

Assessment Policy

This policy is available to interested parties:

1. For download from our website;
2. In our Student Handbook; or
3. By phoning or emailing our office.

Definitions

Assessment

The process used by us to collect evidence and make 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 an accredited course.

Reasonable Adjustment

Refers to modifications made to the learning environment, certification requirements, training delivery or assessment methods used to help students with disability to access and participate in education and training on the same basis as those without a disability.

Assessment Basis

Our assessors are to use as the basis for awarding of competency on all learners - the learner being able to ***apply their knowledge and skills to successfully complete work activities in a range of situations and environments, in accordance with the standard of performance expected in the workplace.***

Assessors have flexibility (according to the requirements of the Training Package, including the Assessment Guidelines and units of competency) to accept other forms of evidence from individual Learners (e.g. through RPL).

Assessment Methodology

To meet the needs of each student and comply with the requirements of the Training Package the knowledge and skills assessment will be conducted over the course of the training with the final decision of competency being determined after satisfactory results in all the assessment tasks.

To meet the requirements of the Training Package, assessment must ensure each student is able to demonstrate consistent performance in conditions that are safe and replicate the workplace.

Assessment conditions are typical of those experienced in the training and assessment environment and include access to learning program designs in use in the learning environment.

We use a wide range of assessment methods to allow learners to demonstrate competence in a variety of ways, to ensure valid assessment decisions, to ensure that unnecessary demands are not placed on students that may prevent a student from demonstrating competence and to ensure that particular students or groups of students are not disadvantaged.

The assessment methods used may include but will not be limited to any combination of the following:

1. Written questions;
2. Oral questions;
3. Portfolios of evidence; and
4. Practical demonstrations captured on video
5. Written reports
6. Projects
7. Case studies
8. Role plays
9. Third party reports by supervisor or qualified assessor as defined in our assessment instruments

All our assessment tasks will provide for applicants to be informed of the context and purpose of the assessment and the assessment process.

This will include information regarding assessment methods, alternative assessment methods if required to accommodate special needs or circumstances, information will also be included at the start of each unit or course as to the assessment processes, number of assessments, types of assessment and the individual weighting of each assessment.

Our assessments and assessment methods will ensure that we:

- focus on the application of the skill and knowledge as required in the workplace, including:
 - Task skills (actually doing the job)
 - Task management skills (managing the job)
 - Contingency management skills (what happens if something goes wrong)
 - Job Role environments skills (managing your job and its interaction with others around you)
- We will ensure that we assess you in sufficient detail to ensure that we can determine that you have attained competency.
- Staff are available to discuss and provide limited professional advice as to the outcomes of the assessment process and guidance on future options.
- All assessment tasks must consider any language and literacy issues, cultural issues or any other individual needs related to the assessment.
- Re-assessment is available on appeal, see further details in the complaints and appeals policy.

Assessment Standards

All assessments conducted by us will:

1. Comply with the assessment guidelines defined in the relevant nationally endorsed training package. In the case of our training we will ensure that the competency assessment is determined by a vocationally competent assessor who holds the

TAE40116 Certificate IV in Training and Assessment or higher qualification depending on the requirements of the unit being assessed.

2. All of our assessments will lead to the issuing of a Certificate (for everyone who completes the full qualification and a statement of attainment (for everyone who only completes some of the units of competency) under the AQF.
3. All of our Assessments will be:
 - Valid - Assessment methods will be valid, that is, they will assess what they claim to assess,
 - Reliable - Assessment procedures must be reliable, that is, they must result in consistent interpretation of evidence from the student and from context to context,
 - Fair - Assessment procedures will be fair, so as not disadvantage any students.Assessment procedures will:
 - be equitable, culturally and linguistically appropriate,
 - involve procedures in which criteria for judging performance are made clear to all Students,
 - employ a participatory approach,
 - provide for Students to undertake assessments at appropriate times and where required in appropriate locations.
 - Flexible - Assessment procedures will be flexible, that is, they should involve a variety of methods that depend on the circumstances surrounding the assessment.

We achieve this through:

- careful design of the assessments,
- validation and moderation of the assessment materials conducted in our annual review,
- an understanding of the definition and practical application of the above definitions.

Re-Assessment Opportunities

Not Progressing Satisfactorily

In order to demonstrate good academic progress, we expect all students to successfully complete or demonstrate competency in at least 1 unit per month for our 12 month courses completed through a training and assessment pathway and 1 unit per fortnight for our 6 month RPL programs.

Unsatisfactory course progress is determined as failing or not completing at least 1 unit per month and is considered a reportable incident when it occurs in three (3) or more consecutive months.

Assistance with maintaining course progress, will require each student not meeting their obligation to participate in a meeting with their assessor to make a support plan and assessment completion plan.

Not successful in Assessment

Students will be allowed two (2) further attempts at an assessment for which the outcome is Not Satisfactory, within the timeframe of a unit of competency. No additional fees will be charged.

Students who require re-assessment beyond the delivery timeframe of their course and outside of their enrolment period, unless it is due to medical reasons, will be given the opportunity to request an additional time to resubmit and in this time they can request a mentoring/coaching session if required. After that they will be charged an enrolment extension fee.

Reassessments outside of your enrolment period are organised by the Training Manager. Should you be unable to fulfil the unit of competency requirements following a re-assessment, you will be required to repeat the unit of competency. The Training Manager will advise of the cost of repeating a unit of competency and the cost for reassessment.

Student Results and Records

Students' results from assessment are recorded in their student file and on the Connect Training online learning management platform. These results indicate whether competency has been achieved in each specific unit of competency. Completed assessment tasks are kept for a minimum of 12 months, which also complies with any appeal process, if applicable. The actual final result achieved, and details of the unit of competency and/or qualification, must be kept on the students' file for a period of 30 years.

Recognition of Prior Learning

Recognition of Prior Learning (RPL) is available for all students (as per RTO Standards 2015 Standard 1.12), to support students in recognising previous training and experiences, either formally or informally.

What is Recognition of Prior Learning?

RPL is an assessment process that recognises competencies you currently have, regardless of how, when, or where the learning occurred. This includes competencies attained through any combination of formal or informal training and education, work experience, or general life experience.

In order to apply for RPL, students must provide evidence that addresses and meets the requirements of the specific unit.

RPL evidence may take a variety of forms and could include any of the following:

- Certified copies of relevant certificates and/or qualifications achieved;
- References from past and/or current employers;
- Testimonials from clients and previous work samples;
- A substantiated Curriculum Vitae;
- Phone interview;
- Questions and scenarios that need to be responded to;
- Observation of current skills.

To be able to grant RPL, the assessor must be confident that the applicant is currently competent against all components of the unit and must ensure that submitted evidence is authentic, valid, reliable, current, and sufficient.

Who can apply?

Any student who feels their prior learning or experience meets the requirements of a unit or units of competency.

How to apply

Students are advised of different assessment pathways available, and based on their experiences they can make an application for recognition. This is discussed between the student and the course trainer/assessor to review experiences and evidence requirements.

How long will it take to be informed?

We will be in constant contact with you during this RPL process to assist in the collation of your required and relevant RPL evidence, and in following up with any review or questions relating to your experiences. We will also advise you after we have followed up with any of the referees you provided to support your workplace experiences.

Fees and charges

Students already enrolled in the relevant course will not pay any additional fees relating to RPL.

For students not yet enrolled and wishing to undertake an RPL pathway the fees for this are provided against the relevant courses on our website www.connect.edu.au.

Credit Transfer

As part of Standards for RTO 2015 (Standard 3.5), we accept and provide credit transfer for students for any units of competency as long as these meet authenticated AQF and VET certification and transcript requirements (unless licensing or regulatory requirements prevent this).

Certified copies of original certification/transcripts must be provided. These must match the units you are requesting credit transfer for. If the units are from a similar/earlier qualification, these will need to be mapped against the current standard to ensure they are equal. To support a direct credit transfer, consideration must be given to the date the previous training/certificate took place, as well as your currency in the skills and knowledge relevant to the certification. If credit transfer is granted, you may receive a discount on your course costs.

Reasonable Adjustment Policy and Procedure

OUR OBLIGATIONS

We are obliged to make reasonable adjustments where necessary to ensure that students who have any of the characteristics in the definition below are able to participate in education and training on the same basis as students without those characteristics.

DEFINITION

Reasonable Adjustment

Refers to modifications made to the learning environment, certification requirements, training delivery or assessment methods used to help students:

- who have a disability;
- who are culturally and linguistically diverse (CALD);
- who are Aboriginal and Torres Strait Islander (ATSI); and
- who require LLN support;

to access and participate in education and training on the same basis as those who do not have these characteristics.

PURPOSE

To:

- ensure that students listed in the definition above can access and participate in training and assessment on the same basis as other students;
- increase access to, and participation in, training and assessment of students listed in the definition above;
- reduce the impact of the characteristics in the definition above on achievement of a vocational qualification.

PROCEDURE

On enrolment students are required to answer questions about their cultural background, disabilities they may have and take an LLN/Core Skills test. This information is saved on the student's file and is referred to by assessors to inform specific reasonable adjustment practices for individual students.

Before undertaking assessment for any given unit an assessment plan is designed and reasonable adjustment is addressed in this assessment plan. If reasonable adjustment is required the assessor uses the information on the student's file, consultation with the student and the information in this reasonable adjustment policy, to decide on what adjustment/s to the assessment will be effective and reasonable.

Once the reasonable adjustments have been decided they are recorded in the assessment plan for the assessment and this is uploaded on the student's file and the LMS.

RULES

Reasonable adjustment must meet the principles of assessment particularly validity and fairness.

Reasonable adjustment must not impose unjustifiable hardship on Connect Training.

Reasonable adjustment must not affect the integrity of the qualification and units of competency.

Reasonable adjustment must not negatively affect or disadvantage other students.

STRATEGIES

Reasonable adjustment strategy for students with a disability

Using the procedure described under the "Procedure" heading above, the assessor will familiarise themselves with the student's disability and consider the issues that need to be addressed. The assessor will consider the effectiveness of the adjustments below, adjustments that the student may have requested or any other adjustments that may meet the issues that need to be addressed. The assessor will consider if the adjustments are effective, reasonable and meet the requirements under the "Rules" heading above. With this information the assessor will decide on a customised reasonable adjustment strategy to meet the individual student's needs.

Learner difficulty	Reasonable Adjustment
Maintaining concentration	<ul style="list-style-type: none"> • additional time • access to a scribe • split sessions • breaking assessment into appropriate components that can be undertaken separately • providing rest breaks during lengthy assessment sessions • providing alternative assessment methods, such as recording devices for oral testing, or telephone assessments
Expressing knowledge in writing	<ul style="list-style-type: none"> • additional time • access to a scribe • multiple choice and short answer questions in preference to long answer questions • models and practical examples • oral assessment • providing a sign language interpreter
Spelling and/or grammar	<ul style="list-style-type: none"> • additional time • access to a scribe • providing a sign language interpreter • oral assessment • an audiotape or dictaphone • a personal computer with spelling and grammar checkers, dictionaries, thesauruses • special equipment • multiple choice and short answer questions in preference to long answer questions • models and practical examples for the learner to demonstrate what he/she means • other assessment methods such as taped interviews, slide presentations, photographic essays or models
Numbers and numerical concepts	<ul style="list-style-type: none"> • additional time • a calculator

Understanding spoken information and instructions	<ul style="list-style-type: none"> • additional time • rest breaks • split sessions, on the same or successive days, to prevent the learner working for extended periods • simple direct language (plain English) • instructions step-by-step • repetition of information given • asking the learner to repeat what she/he is required to do to check for understanding • demonstrating what is required • providing written information or instructions to complement the spoken version
Communicating orally, for oral assessments	<ul style="list-style-type: none"> • additional time • access to an interpreter • a personal computer with voice synthesiser • a reader of the learner's work
English language	<ul style="list-style-type: none"> • additional time • a dictionary and/or thesaurus • a personal computer with spelling and grammar checker, dictionary and thesaurus
Reading standard-sized print or handwriting	<ul style="list-style-type: none"> • allowing additional time • providing models, graphics or practical examples to illustrate questions • providing oral assessment or recorded questions • providing a reader
Hearing verbal information	<ul style="list-style-type: none"> • providing information in writing • allowing additional time
Physical tasks such as personal care	<ul style="list-style-type: none"> • allowing additional time • agreeing to a career provided by the student

Reasonable adjustment strategy for students who are culturally and linguistically diverse (CALD)

Using the procedure described under the "Procedure" heading above, the assessor will familiarise themselves with the particular characteristics of the CALD student and consider the issues that need to be addressed. The assessor will consider the effectiveness of the adjustments below, adjustments that the student may have requested or any other adjustments that may meet the issues that need to be addressed. The assessor will consider if the adjustments are effective, reasonable and meet the requirements under the "Rules" heading above. With this information the assessor will decide on a customised reasonable adjustment strategy to meet the individual student's needs.

Learner difficulty	Reasonable Adjustment
Cultural background (first language is not English)	<ul style="list-style-type: none"> • Ensure assessment methods are culturally sensitive, especially gender issues
English language Expressing knowledge in writing Spelling and/or grammar	<ul style="list-style-type: none"> • additional time • interpreter/support person • oral assessment • graphics (pictures) instead of text or along with text • multiple choice and short answer questions in preference to long answer questions • models and practical examples for the learner to demonstrate what he/she means • other assessment methods such as taped interviews, slide presentations, photographic essays or models • a personal computer with spelling and grammar checker, dictionary and thesaurus
Numbers and numerical concepts	<ul style="list-style-type: none"> • additional time • a calculator
Understanding spoken information and instructions	<ul style="list-style-type: none"> • additional time • simple direct language (plain English) • instructions step-by-step • repetition of information given • asking the learner to repeat what she/he is required to do to check for understanding • demonstrating what is required • providing written information or instructions to complement the spoken version

Reasonable adjustment strategy for students who are Aboriginal and Torres Strait Islander (ATSI)

Using the procedure described under the "Procedure" heading above, the assessor will familiarise themselves with the particular characteristics of the ATSI student and consider the issues that need to be addressed. The assessor will consider the effectiveness of the adjustments below, adjustments that the student may have requested or any other adjustments that may meet the issues that need to be addressed. The assessor will consider if the adjustments are effective, reasonable and meet the requirements under the "Rules" heading above. With this information the assessor will decide on a customised reasonable adjustment strategy to meet the individual student's needs.

Learner difficulty	Reasonable Adjustment
Cultural background Aboriginal and Torres Strait Islander	<ul style="list-style-type: none"> • Ensure assessment methods are culturally sensitive
Language Writing Spelling and/or grammar	<ul style="list-style-type: none"> • additional time • use a support person • oral assessment instead of writing • graphics (pictures) instead of text or along with text • multiple choice and short answer questions in preference to long answer questions • models and practical examples for the learner to demonstrate what he/she means • other assessment methods such as taped interviews, slide presentations, photographic essays or models
Numeracy	<ul style="list-style-type: none"> • additional time • a calculator
Understanding	<ul style="list-style-type: none"> • additional time • simple direct language (plain English) • instructions step-by-step • repetition of information given • asking the learner to repeat what she/he is required to do to check for understanding • demonstrating what is required • providing simple written information or instructions to complement the spoken version

Reasonable adjustment strategy for students who need Core Skills/LLN support (LLN student)

Using the procedure described under the "Procedure" heading above, the assessor will familiarise themselves with the particular characteristics of the LLN student and consider the issues that need to be addressed. The assessor will consider the effectiveness of the adjustments below, adjustments that the student may have requested or any other adjustments that may meet the issues that need to be addressed. The assessor will consider if the adjustments are effective, reasonable and meet the requirements under the "Rules" heading above. With this information the assessor will decide on a customised reasonable adjustment strategy to meet the individual student's needs.

Learner difficulty	Reasonable Adjustment
Reading	<ul style="list-style-type: none"> • additional time • use a support person • the assessor to go through the assessment with the student and explain it before the student starts • graphics (pictures) instead of text or along with text • multiple choice and short answer questions in preference to long answer questions • self test provided with answers for student to pre-test themselves before the assessment. • simple direct language (plain English) • instructions step-by-step • asking the learner to repeat what she/he is required to do to check for understanding • repetition of information given • demonstrating what is required • providing simple written information or instructions to complement the spoken version
Writing	<ul style="list-style-type: none"> • additional time • use a support person • oral assessment instead of writing • multiple choice and short answer questions in preference to long answer questions • providing templates • models and practical examples for the learner to demonstrate what he/she means • other assessment methods such as demonstrations, taped interviews, slide presentations, photographic essays or models • self test provided with answers for student to pre-test themselves before the assessment
Oral Communication	<ul style="list-style-type: none"> • additional time • use a support person • use a different assessment method other than oral
Numeracy	<ul style="list-style-type: none"> • additional time • the assessor to go through the assessment with the student and explain it before the student starts • use a support person • a calculator • self test provided with answers for student to pre-test themselves before the assessment