

# VET Assessment Procedure

**Policy Code: LT1241**

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## Purpose

This procedure is designed to implement the University's [VET Assessment Policy](#) by specifying training and assessment strategies and related practices that are responsive to industry and learner needs and meets the requirements of Training Packages, VET Accredited Courses and VCAL Curriculum. This procedure reflects the *Standards for Registered Training Organisations 2015* and the current *VET Funding Contract (Dual Sector)*. These Standards form part of the VET [Quality Framework](#), a system which ensures the integrity of nationally recognised qualifications.

## Scope

This procedure applies to learners and staff undertaking assessment within the University for all VET and VCAL programs and units offered. This procedure does not include Recognition of Prior Learning (RPL) and Credit Transfer. Refer to: [Recognition of Prior Learning \(RPL\) and Credit Transfer](#).

This procedure is designed to be read in conjunction with Federation University [VET Assessment Policy](#).

## Definitions

This procedure includes definitions taken from the Standards for Registered Training Organisations 2015 or the AQF Handbook.

Term	Definition
<b>Australian Qualifications Framework (AQF)</b>	is the framework for regulating qualifications in the Australian education and training system.

<b>Term</b>	<b>Definition</b>
<b>AQF qualification</b>	is the result of an accredited complete program of learning that leads to formal certification that a graduate has achieved learning outcomes as described in the AQF.
<b>Assessment</b>	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 or VET accredited course and is conducted in accordance with the principles of assessment and the rules of evidence.
<b>Assessment system</b>	is a coordinated set of documented policies and procedures (including assessment materials and tools) designed and implemented to ensure that assessment of learners conforms to assessment policy and procedures.
<b>Assessment requirements</b>	are the endorsed component of a Training Package that underpins assessment and sets out the industry's approach to valid, reliable, flexible and fair assessment.
<b>Assessment tools</b>	include the following components: the context and conditions of assessment; 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). For further information refer to: <a href="#">Assessment Tool Templates</a> .
<b>Assessment Appeals</b>	refer to the process whereby a student may appeal within 10 working days of official publication of the final grade on any of the following grounds: <ul style="list-style-type: none"> <li>• The unit outline was not explicit ie. it did not detail how many assessment tasks were required to be undertaken; how students will be assessed; and/or when they will be assessed.</li> <li>• The assessor did not fairly and appropriately apply the assessment criteria as specified in the unit outline.</li> <li>• The assessor did not conduct assessment tasks as described in the unit outline.</li> </ul> <p>Further information refer to Regulation 5.3</p>
<b>Assessors</b>	A qualified <b>assessor</b> is a person who has the competencies required under the Standards for RTOs and relevant training package or curriculum qualification who assesses a learner's competence. For further information refer to Standard 1 Clauses 1.13 – 1.16
<b>Block Credit</b>	is credit granted towards whole stages or components of a program of learning leading to a qualification.
<b>Cheating</b>	is the intention to gain an unfair advantage in the assessment of a unit of competence/or module. This may include (but is not limited to): <ol style="list-style-type: none"> <li>a. fabrication of data and/or results;</li> <li>b. colluding with others;</li> <li>c. allowing another person to complete an assessment on behalf of a student;</li> <li>d. accessing an advanced copy of a test paper;</li> <li>e. copying from others in an assessment;</li> </ol>

<b>Term</b>	<b>Definition</b>
	<p>f. bringing into an assessment unauthorised material or information;</p> <p>g. knowingly helping others to cheat;</p> <p>h. taking actions which intrude on the ability of others to complete their assessable tasks.</p>
<b>Competency</b>	is the consistent application of knowledge and skill 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>Competency Based Completion (CBC)</b>	is where Apprentices are no longer locked into fixed time periods and can complete the apprenticeship at their own pace. The apprenticeship is completed when the RTO receives employer confirmation of competence in all areas required under their qualification.
<b>Cumulative Assessment</b>	is the process for progressively collecting evidence that a learner is competent as per the assessment requirements, essential knowledge, skills, critical aspects and learning outcomes/elements of a unit. To do this learners usually undertake multiple assessment tasks (each adhering to the rules of evidence including the principles of validity, fairness, currency and authenticity)
<b>Credit Transfer</b>	<p>relates to institutional recognition of any unit of competency or module a student has successfully completed at any other RTO. Credit transfer is a process that provides students with agreed and consistent credit outcomes based on identified equivalence in content and learning outcomes between matched qualifications.</p> <p>Reference: <a href="#">VET Recognition of Prior Learning and Credit Transfer Procedure</a></p>
<b>Education Manager</b>	is the person responsible for the management and leadership of a program or a range of programs.
<b>Graded Assessment</b>	<p>is the practice of assessing and reporting aspects of varying levels of performance in competency-based training. It is generally used to recognise excellence. Graded Assessment enables competency based assessment (CY/CN) to include Competent with Merit (CM) and Competent with Distinction (CD). Graded Assessment is the process of awarding the learner with a grade based on a higher level of performance once competency has been achieved.</p> <p>Refer to: <a href="#">Graded Assessment Forms</a></p>
<b>Independent validation</b>	<p>is validation carried out by a validator or validators who:</p> <p>a. are not employed or subcontracted by the RTO to provide training and assessment; and</p> <p>b. have no other involvement or interest in the operations of the RTO.</p>
<b>Licensed or regulated outcome</b>	is compliance with an eligibility requirement for an occupational license or a legislative requirement to hold a particular training product in order to carry out an activity.
<b>Learner</b>	a person being trained and/or assessed by the RTO for the purpose of issuing AQF certification documentation.
<b>Mode of delivery</b>	the method adopted to deliver training and assessment, including face-to-face, online, distance, or blended methods.

Term	Definition
<b>Moderation of assessment</b>	the process of bringing assessment judgments and standards into alignment which ensure the same standards are applied to all learner assessment results within the same units.
<b>Official Publication of Results</b>	refers to when students' results are entered into the Student Management System and published.
<b>Plagiarism</b>	is the presentation of the works of another person / other persons as though they are one's own by failing to properly acknowledge that persons / those persons. Proper acknowledgement means to clearly identify which parts of a work originate from which source. Reference: <a href="#">Student Plagiarism Policy</a>
<b>Professional development</b>	are activities that develop and/or maintain an individual's skills, knowledge, expertise and other characteristics as a trainer or assessor. This includes both formal and informal activities that encompass vocational competencies, currency of industry skills and knowledge and practice of vocational training, learning and assessment, including competency based training and assessment.
<b>Program</b>	is a series of units of vocational education and training, or the modules of a VET accredited course that combine to become a qualification from an accredited Training Package or skill set.
<b>Recognition of Prior Learning (RPL)</b>	is an assessment process that assesses an individual's 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.  Refer to: <a href="#">VET Recognition of Prior Learning (RPL) and Credit Transfer Assessment Procedure</a>
<b>Skill set</b>	is a single unit of competency or a combination of units of competency from a training package that link to a licensing or regulatory requirement or a defined industry need.
<b>Special consideration</b>	is the making of alternative arrangements for the assessment of students who are unwell or experience hardship. As required under the principles of assessment fairness, reasonable adjustments are applied by the RTO to take into account the individual learner's needs. Refer to: <a href="#">VET Special consideration Procedure</a>
<b>Statement of attainment</b>	recognises that one or more accredited units has been achieved.
<b>Third Party (Subcontracting)</b>	is any party that provides services on behalf of the RTO but does not include a contract of employment between an RTO and its employee.
<b>Training and assessment strategies</b>	are the approach of, and method adapted by, an RTO with respect to training and assessment designed to enable learners to meet the requirements of the training package and accredited course. They include the amount of training provided, which will be consistent with the requirements of training packages and VET accredited courses and the assessment practices that enable each learner to meet the requirements for each unit of competency or module in which they are enrolled.  TAS Template includes - TAS Part A - Training and Assessment Strategy, TAS Part B - Unit Delivery Plan, TAS Part C - Periodic Review Checklist and is supported by the Trainer Skills Matrix.
<b>Training Package</b>	refers to a set of qualifications for a defined industry, occupational area or enterprise endorsed by the Industry and Skills Council or its delegate in

Term	Definition
	accordance with the Standards for Training Packages. The endorsed components of a training package are: units of competency; assessment requirements (associated with each unit of competency); qualifications; and credit arrangements.
<b>Training Product</b>	is defined as any qualification, accredited course, skills set or individual unit of competency listed of the University's Scope on Registration.  A unit of competency is only considered a training product if it is listed separately on the Scope of Registration. When a qualification is listed on the Scope of Registration, the units of competency within that qualification are not considered a 'training product' rather the qualification is the training product.
<b>Unit of competency</b>	is the unit of learning in a VET qualification and includes assessment requirements and the specification of the standards of performance required in the workplace as defined in a training package.
<b>Validation</b>	is the quality review of the assessment process. Validation involves checking that the assessment tool/s produce/s valid, reliable, sufficient, current and authentic evidence to enable reasonable judgments to be made as to whether the requirements of the training package or VET accredited course are met. It includes reviewing a statistically valid sample of the assessments and making recommendations for future improvements to the assessment tool, processes and/or outcomes and acting upon such recommendations.  Refer to: <a href="#">Validation of Assessment Record</a>
<b>VASS</b>	is the Victorian Assessment Software System. It is the centralised database for senior secondary students enrolled in VCAL and VCE courses.
<b>VCAA</b>	The Victorian Curriculum and Assessment Authority (VCAA) is the statutory authority of the Government of Victoria responsible for the provision of curriculum and assessment programs in Victoria which, for the purposes of Federation University, applies to all VCAL programs.
<b>VCAL</b>	Victorian Certificate of Applied Learning – Foundation, Intermediate and Senior.
<b>VET accredited course</b>	means a course accredited by the VET Regulator in accordance with the Standards of VET Accredited Courses.
<b>Vocational competencies</b>	as applied to trainers means broad industry knowledge and experience usually combined with a relevant industry qualification. Vocational Competency is determined on an industry-by-industry basis and with reference to the relevant training package or VET accredited course.
<b>VRQA</b>	The Victorian Registration and Qualifications Authority (VRQA) are an independent statutory authority that works to assure the quality of education and training in Victoria. They apply standards to education and training providers and accredit courses and qualifications. They register apprentices and trainees, approve their employers and assure all parties meet their contractual obligations.

## Actions

### Planning & Management of Assessment Processes

**1. Develop a Training and Assessment Strategy (TAS) for each program offered**

	<b>ACTIVITY</b>	<b>RESPONSIBILITY</b>	<b>STEPS</b>
1	Develop a Training and Assessment Strategy - TAS (Part A) that instructs the reader of minimum training and assessment requirements to facilitate a qualification/ program	Education Manager	<p>Develop a TAS for each qualification/ program on scope.</p> <p>To complete a training and assessment strategy:</p> <ol style="list-style-type: none"> <li>1. Document the amount and nature of training and assessment required for the learner to gain the competencies as specified in the relevant Training Package or VET accredited course.</li> <li>2. Identify the assessment process and the assessment tool(s) and activities that will be employed.</li> </ol>
2.	Address any reasonable adjustments requirements for assessments	Education Manager	<ol style="list-style-type: none"> <li>1. Clearly state in the documentation that reasonable adjustments can be made in terms of the way in which evidence of performance is gathered, however, the evidence criteria for making competent/ not yet competent decisions (and/or awarding grades) must not be altered in anyway.</li> <li>2. Develop the TAS to clearly identify in accordance with the principles of assessment, any adjustments that may be made to the way in which evidence of student performance can be collected for individuals or groups with special needs.</li> </ol>
3.	Allocate appropriately qualified Trainers/Assessors to units within the program	Education Manager	<ol style="list-style-type: none"> <li>1. Identify the staff delivering and assessing the University's VET and VCAL programs and courses on each TAS and ensure they meet the requirements as outlined in the <a href="#">VET Teacher Qualifications and Competency Policy</a>. This policy applies to FedUni employees and staff delivering under auspice arrangements.</li> </ol>
4.	Provide Trainer/Assessors with information and professional development to	Education Manager	<ol style="list-style-type: none"> <li>1. Ensure trainers, workplace supervisors, assessors and others involved with assessment are aware of their roles and responsibilities</li> </ol>

	ACTIVITY	RESPONSIBILITY	STEPS
	understand the VET assessment system.		through induction and a working knowledge of the <a href="#">VET Assessment Policy/Procedure</a> and the <a href="#">VET Teaching Staff Manual</a> .

## 2. Design and Develop assessment tools

	ACTIVITY	RESPONSIBILITY	STEPS
1.	Design, develop and regularly review assessment tools for each qualification	Trainer/Assessor Education Manager	<p>1. Develop assessment tools for each unit on the University Scope of Registration.</p> <p>Use the assessment tool templates that can be found at: <a href="https://federation.edu.au/staff/governance/quality/resources-and-fact-sheets/planning-and-assessment-templates">https://federation.edu.au/staff/governance/quality/resources-and-fact-sheets/planning-and-assessment-templates</a></p> <p>A guide to assist with the development of assessment tools has been developed and is located on the <a href="#">Quality web page</a>.</p> <p>Purchased assessment tools must meet the same standards of internally designed assessment tools and should be validated prior to use to confirm all benchmarks are being met.</p>
2.	Design rigorous assessment tools	Trainer/Assessor Education Manager	<p>1. Design assessment tools that reflect learner and industry requirements and meet the assessment criteria as set out in the units assessment requirements and relevant Companion Volume implementation guides.</p> <p>2. Plan assessment tasks/ activities, that meet the following criteria:</p> <ol style="list-style-type: none"> <li>The assessment methods are identical to those identified in the Training and Assessment Strategy (TAS);</li> <li>Assessment tools meet the principles of assessment and rules of evidence;</li> </ol>

	ACTIVITY	RESPONSIBILITY	STEPS
			<p>c. Industry has been consulted in the development of assessment tools to ensure the assessment is relevant and reflects current industry best practice.</p> <p>d. The assessment activities meet the unit/s of competency requirements and are appropriate for the level of expected outcomes meeting the learners needs;</p> <p>e. Assessment activities are planned to capture student progression points at suitable times throughout the competency and can be mapped to the TAS Part B Delivery plan timeframes of where and when assessment should occur.</p> <p>f. All personnel, such as workplace supervisors and assessors involved in the assessment are aware of their roles and responsibilities;</p> <p>g. Any reasonable adjustment or specialist support required is in place;</p> <p>h. Documentation design will support assessing learners as being either "Satisfactory" (S) or "Not Yet Satisfactory" (NS) at individual task level and "Competent" (CY) or "Not Yet Competent" (CN) at unit/course level (unless Graded Assessment applies); and</p> <p>i. Ensure tools are included on the Schedule for Validation</p> <p>For more information on Graded assessment refer to section 8 of this procedure.</p>

	ACTIVITY	RESPONSIBILITY	STEPS
3.	Develop online assessment tools where required	Trainer/Assessor Education Manager	1. Develop online assessment tools using FedUni templates that are: <ol style="list-style-type: none"> <li>responsive to learner needs</li> <li>Meet FedUni <a href="#">accessibility principles</a></li> </ol> <p>For assistance and support in developing On Line assessment tools contact the <a href="#">VET Practice Unit</a>.</p>
4.	Develop explicit marking guides	Trainer/Assessor	1. Develop clearly written marking guides for all assessment tasks providing or listing expected responses and/or expected outcomes from activities to ensure reliability of assessment. This includes but is not limited to: <ol style="list-style-type: none"> <li>tasks that are question and answer based e.g. written tests, interview/oral questions</li> <li>tasks that require observation of students completing a task and oral questioning relating to this observation</li> <li>tasks that are project based, portfolios of evidence, reports, etc.</li> <li>tasks that are assessed on line.</li> </ol>
5.	Validate Assessment Tools prior to implementation	Trainer/Assessor/Validation Panel	1. Conduct validation of assessment tools prior to implementation to ensure the following: <ol style="list-style-type: none"> <li>The principles of assessment and rules of evidence have been applied and the unit competency benchmarks have been met.</li> <li>The instructions for the assessor and the candidate clearly communicate the context and conditions of assessment.</li> </ol>

	ACTIVITY	RESPONSIBILITY	STEPS
			<ul style="list-style-type: none"> <li>c. The instructions for the tasks to be administered are clear and outline evidence requirements.</li> <li>d. The assessment decision making rules and benchmarks are clear and enable consistent outcomes</li> <li>e. The recording mechanisms are clear and allow for sufficient information to be recorded</li> <li>f. The mapping of the assessment clearly demonstrates the validity of the assessment tasks.</li> </ul>

### 3. Validation of Assessment tools

	ACTIVITY	RESPONSIBILITY	STEPS
1.	Develop a Validation Schedule that includes a clear plan to validate all assessment tools for all qualifications currently listed on the University's Scope of Registration.	Education Manager	Planning for validation of assessment tools must ensure the following criteria are addressed: <ul style="list-style-type: none"> <li>a. That all training products that have a Training and Assessment Strategy (TAS) and are listed on the University's Scope of Registration must be validated at least once within a five year cycle.</li> <li>b. That a schedule is developed prior to the commencement of each five year cycle that provides the following details:               <ul style="list-style-type: none"> <li>c. who will lead and participate in the validation activities</li> <li>d. which training products will be the focus of the validation</li> <li>e. when assessment validation will occur</li> <li>f. how and when the outcomes of those activities will be actioned</li> <li>g. who will be responsible for any actions</li> <li>h. how documenting actions as part of the continuous</li> </ul> </li> </ul>

	ACTIVITY	RESPONSIBILITY	STEPS
			improvement process will be captured.
2	Appoint Validation Panel members	Lead Validator/Panel members	<p>A Validation Panel will consist of panel members and a Lead Validator who will conduct Validation as directed by the Validation Schedule.</p> <ol style="list-style-type: none"> <li>1. The Lead Validator or their delegate will make arrangements for the various validation panel meetings.               <ol style="list-style-type: none"> <li>a. Panel members should be contacted with the details of the meeting, which would include: the date, the venue, the qualification and unit being validated.</li> </ol> </li> <li>2. The Lead Validator will chair the validation session and ensure that the Validation of Assessment Record is completed fully by each panel member.</li> <li>3. Validation of Assessment must be recorded and completed for <b>each</b> unit validated. A Validation Record should be signed by each member of the Validation Panel.</li> <li>4. Lead validators must be independent of delivery and assessment of the qualification / unit being validated and the assessment judgements being considered to maintain professional distance and integrity of assessment</li> </ol> <p>Note: Trainer/Assessors who participate as Panel members who are directly involved in the delivery/assessment of the qualification/unit being validated:</p> <ul style="list-style-type: none"> <li>• <b>can</b> participate in the validation process as part of a team</li> <li>• <b>cannot</b> conduct the validation on his/her own</li> </ul>

	ACTIVITY	RESPONSIBILITY	STEPS
			<ul style="list-style-type: none"> <li>• <b>cannot</b> determine the validation outcome for any assessment judgements they made, and</li> <li>• <b>cannot</b> be the lead validator in the assessment team.</li> </ul>
3	Validation participation requirements	Education Manager/Lead Validator	<ol style="list-style-type: none"> <li>1. Those participating in validation must collectively have:               <ol style="list-style-type: none"> <li>a. Vocational competencies and current industry skills relevant to the assessment being validated</li> <li>b. Current industry skills and knowledge</li> <li>c. An appropriate training and assessment qualification or assessor skill set, as specified in the standards. (<i>Standard 1, 1.9-1.11</i>)</li> <li>d. Current knowledge and skills in vocational teaching and learning.</li> </ol> </li> <li>2. Industry experts should be encouraged to be involved in validation to ensure there is the combination of expertise.</li> </ol>
4	Undertake Validation	VET Practice Unit Education Manager	<ol style="list-style-type: none"> <li>1. Ensure at least 50% of all training products listed on the University's Scope of Registration are validated within the first three years of the five year cycle, recorded in the <a href="#">VET Validation of Assessment Record</a> and stored in the University approved storage system. High risk qualifications and units of competency must be given priority for validation and validated more frequently.</li> <li>2. If the training product is a full qualification (eg. Certificate, Diploma) then either two units of competency or 10 per cent of units within the qualification, whichever is greater, must be validated. If the training product is a stand-alone unit, then that</li> </ol>

	ACTIVITY	RESPONSIBILITY	STEPS
			<p>unit must be validated at least once within the five year cycle</p> <ol style="list-style-type: none"> <li>3. Validation should be scheduled for each Training Product within each operational area.</li> <li>4. Conduct Validation ensuring that the Panel adheres to the following:               <ol style="list-style-type: none"> <li>a. ensure that assessment tools will provide robust assessment practice that is valid, reliable, sufficient, current and authentic</li> <li>b. that assessment tools enable reasonable judgements to be made when appropriate to ensure the requirements of the training package or VET accredited courses are met.</li> </ol> </li> <li>5. The validation process will include reviewing and making recommendations for future improvements to:               <ol style="list-style-type: none"> <li>a. The effectiveness of the assessment tool and the assessment process;</li> <li>b. The standard of performance required to be achieved;</li> <li>c. the validity of the evidence collected;</li> <li>d. the reporting and record keeping of assessments.</li> </ol> </li> <li>6. Within the validation process, a sample of assessment judgements must be included. This means that completed student assessments for the units selected for validation must be included as part of the review.               <ol style="list-style-type: none"> <li>a. Samples of both CN and CY student assessments (student samples must be de-identified)</li> <li>b. A statistically valid sample must be included as part of</li> </ol> </li> </ol>

	ACTIVITY	RESPONSIBILITY	STEPS
			<p>the review, (10% or 10, whichever is the least and a maximum of 10)</p> <p>7. The appropriate number of assessment samples must be provided to member/s of the validation panel when undertaking the validation of the unit.</p> <p>8. Completed Validation Records are forwarded to the VET Practice unit for tracking.</p>
5	Follow up recommendations from Validation	Education Manager & Lead Validator	<p>1. Ensure updates are made to the assessment tools to incorporate validation recommendations.</p> <p>2. Ensure the record of validation is filed in the relevant department qualification file, and forwarded to the VET Practice Unit to capture and record the University's progress of completed validation for the scope of registration.</p> <p>3. Save the Validation of Assessment Record on file under the direction of the School according to University Records Procedures</p>
6	Independent Validation Requirements	Director of VET Practice	<p>1. For training products from the Training and Education Training Package, schedule an <b>independent</b> validation of assessment systems, tools, processes and outcomes which must be conducted in accordance with the requirements of the <i>Standards for Registered Training Organisations (RTOs) 2015 as detailed below</i>.</p> <p>2. Independent validation means that the validation is carried out by a validator/s who:</p> <ol style="list-style-type: none"> <li>is not employed or subcontracted by the University to provide</li> </ol>

	ACTIVITY	RESPONSIBILITY	STEPS
			<p>training and/or assessment: and</p> <p>b. has no other involvement or interest in the operations of the University.</p>
7	VCAL Assessments	Education Manager	<p>For the assessment of VCAL strand units only, (but not VET units that contribute to a VCAL outcome) teaching staff should refer to the VCAA Guidelines and Quality Assurance process as mandated by the VCAA VCAL <i>Quality Assurance Kit</i>, for more detailed assessment information.</p> <p>For VCAL programs - validation takes place via a regionally based Quality Assurance process as mandated by the VCAA VCAL <i>Quality Assurance Kit</i>.</p>

#### 4. Plan, Prepare and Conduct Assessment

	ACTIVITY	RESPONSIBILITY	STEPS
1	RPL	Education Manager/Trainer/Assessor	<p>RPL is an assessment process agreed to prior to enrolment.</p> <p><a href="#">Refer to the VET Recognition of Prior Learning (RPL) and Credit Transfer Assessment Procedure</a></p>
2	Credit Transfer	Education Manager/Trainer/Assessor	<ol style="list-style-type: none"> <li>Students who request credit transfers must provide a certified copy of their original transcript.</li> <li>Approved Credit Transfers should be determined prior to enrolment.</li> </ol>
3	LLN Support and Digital Capability	Trainer/Assessor	<ol style="list-style-type: none"> <li>LLN support and Digital capability will be identified prior to enrolment during the Pre Training Review.</li> </ol>
4	Inform students of their rights, all assessment due dates and conditions of assessment	Trainer/Assessor	<ol style="list-style-type: none"> <li>Provide information to the student regarding: <ol style="list-style-type: none"> <li>related educational and support services the University will provide including: eligibility requirements for completing assessment, sitting for external examinations (if</li> </ol> </li> </ol>

	ACTIVITY	RESPONSIBILITY	STEPS
			<p>applicable), conditions of assessment, dates of submitting assessment evidence, assessor contact details (a populated unit outline should provide this);</p> <ul style="list-style-type: none"> <li>b. Estimated duration, expected delivery locations, modes of delivery;</li> <li>c. where/how a third party arrangement is involved in the delivery of training and/or assessments, including the name and contact details of the third party if applicable;</li> <li>d. Federation University's complaints and appeals process; refer to the <a href="#">Student Appeal Procedure</a> or the <a href="#">Student Grievance Procedure</a> and</li> <li>e. any work placement arrangements particularly those that relate to assessment of competency in any unit(s).</li> </ul>
5	Plan for the assessment	Trainer/Assessor	<ol style="list-style-type: none"> <li>1. Confirm that the learner is ready to undertake the assessment;</li> <li>2. Advise learners of the time, place and requirements for the assessment;</li> <li>3. Ensure the learner is fully aware of what they have to do; and</li> <li>4. Advise the learner of the procedures for re-assessment and grievance and appeals and where to access these.</li> </ol>
6	Apply Reasonable adjustment where applicable	Trainer/Assessor & Learner	<ol style="list-style-type: none"> <li>1. Where applicable, make reasonable adjustments through inclusive practice to ensure learners with a disability have: <ul style="list-style-type: none"> <li>a. the same learning opportunities as learners without a disability.</li> <li>b. the same opportunity to perform and complete assessments as those without a disability.</li> <li>c. monitor the adjustments to ensure learner needs continue to be met.</li> </ul> </li> <li>2. Learners who have a disability and believe they are eligible for alternative or adjusted assessment should negotiate with their Trainer/Assessor prior to assessment.</li> <li>3. If advice or support is required, staff and learners can contact the University</li> </ol>

	ACTIVITY	RESPONSIBILITY	STEPS
			<p>Disability Liaison or Student Support Services to gain assistance.</p> <p>The Disability and Learning Access Unit (DLAU) can also assist learners in negotiating adjustments: For assistance, visit the <a href="#">Disability support web page</a>.</p>
7	Prepare for assessment	Trainer/Assessor	<ol style="list-style-type: none"> <li>1. Confirm that the type of evidence to be collected will be sufficient to make an assessment decision and is fit for purpose. Types of evidence may include: <ol style="list-style-type: none"> <li>a. Direct evidence</li> <li>b. Indirect evidence and</li> <li>c. Supplementary evidence</li> </ol> </li> <li>2. Confirm that the evidence to be collected for the assessment will be for either formative or summative assessment.</li> <li>3. Confirm that the context, conditions and essential resources required for the assessment to proceed will meet the relevant training package requirements and unit of competency specifics.</li> </ol>
8	Conduct the assessment	Trainer/Assessor	<ol style="list-style-type: none"> <li>1. Ensure the assessment methods and tool/s match those identified on the TAS.</li> <li>2. Conduct the assessment in a professional and objective manner using the standards of performance identified in the assessment tool to determine competency.</li> <li>3. In most cases learners are required to undertake multiple assessment tasks for a single unit of competency as specified by the training package, accredited course or VCAL program.</li> <li>4. Record progress by completing cumulative assessment documentation per unit and per learner.</li> <li>5. Note that a learner who is unwell or experiences hardship on the day of an assessment may apply for special consideration. If the application is successful alternative arrangements for the student's assessment may be made. For more information, refer to <a href="#">The VET Special Consideration Procedure</a>.</li> </ol>

	ACTIVITY	RESPONSIBILITY	STEPS
			6. Where alternative arrangements for assessment are made, the evidence criteria for making competent / not yet competent decisions (and/or awarding grades) must not be altered in any way to ensure consistency of standards.  7. It is the Assessor's responsibility to: <ol style="list-style-type: none"> <li>a. Provide the learner with any special instructions if required,</li> <li>b. Conduct the assessment in a professional and objective manner.</li> </ol>
9	After Assessment	Trainer/Assessor	At the conclusion of assessment: <ol style="list-style-type: none"> <li>1. Consult marking guides, assessment criteria or exemplar/s for the nominated assessment to assist in determining the assessment outcome.</li> <li>2. Ensure all assessment observation points and standards of performance have been met, taking into account the dimensions of competency to ensure fair and reliable judgements.</li> <li>3. Use the grading code as defined within this procedure.</li> <li>4. Provide learners documented feedback that is informative and specific to their assessment performance using the approved FedUni task coversheet or Record of Assessment.</li> <li>5. Follow the University's Appeal Procedure if a learner disagrees with the assessment outcome.</li> <li>6. Record results on the individual learner unit assessment record and feedback form and place in student file within 2 weeks of completing the assessment.</li> <li>7. Where applicable, maintain a cumulative assessment record for group results at unit level.</li> <li>8. Record the final assessment result in the student management system within one week of the assessment result being determined.</li> <li>9. If the learner is an apprentice, ensure employer confirmation of competency is received within 14 days of the assessment date.</li> </ol>

ACTIVITY	RESPONSIBILITY	STEPS
		10. Where applicable - advise learners of the <a href="#">Student Appeal Procedure</a> and where to access the procedure.

## 5. Managing and Recording Results into the Student Management System

For information regarding Approval for Graded Assessment, refer to section 9.

ACTIVITY	RESPONSIBILITY	STEPS
1 Enter Student Grades into Student management System.	Trainer/Assessor	<ol style="list-style-type: none"> <li>1. Enter valid learner results into the Student Management System as detailed under 'Recording of Assessment Results' below within 1 week of the conclusion of the final unit assessment.</li> <li>2. Ensure the approved grading categories and codes are used as outlined below.</li> </ol>
<b>Grading Category 1</b>		
<b>Term</b>	<b>Definition</b>	
CD	Competent with Distinction: for Students who have achieved competency in specified assessment criteria for Competent with Merit and, in addition, meet specified criteria which distinguishes their work from this grade.	
CM	Competent with Merit: for students who have achieved competency in specified assessment criteria in addition to achievement of all learning outcomes to the specific standard.	
CY	Competent: for students who have achieved all of the learning outcomes specified for that unit/module to the specified standard.	
CN	Not Yet Competent: for students who are required to re-enrol in a unit/ module in their endeavour to achieve competence.	
<b>Grading Category 2</b>		
<b>Term</b>	<b>Definition</b>	
CY	Competent: for students who have achieved all of the learning outcomes specified for that unit/module to the specified standard.	
CN	Not Yet Competent: for students who are required to re-enrol in a unit/ module in their endeavour to achieve competence.	
<b>Grading Category 3 (for Victorian Certificate of Education student only)</b>		
<b>Term</b>	<b>Definition</b>	
S	Satisfactory: has achieved all the work requirements	
N	Not Satisfactory: has not achieved all the work requirements	

ACTIVITY		RESPONSIBILITY	STEPS
	<b>Term</b>	<b>Definition</b>	
	J	Did Not Complete: no longer in attendance but has not officially withdrawn	
2	Check listing of students' names for accuracy	Trainer/Assessor	Check for: <ol style="list-style-type: none"> <li>names being listed where students <b>have never</b> attended or are no longer attending.</li> <li>names not listed where students have been attending.</li> <li>contact the relevant Education Manager if list is not accurate.</li> </ol>
3	Correct errors in listing of students names	Education Manager	<ol style="list-style-type: none"> <li>If a student's name appears but they have never attended, the student should be withdrawn.</li> <li>If a student's name <b>does not</b> appear but they <b>have been attending class</b>:               <ol style="list-style-type: none"> <li>check student is enrolled;</li> <li>check student is enrolled in the correct group;</li> <li>enrol student if necessary.</li> </ol> </li> </ol>
4	Unit end dates	Education Manager	<ol style="list-style-type: none"> <li>Where a student is unlikely to be assessed by the nominated end date stated in MySC, the Education Manager should contact the Manager of Student HQ to discuss alternative arrangements. Unit start and end dates can no longer be amended to suit individual student requirements. Trainers must plan unit dates carefully to ensure that there is sufficient time for students to complete the unit, including any resubmissions if required.</li> </ol>
5	Enter Apprentice & Trainee results into ATOM	Trainer/Assessor	<ol style="list-style-type: none"> <li>Enter apprentice results into ATOM and request confirmation of competency from the student's employer.</li> <li>Follow up with employer to ensure confirmation has been completed within 14 days.</li> <li>When confirmation has been received and recorded through ATOM - the result will be</li> </ol>

	ACTIVITY	RESPONSIBILITY	STEPS
			generated directly to MySC for the Final Grade to be recorded.
6	Enter final unit result into the Student Management System.	Trainer/Assessor	Note: if the result is not entered by the Assessor, the Assessor must print, complete and authorise the Assessment sheets. Results must not be entered without authorisation by the qualified assessor.
7	Store all assessment activity in the relevant student file storage container.	Education Manager	<p>1. Securely retain records in a manner that safeguards them against unauthorised access, fire, flood, termites or any other pests, and which ensures that copies of records can be produced if the originals are destroyed or inaccessible.</p> <p>Note: Records may be in hard copy or electronic format.</p>
8	Provide advice to student on results if required.	Trainer/Assessor	If a student fails an assessment task/s the trainer / assessor will need to provide advice and guidance to the learner on the next steps.
9	Withdrawing of students	Trainer/Assessor	<p>Ensure that a student has completed the appropriate paperwork for withdrawal in the following circumstances:</p> <p>Withdrawal from a complete program or individual course/s.</p> <ul style="list-style-type: none"> <li>• Student initiated withdrawal.</li> <li>• Non-negotiated absence withdrawal</li> <li>• All withdrawals must done in accordance with the <a href="#">Enrolment Withdrawal (TAFE) Procedure</a>.</li> </ul> <p><b>All withdrawals must be reported within the year of scheduled commencement in training AND no later than the two (2) months from the point of withdrawal as per VET Funding Contract.</b></p>

## 6. Procedure for entering results for VCAL Students on to VASS system ONLY

	<b>ACTIVITY</b>	<b>RESPONSIBILITY</b>	<b>STEPS</b>
1	Check listing of students' names / personal details for accuracy and contact the relevant Education Manager if list is not accurate to make appropriate amendments.	VASS Administrator	Cross check that the listing on VASS matches the listing on Campus Solutions  This is carried out each semester.  <i>Ref: VCE and VCAL Administrative Handbook</i>
2	Correct errors in listing of students names if Campus Solutions is incorrect, or contact VASS for inconsistencies in data	VASS Administrator	This occurs simultaneously with entering of results on to My Student Centre  <i>VCE and VCAL Administrative Handbook</i>
3	Enter final learning outcomes / unit results into the VASS system (as per VCAA specifications)	VASS Administrator	<i>VCE and VCAL Administrative Handbook</i>
4	Run eligibility to be awarded the qualification for all VCAL students	VASS Administrator	As per VCAA calendar of dates
5	VCAL statement of results are issued to all students and copies are scanned on to the secure University intranet	Education Managers	
6	Store copies of all school based assessments on the student file	Education Manager	<i>Ref: Sections 6.1 VCE and VCAL Administrative Handbook</i>
7	Distribute VCAL statement of results/ certificates to individual learners when received from VCAA	Education Manager	Certificates are sent via mail to student's home address on scheduled date in December of each year.

## 7. Amending Final Results

	<b>ACTIVITY</b>	<b>RESPONSIBILITY</b>	<b>STEPS</b>
1	Amend a final grade in MySC	Education Manager	When an error has been recorded in MySC for a students result:  a) A detailed rationale must be provided to the Manager of Student HQ requesting amendment of a student's grade.  b) Complete and authorise Amendment to Final Grade memo and forward to Student HQ.
2	Enter Amended Results	Manager, Student HQ	Enter the amended result/s into the Student Management System ensuring the unit grade date entered is the same as the

	ACTIVITY	RESPONSIBILITY	STEPS
			<p>assessment date and file the request form.</p> <p>Advise the Education Manager that the grade has been amended to reflect actual assessment date.</p>

## 8. Review of Assessment Practice

	ACTIVITY	RESPONSIBILITY	STEPS
1	Complete annual monitoring and review using TAS Part C	Education Manager	<p>Document the Periodic Review by completing a <a href="#">Periodic Review - TAS Part C</a>.</p> <ol style="list-style-type: none"> <li>Schedule and complete the Periodic Review.</li> <li>Review the viability of the qualification as directed by TAS Part C.</li> <li>Review and amend the risk strategies where required to ensure they reflect current program delivery and that there are sufficient mitigation strategies to support the programs WHS.</li> <li>Update each TAS Part A annually taking time to review that all information is current and reflects current Industry requirements.</li> </ol>
2	Evaluate feedback from current Industry consultation, student feedback, and training and assessment staff to inform, guide and improve a programs training and assessment strategy.	Education Manager	<ol style="list-style-type: none"> <li>Utilise Industry Consultation and feedback captured throughout the year to assist with informing the review and to demonstrate how programs meet stakeholder needs.</li> <li>Respond to Student feedback with strategies to improve delivery/assessment where applicable.</li> <li>Respond to trainer/assessor feedback to improve delivery/assessment and resourcing where applicable</li> <li>Evaluate learning resources for currency and fitness for purpose</li> </ol> <p>Note: Where a review indicates a need for change, the Education</p>

	ACTIVITY	RESPONSIBILITY	STEPS
			manager will retain supporting evidence that the change has either been implemented, or provide a rationale as to why the change was not made.
3	Review Unit Delivery Plans (TAS Part B)	Education Manager	1. Review Delivery Plans to ensure they are consistent with TAS Part A and provide sufficient information to guide and manage successful delivery of each unit. This includes but is not limited to: <ol style="list-style-type: none"> <li>The content of sessions</li> <li>timelines or duration of learning and assessment activities including PUSH</li> <li>learning resources, learning materials and learning</li> <li>activities to be used in sessions</li> <li>other resource requirements</li> <li>WHS considerations, including incident or hazard</li> </ol>
4	Review Validation of Assessment outcomes, and completion of expected Actions.	Education Manager	1. Review the Validation Schedule to determine if scheduled Validation of Assessment has been achieved. 2. Review completed Validation outcomes ensuring Expected Actions have been documented. 3. Review completed Actions ensuring demonstration of continuous improvement has been captured including but not limited to: <ol style="list-style-type: none"> <li>Redevelopment of learning resources</li> <li>Re format or Restructure of assessment tasks</li> <li>Revision of how knowledge based questions are asked.</li> <li>Inclusion of missing information/tasks/activities</li> </ol>
5	Annual review and Update the Trainer Skills Matrix	Education Manager	1. Update the Trainer Skills Matrix to reflect current trainer/ assessors identified in the TAS Part A. 2. Include updates of any staff training / professional

	ACTIVITY	RESPONSIBILITY	STEPS
			<p>development, qualifications achieved, Industry release and Network participation.</p> <p>3. Ensure the PD attended by trainer/assessors has been captured on the Federation TAFE Internal PD tracker or the relevant TSM.</p> <p>4. Ensure all relevant qualifications have been uploaded into Empower.</p> <p>5. Ensure copies of any new qualifications attained by staff members have been placed in staff member's file</p>
6	Review Marketing	Education Manager	<p>1. Ensure information listed on Course finder matches the TAS. This includes but is not limited to:</p> <ol style="list-style-type: none"> <li>Location</li> <li>Length of time</li> <li>Course content</li> <li>Entry Requirements</li> <li>Modes of Delivery</li> <li>Resources</li> <li>Contact hours</li> </ol>

## 9. Approval Process for Graded Assessment

Graded Assessment enables competency based assessment (CY/CN) to include Competent with Credit (CC), Competent with Distinction (CD) and Competent with High Distinction (CHD). Graded Assessment is the process of awarding the learner a grade based on a higher level of performance once competency has been achieved.

Graded Assessment can only be applied to units and programs that have been formally approved through Academic Board. This must be done prior to learners being offered graded assessment.

The grading approach used in this procedure provides ways to assign grades above CY (Competent Yes). This is appropriate for qualifications at Certificate IV and above.

	ACTIVITY	RESPONSIBILITY	STEPS
1	Determine if Graded Assessment is appropriate	Education Manager	<ol style="list-style-type: none"> <li>Identify graded assessment as a priority for pathways to higher education and/or employment;</li> <li>Develop graded assessment criteria using the Generic Grading Criteria Form;</li> <li>Complete and submit application for approval</li> </ol>

	ACTIVITY	RESPONSIBILITY	STEPS
			<p>through the application process through Faculty Board, VET Curriculum and Quality Committee and Academic Board; and</p> <p>4. Ensure that Grading Category 1 for the nominated Program/ Units are allocated in the Student Management System in consultation with Programs Management.</p> <p><a href="#">Graded Assessment in VET Application form</a></p>
2	Design Graded Assessment activities	Trainer/Assessor	<p>The Trainer/Assessor creates assessment tasks that allow learners to demonstrate performance from 'competent' (CY) through to 'competent with distinction' (CD).</p> <p>Ensure assessments are constructed to allow specific evidence of deeper and more extensive skills, knowledge and understanding than is required to demonstrate a CY level of competency.</p>
3	Rubric Development	Education Manager Trainer/Assessor	<p>Rubrics containing descriptors for CY, CM and CD levels are required to communicate expectations of performance at different grade levels.</p> <p>For more information refer to the <a href="#">marking criteria – Rubrics information</a></p>

## Responsibilities

- Academic Board as Approval Authority is responsible for the scheduled review of this procedure
- Chair, Learning and Teaching Committee (L&T) as Policy Sponsor is responsible for maintaining the content of the procedure as delegated by Academic Board.
- Education Managers are responsible for the operational implementation of this procedure.

## Implementation and Communication

The policy will be implemented and communicated throughout the University via:

1. Announcement the University's News webpage;
2. Inclusion in the University Policy Library;
3. Annual professional development including assessment activities and workshops.

The policy will be implemented and communicated throughout the University via:

- Announcement on the University's News webpage;
- Federation TAFE Learning & Teaching Committee
- Federation TAFE Executive Leadership Committee

## Records Management

This section of the procedure needs to align with the records management information contained in the related policies and procedures.

Document Title	Location	Responsible Officer	Minimum Retention Period
Credit transfer	Faculty / Centre/ College student file or ECM if electronic records are kept	Manager, Student HQ, Education Managers	Record stored in University Business Systems (i.e. APTUS or Campus Solutions) Permanent.  Hard copy credit transfer forms – store on the Faculty/School/Centre/College student file - retain 7 years after completion of the program.  Transfer non active student file to archives as per transfer process in Records Management procedure.
Block Credit	TAFE register	Manager, Student HQ	Record stored in University Business Systems (i.e. Campus Solutions) <b>Permanent.</b>
Records of industry consultation	Faculty/ Centre/ College qualification file or ECM if electronic records are kept	Education Manager	Destroy 2 years after last date of action.  Dispose of hard copy records as per disposal process in Records Management procedure.
All completed student assessment items.	Faculty/Centre/ College student file or ECM if electronic records are kept	Education Manager	Store on Student File – retain 7 years after completion of the program.  Transfer non active student files to archives as per transfer process in Records Management procedure.  (The actual piece(s) of work completed by a student or evidence of that work, including evidence collected for an RPL process. An assessor's completed marking guide, criteria, and observation checklist for each student may be

Document Title	Location	Responsible Officer	Minimum Retention Period
			sufficient where it is not possible to retain the student's actual work. However, the retained evidence must have enough detail to demonstrate the assessor's judgement of the student's performance against the standard required).
Where co-assessment is used the co-assessment retain the co-assessment Responsibility Plan, together with records of meetings.	Faculty/Centre/ College qualification file or ECM if electronic records are kept	Education Manager	Retain in the Faculty for <b>2 years</b> .  Dispose of hard copy records as per disposal process in Records Management procedure.
Validation of Assessment schedule & Record log	ECM or departmental qualification file	Education Manager	Destroy <b>3 years</b> from date of last action.  Dispose of hard copy records as per disposal process in Records Management procedure.
VET Assessment tools, which includes:  Form 01 – Competency Mapping Matrix  Form 02 – Unit Outline  Form 03 – Knowledge Assessment Task  Form 04 – Practical Assessment Task  Form 05 – Project Assessment Task  Form 06 – Unit Record of Assessment Outcome  Form 07 – Third Party Report	ECM or departmental qualification file	Education Manager	<b>Permanent</b>

Document Title	Location	Responsible Officer	Minimum Retention Period
Record of Assessment	Student file in Faculty or ECM if electronic records are kept	Education Manager	<b>Permanent</b>  Transfer non active hard copy records to archives as per transfer process in the <a href="#">Records Management Procedure</a>
Amendment to Result Form	Student file Student Administration or ECM if electronic records are kept	Manager, Student HQ	<b>Permanent</b>  Transfer non active hard copy records to archives as per transfer process in the <a href="#">Records Management Procedure</a>
Final Assessment Results	Student file and Student Management System	Manager, Program Management Compliance	<b>Permanent</b>
Re-issue of Statement of Results	Student Administration or ECM if electronic records are kept	Manager, Student HQ	<b>1 year</b> from date application made  Dispose of hard copy records as per disposal process in the Records Management procedure.

## Supporting Documents

### Legislative Context

[Australian Qualifications Framework \(AQF\)](#)

[Standards for Registered Training Organisations \(RTOs\) 2015](#)

[Education Services for Overseas Student \(ESOS\) Act 2000](#)

National Vocational Education and Training Regulator Act 2011

[VET Funding Contract \(Dual Sector\)](#)

[Skills First Quality Charter](#)

[VRQA Guidelines to Minimum Standards 2016](#)

### University Statutes and Regulations

Regulation 5.3 - Assessment

Regulation 5.3.2 - Assessment

- Statute 2.2 - Academic Board.
- Statute 5.1 - Academic Awards and Courses.
- Statute 5.2 - Entry Quotas, Admissions and Enrolment.
- Statute 5.3 - Assessment.
- Statute 5.4 - Exclusion for Reasons of Unfitness.

- Statute 5.6 - Admission to Academic Awards.

## University Policies and Procedures

[VET Assessment Policy](#)

[VET Assessment Procedure](#)

[VET Pre-Enrolment Procedure](#)

[VET Enrolment Procedure](#)

[Enrolment Withdrawal \(TAFE\) Procedure](#)

[VET Program Approval and Maintenance Procedure](#)

[VET Qualification Delivery Procedure](#)

[VET Recognition of Prior Learning \(RPL\) and Credit Transfer Assessment Policy](#)

[VET Recognition of Prior Learning \(RPL\) and Credit Transfer Assessment Procedure](#)

[VET Teacher Qualifications and Competency Policy](#)

[Gap Training and Assessment Procedure](#)

[Third Party Delivery of VET Training and Assessment Procedure](#)

[VET Special Consideration Procedure](#)

[Learning and Teaching Policy.](#)

[Records Management Policy](#)

[Records Management Procedure](#)

[Student Plagiarism Policy](#)

[Student Plagiarism Procedure](#)

### Forms.

- [2021 VET Enrolment Form](#) (PDF 1675.3kb)
- [Authorised Delegate Form](#) (PDF 94.3kb)

## Forms and Templates

The following VET Assessment associated forms and templates can be accessed on the [Quality Services Resources Page](#) :

- Guide to Assessment Tools Templates
- Developing Assessment Tools Guide
- [Form 01 - Unit Competency Mapping Matrix](#)
- [Form 02 - Unit Outline](#)
- [Form 03 - Knowledge Assessment Task](#)

- [Form 04 - Practical Assessment Task](#)
- [Form 05 - Project Assessment Task](#)
- [Form 06 - Unit Record of Assessment Outcome](#)
- [Form 07 - Third Party Report](#)
- [RPL Tool Part A](#)
- [RPL Tool Part B](#)
- [RPL Tool Part C](#)
- VCAL Assessment Tool Templates
- [Pre-Assessment Validation Guide](#)
- [Part A - Validation Guide](#)
- Part B - VET- Validation Schedule
- [Part C - Validation of Assessment Record](#)
- [Part D - Moderation of Assessment Record](#)
- [Part E - Continuous Improvement Log](#)
- [TAS Part A - Training and Assessment Strategy](#)
- [TAS Part B - Unit Delivery Plan](#)
- [TAS Part C - Periodic Review Checklist](#)
- [Guide to the TAS Part A,B & C](#)
- [Trainer Skills Matrix](#)

**Forms.**

- [VET Graded Assessment Application Form](#) (DOCX 222.1kb)
- [Victorian Training Guarantee Quality Charter](#) (PDF 329.6kb)