessment.

3) Assessment is to be designed and delivered in accordance with the Standards for RTOs 2015, specifically, the following standards:

1.8. The RTO implements an assessment system that ensures that assessment (including recognition of prior learning):

   a. *complies with the assessment requirements of the relevant training package or VET accredited course; and*

   b. *is conducted in accordance with the Principles of Assessment contained in Table 1.8-1 and the Rules of Evidence contained in Table 1.8-2.*

Table 1.8-1: Principles of Assessment

Fairness	The individual learner's needs are considered in the assessment process.
	Where appropriate, reasonable adjustments are applied by the RTO to take into account the individual learner's needs.
	The RTO informs the learner about the assessment process, and provides the learner with the opportunity to challenge the result of the assessment and be reassessed if necessary.
Flexibility	Assessment is flexible to the individual learner by:
	• reflecting the learner's needs;
	• assessing competencies held by the learner 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 and associated assessment requirements, and the individual.
Validity	Any assessment decision of the RTO is justified, based on the evidence of performance of the individual learner.
	Validity requires:
	• 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;
	• assessment of knowledge and skills is integrated with their practical application;
	• assessment to be based on evidence that demonstrates that a learner could demonstrate these skills and knowledge in other similar situations; and
	• judgement of competence is based on evidence of learner performance that is aligned to the unit/s of competency and associated assessment requirements.
Reliability	Evidence presented for assessment is consistently interpreted and assessment results are comparable irrespective of the assessor conducting the assessment.

Table 1.8-2: Rules of Evidence

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

4) UOW College is committed to delivering assessments that:

a. Meet the principles of assessment and the rules of evidence; and

b. Recognise that students and teachers share responsibility for learning.

5) Each Unit Of Competency is to include the following items for each assessment task using UOW College approved templates;

a. Student Assessment Tool, with clear instructions to the student including due date;

b. Marking Guide; and

c. Mapping document.

6) The method of collecting evidence of competence must be appropriate to the skills and/or knowledge required to be demonstrated. All aspects of the unit of competency need to be assessed by using one or more of the following assessment methods;

a. Practical Observation

b. Multiple Choice Questions

c. Short Answer Questions

d. Written Task

e. Portfolio

f. Workplace Evidence

g. Verbal Questioning

h. Professional Conversation

i. Project

j. Examination

7) Trainers will mark assessments as either Satisfactory (S) when the student demonstrates the required skills and/or knowledge for the assessment task being undertaken, OR Unsatisfactory (US) where the student does not demonstrate the required competencies.

8) If a student is marked as 'Unsatisfactory' in their first submission due to a failure to submit an assessment by the due date or for any other reason, they are automatically entitled to a second attempt. This attempt must be completed within the timeframe the trainer has determined.

9) If, following a second attempt, the student is again deemed as 'Unsatisfactory', the student will be required to attend personal counselling with the relevant Vocational Program Manager to discuss ongoing support in accordance with the *Course Progression Policy* and the *Student Progression Procedure – Vocational Programs.*

10) Where there is sufficient evidence that demonstrates a student has performed 90% (or more) of an assessment correctly and is close to achieving a grade of 'Satisfactory', the student may be provided a third attempt or offered to undertake a professional competency conversation at the sole discretion of the relevant Vocational Program Manager. All assessment including professional conversations are to be thoroughly documented and

marked. If after a third attempt the student still does not demonstrate the skills or knowledge as required, the assessment will be deemed 'Unsatisfactory' and the Unit outcome will be Competency Not Achieved (CNA).

11) A third attempt at an assessment task may also be granted where extenuating circumstances exist. Trainers are required to outline the extenuating circumstances in writing to the Program Manager and only grant the third attempt following receipt of the Program Manager's approval in writing.

12) Where a student has a UoC outcome of Competency Not Achieved (CNA), the student will need repeat the unit if they wish to complete the full qualification. This will require the student to re-enrol in the unit and pay the unit fee again.

13) Once an assessment outcome has been determined for all of the assessment tasks within a Unit of Competency, one of the following unit outcomes will be resulted:

   a. Competent – where all assessment items for the UoC have been marked as Satisfactory (S); or,
   b. Competency Not Achieved (CNA) – where one or more assessment items for a UoC have been marked Unsatisfactory (US).

14) Assessment tools, once developed or purchased, are to be validated and subsequently approved by the relevant Vocational Program Manager before use. Approved tools will be uploaded to aXcelerate. Trainers are to always access and use the most recent version of assessment tools in aXcelerate. All changes to assessment tools must be approved by the relevant Vocational Program Manager.

15) Due dates will be clearly communicated to all students with the expectation that, in the absence of Reasonable Adjustment, the assessment submission is made on time. Failure to submit an assessment task by the due date will result in an 'Unsatisfactory' outcome for the assessment – refer to Clause 4.8.

5. Reasonable Adjustment

1) UOW College Australia supports people with disabilities and their right to access and participate in education and training.

2) For information on UOW College Australia's obligations under the RTO Standards and other relevant legislation please see: ASQA's Fact Sheet on Providing Quality Training and Assessment services to Students with Disabilities.

3) Students with a disability are invited to disclose this information in the VET Enrolment Form. The Student Data and Reporting Officer is responsible to inform the relevant Program Manager when a student discloses a disability on this form.

4) Students with a disability do not have to disclose their disability unless they want to

arrange adjustments or their disability poses a risk to themselves or others.

5) The Vocational Program Manager will consult with students who wish to arrange reasonable adjustments and/or refer onto UOW Disability Services. Examples of reasonable adjustments include:

   a. accessible classrooms;

   b. note-taking support;

   c. course material in alternate formats—electronic, large print, braille;

   d. use of laptop for assessments;

   e. extra time or extensions for assessments;

   f. alternate assessment tasks;

   g. ergonomic chair/desk;

   h. use of assistive technology;

   i. an Auslan interpreter, or

   j. other adjustments.

6) Students with a disability are to be provided with reasonable adjustments to enable them to meet the Inherent Requirements of the course, provided this would not cause unjustifiable hardship to UOW College Australia.

7) If reasonable adjustments are provided to a student with a disability and UOW College Australia realises that the student will not be able to meet the Inherent Requirements of the course, UOW College Australia will undertake to notify the student that they will not be able to complete the course as soon as practicable.

8) Vocational Program Managers must provide details of individual adjustments in the Student Management System Axcelerate.

6. Retention of Assessment

1) UOW College Australia will securely retain completed assessment items for each student for a period of six (6) months from the date on which the judgement of competence for the student was made.

2) If requested at audit, records of completed student assessment items will be produced in full to demonstrate the validity of judgements of student competency. For further information see ASQA's Fact Sheet: General Direction - Retention requirements for completed student assessment items.

7. Ongoing Monitoring

1) UOW College will systemically monitor its training and assessment practices to ensure they maintain industry currency and reflect best-practice.

8. Version Control Table

Version Control	Date Effective	Approved By	Amendment
1	16/2/18	Madeline Barnes, RTO Manager	First Version. Developed to operationalise the Academic Quality Standards within UOWC vocational programs.
2	12/04/21	Elizabeth Thomas, RTO Manager	Major review