## 1.0 Purpose

The purpose of this policy and procedure is to provide guidance and information relating to the Registered Training Organisations (RTO) assessment conditions and requirements and their own roles and responsibilities of Vocational Education and Training (VET) students who are currently engaged by Sonic HealthPlus.

This document contributes to Sonic HealthPlus maintaining Standard 1 of the Standards for RTOs as defined below:

- *The RTO's training and assessment strategies and practices are responsive to industry and learner needs to meet the requirements of training packages and VET accredited courses.*

## 2.0 Scope

This policy and procedure applies to all current and prospective persons, including contractors engaged by Sonic HealthPlus (SHP) and/or are involved with the Registered Training Organisation (RTO Code 51535), including:

- VET students (potential or current);
- VET RTO employees;
- SHP training locations, including online training; and,
- Training products (courses) in the RTOs scope of registration as per www.training.gov.au

This policy and procedure excludes non-accredited courses on behalf of Sonic HealthPlus.

## 3.0 Responsibilities

**RTO Coordinator**
It is the role and responsibility of the RTO Coordinator:

- To coordinate and comply with the processes outlined in this policy and procedure;
- To manage and assist the relevant parties to ensure that all relevant employees, prospective employees and contractors engaged by Sonic HealthPlus and involved in the RTO are aware of and comply with the roles and responsibilities as set out within this policy and procedure;
- To read and comply with the processes outlined in this policy and procedure;
- Ensure assessment activities undertaken in a training product are accurately reflected in the relevant Training and Assessment Strategy (TAS);
- Ensure assessment activities are systematically monitored;
- Ensure assessment activities are amended and improved to ensure quality assessment and compliance with Standard 1; and,
- Ensure Assessors are available (where practicable) to undertake assessment activities as required.

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## Trainer & Assessors

It is the role and responsibility of Trainer & Assessors:

- To read and comply with the processes outlined in this policy and procedure;
- Ensure students are aware of assessment resources, methods, and timeframes;
- Facilitate assessment attempts for each student;
- Facilitate reasonable adjustment when required;
- Use recognised prior learning assessment techniques when appropriate;
- Acknowledge and grant credit transfer when appropriate;
- Mark and judge assessment items submitted by students in a timely manner;
- Ensure the requirements of the training product are met through the use of appropriate assessment tools;
- Ensure that all assessments conducted are valid, fair, reliable and flexible, and
- Provide feedback, to students on their assessment items/activities.

## Students

It is the role and responsibility of the student:

- To read and comply with the processes outlined in this policy and procedure;
- Be aware, and consider assessment requirements of a course so an informed decision can be made regarding enrolment;
- Review each assessment item and the competencies listed for each assessment;
- Manage their individual study and assessment workload to ensure they are able to attend all training requirements and meet all relevant assessment requirements;
- Submit assessment items on or before due dates. If a student is unable to submit an assessment item on or before the due date they must make a written request for an extension to their trainer/assessor, and
- Seek assessment feedback from their Trainer & Assessor.

## 4.0 Definitions

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| **Assessor** | Is a person who assesses a student's competence in accordance with Standards for Registered Training Organisations (RTO's) 2015; Clauses 1.13 to 1.16 |
| **Assessment Activity/Item** | Is something used to document knowledge, skills and abilities that have been acquired by a student, and as measured against the requirements of a unit of competency. |
| **Assessment Feedback** | Assessment feedback is an explanation as to why a student has received a satisfactory or unsatisfactory outcome for an assessment activity. |
| **Assessment Procedure** | Assessment procedures are instructions; to the assessor, and to the student on how to use the assessment instruments. Procedures must give information on how assessment will be conducted, and how results will be interpreted and recorded. |

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| | |
|---|---|
| **Assessment Requirement** | Assessment requirements are the endorse component of a training product that underspin's assessment and sets out the industry's approach to valid, reliable, flexible and fair assessment. |
| **Learner** | Student/Learner/Participant is an individual who is formally enrolled to study at Sonic HealthPlus. The individual person is the person who appears on the RTOs documents such as enrolment and admission document, and who is assigned an individual student number. |
| **Assessment Tool** | A set of assessment instruments. The instruments are typically in the form of documents, checklists, task instructions, judgement criteria etc. that make up the complete evidence requirements for a particular unit, or units, of competency. |
| **Credit Transfer** | Relates to the RTOs recognition of any unit of competency or module a student has successful completed at any other RTO. Credit transfer is a process that provides students with agreed and consistent credit outcomes based on the identified equivalency in content and learning outcomes between matched training products. |
| **RTO** | Registered Training Organisation. |
| **Reasonable Adjustment** | Is when, where appropriate, assessment activities are modified to meet the individual needs of a students without compromising the principles of assessment or rules of evidence. |
| **Trainer** | Is a persons who provides training in accordance with Standards for Registered Training Organisations (RTO's) 2015; Clause 1.13, 1.14 and 1.16. |
| **Training** | Is the process used by Sonic HealthPlus RTO 51535 to facilitate learning and the acquisition of competencies for a training product. |
| **Training Product** | Is a nationally recognised unit of competency, or accredited course, skill set, or qualification. |
| **VET** | Vocational Education and Training. |

## 5.0 Legislative Context

This policy and procedure reflects the following legislations, regulations, standards, and/or guidelines:

- Standards for Registered Training Organisations (RTO's) 2015; Standard 1; Clauses 1.8 to 1.12, and
- National Vocational Education and Training Regulator Act 2011.

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## 6.0 Policy Statement

### Definition

Assessment refers to the process, formal or informal, of collecting and analysing evidence of a student's level of skills and knowledge against the skills and knowledge of a nationally set criteria in a course. It also includes collecting and analysing a student's level of skills and knowledge against the standards required to work in the industry.

### Purpose of Assessment

Assessment is an integral part of the learning process and when well-designed, can enhance the over-all learning experience for students. Assessment also allows assessors to make judgements about a student's skills and knowledge against nationally set criteria or the relevant learning outcomes of a course.

### Assessment Methods

The RTO uses multiple assessment methods, chosen according to the assessment criteria outlined in each training product and its meaningfulness to students. Assessment methods include, but are not limited to:

- Self-assessment of one's own learning and self-appraisal
- Reflection activities of the performance of self or others
- Written responses to questions, scenarios or case studies
- Simulated tasks where the students demonstrate their acquired skills
- Practical activities such as observations, and
- Work-based activities including placements, professional practices or projects.

Assessments may be undertaken in and out of the workplace and will be consistent over a variety of possible training venues and delivery methods. Consistency of the assessment will ensure that outcomes are achieved regardless of location and method of study undertaken.

All assessment methods used meet the Principles of Assessment of validity, reliability, fairness and sufficiency.

Group assessments, unless required are not permitted ensuring that students are judged on their own performance.

### Marking Criteria

Assessment standards or 'Marking Criteria' are stipulated at the time of assessment and/or in the assessment item.

In general, non-practical assessments, the following is required to obtain a 'Satisfactory' outcome:

- Fully completed. This means all parts and subtasks of assessment item/tool have been finished

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and submitted for marking
- Correct, including a response that requires more than one part, each part must be answered correctly
- Be relevant to the assessment
- Be legible and understandable
- Use correct spelling, particularly when using medical terminology
- Use correct industry acronyms and abbreviations
- Meet word limits with a variation of up to 10% from that specified, and
- Meet the relevant course level and learning outcome standards.

For practical assessment items, the following is required to obtain a 'satisfactory' result:

- The task is completed efficiently without/with minimal cues from the assessor or third party person
- The student has been able to demonstrate the link between theory to practice
- The assessor is confident that the student would be are able to perform the task without supervision in the workplace
- The assessor is confident that the student would be able to perform the task in a range of situations.

Where a student does not meet the requirements of the assessment, the assessment will be returned as 'Unsatisfactory'.

It is recommended that students retain copies of all assessment items for at least 14 days after they receive their final grade. In the event of an appeal this time frame may be longer.

**Assessment Integrity**
Students found to have plagiarised, colluded or cheated on an assessment task and/or activity will automatically receive an 'Unsatisfactory' outcome for the relevant task or activity and will be managed as per the RTO's Plagiarism, Collusions and Cheating Policy.

**Assessment Judgements**
Assessment is not based solely on performance in the classroom, but rather a holistic approach to the application of learning in relation to the workplace and content of the learning program. Assessment judgements are made in alignment with the following:

- Rules of Evidence; validity, sufficiency, authenticity and currency
- Marking criteria outlined in the assessment tool
- A marking guide to ensure the student has provided correct, complete, and relevantcand quality responses in the assessment activity. This ensures outcomes arecachieved regardless of the assessor
- Using information gathered from those working in the industry and professional bodies, where appropriate
- Within 10 working days of submission. This time period is subject to change, such as during peak assessment times or the assessor is required to travel for assessment purposes.

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## Assessment Feedback

Assessment feedback is an explanation as to why a student has received a satisfactory or unsatisfactory outcome for an assessment activity. Students are to receive assessment feedback on each assessment item/activity submitted other than multiple choice tests and examinations.

Assessment feedback includes, but is not limited to:

- Automated responses to online assessments, such a quizzes
- Verbal feedback, such as observations made during practical examinations
- Written feedback within the assessment item/activity, such as comments from the trainer and assessor to specific questions
- Written feedback on the assessment competency record.

Feedback is intended to encourage a student's development, in learning, a specific knowledge area, or a skill. Therefore, feedback given needs to be timely, supportive, constructive, specific, and in a language appropriate for the student.

Unsatisfactory assessments must receive written, competency record, feedback. The feedback is to include:

- Why the unsatisfactory judgement was made
- Information on ways of overcoming knowledge and skill gaps identified in the assessment
- Opportunities to discuss the assessment process and outcome
- Resubmission details if applicable
- Appeals process if applicable.

Students are to contact their Trainer and Assessor if they need clarification on assessment feedback given, or require additional feedback.

Only assessors, as per the Standards for RTOs 2015, Clauses 1.13 to 1.16 will make final assessment outcome/judgments. Assessment judgements will include either:

- S – Satisfactory = pass
- US – Unsatisfactory = fail

## 7.0 Procedure

### Assessment Submission

It remains the student's responsibility to ensure each and every assessment item/s are:

- Submitted by the due date, unless an extension has been granted;
- Submitted to the assessor using the nominated submission method such as, into the Learning Management System or via email;
- Fully completed, legible and understandable and,
- If requested, referenced.

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Please note, where assessments are not lodged on time, they will be deemed unsatisfactory and count as one (1) of the two (2) attempts allowed.

If an assessment nominates word limits the student must adhere to the limits, with a variation of up to +/- 10% from the specified word count accepted. If the submitted word count is more than 10% of the specified limit the marker will stop marking and only the portion of the student responses within the word limit will be used to make a judgement.

Number of Attempts
Students are allowed a total of two (2) attempts for each assessment item. Should the first attempt be unsatisfactory the assessor will provide the student with feedback.

Where a student has been deemed unsatisfactory, they have five (5) working days within which to rectify and return the submission for final assessment. When attending the second submission only the elements/questions that were marked incorrect need to be resubmitted unless the assessment item was 'practical'. A 'practical' assessment is one which the student must physically demonstrate a skill. All practical assessments are designed and assessed holistically and therefore the entire skill will need to be performed and assessed a second time.

If the second attempt is unsatisfactory, or a student fails to submit a second attempt, the student will be required to meet with the RTO Coordinator to discuss their training progression, which may include receiving a 'Not Yet Competent' grade. A not yet competent grade results in the student having to re-enrol into the course, and undertake (and successfully pass) all training and assessment activities in order to receive a certificate.

**Extensions**
Extensions to due dates will only be granted where it is considered the circumstances of the student not being able to submit the assessment on time are outside their control.

Circumstances 'outside a student's control' include:

- Serious personal or emotional trauma (for example a death or grave illness in the immediate family)
- Exceptional circumstances involving student's illness
- Sporting or cultural commitments, at State, National or International level.

All requests for an extension must be made in writing to the trainer and assessor before the assessment due date. The trainer/assessor may request documentary evidence to support the request. It will be at the digression of the trainer/assessors' digression if an extension is granted. The extension period granted is typically five (5) working days however longer periods will be at the digression of the trainer and assessor.

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## Assessment Considerations

Where a student has a learning difficulty, disability, or other unique circumstance they may be eligible for reasonable adjustment. Student must inform their trainer and assessor that they have a circumstance that may affect their ability to participate in the assessment activity as soon as possible and before the assessment due date. Consideration of reasonable adjustment must be done by the trainer and assessor, prior to commencement of the unit, and/or assessment task.

Reasonable adjustment is not appropriate in every circumstance. For example the RTO will not grant reasonable adjustment where they are not satisfied that the student took reasonable measure to avoid the situation. Reasonable adjustment will be at the digression of the trainer and assessor. If reasonable adjustment is granted the integrity of outcomes of the assessment task must be maintained. The adjustment made is to be clearly recorded on the assessment tool.

If reasonable adjustment incurs a cost to the RTO or impacts the assessment system, tools or activities, it must be approved by the RTO Coordinator, before assessment can take place.

## Moderation

Moderation of assessment is the process of bringing assessment judgements and standards into alignment across locations and cohorts of students. It is the process that ensures the same standards are applied to all student assessment results within the same training product.

Moderation will be initiated and applied by the RTO when required, such as in situations of inconsistent marking between assessors; wide variance in student responses to particular questions or assessment items; or when a compliant or appeal has been lodged by a student regarding the assessment tool.

## Complaints and Appeals

All students have the right to complain and/or appeal against an assessment outcome and have their compliant or appeal heard, recorded, and addressed. Complaints and/or appeals regarding assessment items and/or outcomes are considered an academic matter. The management of academic complaints and/or appeals is detailed in the RTO's, *Complaints and Appeals Policy and Procedure*.

## 8.0 Related Documents

RTO Policy and Procedure Credit Transfer
RTO Policy and Procedure Complaints and Appeals
RTO Policy and Procedure Plagiarism and Cheating
RTO Policy and Procedure Training Progression

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