

## Assessment Procedure

<b>Document Name</b>	<b>Assessment Procedure</b>		
<b>Approved by</b>	PEO	<b>Date</b>	29/05/19
<b>Responsible Officer</b>	<b>Director of Studies</b>		
<b>This procedure is used by</b>	<b>ECA College and APIC Foundation</b> (RTO Code 45012; CRICOS Provider Code 02644C) <b>Australasian College of Care Leadership and Management</b> (RTO Code 40829, CRICOS Provider Code 03637E) <b>ECA Graduate Institute</b> (RTO Code 91423)		
<b>Related Documents</b>	<ul style="list-style-type: none"> <li>• Assessment Policy</li> <li>• Student Handbook</li> <li>• Academic Progression Policy</li> <li>• Course Progress Policy</li> <li>• Complaints and Appeals Policy</li> <li>• Transition Policy and Procedure</li> <li>• Validation and Moderation Policy</li> </ul>		
<b>References and Legislation</b>	Standards for Registered Training Organisations (RTOs) 2015, Part 2 Training and Assessment. Standard 1: Clauses 1.8, 1.13-1.20, 1.26-1.27 National Vocational Education and Training Regulator Act 2011		
<b>Version</b>	<b>Change description</b>	<b>Approved</b>	<b>Effective Date</b>
v19.0	Updated for new logo and alignment with ECA Group.	PEO	01/06/19
v19.1	Reviewed in line with ESOS and VET Standards	PEO	2/07/19
v19.2	Updated assessment procedures for performance evidence	PEO	16/07/19
v19.3	Update for online students	PEO	15/10/19
v19.4	Review and Update	PEO	11/11/19

### 1. Purpose

- To engage and train students towards successful completion of their qualification with a wide variety of learning and assessment methods to address individual needs.
- To measure learning progress and assess students in a fair and equitable manner aligned with the requirements of the relevant VET accredited course and the principles of assessment and rules of evidence outlined in the Standards for Registered Training Organisations (RTOs) 2015.
- To outline ECA Group's assessment framework and the general principles that guide ECA Group's assessment practices for its Vocational Education and Training (VET) courses.

## 2. Scope

This policy applies to international and domestic student (potential or actual) who are enrolled in Education Centre of Australia Pty Ltd (ECA Group) educational institutions including ECA Graduate Institute (EGI), ECA College (ECAC) and Australasian College of Care Leadership and Management (ACCLM). ECA conducts training and assessment against the competency standards in a Training Package and in accordance with the Principles of Assessment and the Rules of Evidence.

## 3. Definitions

Item	Definition
<b>Assessment</b>	The process of collecting evidence and making judgements on whether competency has been achieved to confirm that an individual can perform to the standard expected in the workplace, as expressed by the relevant endorsed industry/enterprise competency standards of a Training Package or by the learning outcomes of a VET accredited course.
<b>Competency</b>	The consistent application of knowledge and skills to the standard of performance required in the workplace. It embodies the ability to transfer and apply skills and knowledge to new situations and environments.
<b>Credit Transfer</b>	The process providing students with credit for matched units of competency of a qualification based on identified equivalence in content and learning.
<b>Recognition of Prior Learning (RPL)</b>	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.
<b>Elements</b>	Essential outcomes required to demonstrate competency as detailed in each unit of competency.
<b>Formative Assessment</b>	A form of assessment that does not count towards the final result for a unit of competency but is rather used as an informal strategy to gauge a student's the level of understanding of skills and knowledge.
<b>Summative</b>	Tends to occur at the end of a unit or module to determine whether the student has satisfied the requirements specified within the learning outcomes/units of competency. It is therefore used to certify or recognise candidate achievement against the unit of competency
<b>Reasonable adjustment</b>	Adjustments that can be made to the way in which evidence of student performance can be collected.
<b>Resubmission</b>	Second (or third, where reasonable) submission of an assessment task prior to the due date
<b>Reassessment</b>	Reassessment allows resubmission of assessment tasks outside the regular assessment due dates in the event where a student's original submission was graded as Not Yet Competent (NYC).
<b>Late assessment</b>	When a student fails to submit an assessment item on time
<b>Standards for Registered Training Organisations (RTOs) 2015 –</b>	Set of national standards which are used to regulate the vocational education and training sector within Australia.
<b>Training Package</b>	A set of nationally endorsed standards and qualifications for recognising and assessing people's skills in a specific industry, industry sector or enterprise. They are developed by national Industry Skills Councils (ISCs).

<b>Student</b>	An individual person who is formally enrolled to study at an ECA Group College. The individual person is that who appears on the College's documents such as enrolment, admission and payment documents, and who is assigned a Unique Student Identifier (USI)
<b>Training Package Assessment Guidelines -</b>	Are contained within each Training Package and are designed to ensure that assessment is consistent with the Standards for Registered Training Organisations (RTOs) 2015.
<b>Training and Assessment Strategies.</b>	Outlines the framework that guides the learning, training and assessment requirements.
<b>Continuous Improvement</b>	Ongoing process to systematically review and improve learning and assessment methods.
<b>Industry Engagement</b>	Consultation with the bodies that have a stake in RTO training, assessment and client services, including industry skills councils, industry organisations, industry advisory bodies, specific enterprise and licensing bodies.
<b>Unit of Competency</b>	Defines the skills and knowledge required to perform tasks effectively in a workplace context.

#### 4. Procedure

4.1. Recognised training and assessment in VET is competency-based. This means there is an emphasis on what a person can do in the workplace as a result of completing a course of training. The following table identifies the results awarded for VET students at ECA Group Institutions

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

4.2. Students enrol into a course. Students will receive a result for each unit of competency. Students will be made aware of the competencies to be assessed for each unit of competency.

4.3. If ECA Group students are enrolled in a training product that becomes superseded, procedures are in place to complete learners in the current qualification or within the period of one year are transferred into a replacement qualification, or where a training product is no longer current and has not been superseded, ECA Group has procedures in place to complete a student with a 2 year period. See Transition Policy and Procedure for further information.

4.4. Assessment of elements and performance criteria: 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 in the classroom or in a simulated, online work environment. As such, it is likely that a unit of competency will assess some elements and performance criteria more than once across multiple assessment items. Assessment items also include a varied range of collection methods such as demonstrations, written case studies, quizzes, reports, presentations, role plays and portfolios.

- 4.5. In order to achieve a result of Satisfactory, a student must demonstrate competence for every item 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.
- 4.6. Assessing competence: Training and Assessment is delivered by skilled trainers and assessors who have the required training and assessment competencies, vocational competencies, industry skills and currency to deliver training and assessment. Assessors who have a current training and assessment qualification make judgments on assessments taking into consideration the Principles of Assessment and Rules of Evidence. These are detailed in each assessment tool.
  - Assessment items will be conducted in line with performance evidence, knowledge evidence requirements and assessment conditions of the unit.
  - Each assessment item will outline the specified standard that a student must achieve to receive a result of Satisfactory. This will vary between assessment items depending on the most appropriate method of assessing skills and knowledge. For instance, a theory assessment may require a student to complete a series of knowledge questions but a practical assessment may require demonstration of a technique that the assessor will assess against a set of steps/outcomes.
  - Assessors will be supported with benchmark answers to assist in marking student work and in determining judgement of satisfactory and competent outcome. Benchmark answers support Principles of Assessment; fairness, flexibility, validity and reliability
  - ECA Group will assist all students in their efforts to complete the qualification they are enrolled in. Reasonable adjustments are made to ensure that the participant is not presented with artificial barriers to demonstrating achievement in the program of study. Reasonable adjustments may include the use of adaptive technology, educational support, and alternative methods of assessment such as oral assessment.
  - Reasonable adjustment will be provided for participants with special learning needs such as a disability or learning difficulty. Evidence collection can be adjusted to suit individual student needs if required and will be agreed upon by the Trainer and student.
  - The learning need that forms the basis of any adjustment to the training program will be identified, and appropriate strategies will be agreed with the student. Any adjustments will be recorded in the student file and will not compromise the competency standard.
  - Trainers and Assessors undertake professional development in their areas of expertise and competency-based training to ensure assessments and learner achievement reflect current industry needs.
  - Where ECA Group engages an individual who is not a trainer or assessor, it has in place supervision arrangements using qualified trainers and assessors who ensure that training is appropriate and assessment evidence is collected appropriately. The person determining assessment outcomes holds the training and assessment credential specified in Item 6 of Schedule 1 <https://www.asqa.gov.au/standards/appendices2/appendix-2> and has vocational competencies at least to the level being delivered and assessed. This person also has current industry skills directly relevant to the training and assessment being provided. Where ECA Group engages an individual as above ECA Group trainers and assessors will ensure the training and assessment complies with Standard 1 of RTO Standards 2015.
- 4.7. Notification of Results: Notification timeframes for individual assessment items will vary but will be generally no longer than 2 weeks from the final submission deadline for that assessment item. Final results will be held pending any fee payments/library fines being finalised.

## 5. Submission of Assessment Items

- 5.1. Excepting assessment items completed in class, it is the responsibility of all students to submit assessment items on time unless where pre-arranged with the trainer and assessor. It is also the responsibility of students to keep a copy of all submitted assessment items until they are marked and returned by the trainer/assessor for review.
- 5.2. Electronic Submission: assessment items are submitted online in the ECA Group Learning Management System (LMS). Students will not be able to submit their assessment task until they have read, understood and agreed to a set of terms in relation to privacy, plagiarism and academic dishonesty. ECA Group may employ a text recognition application to check for original and unoriginal text.
- 5.3. Where Assessments have a specified due date, they must be submitted by that date unless prior alternative arrangements have been made. Where assessment items are submitted electronically, the date and time the electronic submission was received will be considered the date and time of submission.
- 5.4. In the unusual event of a technical failure, if a student is unable to submit their assessment item via the LMS, they are required to contact a Student Support Officer. If there is a system error with the LMS that won't be resolved until after the assessment due date, a Student Support Officer will advise the Trainer that extensions are required for the entire class. If the technical failure is a personalised problem for an individual student, the student must contact their Trainer to request an extension.
- 5.5. Number of Attempts: students will be permitted a total of 2 attempts (3 where reasonable at the Trainer's discretion) for all assessment items within a study period (before the due date). Students may refer to the Course Progression Policy for ECA Group Intervention procedures.
- 5.6. Some assessment items are broken down into distinct activities and therefore if a student is unable to achieve a Satisfactory result for one activity or more, it is at the discretion of the Trainer as to whether the student must resubmit the entire assessment item or only the activities where a Satisfactory result was not achieved.
- 5.7. Timeliness: It is the student's responsibility to manage their individual study and assessment workload to ensure they meet all relevant submission due dates, and if required at any particular time are able to attend all on-campus assessment items (i.e. practical examinations).
- 5.8. Practical Assessments: Where a course of study includes practical assessments, if a student is unable to attend a practical assessment item at the scheduled time they must advise their Trainer as soon as they are aware of this so that an alternate time can be scheduled. Any missed task will count as an attempt and will result in a grade of NYS for that attempt. Any rescheduled practical examination will count as a resit. It is the responsibility of the student to make themselves available at the time that the trainer reschedules their practical examination – rescheduling is not a negotiation process between trainer and student.
- 5.9. If a course of study has a practical examination scheduled towards the end of the study period, there will be limited time available to schedule one or more re-sits prior to the deadline (results must be finalised one week after the end of a unit study period). As such, students may receive an interim result of 'NYC' for the unit until their assessment result can be finalised.
- 5.10. Written Assessments: If a first attempt at a written assessment item is not submitted by the due date, the student will receive a result of NYS for that attempt unless prior arrangements have been made. This means that any late submissions will be considered to be a resubmission. If a student fails to discuss a revised due date with their trainer, they will be given 1 week from the original due date to submit their first resubmission before they are result with a NYS against a second attempt. If no assessment item is received after 1 week of the due date, the student will be given one additional week to make their final submission of the item (unless prior arrangements are made) before receiving a NYS result for their third attempt at that assessment item (and therefore a result of NYC for the unit of competency/unit of study overall).
- 5.11. 'At Risk' Students: If a student fails to submit the same assessment item more than once in a teaching period, this is an early warning signal to their trainer that they may be at risk of non

progression and non-completion in accordance with the Course Progression Policy. It is the responsibility of the trainer to make every attempt to contact the student to determine their reasons for non-submission. It may then be necessary to provide support to the student to aid their progression. Support mechanisms should be instigated on the advice of the Student Services team and be made in accordance with ECA Group Policies.

- 5.12. Student Integrity (cheating and plagiarism): Students are accountable to standards of professionalism and ethics throughout their course of study and therefore the College takes a strong position on plagiarism and other instances of academic dishonesty. All students should ensure that their assessment work is their own and that they have not obtained academic advantage for themselves or another student by dishonest or unfair means. Students are informed of Academic Integrity guidelines at Orientation and in writing in the Student's Handbook and online in various places.
- 5.13. Clear and accurate information about assessment items: Assessment items are listed in Unit Outline information. The trainer/assessor for that unit checks that the provided information is clear and accurate and explains to students the assessment requirements for the unit at the start of the unit delivery.
- 5.14. In the case of online course delivery, Trainers ensure that they address student concerns about assessment by either email, skype or other appropriate channels.
- 5.15. Feedback for students: Students receive specific, timely, supportive, constructive and developmental feedback on their learning and performance. Written feedback is provided to students on all assessment items other than multiple choice tests. Students are entitled to see their results for all assessment items within two weeks of submission. Formative assessment does not require formal feedback from trainers and alternative forms of providing feedback can be used, e.g. group and peer marking and self-marking from a supplied answer guide. Students will generally receive their feedback via the LMS.
- 5.16. Appealing a result; Please see the Complaints and Appeals Policy and Procedure for information on appealing a result.
- 5.17. Reasonable Adjustment: Assessment tasks may be subject to reasonable adjustment where a student has a specific disability or special need. Any student who has special needs may be eligible for reasonable adjustment and should speak with a Student Support Officer at the time of enrolment to receive advice on available services and to complete the required documentation. Reasonable adjustments will only be considered if advised at the time of enrolment or if a student's situation changes mid enrolment and they advise their campus Student Support Officer prior to the assessment item due date. The Director of Studies is responsible for approving reasonable adjustment requests.
- 5.18. Special Circumstances: ECA Group recognises that there may be times when a decision may require reassessment. The College must be satisfied that a student's circumstances are beyond their control (i.e. if a situation occurs which a reasonable person would consider is not due to the student's action or inaction, either direct or indirect, and for which the person is not responsible). If a student feels after review of the case that their circumstances should be considered, they must submit an application prior to the due date for the assessment item. In rare situations where this is not possible; applications will be accepted until three days after the scheduled due date.
- 5.19. Assessment Retention: The Australian Skills Quality Authority (ASQA) as the National VET Regulator requires all registered training organisations (RTO's) to securely retain all completed Student assessment items for each student for a period of six months from the date on which the judgement of competence for the student was made. Where it is not possible to retain the student's actual work (i.e. practical assessments), an assessor's completed marking guide, criteria and observation checklist for each student should be retained as evidence.
- 5.20. ECA Group is committed to ensuring that regardless of the place of delivery, mode of delivery or trainer/assessor:

- a. Assessment items are developed to be fair, flexible, reliable and valid based on current industry relevance and the requirements of the Training Package; an
- b. Sufficient, authentic and current evidence. The Validation and Moderation Policy outlines the processes in place to ensure the high quality of assessment items and the consistency of marking by all trainers/assessors.