

VET Assessment Policy

Policy Code: LT1898

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Purpose

Assessment is central to the vision, mission, culture, activities, practices and future 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 sector of the University;
2. Inform and guide the University community in the design and implementation of VET assessment;
3. Encourage the University community to reflect on contemporary assessment practices to better meet the diverse needs of the broad range of VET (including VCAL) learners; and
4. Provide a clear framework for making VET program design decisions in relation to assessment across the University.

Scope

The policy applies to assessment of learners of Federation University in all VET (including VCAL) qualifications and units of competency offered by the University.

Legislative Context

- National Vocational Education and Training Regulator Act 2011
- Standards for Registered Training Organisations (RTOs) 2014
- Statute 2.2 - Academic Board.
- Statute 5.1 - Academic Awards and Courses.
- Statute 5.2 - Entry Quotas, Admissions and Enrolment.
- Statute 5.3 - Assessment.

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- Statute 5.4 - Exclusion for Reasons of Unfitness.
- Statute 5.6 - Admission to Academic Awards.
- Victorian Curriculum and Assessment Authority (2015) *VCE and VCAL Administrative Handbook 2015*
- 2014-2016 VET Funding Contract (Dual Sector)
- [VRQA Guidelines to Minimum Standards 2016](#)

Definitions

Term	Definition
AQF certification documentation	AQF certification documentation is the set of official documents that confirms that a qualification has been completed and awarded to an individual.
AQF qualification	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.
Assessment	Assessment means the process of collecting evidence and making judgments 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	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	Assessment requirements are the 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	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). Assessment Tool Templates available on the Quality ServicesResources Page
Assessment Appeals	<p>Assessment Appeals 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.

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Term	Definition
	Further information refer to Regulation 5.3
Assessors	A qualified assessor is a person who has the competencies required under the Standards for RTOs, 2014-2016 VET Funding Contract (Dual Sector) and relevant Training Package or Curriculum Qualification who assess a learner's competence.
Australian Qualifications Framework (AQF)	Australian Qualifications Framework (AQF) means the framework for regulated qualifications in the Australian education and training system.
Block Credit	Block Credit is credit granted towards whole stages or components of a program of learning leading to a qualification.
Cheating	<p>Cheating is the intention to gain an unfair advantage in the assessment of a unit. This may include (but is not limited to):</p> <ul 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	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)	Competency Based Completion (CBC) means that Apprentices are no longer locked into fixed time periods and can complete the apprenticeship at their own rate. The apprentice is completed when the RTO gets employer confirmation of competence in all areas required under their qualification. In some industries, wages are affected at progression points.
Credit Transfer	<p>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.</p> <p>Reference: VET Credit Transfer Procedure</p>

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Cumulative (Internal) Assessment	Cumulative (Internal) 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)
Current industry skills	<p>Current industry skills are the knowledge, skills and experience required by VET trainers and assessors and those who provide training and assessment under supervision in accordance with the National <i>Standards for RTOs</i> to ensure that their training and assessment is based on current industry practices and meets the needs of industry.</p> <p>Current industry skills may be informed by consultations with industry and may include, but are not limited to:</p> <ul style="list-style-type: none"> a. having knowledge of and/or experience using the latest techniques and processes; b. possessing a high level of product knowledge c. understanding and knowledge of legislation relevant to the industry and to employment and workplaces; d. being customer/client-oriented; e. possessing formal industry and training qualifications; and f. training content that reflects current industry practice.
Graded Assessment	<p>Graded Assessment</p> <p>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>Graded Assessment Forms</p>
Independent validation	<p>Independent validation means, that the validation is carried out by a validator or validators who:</p> <ul style="list-style-type: none"> 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 engagement	Industry engagement may include, but is not limited to, strategies such as:

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	<p>a. partnering with local employers, regional/national businesses, relevant industry bodies and/or enterprise RTOs;</p> <p>b. involving employer nominees in industry advisory committees and/or reference groups;</p> <p>c. embedding staff within enterprises;</p> <p>d. networking in an ongoing way with industry networks, peak bodies and/or employers;</p> <p>e. developing networks of relevant employers and industry representatives to participate in assessment validation; and</p> <p>f. exchanging knowledge, staff, and/or resources with employers, networks and industry bodies.</p>
Industry relevance	<p>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.</p> <p>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.</p>
Licensed or regulated outcome	<p>Licensed or regulated outcome means 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.</p>
Learner	<p>Learner means a person being trained and/or assessed by the RTO for the purpose of issuing AQF certification documentation.</p>
Mode of delivery	<p>Mode of delivery means the method adopted to deliver training and assessment, including face-to-face, online, distance, or blended methods.</p>
Moderation of assessment	<p>Moderation of assessment is the process of bringing assessment judgments and standards into alignment. It is a process that ensures the same standards are applied to all learner assessment results within the same units.</p>
Official Publication of Results	<p>Official Publication of Results refers to when students' ratified results are entered into the Student Management System and published.</p>
Plagiarism	<p>Plagiarism 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. Student Plagiarism Policy</p>
Professional development	<p>Professional development means activities that develop and/or maintain an individual's skills, knowledge, expertise and</p>

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	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	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.
Program Manager / Coordinator	Program Manager / Coordinator is the person responsible for the management and leadership of a program or a range of Programs.
Ratification of results	Ratification of results refers to the processes used by Faculties to approve student results and grades. Moderate a statistically valid random sample of student assessment results to enable confidence that the result is sufficiently accurate to representative of the total population of assessments being ratified.
Recognition of Prior Learning (RPL)	Recognition of Prior Learning (RPL) 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. Refer to: VET Recognition of Prior Learning (RPL) Assessment Procedure
Skill set	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	Special consideration 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. Special consideration
Statement of attainment	A statement of attainment recognises that one or more accredited units has been achieved.
Third Party (Subcontracting)	Third Party 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	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

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	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	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.
Unit of competency	Unit of competency is the unit of learning in a VET qualification and includes including 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 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 of acting upon such recommendations. Validation Record
VASS	VASS is the Victorian Assessment Software System. It is the centralised database for senior secondary students enrolled in VCAL courses
VCAA	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	VCAL Victorian Certificate of Applied Learning – Foundation, Intermediate and Senior
VET accredited course	VET accredited course means a course accredited by the VET Regulator in accordance with the Standards of VET Accredited Courses.
Vocational competencies	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.

Policy Statement

Assessment Principles

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a) The University implements an assessment system that ensures that VET assessment (including Recognition of Prior Learning) complies with the assessment requirements of the relevant training package or VET accredited programs conducted in accordance with the Principles of Assessment and the Rules of Evidence contained in the table listed below.

Principles of Assessment

Principle	Definition
Fairness	<p>The individual learner's needs are considered in the assessment process.</p> <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	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.
Sufficiency	The assessor is assured that the quality, quantity and relevance of the assessment evidence is sufficient to make a judgement to be made of a learner's competency.
Authenticity	The assessor is assured that the evidence presented for assessment is the learner's own work.
Currency	The assessor is assured that the assessment evidence demonstrates current competency. The assessor requires the assessment evidence to be from the present or the past.

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Supporting Documents

[VET Teacher Qualifications and Competency Policy](#). Policy Code: CG1674

[VET Assessment Procedure](#). Policy Code: LT1241

[Qualification Training and Assessment Management Plan \(QTAMP\)](#). Policy Code: LT1418

[Learning and Teaching Policy](#).

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

Responsibility

- Academic Board is responsible for the scheduled review of this policy.
- Chair, Learning and Teaching Committee (L&T) is responsible for maintaining the content of the procedure as delegated by Academic Board.
- Executive Officer, Academic Secretariat is responsible for the administration support for the maintenance of this procedure as directed by the Chair (L&T).
- Executive Directors, Associate Directors and Program Managers/Coordinators are responsible for the operational implementation of this policy.

Promulgation

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

- an Announcement Notice under 'FedNews' website and through the University Policy 'Recently Approved Documents' webpage to alert the University-wide community of the approved Policy;
- Faculty Learning and Teaching Committee
- Faculty Executive and Leadership Meetings

Implementation

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

1. Information Sessions; and/or
2. Training Sessions

Forms/Record Keeping

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 Program Manager/ Coordinator	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 -

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Document Title	Location	Responsible Officer	Minimum Retention Period
			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	Manager, Student Administration	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 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).	Faculty/Centre/ College student file or ECM if electronic records are kept	Manager, Student Administration	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.
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	Manager, Student Administration	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 or departmental qualification file	Manager, Student Administration	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:	ECM or departmental qualification file	Manager, Student Administration	Permanent

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Document Title	Location	Responsible Officer	Minimum Retention Period
Form 01 Section A Written Assessment Task			
Form 02 Section A Cumulative Assessment Record			
Form 03 Section A Practical Assessment Task			
Form 04 Section B Unit Outline Student			
Form 05 Section A Unit Record of Assessment			
Form 06 Section B Practical Assessment Task Student			
Form 07 Section B Written Assessment Task Student			
Form 08 Section A Assessment Content Summary			
Form 09 Competency Mapping Matrix			
Form 10 Section C Third Party Report			
Form 11 Section A Project Assessment Task			
Form 12 Section B Project Assessment Task Student			
Record of Assessment	Student file in Faculty 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
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	Manager, Student Management and Systems	Permanent
Re-issue of Statement of Results	Student Administration or	Manager, Student Administration	1 year from date application made

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Document Title	Location	Responsible Officer	Minimum Retention Period
	ECM if electronic records are kept		Dispose of hard copy records as per disposal process in theRecords Management procedure.

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