

Purpose:

The purpose of this policy and procedure is to ensure that the assessment process used by Skills Training Australia meets the requirements of all relevant endorsed training packages.

Policy Outline:

Skills Training Australia assessment practices are consistent with the training packages requirements, guidelines and policies issued by the state and national training authorities.

Skills Training Australia applies the principles of assessment and rules of evidence in all instances and the assessments and associated tools meet workplace, regulatory and training package requirements and are systematically validated.

Skills Training Australia manage student assessment records in line with the requirements of the Standards for Registered Training Organisations (RTOs) 2015, National Code 2018, Enrolled Nurse Accreditation Standards 2017 and Standard VET Funding Contract.

Definitions:

Assessment	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 course.
Assessment Tool	Assessment components which include the context and conditions for the assessment, the tasks to be administered to the student, an outline of the evidence to be gathered from the student and the evidence criteria used to judge the quality of performance (i.e. the assessment decision making rules). It also includes the administration, recording and reporting requirements.
Assessment System	It is a coordinated set of documented policies and procedures (including assessment materials and tools) that ensure assessments are consistent and are based on the Principles of Assessment and the Rules of Evidence.
Objective structured clinical examination (OSCE) <i>Applicable for Diploma of Nursing students only</i>	The Objective Structured Clinical Exam (OSCE) is a clinical exam to assess the candidate's knowledge, skills and competence at the graduate-level nurse or midwife from an Australian NMBA-approved program of study. ¹
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.
Inherent Requirements	Fundamental parts of a course that must be met by all students in order for them to be deemed competent. They are the abilities, skills and knowledge students need to complete the course — those components which, if removed, would compromise the learning outcomes.

¹ What is the OSCE? Available at <https://www.nursingmidwiferyboard.gov.au/Accreditation/IQNM/Examination/Objective-structured-clinical-exam.aspx>, Accessed 17/02/2023

<p>Reasonable Adjustments</p>	<p>A measure or action taken by an education provider to enable students with disability to participate in education and training on the same basis as learners without disability.</p> <p>Reasonable adjustments are those that would not cause unjustifiable hardship on the education provider. For example, if the costs of making adjustments to the premises are such that they would cause hardship to the education provider, it would not be expected that such adjustments are made.</p>
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Procedure:

1. The Assessor advises the students of the assessment requirements for the unit enrolled at the start of the term. The information to be provided may include but is not limited to the following:

- Assessment tasks and documentations
- Evidence to be collected
- Due dates
- Placement requirements (if required)

2. The student submits their completed assessment. Where the unit requires the student to undertake a test, the Assessor arranges the schedule, informs the student, and conducts the test.

3. The Assessor marks the assessment and provides feedback to the student.

4. The Assessor records the assessment results on the Student Management System.

General Guidelines:

Assessment

Skills Training Australia recognises that assessment is a core service offered to students and is at the centre of the operation as a RTO. Quality assessment ensures that the skills and knowledge of students are assessed using four principal determinants:

- That assessment decisions are based on the assessment of skills and knowledge compared with units of competency drawn from the national Training Packages or State accredited courses.
- That the target industry or enterprise requirements are contextualised and integrated within the assessment.
- That evidence is gathered that meets the rules of evidence.
- That assessment is conducted in accordance with the principles of assessment.

Principles of Assessment

In the delivery of assessment, Skills Training Australia applies the principles of assessment. Assessment strategies have been designed to ensure:

- Validity – Skills Training Australia conducts assessment against the broad range of performance and knowledge identified within each unit of competence and which is integrated with their practical application.
- Reliability – Skills Training Australia seeks to gather and interpret evidence in a consistent manner that provides for reliable assessment both for the student and Assessors. Skills Training Australia achieves this by using Assessors who have the required competencies in assessment and the relevant vocational competencies. The assessment resources also provide for standardised outcomes supported by model answers to guide Assessors in their judgements. Reliability is also supported by the moderation of assessment judgements across the Assessors.
- Flexibility – Skills Training Australia strives to provide assessment opportunities that reflect a student’s needs. The chosen assessment strategies provide for recognition of a student’s current competence, employ a range of methods appropriate to the context of the industry, the competency and the student.
- Fairness – Skills Training Australia’s assessment approach encourages fairness in assessment through consideration of the student’s needs and characteristics and through making reasonable adjustments when it is required. Assessors achieve this through clear communication with a student to ensure that the student is fully informed about, understands and is able to participate in, the assessment process, and agrees that the process is appropriate.

Rules of Evidence

In collecting evidence, Skills Training Australia applies the rules of evidence to inform the assessment strategies. Assessment strategies have been designed to ensure:

- Sufficiency – Skills Training Australia prioritises the collection of enough appropriate evidence to ensure that all aspects of competency have been satisfied and that competency can be demonstrated repeatedly.
- Validity – Skills Training Australia collects evidence that is specified in the benchmarks for assessment e.g., industry evidence and detailed assessment of underpinning knowledge.
- Authenticity – Skills Training Australia seeks evidence that is authentic. To support this, Assessors must be assured that the evidence presented for assessment is the student’s own work. Where documentary evidence is relied on it must be certified or supported by two other forms of evidence which demonstrate the same skill or knowledge (triangulation). In all instances, where work is submitted external to the Skills Training Australia (i.e., electronically, distance assignments, online) this is to include a signed statement by the student that they certify the work as their own.
- Currency – Skills Training Australia must be satisfied that the student currently holds the skills and knowledge relating to a particular assessment. This will mostly relate to recognition applications where a student has been in the workplace for many years and is seeking recognition of skills and knowledge obtained through workplace experience or previous training. We will apply assessment strategies which satisfy currency through the gathering of direct evidence in the workplace.

Course Credit

In accordance with the requirements of the Standards for RTOs 2015, Skills Training Australia provides the opportunity for students to apply to have prior learning recognised toward a qualification or units of competence for which they are enrolled. For more information, refer to the Credit Transfer Policy and Procedure and Recognition of Prior Learning Policy and Procedure.

Assessment Validation

Skills Training Australia will facilitate regular assessment validation sessions to maintain a quality assessment and to continuously improve assessment strategies.

Refer to the Validation Policy and Procedure for further details.

Reasonable Adjustment

Students with disability will be provided with reasonable adjustments to enable them to meet inherent requirements, provided this would not cause unjustifiable hardship to the Skills Training Australia. However, if a student cannot meet the inherent requirements, even with adjustments, then they cannot complete the course.

The students may send a request in writing to the Assessor for reasonable adjustment to the methods by which evidence is collected for the assessment tasks. However, the evidence criteria for making assessment decisions (and/or awarding grades) must be the same irrespective of the group and/or individual being assessed.

Submission of Assessment

The student must submit their assessments by the due date to the Assessor along with the signed assessment cover sheet. Should the student have a compassionate and compelling reason for not being able to submit the assessment by the due date, they must complete the Assessment Extension Form **at least 7 days** prior to the assessment due date and submit it to the Assessor.

Late Submission of Assessment

Any work that is submitted after the due date and time specified will only be assessed to the minimum passing grade. Any work that is submitted **more than 30 days** after the due date will not be assessed. This work will be graded as Not Yet Competent (NYC) for that particular assessment.

Extensions will only be granted in extenuating circumstances. Any request for extension **MUST** be submitted to the Assessor **at least 7 days** prior to the assessment due date. Consideration will not be given to any request made on the due date. A heavy workload does not constitute an extenuating circumstance. A medical certificate must be produced with a request for an extension at all times.

Resubmission of Assessment

Students who received a Not Yet Satisfactory (NYS) result in an assessment for a unit will be provided feedback by the Assessor and be given **one and final** opportunity to resubmit their assessment. The Assessor will discuss the resubmission process including due dates with the student. The resubmission documentation must then be provided to the Assessor.

Where the student has not been able to attain a competent result after the resubmission of the assessment, the student will be deemed as NYC and will be required to re-enrol in the unit at their own cost if they are to continue and fulfil the requirements for the course.

Note: The resubmission opportunity is only available within the same term the student is undertaking the unit. The Assessors must set the resubmission due dates within the term. If the student does not submit by the due date given, the student will no longer be able to entitle to the resubmission opportunity.

Reassessment

It is inevitable that some students will not meet the assessment requirements, even after accessing the resubmission opportunity, and will be deemed as NYC for the unit.

Students who fail an assessment may be allowed to do undertake a reassessment as part of the intervention strategies implemented by the Program Manager. A reassessment fee is charged and must be to be paid in advance:

- Activity \$100
- Assignment \$100
- Exam/Test \$100

Professional Experience Placement

If students feel they are having difficulties with their Placement they need to discuss these issues with their Placement Coordinator.

In the event a student does not meet the 100% placement attendance requirement, a 'make-up' time can be arranged for a fee of \$85 per day (with or without a medical certificate).

Where a student is deemed NYS on the professional experience placement, a repeat placement will be arranged as soon as practicable. The cost for the repeat placement to be paid by the student is charged at \$85 per day.

If the student is still unable to demonstrate satisfactory progression after maximum repeated placement organised by STA, and is not likely to meet the requirements in the allocated time, they will be withdrawn from the course.

Only students who are assessed as safe to complete the placement will be scheduled to attend professional experience placement. Due to exceptional circumstances outside of STA's control (e.g. COVID19 restrictions, state imposed lockdowns, etc) there might be an extended gap between completion of theoretical classes and availability of suitable professional placement. In such circumstances students will be required to completed refresher sessions and supplementary assessment prior to attending placement.

In the event where the student has not completed the placement component of the unit(s) during the required timeframe, the student will need to undertake the compulsory refresher classes and the Objective Structured Clinical Exam (OSCE) assessments. In terms of course Teachout, failure to progress with the OSCE will trigger the course withdrawal for the student or a transfer to another RTO if that can be organised.

Plagiarism and Cheating

Plagiarism is considered a serious offence along with collusion, re-submission of previously marked work from another student, copying and theft of other student's work. Students may not copy the work of another person, or have any other person write their work, assist them in their research and writing or do their research and writing for them. If the student present, as their own work, quotes or ideas which come from someone else, without acknowledging the source, they are deemed to have plagiarised.

Cheating is obtaining or attempting to obtain, any improvement in evaluation of performance by any dishonest or deceptive means. Cheating includes but is not limited to copying from another's test or examination, using or displaying notes, "cheat sheets," or other information devices inappropriate to the prescribed test conditions.

Students submitting work where plagiarism or cheating has been identified will be investigated resulting in disciplinary procedures being instigated.

All the above is considered a serious academic misconduct and will result in penalties which may include suspension from the course or cancellation of enrolment. Refer to Plagiarism and Cheating Policy and Procedure and International Student – Deferring, Suspending or Cancelling Enrolment Policy and Procedure for further details.

Appeals against Assessment outcomes

Refer to the Academic and Non-Academic Grievances Policy and Procedure for details.

Retention Requirements for Assessment Records

Refer to the Student Records Management Policy and Procedure for details.

Approval Authority:

This policy and procedure is approved by the Chief Executive Officer as indicated.

References:

- FM015 Assessment Extension Request
- FM026 Student Assessment Record
- PP013 Academic and Non-Academic Grievances
- PP013B International Students - Academic and Non-Academic Grievances
- PP069 Credit Transfer
- PP060 Recognition of Prior Learning
- PP164A Student Records Management
- PP011 Validation
- P014 Access and Equity
- PP040 Plagiarism and Cheating
- PP159 International Students – Deferring, Suspending or Cancelling Enrolment
- Student Handbook
- FM226 Student Progression Plan

Revision History:

Revision	Description of Change	Author	Effective Date
1.8	Updated definitions. Updated Professional Placement Experience. Inclusion of reference to Enrolled Nurse Accreditation Standards 2017.	CEO	27 February 2023
1.7	Updated the assessment procedure.	CEO	16 November 2021

	Changed the document title from Assessment Guidelines to Assessment. Added the General Guidelines, Definitions and Revision History sections.		
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