

# Assessment Policy

## Purpose

ANMF (Vic Branch) Education Centre is committed to a fair and transparent assessment process, ensuring that the individual needs of the learner are considered without compromising the validity of the assessment itself or the assessment process.

As such a robust system of checks and balances is in place to ensure that assessments reflect all the requirements of the Training Package and associated performance criteria across each unit. The document outlines the approaches taken to ensure fair and transparent assessment processes by ANMF (Vic Branch) Education Centre and the assessment arrangements of the qualifications and courses provided by ANMF (Vic Branch) Education Centre.

## Competency Based Assessment

As a provider of vocational training and education programs, ANMF (Vic Branch) Education Centre provides competency-based training and assessment. This means that learners are assessed against industry determined competency standards which are set out in the related Training Package or Accredited Course guidelines. These competency standards describe the discrete work tasks and knowledge as well as the technical and employability skills that a person needs to perform effectively in the workplace.

According to the Standards for RTOs 2015, competency is defined as *“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.”*

## Scope

The Assessment Policy applies to all learners within ANMF (Vic Branch) Education Centre and all assessment(s) undertaken by learners ANMF (Vic Branch) Education Centre of nationally recognised units of competency or qualifications. This includes predesigned assessment procedures and RPL assessments undertaken by, learners, staff, contractors and other third-party providers who work on behalf of the RTO.

## Policy

- i. All assessment activities conducted by ANMF (Vic Branch) Education Centre will adhere to the Standards for Registered Training Organisations (RTOs) 2015 as outlined by ASQA, the Conditions and Standards of the AQTF and the Guidelines for VET Providers outlined by the VRQA and Skills First funding requirements.

- ii. Assessment practices will be designed to accommodate the diverse needs of learners, including those with disabilities or special requirements.
- iii. ANMF (Vic Branch) Education Centre will provide training and resources to its trainers and assessors to ensure they understand and implement effective assessment strategies in accordance with the policy.
- iv. ANMF (Vic Branch) Education Centre will regularly review and update its assessment processes to ensure ongoing alignment with regulatory changes and best practices.
- v. To provide clear guidelines for the delivery, and assessment of training programs in compliance with regulatory standards.
- vi. To uphold the principles of fairness, consistency, and transparency in learner assessment.
- vii. To ensure that assessment practices are aligned with the principles of competency-based training and assessment (CBT&A).
- viii. Assessment practices and tools will be validated to ensure they are accurate, consistent, and meet regulatory standards and industry needs.
- ix. If learner's require assessment support, please refer to the Learner Support Framework.

### Training Delivery Policy

- i. The location of training, mode of delivery, duration, pre-requisites (if any), entry requirements, work placement requirements (where applicable) are published on the ANMF (Vic Branch) website and in the learner handbook.
- ii. All course specific details are published on the course pages on the ANMF (Vic Branch) website and Course Guide Booklet.
- iii. In the case of educator absence, ANMF (Vic Branch) Education Centre will make every possible attempt to find a replacement educator, however there may be delays in start and finish times.
- iv. The ANMF (Vic Branch) Education Centre reserves the right to make changes to the delivery of courses based on enrolment numbers. If any learner is disadvantaged, ANMF (Vic Branch) Education Centre will take reasonable measures such as refunds (as per Fees, Charges and Refunds Policy), referral to other ANMF (Vic Branch) Education Centre courses and encourage learners to re-apply in future.
- v. Any changes to the delivery schedule will be published on the ANMF (Vic Branch) website or EP for learner and staff perusal.
- vi. All learning resources such as PowerPoint presentations, readings, case studies and other references are made available on EP.
- vii. All external / remote learner correspondence with educators occurs in EP messaging and discussion forums. For accredited courses two-way learner-educator communication can also occur via the educator's ANMF (Vic Branch) email address with the Education Coordinator being copied in to all such correspondence.
- viii. In-person courses are delivered in a classroom setting on the premises of the ANMF (Vic Branch) building (535 Elizabeth St Melbourne 3000) and this may also include online

activities, simulated-based activities in a simulated clinical environment and in work placements where required.

## Assessment Delivery Policy

Assessments will be delivered in a manner that allows learners to demonstrate their competence in accordance with the relevant Training Package or qualification Assessment Conditions.

ANMF (Vic Branch) Education Centre uses a range of assessment methods to produce valid decisions and recognises that learners demonstrate competence in a variety of ways, including:

- **Direct observation** – in real time in the workplace or in a simulated off-the-job situation that reflects the workplace. Learners will be required to demonstrate skills within the classroom or simulated environment while being observed by an assessor.
- **Product based methods** – structured assessment activities such as reports, displays, work samples, role plays and presentations.
- **Portfolio** – a purposeful collection of work samples of annotated and validated pieces of evidence, compiled by the learner. Evidence could include written documents, photographs, videos, or logbooks.
- **Questioning** - applicable to the assessment of knowledge evidence and could be written or oral questions, conducting interviews and questionnaires. Written responses may include short answer questions, or problem-solving exercises or questions that require critical thinking and research.

## Fair and Consistent Assessment

ANMF (Vic Branch) Education Centre will ensure a fair and equitable assessment process, and has developed the following provisions for assessment in all courses:

- i. Clear instructions for learners and assessors based on defined assessment criteria.
- ii. Resources designed to support assessment gathering and evaluation.
- iii. Written feedback for learners and further opportunities to be re-assessed.
- iv. Effective dispute resolution and assessment appeals processes which will be used to examine and investigate any claims of unfairness or disadvantage. See the Complaints and Appeals Policy for further information.

Trainers and assessors will apply assessment practices that adhere to the Principles of Assessment and the Rules of Evidence.

## Principles of Assessment

Fairness: Assessment is fair to the individual learner by:

- considering the learners needs in the assessment process and

- where appropriate, reasonable adjustments are applied by the RTO to consider the individual learner's needs.
- the RTO informs the learner about the assessment process and provides the learner with accurate instructions and the opportunity to appeal 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.
- 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.
- providing clear instructions and benchmarking and assessment guides

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: Assessment is reliable to the individual learner by:

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

### 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.

## Assessment Declaration Policy

ANMF (Vic Branch) Education Centre is committed to providing our learners with a positive and supportive learning experience. To ensure learners can prepare appropriately for all assessments, learners will be appropriately informed of the assessment arrangements for each unit of competency or cluster of units.

Learners will be:

- informed of the arrangements, context and purpose of all assessment tasks prior to the beginning of assessment
- informed of the performance criteria against which they are being assessed; and
- given advance warning of all assessment arrangements.

To ensure ANMF (Vic Branch) Education Centre is providing learners with the appropriate educational learning support, learners are required to complete the Assessment Declaration form prior to beginning each assessment.

- i. This form is to be completed, signed, and dated prior to beginning the assessment.
- ii. This form is to ensure learners are ready and have received all required learning support to undertake assessment, according to the assessment conditions.
- iii. If learners do not feel ready to begin assessment, it is the learner's responsibility to contact their trainer and assessor and ANMF (Vic Branch) Education Centre to organise an Individual Learning Plan that supports their educational learning needs.
- iv. If the learner has not advised the assessor if they are not ready for assessment, complete the assessment and receive a Not Yet Satisfactory outcome it will count towards an assessment attempt. Learners do have the right to appeal the assessment outcome according to the Complaints and Appeals Policy.

## Reasonable Adjustment Policy

Reasonable adjustment refers to modifications or accommodations made to assessment processes and conditions that enable learners with disabilities or specific needs to demonstrate their competencies while maintaining the integrity and standards of the assessment. These adjustments aim to provide equal opportunity for all learners to access and participate in assessments without unfairly disadvantaging those with disabilities or unique requirements.

- i. This request must be received prior to the due date of an assignment or the administration of an assessment. The reasons for requiring the special consideration should be clearly documented on the Special Consideration application form and forwarded to the Education Coordinator. Evidence to support the request (e.g., medical certificate) should be submitted.
- ii. Reasonable adjustment will only be applied if it does not compromise the integrity of the assessment. Learners can appeal if reasonable adjustment is not granted in line with the

Complaints and Appeals policy of ANMF (Vic Branch) Education Centre and does not compromise the integrity of the assessment and training package requirements.

- iii. Learners will need to apply for reasonable adjustment by contacting the Education Coordinator.

### Reasonable Adjustment Examples

Read the following example of what is considered reasonable adjustment and what is not considered reasonable adjustment.

**Reasonable adjustment:** *If an assessment requires a learner to answer questions but the learner is having trouble reading the question, reasonable adjustment may include adjusting the format of the text or the assessor verbalising the exact question without making any changes to what was written.*

**Not reasonable adjustment:** *HLTAID011 Provide first aid performance evidence requires learners to perform at least 2 minutes of uninterrupted single rescuer cardiopulmonary resuscitation (CPR) on an adult resuscitation manikin placed on the floor. If a learner cannot get on the floor due to difficulty or injury and requests the manikin to be placed on a table this is NOT reasonable adjustment as the training package requirement specifically states, the manikin must be on the floor.*

### Assessment Submissions Policy

- i. It is the learner's responsibility to report technical issues concerning the Education Portal (EP).
- ii. It is the learner's responsibility to ensure the correct assessment, along with other required documents, are uploaded in the correct allocation on EP. The assessments will not be marked and will count as an assessment attempt.
- iii. All assessments are due after the delivery of the theoretical component of the assessment, unless otherwise instructed by the educator.
- iv. Learners will receive three (3) attempts for a Satisfactory assessment outcome.
- v. Learners will receive a Not Yet Satisfactory assessment result if assessments are not completed and submitted on or by the due date.
- vi. Learners are required to keep a copy of the completed assessments to be produced on request.
- vii. Assessments submitted via email will not be accepted.

### Assessment Re-Attempts Policy

- i. If a learner is assessed as 'Not Yet Satisfactory' on their first attempt, on all or part of a unit assessment or has not submitted the learner will be provided with an opportunity to be re-assessed. If the learner does not submit by the new due date, it will be counted as a second attempt.
- ii. If the learner does not submit their second attempt by the due date a final attempt will be granted.

- iii. If the learner does not submit or have a Satisfactory outcome on the third and final attempt the Education Coordinator will discuss the options of re-enrolment in the unit(s).
- iv. Learners will be provided with written feedback to assist them in identifying the gaps in their knowledge and skills.
- v. In the first instance the assessor will need to discuss the initial assessment outcome with the learner and decide on an appropriate course of action prior to re-assessment. This may include further training and/or further workplace experience.
- vi. There is no penalty applied for re-submission for second and third attempts.
- vii. If a learner is still deemed Not Yet Satisfactory after three (3) attempts to re-assess, the matter will be referred to the Education Coordinator for discussion and resolution. The learner may be required to undertake further learning and possibly re-enrol in the relevant unit of competency, therefore paying a further course fee for that unit.
- viii. Learners can appeal assessment decisions in line with the Complaints and Appeals policy of ANMF (Vic Branch) Education Centre.

### Assessment Extensions Policy and Process

ANMF (Vic Branch) Education Centre recognises that there are circumstances in which learners may encounter difficulties meeting assessment deadlines due to unforeseen circumstances. This policy and process aims to provide a fair and consistent approach to granting assessment extensions while maintaining academic integrity.

Assessment extensions may be granted for valid reasons, including but not limited to:

- Medical reasons
- Family emergencies
- Personal crises
- Technical issues affecting online assessments

### Policy

- i. Learners must submit extension requests 14 calendar days before the original assessment deadline unless the learner has supporting evidence to why an extension request could not be submitted earlier. Late requests may be considered on a case-by-case basis at the discretion of the Education Coordinator or Education Manager.
- ii. Assessment extension may be granted up to 14 calendar days.
- iii. A maximum of two (2) extensions per assessment can be granted. If an assessment outcome cannot be determined after two (2) extensions or 28 calendar days, regardless of how many attempts the learner has submitted, the learner will either receive a final result of 'Not Yet Competent' which may be recorded on their USI transcript, or they will be withdrawn from the unit and may have to re-enrol at the unit, additional fees may apply.
- iv. If an extension has been submitted, in such scenarios the Education Coordinator will discuss the option to re-sit the unit / assessment with the learner.

- v. In the event that the course has / is concluding, the learner will have 60 calendar days to submit their assessments and receive a Competent result. All three (3) assessment attempts, if applicable, must be conducted in this 60 calendar day timeframe. The course will be finalised after 60 calendar days.
- vi. In the event that the course has concluded, even with an extension the learner has 60 calendar days to finalise and complete their course after conclusion of the training according to the timetable and Training and Assessment Strategy (TAS). This allows for time after the due date for the assessor to mark the work and request another attempt, if applicable. If the learner does not finalise their assessments in this time, they will either receive a final result of 'Not Yet Competent' which may be recorded on their USI transcript, or they will be withdrawn.
- vii. If a Competent result cannot be achieved in the 60 calendar days, the Education Coordinator will contact the learner to discuss finalising, withdrawing or re-enrolling.
- viii. Indefinite assessment extensions are not available due to RTO compliance requirements, course design and timetables. The courses are marketed as a structured course according to the timetable. Learners have the option to re-enrol, at additional fees.
- ix. If an extension has not been received it is counted as an assessment attempt, and a new submission date will be provided. Please refer to the Assessment Re-Attempts above.
- x. If assessments are not submitted prior to the due date of the assessment, this counts as an assessment attempt. However, in extenuating circumstances the Education Coordinator may override the attempt assessment outcome, evidence will need to be provided to the circumstance for this to be considered.

## Process

- i. Learners should discuss with their trainer if they are anticipating difficulties completing an assessment by the due date.
- ii. Assessment forms must be submitted 14 calendar days prior to the due date unless the learner has supporting evidence to why an extension request could not be submitted earlier.
- iii. Without an extension form, trainers and assessors may grant extensions for up to two (2) working days from the assessment original due date at their discretion, if learners require a longer extension the learner needs to apply for an extension via the T07 Special Consideration Application/Request for Extension form.
- iv. Assessment extension applications must be submitted before the assessment due date.
- v. Late applications may be accepted if evidence is provided to support extenuating circumstances that affected the submission.
- vi. Learners must complete the T07 Special Consideration Application/Request for Extension form citing the reasons for request along with documentary evidence.
- vii. This application must be submitted to trainer and assessor or [education@anmfvic.asn.au](mailto:education@anmfvic.asn.au) via email.
- viii. Extension applications will be reviewed by the Education team and trainer and assessor to decide on an outcome.
- ix. The trainer and assessor will advise the learner of the extension request outcome.



- x. Extension request outcome may be appealed according to the Complaints and Appeals policy and process.
- xi. A copy of the extension request and any appeals will be recorded in the learners VETtrak file.

### Assessment Records Retention Policy

ANMF (Vic Branch) Education Centre will operate and maintain a consistent, secure and reliable system for recording and storing all assessment decisions.

ANMF (Vic Branch) Education Centre will maintain master copies of learner assessment and training resources for each unit or cluster of units for a minimum period of one (1) year post completion of the related unit. Records may be maintained between 3-7 years if the candidate was funded by Skills First. Retention depends on the contract the candidate was enrolled under.

Overall competency results will be maintained for 30 years.

Records will be maintained to ensure that the following are accessible:

- a) The assessment schedule for each unit of competency if applicable.
- b) A master copy of all assessment tasks, including tests, assignments, and role plays, projects and any other type of assessment task used to assess any enrolled learner or RPL candidate.
- c) A master copy of any workplace logs or workbooks used to form the evidence of competency including at least one sample of a completed log or workbook.
- d) Completed learner assessments with results, which includes an outcome against each discrete assessment task.
- e) An assessment summary and overall results for each unit, and for each learner.

#### Approved by

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October 2024

