

Policy and Procedure

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SECTION 1 – INTRODUCTION

PURPOSE

This document is designed to provide established policies and procedures to aid all staff of Ivy Institute Pty Ltd.'s (Ivy College) with the assessment process, including validation and moderation, in order to ensure compliance with the *Standards for Registered Training Organisations (RTOs) 2015* (the Standards).

SCOPE

This Policy and Procedure applies to all students and staff involved directly and indirectly with assessment.

SECTION 2 – POLICY

PRINCIPLES

The Assessment Policy and Procedure is committed to and guided by the principles:

- procedures for assessment are explicit, sufficient, valid and reliable
- assessment tasks reflect the learning outcomes as stated in the unit outline and unit of competency
- students are made aware of assessment requirements in the first week of delivery following enrolment.
- internal moderation should occur across qualifications at the level of individual unit assessment tasks
- Ivy College maintains transparent and fair mechanisms for marking and moderating assessments
- Moderation processes are evaluated informally and formally.

POLICY

As a Registered Training Organisation Ivy College is committed to operating within a competency-based training system which encompasses competency-based assessment in compliance with the *Standards for Registered Training Organisations (RTOs) 2015* (the Standards).

SECTION 3 – PROCEDURE

INSTRUCTIONAL RESOURCES

The detail for the delivery and assessment for each unit is provided in the form of a resource kit, known as the 'Trainer / Facilitator Guide'.

Each unit of competency contains:

- the unit title and code
- version control information; training package code; package version; document version
- unit information—as per training package information—including:
 - identification of the qualification level (Unit Codes)
 - unit descriptors, legislative, licensing or regulatory requirements, prerequisites and co-requisites, methods of assessment
 - the range statement
 - employability skills, required skills and knowledge and critical aspects for assessment
- instructions on how the trainer/ facilitator and learner/ participant guides should be used and a checklist for addressing Recognition of Prior Learning (RPL)/ Credit Transfer (CT).
- instructions for trainers, facilitators, assessors and learners or candidates for assessment, regarding participation in assessments
- information regarding assessment structures and requirements, including:
 - an explanation of competency assessment and access and equity needs
 - instructions for trainers, facilitators and assessors relating to customisation and contextualisation of learning content and of assessments
- text (learning/ theory content) that addresses each performance criteria and provides underpinning knowledge through a narrative that describes the processes, tasks or procedures that learners must demonstrate to be assessed as competent
- a series of assessment instruments providing for the collection of a range of evidence to support a judgement of competence

ASSESSMENT METHODOLOGY

Assessment is based on a formative and summative assessment model, with holistic assessment being applied where possible.

Formative assessment tasks are included at certain points in the learning sequence in order to assist learners to judge their progress and to seek assistance from the trainer/assessor.

Summative assessment tasks occur at the completion of the learning experience, where appropriate.

Combined, the formative, summative and holistic assessment tasks provide the assessor with sufficient evidence to enable an assessment decision to be made in regard to the participant's competency, once authenticated as being the work of that participant.

BENCHMARKS FOR ASSESSMENT

The benchmarks for assessment in industry are the endorsed National Competency Standards, as relevant to each qualification. These standards detail what constitutes vocational competence in a range of occupations at different levels of complexity. They also outline whether the units of competency can be assessed on- or off-the-job. These benchmarks are used by Ivy College in conducting the assessment.

ASSESSMENT TOOLS

Ivy College assessment tools incorporate both the instruments and the instructions for gathering and interpreting of evidence, and may include:

- specific instructions to candidates—incorporated into the unit and available to each student at the commencement of the unit
- assessment tasks appropriate to each Australian Qualifications Framework (AQF) Level that can take a number of forms including: short tests and quizzes, observation schedules, simulation activities, practical projects, demonstrations, individual/group projects, written/oral tests and/or portfolios, dependent on the AQF Level and the nature of the competency concerned
- examples of acceptable responses—included in the Trainer / Facilitators Guide
- rules of judgements in holistic competency assessment—included in the Trainer / Facilitators Guide, where applicable
- Assessment validation maps / competency review tools providing elements and performance criteria.

The specific National Training Package and the competency standards contained therein provide information to guide assessment of each of the units of competency. Using these resources, Ivy College has developed, externally or internally, a range of assessment instruments incorporating tasks appropriate to the AQF Level of each qualification. Attention is paid to validity, reliability, fairness, flexibility and generic/employability skills.

ASSESSMENT INSTRUMENTS

Recommended instruments are provided within the instructional resources for each unit. These are developed with internal and external resources and are provided to trainers and assessors via our learning management system (LMS). Marking guides/criteria/observation checklists are also provided.

Staff wishing to develop additional assessment instruments for incorporation within the resources can do so in conjunction with the Director of Learning. Marking guides/model answers must be provided as part of this process and care taken to ensure that each assessment instrument is aligned to the AQF level appropriate to the Unit of Competency concerned.

Assessment instruments are regularly subjected to validation processes to ensure continuing validity, reliability, fairness and flexibility. Information in regard to this process follows within this document.

QUANTUM OF ASSESSMENT

This will be linked to the number of performance criteria and nominal duration of each unit, and will comply with the requirements stated within the relevant National Training Package.

The quantum of assessment related to each unit will be reviewed as part of the validation process to ensure that there is enough evidence being gathered to judge consistency of performance over a period of time, and the ability to transfer skills to new and different situations.

SKILLS RECOGNITION

Learners may seek Skills Recognition, including Recognition of Prior Learning (RPL), for individual Training Package units of competency based on previous completion of structured training programmes, demonstration of competency or previous industry or life experience.

Skills Recognition procedures will be in accordance with the National Standard. Full information is available within Ivy College's Credit Transfer Policy and Recognition of Prior Learning Policy.

REASONABLE ADJUSTMENT TO ASSESSMENT

Reasonable adjustment is a concept and requirement within the *Disabilities Discrimination Act 1992* and is designed to ensure that all people are treated equally in both the delivery and assessment processes. It is expected that a person with a disability or specific medical condition that could negatively impact on the assessment of his/her studies will be able to advise Ivy College in regard to what adjustment(s) he/she needs to be able to demonstrate competence. If necessary, Ivy College will seek timely advice from government agencies, support organisations or medical authorities to determine what needs to be done to accommodate the needs of the individual, or to verify that the stated condition justifies eligibility for reasonable adjustment.

¹Below are some of the practical things that can be done as part of providing reasonable adjustment to learners with specific support needs to enable them to undertake training and assessment. Clearly, each case will be different and will need to be discussed with the person and in some cases expert help will be needed, at least in the initial stages.

Type of Disability	Reasonable Adjustment
Acquired brain injury	Memory aids (posters, notes etc.) Reflective listening skills Stress minimisation Time and patience
Hearing impairment	Audio loops for people using hearing aids Plain English documents Fire and alarm systems with flashing lights Sign language interpreters Telephone typewriters
Intellectual disability	Additional time Assessment which is appropriate to the skill (i.e. avoiding written assessment for practical tasks) Mentors Plain English documents Practical learning sessions Repetition of learning exercises
Mobility impairment	Access to aids such as for holding documents Adjustable tables Lifting limits Note taking support Oral rather than written presentations

¹ Extract from Assessment Guidelines section of BSB07_R7 (Business Services Training Package)

	Personal computer Wheelchair access
Psychiatric disability	Identification and avoidance of stresses Ongoing rather than formal assessments Reflective listening skills 'Time-out' breaks in assessment
Speech impairment	Information summaries Stress minimisation Time and patience Written rather than verbal opportunities
Vision impairment	Additional writing time for assignments/tests Audio tapes Braille translations Enlarged computer screen images Enlarged text and images Good lighting or reading lamps Guide dog provision Informing the person before moving furniture Voice synthesisers on computers

This means that, wherever possible, 'reasonable' adjustments are made to the assessment process to meet the individual needs of candidates. (In certain cases, applicants will be required to provide third-party evidence of the stated condition to be eligible for reasonable adjustment.)

This principle can also be applied to members of other equity groups, at the discretion of the Director of Learning.

ASSESSMENT VALIDATION

Moderation of assessment judgements will be undertaken in accordance with the Ivy Assessment Validation Policy to ensure consistency, reliability, validity and accuracy of assessment outcomes and practices.

GUIDELINES FOR CONDUCTING ASSESSMENT

Under no circumstances should the assessment be conducted in a way that does not require the learner to demonstrate the skills, knowledge and understanding covered by the competencies. The assessor should refer to section 'Reasonable Adjustment to Assessment' if such consideration is applicable.

Procedural detail will be provided in the Facilitator / Trainer Guide for each Ivy College unit.

ASSESSMENT SYSTEM GUIDELINES

Units of competency (units) may be clustered together for training delivery and assessment purposes. Units in a cluster will integrate knowledge and skills and mirror real work tasks in a meaningful way. The minimum number of units in a cluster will be one.

Clustering arrangements will take into account the advice on the interrelated assessment of units that is contained in the Evidence Guide of the relevant endorsed Unit(s) of Competency.

These clusters will be referred to as Ivy College units and an assessment plan will be developed for each and incorporated into the relevant Facilitator Guide.

USE OF REPORT CODES

Ivy College may provide students with a final report, otherwise known as the academic transcript. The following Report Codes apply to Ivy College academic transcripts:

Not Yet Competent	NYC
Competency Attained	CA
Approved Withdrawal	AW
Did Not Complete	DNC
Recognition of Prior Learning	RPL

A student must attempt and submit all pieces of assessment as required within the unit. If he/she does not attain the standard set for competency within every piece of assessment, he/she will be deemed to be 'Not Yet Competent'.

Any student who fails to submit an assessment task within the time-frames provided, and has not made prior arrangements with the trainer, will be deemed 'Not Yet Competent' for that piece of assessment, unless appropriate documentation (such as a medical certificate) is presented.

WORKPLACE AND/OR CLINIC ASSESSMENTS

Some units are best assessed in the workplace or in a realistic simulated workplace setting or clinical environment with paying clients, as prescribed in the relevant Training Package.

Students currently employed, or undertaking a work placement, may be assessed following observation of their workplace performance in conjunction with their workplace supervisor/manager. Students must submit a Nominated Workplace Supervisor form in advance to allow Ivy College's Student Services staff member the opportunity to verify the suitability and qualifications of the nominated supervisor/manager. If approved, both the student and the nominated supervisor/manager will be formally notified by Student Services and provided with the necessary documentation and instructions.

Ivy College Clinics are offered to students for targeted skills development and competency assessment for some UoC. These Clinics provide the opportunity for students to work with real clients and be assessed in accordance with training package requirements.

PAID/VOLUNTEER WORK PLACEMENTS

Many Ivy College UOC are best assessed following observation of students' workplace performance. Some Ivy College courses include a mandatory work placement component comprised of a minimum number of hours of paid/volunteer work. During a students work placement they will be required to undertake a number of specified workplace tasks under the supervision of an approved workplace supervisor/manager.

Where a work placement arrangement is made, either by the student or Ivy College, a Work Placement Agreement must be completed and the original returned to Student Services. At the time a Work Placement Agreement is entered into, the allocated trainer will provide students with information on the way assessments are to be conducted and recorded.

During a students work placement they will be required to complete an activity log book that has been specifically prepared to cover practical aspects of their course. Nominated supervisors will observe the student perform workplace tasks, using checklists provided, and sign the student logbook and detail any feedback on how the student performance matches current industry and workplace requirements. Upon completion of the students work placement the logbook must be signed, by both the student and nominated supervisor, and returned to the trainer/assessor.

Ivy College's trainer / assessor will use the logbook along with any additional supporting evidence to inform an assessment of competence for relevant units of competency in the course. The assessor may also contact the nominated supervisor directly to gather further information on a students' performance.

ARRIVING LATE / FAILING TO ARRIVE TO SUPERVISED ASSESSMENTS

Students who arrive 15 minutes or more after the agreed commencement time of a supervised assessment task with an Ivy College assessor may not be permitted to undertake the assessment at that time. Students should arrive at least 10 minutes before the commencement of an assessment.

Any student who fails to arrive to complete a supervised assessment activity and does not present valid certification (e.g. a medical certificate) to Student Services, must arrange with Student Services to re-attempt that assessment within 10 working days or he/she will be deemed 'Not Yet Competent' within that unit and this result will be recorded in the student's record.

RE-ASSESSMENT

Re-assessment refers to the opportunity provided to candidates for a second assessment attempt after a 'Not Yet Competent' result was received from the first assessment attempt or where the student has failed to submit an assessment task within the specified time-frames.

Students receiving an assessment result of 'Not Yet Competent' will be provided with feedback and additional training then arrangements will be made for re-attempting the assessment. Such second attempts must be within 10 working days of the release of the original result.

Where a student does not demonstrate competency for a given unit the student is awarded a NYC result.

Ivy acknowledges that there may be certain special circumstances that impact a student's re-assessment performance that may result in a 'Not Yet Competent' grade. Students who are in this situation should contact their Trainer to discuss their circumstances.

If the Trainer deems it appropriate a *request for an additional assessment attempt* form can be completed by the Trainer for review. Ivy will review the application and may award the student a third and final attempt.

ASSESSMENT APPEALS PROCESS

Sufficient evidence must be maintained to ensure that the assessment outcomes can be appealed. Information of this process is covered within Ivy College Assessment Appeals policy and procedure.

CHEATING

Cheating is the taking of any unauthorised material or electronic device into an assessment activity, irrespective of whether or not this is used by the student to assist him/her to complete that assessment.

After investigation, any student found to be cheating will have his/her assessment activity cancelled, and no re-submission of assessment will be accepted. The assessment outcome of 'Not Yet Competent' will be recorded for that unit, and he/she will be placed on probation. He/she will be scheduled to re-commence that full unit, and additional fees will be applied.

Any further incidence of proven cheating or other unacceptable behaviour will result in cancellation of the student's enrolment. In the event that this occurs, no refund of fees will be possible, and Ivy College will not assist with work placement.

The written notice of Ivy College's decision will inform the student that he or she is able to access Ivy College's Complaints, Grievances and Appeals Process and has 21 working days from the nominated date in which to do so.

PLAGIARISM

Plagiarism occurs when someone presents the thoughts or writings of another person as his/her own. Students are, therefore, required to acknowledge all direct quotations, ideas, paraphrased writings and statistical information.

Plagiarism is a form of cheating, and is one of the most serious offences any writer can make. Any student found to be plagiarising will be regarded as having cheated, and the same conditions will be applied as recorded in the Cheating section above.

Ivy College uses *Turnitin* text-matching software to help identify potential plagiarism in student submitted work. *Turnitin* can identify matches in millions of texts from books, journals, web pages, and previously submitted documents.

It is important to note that by submitting an assessment, the student is providing consent for their personal data to be passed into the *Turnitin* system and that their work will be stored in the database for checking against the work of future students.

Not all assessments may be required to be sent to *Turnitin* for checking.

Please refer to the Turnitin procedure under Section 4 of this document for information about submitting via the LMS.

SUBMISSION OF ASSESSMENT TASKS

All assessment tasks required for completion of a unit are to be completed and submitted by the scheduled due date as applicable and following the instructions contained in the Ivy College LMS Student User Manual.

To safeguard against accidental loss of assignments, it is expected that students will keep a copy of each assignment either soft copy (on computer) or a hard copy. Students are reminded to save their work on an ongoing basis when logged in to the LMS. In the event of loss occurring, the student will be required to submit a new copy of the assignment concerned.

RETENTION OF ASSESSMENT RECORDS

For information in relation to the retention of assessment records, refer to Ivy College's Privacy Policy.

SECTION 4 – REFERENCE AND SUPPORTING INFORMATION

DEFINITIONS

ASSESSMENT

Assessment is the process of collecting evidence and making judgements as to whether competency has been achieved and also making judgement as to whether the collected evidence can have been authenticated as being the work of the student. This must be conducted in accordance with statutory requirements, such as mandated within the AQTF.

Formative Assessment - evaluation occurring during the provision of the training and education service to ascertain areas of learning difficulty as a basis for further instruction.

Summative Assessment - used at the end of an Ivy College unit to give a final indication of a learner's progress. It is an appraisal of the extent to which the total competency outcomes have been achieved.

Holistic Assessment (also known as Integrated Assessment) – covers the 'whole of job' role or function that draws on a number of units of competency.

ASSESSMENT INSTRUMENT(S)

This consists of the specific questions or activity developed to allow the candidate to clearly demonstrate the attainment of competency. Each assessment instrument must be supported by objective criteria on which the assessor will base the assessment decision, such as model answers, listing the key points.

Assessment instruments may address a cluster of competencies as applicable for holistic assessment.

ASSESSMENT MATERIAL(S)

Assessment materials are any resources that assist in some part of the assessment process. They may include information for the student or assessor, assessment tools or resources for the quality assurance strategies of the assessment system. (Sourced from: ANTA, *AQTF Learning and Assessment Strategies*)

ASSESSMENT PROCESS

The agreed series of steps that is undertaken within the assessment delivery, recording and reporting cycle.

ASSESSMENT TOOL(S)

Ivy College's assessment tools incorporate both the instruments and the instructions for gathering and interpreting of evidence. Descriptions of typical competent performance are also included.

COMPETENCY

Competency is the ability to perform particular tasks and duties to the standards of performance required in employment. Competency requires the application of specified skills and knowledge relevant to effective participation in an industry, industry sector or enterprise.

COMPETENCY STANDARDS

Competency standards are national standards that define the work skills and underpinning knowledge required for effective performance in the workplace. The standards, otherwise known as *units of competency*, are determined by industry and form a fundamental component of Ivy College courses and training products (national units of competency, qualifications or accredited courses).

COMPLETED ASSESSMENT ITEMS

The actual piece(s) of work completed and submitted by the student for the purposes of assessment.

ELEMENTS

An element is the basic component of each unit of competency that describes the tasks that make up the broader function or job described by the unit.

IVY COLLEGE SUBJECT STRUCTURE

Ivy College may cluster together complementary endorsed units of competency for the purpose of quality delivery of instruction, and more holistic assessment. The minimum number of units in a cluster is one. These clusters are referred to as Ivy College units of study.

MODERATION OF ASSESSMENT

Moderation is the process which involves assessors in discussing and reaching agreement about assessment processes and outcomes in a particular industry or industry sector. This enables assessors to develop a shared understanding of the requirements of specific Training Packages, including relevant competency standards and assessment guidelines, the nature of evidence, how evidence is collected, and the basis on which assessment decisions are made. (Sourced from: ANTA, *AQTF Learning and Assessment Strategies*.)

PERFORMANCE CRITERIA

These are evaluative statements that specify the components and required level of performance of each element that occurs within each endorsed unit of competency.

TURNITIN SOFTWARE

Instructions for Students

Submission to *Turnitin* via MyIvy

1. Log into MyIvy, go into the respective subject and click on the Edit Submission button.
2. Find your document and click to Upload your Files.
3. By uploading your file, the assessment has been sent off to *Turnitin* for originality checking. (This usually takes less than an hour, however in peak periods it can take up to 24 hours for the originality report score to be returned back to MyIvy).

When *Turnitin* has completed its check, a Similarity Link will appear in the File Submission box.

Similarity Link - this link will take you to the Originality report that opens in a new window. In the Originality Report *Turnitin* will colour code any areas *Turnitin* has identified as a match from another source. The details of the match will appear on the right.

4. Submitting your assessment for marking or re-submitting another draft to *Turnitin*.

If you are happy with your assessment you can send it off for marking by clicking the Submit Assignment button.

If you wish to make changes to your assessment you can do so by clicking the Edit Submission button. Then right clicking on your assessment and deleting your submission.

You can then upload your adjusted version of your assignment to *Turnitin*; and then submit at a later time.

Interpreting the Originality Report

There are a number of things to keep in mind when interpreting your report:

The score you received and any matches reported do not necessarily indicate you have committed an offense of plagiarism. For example, if you have included direct quotes these will show as a direct match to the original source and count towards your score. Provided you have referenced appropriately this will not be an example of plagiarism. The above is similar of including referencing in your work.

There is no particular score to aim for. *Turnitin* will help you to ensure you are using your resources and referencing correctly.

Some common phrases may show as matches as they are common in language use.

For any matches where you have copied word for word, ensure quotation marks are used and your source is referenced. If paraphrasing, ensure you have referenced correctly.

For any questions or support please contact your Trainer and Assessor.

VALIDATION

Validation involves reviewing, comparing and evaluating assessment processes, tools and evidence contributing to judgements made by a range of assessors against the same standards and documenting any action taken to improve the quality and consistency of assessment. (Sourced from: ANTA, *AQTF Learning and Assessment Strategies*.)

SUPPORTING DOCUMENTATION

Document name	Document type	Location
Student Handbook	Handbook	External Website
Assessment Appeals	Policy and Procedure	External Website
Request for an additional assessment attempt form	Form	Internal location

SECTION 5 – GOVERNANCE

CHANGE HISTORY

Version	Approval date	Approved by	Approved by	Change
1.0	1/9/12	CEO		New document
2.0	2/3/13	CEO		Update to reasonable adjustment to include table
2.1	21/8/2014	Head of Compliance and Product development		Updated tables and titles.
3.0	13/5/2015	Director, Product & Compliance		Additions to Plagiarism to include <i>Turnitin</i> Software information and procedure. Update to Re-assessment to include additional assessment attempt information.
3.1		Director, Product & Compliance	Compliance Manager	Template formatting changes applied.
3.2	21/08/2017	Head of Compliance	Director, Teaching and Learning	Updated job titles and relevant legislation.