

Policy Name	ASSESSMENT POLICY
Policy Number	A002_PO_VET (Academic)
Purpose	This policy provides principles applied to planning, conducting and reviewing assessments associated with the delivery of vocational education and training (VET) at Whitehouse Institute of Design, Australia, (Whitehouse).
Scope	This policy applies to all VET assessment conducted by appropriately qualified Whitehouse staff. It includes the assessment of VET qualifications/units of competency delivered to both domestic and international students at all Whitehouse campuses. Unless stated otherwise the policy also applies to recognition of prior learning (RPL).
Policy Statement	<p>Whitehouse will:</p> <ol style="list-style-type: none"> 1. develop training and assessment strategies for each qualification that it delivers 2. ensure that assessment is conducted ethically by appropriately qualified staff 3. ensure assessment (including RPL) complies with the assessment requirements of the relevant training package qualification or accredited course 4. ensure quality assessment outcomes are achieved through basing the development of assessment processes and instruments on the principles of assessment 5. ensure evidence requirements for assessment purposes are based on the rules of evidence 6. provide Recognition of Prior Learning (RPL) processes under a separate policy 7. specify due dates and approve extensions as required 8. allow resubmission of assessment pieces and supplementary assessments within specified parameters 8. apply consistent grading schemas to VET qualifications/units of competency delivered by Whitehouse 10. provide a process for students to appeal against assessment processes and decisions 11. validate and moderate assessment tools, processes and candidate evidence and assessor decisions 12. publish this policy on the Whitehouse website.
Relevant Legislation	<ul style="list-style-type: none"> • Standards for Registered Training Organisations (RTOs) 2015 • 2016 Higher Education Support Act (2003) • Australia Qualifications Framework (AQF) • ELICOS Standards 2018 on the Federal Register of Legislation
Key Related Documents	<p>Academic Honesty Policy (VET) Academic Misconduct Procedure (VET) Access and Equity Policy (G) Access and Equity Procedure (G) Academic Appeals Policy (VET)</p>

Academic Appeals Procedure (VET)
 Code of Conduct (G)
 Privacy Policy (G)
 Privacy Procedure (G)
 Recognition of Prior Learning Policy (VET)
 Recognition of Prior Learning Procedure (VET)
 Academic Workload Policy (VET)
 Academic Workload Procedure (VET)
 Student Progression and Exclusion Policy (VET)
 Student Progression and Exclusion Procedure (VET)
 Quality Assurance and Continuous Improvement Policy
 Application for Extension Form
 Application for Special Consideration
 Academic Grievance Form
 Assessment Cover Sheet
 Notice to Re-submit Form

Definitions

Appropriately Qualified Whitehouse Staff: are teachers who meet the qualification requirements specified by the Australian Skills Quality Authority (ASQA) at the time the assessment is being conducted.

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.

Assessors: are persons who assess a learner's competence in accordance with requirements set out in the [Standards for Registered Training Organisations 2015](#).

Australian Qualifications Framework (AQF): means the framework for regulated qualifications in the Australian education and training system, as agreed by the Commonwealth, State and Territory ministerial council with responsibility for higher education.

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.

Principles of Assessment

Fairness – the individual learner's needs are considered in the assessment process.

- Where appropriate, reasonable adjustments are applied by the RTO to take into account the individual learner's needs.
- 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.

Flexibility - Assessment is flexible to the individual learner by:

- 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 – any assessment decision of the RTO is justified, based on the evidence of performance of the individual learner.

Validity requires:

- 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 – evidence presented for assessment is consistently interpreted and assessment results are comparable irrespective of the assessor conducting the assessment.

Recognition of Prior Learning (RPL): means 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:

- a) formal learning refers to learning that takes place through a structured program of instruction and is linked to the attainment of an AQF qualification or statement of attainment (for example, a certificate, diploma or university degree)
- b) non-formal learning refers to learning that takes place through a structured program of instruction, but does not lead to the attainment of an AQF qualification or statement of attainment (for example, in-house professional development programs conducted by a business) and
- c) informal learning refers to learning that results through experience of work-related, social, family, hobby or leisure activities (for example the acquisition of interpersonal skills developed through several years as a sales representative).

Rules of Evidence

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.

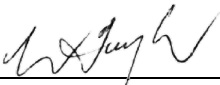
Sufficiency – the assessor is assured that the quality, quantity and relevance of the assessment evidence enables a judgement to be made of a learner's competency.

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. This requires the assessment evidence to be from the present or the very recent past.

Training product - AQF qualification, skill set, unit of competency, accredited short course and module.

	<p>Unit of competency: means the specification of the standards of performance required in the workplace as defined in a training package.</p> <p>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 courses are met. It includes reviewing a statistically valid sample of the assessments and making recommendations for future improvements to the assessment tool, process and/or outcomes and acting upon such recommendations.</p> <p>VET qualification: a nationally recognized qualification that is delivered by a registered training organisation such as TAFE, private provider or and vocational division of a university.</p>
Responsible Officer	Academic Directors
Date Approved	17/08/2018
Date of Commencement	17/08/2018
Date for Review	17/08/2021
Documents superseded by this Procedure	A003_PO_VET (Academic) Assessment Policy
Amendment History	<p>10/04/2017 Policy revised to better comply with standards.</p> <p>10/2016 Policy and Procedures separated and HE and VET documentations separated. Updated formatting and minor amendments.</p> <p>01/2016 Late submission penalties and late submission amended for a 0-49 marking band. Reporting lines within the document amended as per new operational chart.</p> <p>06/2014 Late Submission Penalties changed based on benchmarking. Special Consideration, Extensions and Adjustments collated and process of application reviewed. Minor adjustments to higher education policy wording.</p> <p>11/2012 Changed formatting – included procedure and policy in one document. Minor adjustments and inclusions to policy wording – no material change Semester 2, August 2012. Effective from</p> <p>30 /03/2012 Approved - Academic Board, Agenda item number 5.4.</p>

Signed and dated for Whitehouse Pty Ltd		Les Taylor	17/08/2018
	Signature	Name	Date

INFORMATION FOR PUBLISHING ON POLICY REGISTER	
Category	Academic
Stakeholders	Academic Board Executive Management LTACC Committee Academic Staff Administration Staff Students