



## Related Policies

Assessment

Privacy

Record Keeping – Schools

Reporting Accountabilities

Student Achievement Information – Collection, Storage, Access and Use

## Purpose

The key objective of the Standards for Continuing Registration (SNR) is to provide the basis for a nationally consistent, high quality vocational education and training system. The assessment policy below relates to SNR Standard 15.4 and 15.5. <https://www.legislation.gov.au/Details/F2019C00503>

## Policy

Vocational Education and Training Coordinators and Vocational Education and Training teachers, employers and students follow the Vocational Education and Training (VET) assessment procedures outlined below.

## Definitions

### **Competency Based Assessment**

Competency based assessment is the judgement of competence based evidence against nationally endorsed competency standards. A participant is judged either competent or not yet competent. Competency based assessment meets the four principles of validity, reliability, fairness and flexibility.

### **Assessment Validation**

Assessment Validation is a process to ensure that assessment is valid, reliable and fair and that decisions are made on the basis of sufficient and appropriate evidence. Validation involves reviewing, comparing and evaluating assessment processes, tools and evidence contributing to judgments made by a range of assessors against the same standards. Validation strategies may be internal processes with stakeholders' involvement or external validation with other providers and/or stakeholders.

### **Qualified Teacher and Assessor**

There are two components of assessor qualifications:

- a minimum qualification as a workplace trainer and assessor (TAE40116 Certificate IV in Training and Assessment). Achievement of this qualification by trainers is a requirement of the Standards for Registered Training Organisations (RTOs) 2015; and
- a minimum level of technical competence based on current knowledge of and current experience in industry and the current level of qualification and competencies being delivered.

The two components of teacher and assessor qualification must be met by each teacher.

### **Qualified Assessor**

There are two components of assessor qualifications:

- a minimum qualification as a workplace assessor (TAESS00011 - Assessor Skill Set); and
- a minimum level of technical competence based on current knowledge of and current experience in industry.

The units from TAE Training and Education Training Package, when used with relevant vocational competencies, meet industry requirements for assessors. The two components of assessor qualification must be met by the Assessor.

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### Assessment Tools

Assessment tools include the following components—context and conditions of assessment, tasks to be

- administered to the student, an outline of the evidence to be gathered from the candidate and evidence
- criteria used to judge the quality of performance (i.e. the assessment decision-making rules). This term
- also takes in the administration, recording and reporting requirements, and may address a cluster of
- competencies as applicable for holistic assessment.

### Securely Retain

To retain records in a manner that safeguards them against unauthorised access, fire, flood, termites or

- any other pests, and which ensures that copies of the records can be produced if the originals are
- destroyed or inaccessible.

### Retention of Completed student assessment items

The retention of the actual piece(s) of work completed by a student or evidence of that work, including

- evidence collected for an RPL process. An assessor's completed marking guide, criteria, and observation
- checklist for each student may be sufficient where it is not possible to retain the student's actual work.

However, the retained evidence must have enough detail to demonstrate the assessor's judgement of the

- student's performance against the standard required.

## Procedures

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### 1. The Principal

- takes reasonable steps to ensure that students, staff, community partners, parents and carers, and host employers are aware of their responsibilities in the conducting of VET assessment.
- ensures that VET Assessment is conducted by qualified assessors.
- supports VET teachers in maintaining industry currency.
- ensures that formal examinations reflecting the Board of Studies requirements for the Higher School
- certificate optional examination is included in the school's examination timetable. Ensures that
- assessment carried out for vocational subjects (C courses in ACT) is competency based: weighting
- systems and grade scales are not used.
- ensures that all completed VET assessment tasks are securely retained, as per the definition above (Retention of Completed student assessment items), for a period of six months after a student ceases enrolment.

### 2. The VET Coordinator

- takes reasonable steps to ensure that students, staff and host employers are aware of their responsibilities in the conducting of VET assessment.
  - assists the Principal in ensuring VET Assessment is conducted by qualified assessors.
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- supports VET teachers in maintaining currency.
- takes reasonable steps to ensure that VET assessment procedures address the key assessment principles of being valid, reliable, flexible, fair and cost effective.
- takes reasonable steps to ensure that effective assessment validation practices are implemented.
- takes reasonable steps to ensure that all VET teachers are involved in validation of a representative sample of tasks.
- takes reasonable steps to ensure that new VET teachers have a suitable mentor to provide support for VET delivery and assessment.
- maintains records of all assessment validation activities and documenting any action taken to improve the quality and consistency of assessment.
- provides assessment validation records to the College Principal and CE as required to meet SNR standards for Registered Training Organisations.
- ensures that assessment carried out for vocational subjects is competency based with weighting systems and grade scales not used.
- ensures that all completed VET assessment tasks are securely retained, as per the definition above (Retention of Completed student assessment items), for a period of six months after a student ceases enrolment.

### 3. The VET Teacher

- adopts a holistic approach to VET assessment by assessing a number of elements of competency or several units of competency together.
- designs competency-based assessment incorporating aspects of skill performance and knowledge, including problem solving and the capacity to apply skills and knowledge in both familiar and new situations.
- maintains industry currency by undertaking further training and experiences in industry and documenting continuing experiences in industry.
- takes reasonable steps to ensure that VET assessment procedures address the key assessment principles of being valid, reliable, flexible, fair and cost effective.
- conducts assessments that meet the requirements of the various Training Packages for each of the Industry Curriculum Frameworks.
- designs an Assessment Plan for each VET course.
- participates in assessment validation activities facilitated as part of VET faculty meetings at schools.
- cooperates with the VET Coordinator in maintaining records of all assessment validation activities and documenting any action taken to improve the quality and consistency of assessment
- progressively records achievement of elements of competency and units of competency using the aXcelerate Management System.
- ACT follows the Board of Senior Secondary Studies Policy and Procedures Manual regarding the no submission of assessment items.
- ensures that all completed VET assessment tasks are securely retained, as per the definition above (Retention of Completed student assessment items), for a period of six months after a student ceases enrolment.
- Prepares moderation packages as required by the curriculum coordinator

### 4. The Student

- may appeal assessment decisions in accordance with the school's assessment appeals policy.
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- may lodge an appeal against the assessment of their competency based on identified problems with the assessment process. Students refer to the Appeals section of their Senior Handbook for details on the Appeals process
- is provided a unit outline that has the assessment schedule included.
- Is provided with assessment tasks and opportunity for reasonable adjustments that enable the student to successfully complete the task.

### Forms

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- VET Assessment Matrix
- VET Assessment Task Cover Sheet
- Oral questioning of underpinning knowledge
- Observation Checklist
- Third Party Checklist
- Procedural observation checklist
- Portfolio Checklist
- Project Checklist
- Assessment Design Planning Template for Teachers
- Assessment Validation Materials Cover Sheet
- Assessment Validation Participant Record
- Validation Checklist or Self-Assessment Checklist

### Guidelines

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[Standards for Registered Training Organisations \(RTOs\) 2015](#)

Information	
Policy Number	
Version	
Audience	
Category	
Topic	
Effective Date	
Review Date	
Responsible Officer	
Approved By	

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