

VET Assessment Policy

Policy Code: LT1898

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Purpose

Assessment is central to the vision, mission, culture, activities, practices and educational development of the University.

The purpose of this policy is to:

1. Identify and describe principles underpinning the approach to assessment adopted by the VET and VCAL sector of the University;
2. Provide a clear framework for making VET and VCAL qualification design decisions in relation to assessment across the University by informing and guiding the University community in the design and implementation of VET and VCAL assessment;
3. Encourage the University community to reflect on contemporary assessment strategies to better meet the diverse needs of the broad range of VET and VCAL learners.

Scope

This policy applies to the assessment of learners within the University for all VET and VCAL units and programs, and all VET staff responsible for the development and implementation of assessment strategies.

This policy does not include Recognition of Prior Learning and Credit Transfer. Refer to: [Recognition of Prior Learning \(RPL\) and Credit Transfer](#).

This policy is designed to be read in conjunction with the University [VET Assessment Procedure](#).

Legislative Context

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

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

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

[National Vocational Education and Training Regulator Act 2011](#)

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

[Skills First Quality Charter](#)

[VRQA Guidelines for non-school senior secondary education providers - Minimum Standards 2016](#)

[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](#)

Definitions

Term	Definition
Australian Qualifications Framework (AQF)	is the framework for regulating qualifications in the Australian education and training system
AQF qualification	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.
Australian Skills Quality Authority (ASQA)	is the national regulator for vocational education and training.
Assessment	means 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 program and is conducted in accordance with the principles of assessment and the rules of evidence.
Assessment system	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.
Assessment requirements	are an endorsed component of a Training Package that underpin assessment and sets out the industry's approach to valid, reliable, flexible and fair assessment.
Assessment tools	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).

Term	Definition
	For further information refer to: Assessment Tool templates
Assessment Appeals	<p>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:</p> <ul style="list-style-type: none"> • The unit/course 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. • The assessor did not fairly and appropriately apply the assessment criteria as specified in the unit/course outline. • The assessor did not conduct assessment tasks as described in the unit/ course outline. <p>Further information refer to Regulation 5.3</p>
Assessors	<p>A qualified assessor 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.</p> <p>For further information refer to Standard 1 Clause 1.13 - 1.16</p>
Block Credit	is credit granted towards whole stages or components of a program of learning leading to a qualification.
Cheating	<p>is the intention to gain an unfair advantage in the assessment of a unit. This may include (but is not limited to):</p> <ol style="list-style-type: none"> a. fabrication of data and/or results; b. colluding with others; c. allowing another person to complete an assessment on behalf of a student; d. accessing an advanced copy of a test paper; e. copying from others in an assessment; f. bringing into an assessment unauthorised material or information; g. knowingly helping others to cheat; i. taking actions which intrude on the ability of others to complete their assessable tasks.
Competency	means 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.
Competency Based Completion (CBC)	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 gets employer

Term	Definition
	confirmation of competence in all areas required under their qualification.
Credit Transfer	relates to institutional recognition of any unit of competency or module a student has successfully completed at any other Registered Training Organisation (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. Refer: VET Recognition of Prior Learning (RPL) and Credit Transfer Assessment Policy
Cumulative Assessment	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, reliability, currency and authenticity)
Education Manager	Is the person responsible for the management and leadership of a program or a range of programs.
Graded Assessment	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. Refer to: VET Graded Assessment Application Form
Higher Education and Skills Group (HESG)	HESG facilitates participation and achievement in senior secondary and tertiary education and training by supporting partnerships between providers, employers and the community and advising on public funding and regulation. HESG manages the Government-funded training market, public provider governance and accountability, and the apprenticeship system.
Independent validation	is validation carried out by a validator or validators who: a. are not employed or subcontracted by the RTO to provide training and assessment; and b. have no other involvement or interest in the operations of the RTO.
Industry relevance	is when learners, employers and industry have confidence in the integrity, currency and value of certification documents issued by the RTO. RTO's must document and maintain current evidence of industry engagement activities.

Term	Definition
	This must be demonstrated through a range of strategies of industry engagement and the systematic implementation of the outcomes of that engagement to ensure relevance of the; training and assessment strategies, practices and resources, and the current industry skills of its trainers and assessors.
Licensed or regulated outcome	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.
Learner	a person being trained and/or assessed by the RTO for the purpose of issuing AQF certification documentation.
Mode of delivery	the method adopted to deliver training and assessment, including face-to-face, online, distance, or blended methods.
Moderation of assessment	the process of bringing assessment judgements and standards into alignment. It is a process that ensures the same standards are applied to all learner assessment results within the same units.
Official Publication of Results	refers to when students' ratified results are entered into the Student Management System and published.
Plagiarism	<p>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.</p> <p>Refer: Student Plagiarism Policy</p>
Professional development	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.
Program	is a series of courses (units of competency) of vocational education and training, or the modules of a VET accredited course/program that combine to become a qualification from an accredited Training Package or skill set.
Recognition of Prior Learning (RPL)	<p>means 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.</p> <p>Refer to: VET Recognition of Prior Learning (RPL) and Credit Transfer Assessment Procedure</p>
Skill set	means 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.
Special consideration	is the making of alternative arrangements for the assessment of students who are unwell or experience hardship. As required

Term	Definition
	under the principles of assessment fairness, reasonable adjustments are applied by the RTO to take into account the individual learner's needs. Refer: VET Special consideration procedure
Statement of attainment	recognises that one or more accredited units has been achieved.
Third Party (Subcontracting)	means any party that provides services on behalf of the RTO but does not include a contract of employment between an RTO and its employee.
Training and assessment strategies	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 can be found on the Quality Services Resource Page
Training Package	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 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.
Training Product	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
Unit of competency	Unit of competency 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.
Validation	Validation 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 judgements 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 of acting upon such recommendations. Refer: Validation Record

Term	Definition
VASS	is the Victorian Assessment Software System. It is the centralised database for senior secondary students enrolled in VCAL courses
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
VCAL	Victorian Certificate of Applied Learning – Foundation, Intermediate and Senior
VET accredited course	means a course accredited by the VET Regulator in accordance with the Standards of VET Accredited Courses.
Vocational competencies	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 program.
VRQA	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.

Policy Statement

The policy provides a clear VET assessment framework that is industry relevant and can be consistently applied to students.

The policy will provide support of teaching staff requirements and the design, development and implementation of the VET assessment framework in accordance with the Principles of Assessment and the Rules of Evidence.

The design, development and delivery of quality VET and VCAL assessments by the teaching staff will adhere to the following regulations:

- ASQA Standards for Registered Training Organisations (RTOs) 2015;
- HESG VET Funding Contract (Dual sector);
- VRQA Minimum standards in a non-school setting. The University is committed to providing quality training and assessment opportunities for learners. This is achieved by successful implementation of the following:

1. Assessment and corresponding tasks are designed and implemented in accordance with the Principles of Assessment and the Rules of Evidence as listed.

Principles of Assessment

Principle	Definition
Fairness	The individual learner's needs are considered in the assessment process.

Principle	Definition
	<p>Where appropriate, reasonable adjustments are applied by the RTO to take into account the individual learner's needs.</p> <p>The RTO informs the learner about the assessment process, and provides the learner with the opportunity to challenge the result of the assessment and be reassessed if necessary.</p>
Flexibility	<p>Assessment is flexible to the individual learner by:</p> <ul style="list-style-type: none"> • reflecting the learner's needs; • assessing competencies held by the learner no matter how or where they have been acquired; and • drawing from a range of assessment methods and using those that are appropriate to the context, the unit of competency and associated assessment requirements, and the individual.
Validity	<p>Any assessment decision of the RTO is justified, based on the evidence of performance of the individual learner.</p> <p>Validity requires:</p> <ul style="list-style-type: none"> • assessment against the unit/s of competency and the associated assessment requirements covers the broad range of skills and knowledge that are essential to competent performance; • assessment of knowledge and skills is integrated with their practical application; • assessment to be based on evidence that demonstrates that a learner could demonstrate these skills and knowledge in other similar situations; and • judgement of competence is based on evidence of learner performance that is aligned to the unit/s of competency and associated assessment requirements.
Reliability	<p>Evidence presented for assessment is consistently interpreted and assessment results are comparable irrespective of the assessor conducting the assessment.</p>

Rules of Evidence

Rule	Definition
Validity	<p>The assessor is assured that the learner has the skills, knowledge and attributes as described in the module or unit of competency and associated assessment requirements.</p>
Sufficiency	<p>The assessor is assured that the quality, quantity and relevance of the assessment evidence enables a judgement to be made of a learner's competency.</p>
Authenticity	<p>The assessor is assured that the evidence presented for assessment is the learner's own work.</p>
Currency	<p>The assessor is assured that the assessment evidence demonstrates current competency. This requires the assessment evidence to be from the present or the</p>

2. Design, development and implementation of VET assessments must take into account the requirements of the training package and the supporting assessment guidelines, VET accredited course curriculum requirements and/or VCAL curriculum requirements as appropriate.

3. Validation must be conducted in accordance with the Standards and the recording and storage of documentation must conform with the requirements of the [VET Assessment Procedure](#).
4. Assessment will only be conducted by staff in accordance with Clauses 1.13 - Clause 1.16 of the Standards for Registered Training Organisations (RTOs) 2015 and in adherence to the VET Staff Qualification and Competency Policy.
5. Assessment Records are maintained in the University approved secure and reliable system for recording and storing all assessment decisions.

Review of assessment and continuous improvement will be captured as directed by the standards.

Supporting Documents

[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](#)

All related forms are available on the [Quality Services Resources Page](#)

Promulgation

The [VET Assessment Policy](#) will be implemented throughout the University via:

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

Implementation

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

Document Title	Location	Responsible Officer	Minimum Retention Period
Credit transfer	Faculty/Centre/ College student file or ECM if electronic records are kept	Manager, Student Administration Education Manager	Record stored in University Business Systems (i.e. 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	Academic Board Executive Officer	Record stored in University Business Systems (i.e. Campus Solutions) Permanent
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. (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	Faculty/Centre/ College student file, Moodle 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.

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 School for 2 years Dispose of hard copy records as per disposal process in Records Management procedure.
Validation of Assessment schedule & Record log	ECM	Education Manager	Destroy 3 years from date of last action. Dispose of hard copy records as per disposal process in Records Management procedure.
VET Assessment tools, which includes: <ul style="list-style-type: none"> • 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 • All Third Party Reports 	ECM	Education Manager	Permanent
Record of Assessment	Student file in Faculty or ECM if electronic records are kept	Education Manager	Permanent Transfer non active hard copy records to archives as per transfer process in the Records Management Procedure
Amendment to Result Form	Student file Student Administration or ECM if electronic records are kept	Manager, Student Administration	Permanent Transfer non active hard copy records to archives as per transfer process in the Records Management Procedure
Final Assessment Results	Student file and Student Management System	Student HQ	Permanent

Document Title	Location	Responsible Officer	Minimum Retention Period
Re-issue of Statement of Results	Student Administration or ECM if electronic records are kept	Student HQ	1 year from date application made Dispose of hard copy records as per disposal process in the Records Management procedure.