

## ASSESSMENT GUIDELINE POLICY / PROCESSES

### Definitions

Australian Qualifications Framework (AQF) – Assessment Definition

*Assessment is a process to determine a student's achievement of expected learning outcomes and may include a range of written and oral methods and practice or demonstration*

Standards for RTOs 2015 - Assessment Definition

**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 course.

### Assessment

Driver Skills International students enrolled into nationally accredited qualifications and units of competency are required to demonstrate competence in the specified elements, performance criteria and other assessment criteria prescribed by the training package.

Competence assessment will be undertaken within a reasonable time frame and as negotiated between assessor/trainer and student.

Requests for extension beyond final completion date must be made to, and approved by, the Training Deliver Manager.

Assessments for full qualifications must be completed by due dates or re-negotiated between trainer and student. Requests for extension beyond final completion date must be made to, and approved by, the Training Deliver Manager.

Written assessment tasks will be marked and feedback returned to the student within 21 days of receipt.

Workplace assessments can be undertaken at a time negotiated between student and assessor

Students receive two attempts at achieving competence. Reassessment must be undertaken within four weeks of notification.

### Assessment Methods

Various methods of assessment will be conducted for each competency. Some methods include:

*Observation:* where the student will be observed performing a series of tasks, a number of times to determine their competence.

*Verbal question and answers:* when the student will be questioned to determine the depth of their understanding of the process to ensure that they are competent.

*Written assessment:* Where the student is given the opportunity to demonstrate their competence through written reports essays etc.

*Practical:* Where the student undertakes a practical activity according to the instructions of the trainer to demonstrate competence.

## **Assessment Criteria**

Assessments should provide the opportunity for students to be informed of the context and purpose of the assessment and the assessment process.

This will include but will not be limited to information regarding assessment methods and may include alternative assessment methods if required to accommodate special needs or circumstances.

For full qualifications, information sessions will be included with the introduction of each subject to advise students of the assessment processes, number of assessments, types of assessment and the individual weighting of each assessment.

Staff are available to discuss and provide limited professional advice as to the outcomes of the assessment process and guidance on future options.

Re-assessment is available on appeal; see further details in the appeal process section.

## **Assessment Criteria**

Students should be aware that any written assessment (report writing, essays etc.) required by Driver Skills International will need to satisfy the following criteria:

### **1. Answering the Question**

Students must address what the question is asking. Look for key words that indicate how the question is to be approached and the information that is to be included. Sequence the answer to appropriately develop logical arguments.

### **2. Referencing**

Any quotation or content that has been obtained from published sources must be referenced. This must be done at the end of a quotation and extended in the bibliography.

### **3. Accuracy of Spelling, Grammar and Punctuation**

Accurate spelling, grammar and punctuation will ensure the trainer can correctly interpret what is written. Students should use the tools available (dictionary, thesaurus, spell-check on computers etc.) and must proof-read before submission.

All assignments must be the individual's own work. Trainers are responsible for ensuring that any "suspect" assessments are thoroughly scrutinised. Any irregularities will be reported to the Training Deliver Manager and dealt with accordingly. Students should keep a copy of their assessments.

## **Assignment format**

- Cover sheet
- Assignments - to be word-processed\*
- Font type and size – Arial - 11
- Double spacing to be used
- Use correct format, i.e. essay or report format, appropriate headings
- Bibliography

*\*NB: exception allowed where students are unable to access appropriate equipment. Hand written assignments must be neat and legible.*

## Assessment Results

Students must be found satisfactory for each assessment task in order to demonstrate an overall achievement of competent.

### Marking Code

#### Assessment task

<b>S</b>	Satisfactory
<b>NYS</b>	Not Yet Satisfactory

#### Competency

<b>C</b>	Competent
<b>NYC</b>	Not Yet Competent (See description of each below)

**S - Satisfactory** - Participants whose answers predominantly display competent knowledge and skills related to the assessment of the unit. All assessment components of the unit are required to have been assessed as Satisfactory to achieve an overall **C** – competency of the unit.

**NYS - Not Yet Satisfactory** - Participants whose answers display a lack of understanding, skills and knowledge related to specific assessments of the unit will be considered Not Yet Satisfactory for that assessment/ assignment of the unit. Participants will be required to resubmit that assessment/ assignment again for assessment to achieve a Satisfactory result.

**C - Competent** - Participants whose overall achievement of satisfactory for all components of the assessments tasks demonstrating competent knowledge, and skills related to all learning outcomes are considered competent in the unit of study

**NYC - Not Yet Competent** - Participants whose overall achievement of not yet satisfactory even after resubmitting assessment work on two attempts and still demonstrate a lack of understanding, skills and knowledge related to specific learning outcomes are termed Not Yet Competent for the unit of competency.

## Assessment Re-sit Procedure

### Stage 1: Student undertakes in-class assessment

Students will be notified within 21 days of undertaking an assessment of their performance.

If a student does not attend the in-class assessment, they should notify their trainer as to why they did not attend and if due to illness a medical certificate must be produced and arrangements made for opportunity of assessment.

Students who are deemed to be Not Yet Satisfactory are to be provided with information identifying the areas in which they have not achieved.

Students will then have the opportunity to repeat the assessment task within 7 days of notification.

### **Stage 2: Student deemed Not Yet Satisfactory in Second Assessment Attempt**

If the Student is again deemed Not Yet Satisfactory they will be provided with information identifying the areas in which they failed to achieve competency.

The student must then participate in a new assessment task within 7 days of notification; a fee may be applied up to \$50.00 at the discretion of the Training Delivery Manager. The student will be advised if this applies and would be required to be paid prior to the THIRD assessment attempt.

### **Stage 3: Student deemed Not Yet Satisfactory in Third Assessment Attempt**

If the student is still unable to demonstrate competency, then the student will be required to repeat the unit of competency.

**For re-sits/re-submits students must meet the Attendance Policy requirement.**

### **Assignments**

Late submission of assignments or projects will result in a *not yet satisfactory* unless an extension has been granted prior to the due date. Students must, at the least, keep a soft copy of their assignments or projects.

### **Class Attendance Requirement**

Students are expected to attend 100% of classes. However, Driver Skills International recognises that students may have special circumstances, including illness. In order to be assessed, a minimum of 70% attendance **MUST** be maintained. Trainers will advise the Training Deliver Manager of poor attendance records of students.

### **Feedback to Students**

For full qualifications, trainers will provide feedback to the Students on their performance. The feedback may include one or more of the following:

- A Satisfactory / Not Yet Satisfactory grade on their assignment/ project report/ exam paper
- Comments on their assignment/project report/ exam paper
- A written evaluation sheet
- Oral feedback on their overall performance

If the students are not satisfied with the feedback given on their work, they can discuss their work with the trainer individually.

### **Appealing against Assessment Results**

Any student who believes that the outcome awarded for an assessment or subject does not fairly reflect their achievement has the right to an appeal. Please refer to the *Academic Complaints and Appeals* policy.

## **Benchmarks for Assessment**

Assessment within the National Training Framework is the process of collecting evidence and making judgements about whether competency has been achieved to confirm whether an individual can perform to the standards expected in the workplace, as expressed in the relevant endorsed unit of competency.

Driver Skills International will ensure that all assessment tools/ instruments have a benchmark/ marking guide to provide consistency for trainers/ assessors making judgements for assessment outcomes.

In the areas of work covered by the Training Packages, the endorsed units of competency are the benchmarks for assessment. As such, they provide the basis for nationally recognised Australian Qualifications Framework (AQF) qualifications and Statements of Attainment issued by Driver Skills International

## **Recording of Assessment Outcomes**

At the conclusion of assessment, the results are to be recorded on the Assessment Summary and handed to administration for recording in the student data base.

Driver Skills International will ensure that assessment results will be recorded and maintained as per Standards for Registered Training Organisations and legislative requirements.

## **Reasonable Adjustments**

From time to time, Driver Skills International will encounter students with particular needs and will make all **reasonable** adjustments to ensure that the participant is able to equitably participate in the training and have equal opportunity to complete the training.

To this end Driver Skills International may customise certain aspects of training and assessment to permit equity. This will be done on an individual base to meet the unique needs of the student.

- ❑ People who cannot attend classes due to injury, geographic dispersion or other valid reason, may be provided with class notes to enable them an opportunity to complete the course at a distance from the training venue. This could also be supplemented by telephone tutorials and by use of email, video conferencing etc.

It is not possible to accurately document all contingencies without first knowing all variables. This of course cannot be done. Driver Skills International has given a commitment to ensure equity in training and will honour that commitment where it is reasonable as determined by the respective trainer.

## **Assessment Strategies**

Prior to the commencement of any course, a training and assessment strategy must be developed and approved by the Training Deliver Manager and / or nominated person prior to commencement. This strategy must demonstrate the methods used to gather industry feedback during the development.

### **Recognition of Qualifications issued by another RTO.**

In accordance with Standard 3.5, all trainers and assessors are required to acknowledge AQF qualifications issued by other Registered Training Organisations. If any assessor has questions in relation to this they are requested to discuss it with the Training Deliver Manager.

### **Access and Equity and Client Services**

Special needs, particularly in relation to Language Literacy and Numeracy (LLN) issues are addressed at the time of enrolment. However, assessors are requested to keep this issue in mind and should they become aware of a potential problem in this area, refer it immediately to the attention of the Training Deliver Manager and / or nominated person.

An individual's access to the assessment process should not be adversely affected by restrictions placed on the location or context of assessment beyond the requirements specified in the Training Package.

Reasonable adjustments can be made to ensure equity in assessment for people with disabilities. Adjustments include any changes to the assessment process or context that meet the individual needs of the person with a disability, but do not change competency outcomes.

Such adjustments are considered reasonable if they do not impose an unjustifiable hardship on a training provider or employer. When assessing people with disabilities, assessors are encouraged to apply good practice assessment methods with sensitivity and flexibility.

### **Recognition of Prior Learning (RPL) Pathway**

Students are offered the opportunity to apply for Recognition of Prior learning (RPL) during the enrolment process. If RPL is granted, this is recorded on the Assessment Result Sheet including the date RPL was granted and handed to Administration for recording in the student data base.

*Refer to the Recognition of Prior Learning (RPL) Policy and Procedure for further detail*

### **Combination of Pathways**

Where candidates for assessment have gained competencies through work and life experience and gaps in their competence are identified, or where they require training in new areas, a combination of pathways may be appropriate.

In such situations, the candidate may undertake an initial assessment to determine their current competency. Once current competency is identified, a structured learning and assessment program ensures that the candidate acquires the required additional competencies identified as gaps.

## **Designing and Using Assessment Tools**

Assessment tools provide a means of collecting the evidence that assessors use in making judgements about whether candidates have achieved competency.

### **Developing Assessment Tools**

When developing assessment tools, assessors must ensure that they:

- are benchmarked against the relevant unit or units of competency
- are reviewed and noted in the training and assessment strategy
- are validated and reviewed

## **Assessment Validation**

Assessment validation will occur as described in the DSI Validation Procedures.