

Assessment Procedure

Document Name	Assessment Procedure		
Approved by	PEO	Date	29/05/19
Responsible Officer	Director of Studies		
This procedure is used by	ECA College and APIC Foundation (RTO Code 45012; CRICOS Provider Code 02644C) Australasian College of Care Leadership and Management (RTO Code 40829, CRICOS Provider Code 03637E) ECA Graduate Institute (RTO Code 91423)		
Related Documents	<ul style="list-style-type: none"> • Student Handbook • Academic Progression Policy • Course Progress Policy • Complaints and Appeals Policy • Validation and Moderation Policy 		
References and Legislation	Standards for Registered Training Organisations (RTOs) 2015, Part 2 Training and Assessment. Standard 1: Clauses 1.8, 1.13-1.20, 1.26-1.27 National Vocational Education and Training Regulator Act 2011		
Version	Change description	Approved	Effective Date
v19.0	Updated for new logo and alignment with ECA Group.	PEO	01/06/19
v19.1	Reviewed in line with ESOS and VET Standards	PEO	2/07/19
v19.2	Updated assessment procedures for performance evidence	PO	16/07/19

1. Purpose

- To engage and train students towards successful completion of their qualification with a wide variety of learning and assessment methods to address individual needs.
- To measure learning progress and assess students in a fair and equitable manner aligned with the requirements of the relevant VET accredited course and the principles of assessment and rules of evidence outlined in the Standards for Registered Training Organisations (RTOs) 2015.
- To outline ECA Group's assessment framework and the general principles that guide ECA Group's assessment practices for its Vocational Education and Training (VET) courses.

2. Scope

This policy applies to international and domestic student (potential or actual) who are enrolled in Education Centre of Australia Pty Ltd (ECA Group) educational institutions including ECA Graduate Institute (EGI), ECA College (ECAC) and Australasian College of Care Leadership and Management (ACCLM). ECA conducts training and assessment against the competency standards in a Training Package and accordance with the Principles of Assessment, and the Rules of Evidence.

3. Definitions

Item	Definition
Assessment	The process of collecting evidence and making judgements on whether competency has been achieved to confirm that an individual can perform to the standard expected in the workplace, as expressed by the relevant endorsed industry/enterprise competency standards of a Training Package or by the learning outcomes of a VET accredited course.
Competency	The consistent application of knowledge and skills 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.
Recognition of Prior Learning (RPL)	An assessment process that assesses the competency/s of an individual that may have been acquired through 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.
Elements	Essential outcomes required to demonstrate competency as detailed in each unit of competency.
Formative Assessment	A form of assessment that does not count towards the final result for a unit of competency but is rather used as an informal strategy to gauge a student's the level of understanding of skills and knowledge.
Summative	Tends to occur at the end of a unit or module to determine whether the student has satisfied the requirements specified within the learning outcomes/units of competency. It is therefore used to certify or recognise candidate achievement against the unit of competency
Reasonable adjustment	Adjustments that can be made to the way in which evidence of student performance can be collected.
Standards for Registered Training Organisations (RTOs) 2015 –	Set of national standards which are used to regulate the vocational education and training sector within Australia.
Training Package	A set of nationally endorsed standards and qualifications for recognising and assessing people's skills in a specific industry, industry sector or enterprise. They are developed by national Industry Skills Councils (ISCs).
Student	An individual person who is formally enrolled to study at an ECA Group College. The individual person is that who appears on the College's documents such as enrolment, admission and payment documents, and who is assigned a Unique Student Identifier (USI)
Training Package Assessment Guidelines -	Are contained within each Training Package and are designed to ensure that assessment is consistent with the Standards for Registered Training Organisations (RTOs) 2015.
Training and Assessment Strategies.	Outlines the framework that guides the learning, training and assessment requirements.
Continuous Improvement	Ongoing process to systematically review and improve learning and assessment methods.
Industry Engagement	Consultation with the bodies that have a stake in RTO training, assessment and client services, including industry skills councils, industry organisations, industry advisory bodies, , specific enterprise and licensing bodies.

4. Procedure

- 4.1. Recognised training and assessment in VET is competency-based. This means there is an emphasis on what a person can do in the workplace as a result of completing a course of training. The following table identifies the results awarded for VET students at ECA Group Institutions

Satisfactory (S)	Awarded to a student who has demonstrated that they are competent to the specified standard against each of the elements being assessed
Not Yet Satisfactory (NYS)	Awarded to a student who has failed to demonstrate that they are competent to the specified standard against each of the elements being assessed.
Competent (C)	Awarded to a student who has achieved all of the elements specified for a unit of competency to the specified standard.
Not Yet Competent (NYC)	Awarded to a student who has failed to achieve all of the elements specified for that unit of competency to the specified standard.
Withdrawn (W)	Relates to when a student withdraws from a unit of competency/unit of study/ qualification.
Credit Transfer (CT)	Relates to the credit received by a student for a unit of competency through recognition of their formal learning.
Recognition of Prior Learning (RPL)	Relates to the credit received by a student for a unit of competency through recognition of their informal learning.

- 4.2. Students enrol into a Unit of Study. Each Unit of Study may contain one or more units of competency. Students will receive a result for each unit of competency. Students will be made aware of the competencies to be assessed for each Unit of Study.
- 4.3. If ECA students are enrolled in a training product that becomes superseded, procedures are in place to complete learners in the current qualification or within the period of one year are transferred into a replacement qualification, or where a training product is no longer current and has not been superseded, ECA has procedures in place to complete a student with a 2 year period.
- 4.4. Assessment of elements and performance criteria: Effective workplace performance requires more than an isolated instance of applying technical skills, knowledge and attitudes to a particular situation. Students are therefore considered to be competent when they are able to apply their knowledge and skills to successfully complete activities in a range of situations and environments in the classroom. As such, it is likely that a unit of competency will assess some elements and performance criteria more than once across multiple assessment items. Assessment items also include a varied range of collection methods such as demonstrations, written case studies, quizzes, reports, role plays and portfolios.
- 4.5. In order to achieve a result of Satisfactory, a student must demonstrate competence for every element assessed. Similarly, to achieve an overall result of Competent for a unit of competency, a student must receive a result of Satisfactory for each assessment item.
- 4.6. Assessing Competence:
- 4.6.1. Training and Assessment is delivered by skilled trainers and assessors who have the required training and assessment competencies, vocational competencies, industry skills and currency to deliver training and assessment.
- 4.6.2. Assessors who have a current training and assessment qualification make judgments on assessments taking into consideration the Principles of Assessment and Rules of Evidence. These are detailed in each assessment tool.
- 4.6.3. Assessment items will be conducted in line with performance evidence, knowledge evidence requirements and assessment conditions of the unit.

- 4.6.4. Each assessment item will outline the specified standard that a student must achieve to receive a result of Satisfactory. This will vary between assessment items dependent on the most appropriate method of assessing skills and knowledge. For instance, a theory assessment may require a student to complete a series of knowledge questions but a practical assessment may require demonstration of a technique that the assessor will assess against a set of steps/outcomes.
- 4.6.5. ECA Graduate Institute will assist all students in their efforts to complete the qualification they are enrolled in. Reasonable adjustments are made to ensure that the participant is not presented with artificial barriers to demonstrating achievement in the program of study. Reasonable adjustments may include the use of adaptive technology, educational support, and alternative methods of assessment such as oral assessment.
- 4.6.6. Reasonable adjustment will be provided for participants with special learning needs (such as a disability or learning difficulty) according to the nature of the learning need. Evidence collection can be adjusted to suit individual student needs if required and will be agreed upon by the Trainer and student.
- 4.6.7. The learning need that forms the basis of any adjustment to the training program will be identified, and appropriate strategies will be agreed with the student. Any adjustments will be recorded in the student file and will not compromise the competency standard.
- 4.6.8. Trainers and Assessors undertake professional development in their areas of expertise and competency-based training to ensure assessments and learner achievement reflect current industry needs.
- 4.6.9. Where ECA Group engages an individual who is not a trainer or assessor, the College has in place supervision arrangements using qualified trainers and assessors who ensure that training is appropriate and assessment evidence is collected appropriately. The person conducting training
- will not determine assessment outcomes
 - holds the training and assessment credential specified in Item 6 of Schedule 1 <https://www.asqa.gov.au/standards/appendices2/appendix-2>.
 - has vocational competencies at least to the level being delivered and assessed; and
 - has current industry skills directly relevant to the training and assessment being provided.
- Where ECA Group engages an individual as above ECA Group trainers and assessors will ensure the training and assessment complies with Standard 1 of RTO Standards 2015.
- 4.7. Notification of Results: Notification timeframes for individual assessment items will vary but will be generally be no longer than 2 weeks from the final submission deadline for that assessment item. Final results will be held pending any fee payments/library fines being finalised.
- 4.8. Submission of Assessment Items: Excepting assessment items completed in class, it is the responsibility of all students to keep a copy of all submitted assessment items until they are marked and returned by the trainer/assessor for review. After a student has reviewed their marked assessment item they must return it to their Trainer as ECA Group is required to retain all assessment items for a set period of time (refer to Assessment Retention).
- 4.9. Paper-based Submission: All paper-based assessment items other than those completed in class (i.e. quizzes, role plays, discussions, meetings) must include a completed and signed Assignment Cover Sheet/All My Own Work Declaration and be handed or posted to the Trainer for that particular unit of study by the due date indicated in the Unit of Study Outline unless prior alternative arrangements have been made in accordance with the Special Circumstances Policy.
- 4.10. Where an assessment item involves completion as a group, an Assignment Cover Sheet/ All My Own Work Declaration must be completed and signed by all students involved in completing the assessment item. The Assignment Cover Sheet/ All My Own Work Declaration contains important information about privacy, plagiarism and academic dishonesty, must be carefully read before signing and is available from the Policies and Procedures & Forms link on the College website.

- 4.11. Electronic Submission: assessment items that are submitted electronically must be submitted online via ECA Group Institution's Learning Management System (LMS). Students will not be able to submit their assessment item until they have read, understood and agreed to a set of terms in relation to privacy, plagiarism and academic dishonesty.
- 4.12. Assessments must be submitted by the specified due date indicated in the Unit of Study Outline unless prior alternative arrangements have been made either as below or via the Special Circumstances Policy.
- 4.13. In the unusual event of a technical failure, if a student is unable to submit their assessment item via the LMS, they are required to contact a Student Support Officer. If there is a system error with the LMS that won't be resolved until after the assessment due date, a Student Support Officer will advise the Trainer that extensions are required for the entire class. If the technical failure is a personalised problem for an individual student, the student must contact their Trainer to request an extension. No extensions will be granted for electronic submission unless a prior alternative arrangement has been made.
- 4.14. Number of Attempts: students will be permitted a total of 3 attempts for all assessment items within a teaching period (initial attempt plus 2 resubmissions/resits). Students may refer to the Course Progression Policy for ECA Group Intervention procedures.
- 4.15. Some assessment items are broken down into distinct activities and therefore if a student is unable to achieve a Satisfactory result for one activity or more, it is at the discretion of the Trainer as to whether the student must resubmit the entire assessment item or only the activities where a Satisfactory result was not achieved.
- 4.16. Timeliness: It is the student's responsibility to manage their individual study and assessment workload to ensure they are able to attend all on-campus assessment items (i.e. practical examinations) and meet all relevant submission due dates. Assessment must be submitted within the timeframes specified unless there is an extraordinary circumstance that prevents the student from meeting the deadline. The timeframes for all assessment items are advised to students upfront on commencement of a Unit of Study.
- 4.17. Practical Assessments: In cases where a student is unable to attend a practical examination at the scheduled time, they must advise their Trainer as soon as they are aware of this so that an alternate time can be scheduled. Any missed practical examination time (whether the Trainer is advised or otherwise) will count as an attempt and will result in a grade of NYS for that attempt. Any rescheduled practical examination time will count as a resit. If a student then receives a result of NYS for their first resit, they will be afforded one final resit (3 attempts in total). It is the responsibility of the student to make themselves available at the time that the trainer reschedules their practical examination – rescheduling is not a negotiation process between trainer and student.
- 4.18. In the event that a practical examination is scheduled towards the end of a teaching period, there will be limited time available to schedule one or more re-sits prior to the deadline for trainers to finalise results (results must be finalised one week after the end of a teaching period). As such, students may receive an interim result of 'Incomplete' for the Unit of Study until their assessment result can be finalised. Results of 'Incomplete' will be either replaced with a result of C or NYC upon completion of the outstanding assessment item for the following teaching period.
- 4.19. Written Assessments: If a first attempt at a written assessment item is not submitted by the due date, the student will receive a result of NYS for that attempt unless prior arrangements have been made. This means that any late submissions will be considered to be a resubmission. If a student fails

- to discuss a revised due date with their trainer, they will be given 1 week from the original due date
- to submit their first resubmission before they are resulted with a NYS against a second attempt. If no
- assessment item is received after 1 week of the due date, the student will be given one additional week to make their final submission of the item (unless prior arrangements are made) before receiving a NYS result for their third attempt at that assessment item (and therefore a result of NYC
- for the unit of competency/unit of study overall).
- 4.20. 'At Risk' Students: If a student fails to submit the same assessment item more than once in a teaching period, this is an early warning signal to their trainer that they may be at risk of non progression and non-completion in accordance with the Academic Progression Policy or the Course Progression Policy. It is the responsibility of the trainer to make every attempt to contact the student to determine their reasons for non-submission. It may then be necessary to provide support to the student to aid in their progression. Any support mechanisms should be instigated on the advice of the Student Services team and be made in accordance with ECA Group Policies.
- 4.21. Student Integrity (cheating and plagiarism): Students are accountable to standards of professionalism and ethics throughout their course of study and therefore the College takes a strong position on plagiarism and other instances of academic dishonesty. All students should ensure that their assessment work is their own and that they have not obtained academic advantage for themselves or another student by dishonest or unfair means. Refer to the Plagiarism Policy for further details.
- 4.22. Clear and accurate information about Assessment Items: Information about assessment items is listed in the Unit of Study Outline. The trainer/assessor for that unit of study must check that the provided information is clear and accurate and explain to students the assessment requirements for the unit at the beginning of the unit commencement.
- 4.23. Feedback for Students: Students receive specific, timely, supportive, constructive and developmental feedback on their learning and performance. Written feedback should be provided to students on all assessment items other than multiple choice tests. Students are entitled to see their results for all assessment items within two weeks from the date that the assessment item was due. Formative assessment does not require formal feedback from trainers, and alternative forms of providing feedback can be used, e.g. group and peer marking and self-marking from a supplied answer guide.
- 4.24. Return of Assessment Items: Where a student has completed an assessment item that warrants written feedback from the trainer, the student will have the opportunity to review their result and the feedback within 2-3 weeks of the assessment item due date. On-campus students will normally have their assessment item returned to them for review in class whilst online students will likely receive their feedback via the LMS.
- 4.25. Appealing a Result; ECA Group acknowledges that students have the right to appeal an assessment decision, based on valid grounds for appeal. ECA Group has provision for students to appeal against assessment decisions and ensures that students have access to a fair and equitable process for lodging an appeal against an assessment decision. Valid grounds for an appeal against an assessment decision (where the client feels the assessment decision is incorrect) could include the following:

- a) The judgement as to whether competency has been achieved and demonstrated was made incorrectly
 - b) The judgement was not made in accordance with the Assessment Plan
 - c) Alleged bias of the assessor;
 - d) Alleged lack of competence of the assessor;
 - e) Alleged wrong information from the assessor regarding the assessment process;
 - f) Alleged inappropriate assessment process for the particular competency;
 - g) Faulty or inappropriate equipment; and/or
 - h) Inappropriate conditions.
- 4.26. Students wishing to appeal a grade need to meet with the Senior Trainer and Assessor in the first instance as outlined within the Complaints and Appeals Policy and Procedure. An investigation into an appeal may result in one of the following outcomes:
- a) Appeal is upheld. In this event the following options will be available:
 - i. The original assessment will be re-assessed, potentially by another assessor
 - ii. Appropriate recognition will be granted
 - iii. A new assessment shall be conducted/arranged
 - b) Appeal is rejected/ not upheld; in accordance with ECA Group's assessment policy the student will be required to:
 - i. undertake further training or experience prior to further assessment; or
 - ii. re-submit further evidence; or
 - iii. submit/undertake a new assessment.
- If a student receives a result for an assessment item that they disagree with, they have the right to lodge a grievance in accordance with the ECA Group's Grievance Policy.
- 4.27. Reasonable Adjustment/Access and Equity: Assessment tasks may be subject to reasonable adjustment where a student has a specific disability or special need as per the College's Access and Equity Program. Any student who has special needs may be eligible for reasonable adjustment and should speak with the Access and Equity/Student Support Officer at the time of enrolment to receive advice on available services and to complete the required documentation. Reasonable adjustments will only be considered if advised at the time of enrolment and/or if a student's situation changes mid enrolment and they advise their campus Access and Equity Officer/Student Support Officer prior to the assessment item due date.
- 4.28. Special Circumstances: ECA Group recognises that there may be times when a decision made upon application of this policy (or other related policies) may require reassessment due to special circumstances. The College must be satisfied that a student's circumstances are beyond their control (i.e. if a situation occurs which a reasonable person would consider is not due to the student's action or inaction, either direct or indirect, and for which the person is not responsible). If a student feels after review of the Special Circumstances Policy that their circumstances should be considered, they must submit an application prior to the due date for the assessment item. In rare situations where this is not possible; applications will be accepted until three days after the scheduled due date.
- 4.29. Assessment Retention: The Australian Skills Quality Authority (ASQA) as the National VET Regulator requires all registered training organisations (RTO's) to securely retain all completed student assessment items for each student for a period of six months from the date on which the judgement of competence for the student was made. Where it is not possible to retain the student's actual work (i.e. practical assessments), an assessor's completed marking guide, criteria and observation checklist for each student should be retained as evidence. In addition to the above requirement, ECA Group retains all completed assessment items for a period of 12 months to allow time for internal moderation processes to run their course.
- 4.30. Validation and Moderation of Assessment: ECA Group is committed to ensuring that regardless of the place of delivery, mode of delivery or trainer/assessor:
- a. Assessment items are developed to be fair, flexible, reliable and valid based on current industry relevance and the requirements of the Training Package; an



b. Sufficient, authentic and current evidence.

The Validation and Moderation Policy outlines the processes in place to ensure the high quality of assessment items and the consistency of marking by all trainers/assessors.