



Assessment and Reassessment Policy and Procedure

PURPOSE

The purpose of this policy and procedure is to set out the guidelines process to governing Cornell Institute of Training (CIT) assessments and Reassessments.

SCOPE

This policy applies to all:

- Staff of CIT who are involved in providing training.
- Current learners and prospective learners.

REFERENCE

Standards for Registered Training Organisations 2015 (Standard 1)

DEFINITIONS

Assessment is 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.

Assessment tools include the following components: the context and conditions of assessment; tasks to be administered to the learner; 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).

Competency is 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.

Result is the final assessment outcome determination for a unit of competency, expressed as Competent or Not Yet Competent.

Competent is the outcome to learners whose assessment tasks demonstrate the knowledge and/or performance evidence related to the unit of competency.

Not Yet Competent is the outcome to learners whose overall achievement is unsatisfactory even after resubmitting assessment tasks twice and still demonstrate a lack of understanding, skills and

knowledge related of a unit of competency.

Special consideration is the making of alternative arrangements for the assessment of learners who are unwell or experience hardship. As required under the principles of assessment fairness, reasonable adjustments are applied by CIT to take into account the individual learner's needs.

Learner is the active learner with a current course of enrolment with CIT.

Unit of competency is the unit of learning in a CIT qualification and includes assessment requirements and the specification of the standards of performance required in the workplace as defined in a Training Package.

POLICY

Assessment is the process of collecting evidence and making judgments about the extent to which learners have achieved the intended learning outcomes of a unit of competency.

CIT uses various types of assessment. For each unit of competency within each course, the final outcome for a learner is determined from the learner's performance in all of the assessments tasks for the unit of competency. Following aspects are considered:

- Performance at an acceptable level of technical skill;
- Organisation of tasks;
- Appropriate response and reaction when things go wrong; and
- Transferability of skills and knowledge to new situations and contexts

CIT implements an assessment system that ensures that assessment (including recognition of prior learning) is according to the required standards. This system considers that assessment:

- A. Complies with the assessment requirements of the relevant training package or VET accredited course
- B. Conducted in accordance with the Principles of Assessment contained in Table 1. and the Rules of Evidence contained in Table 2.
- C. Is conducted in a simulated environment, the simulated environment replicates the workplace and meets the training package requirements.
- D. Tools for each unit of competency have been developed for all units of competency for the course/s.
- E. Address the competency requirements (performance criteria, performance evidence and knowledge evidence) for each unit of competency.



- F. Will be conducted in accordance with the assessment conditions noted in the units of competency/module.
- G. Ensures that student needs will be/are taken into consideration and opportunities for reasonable adjustment to assessment conditions will be implemented where possible.
- H. Makes sure that students receive clear, accurate and consistent information about assessment processes and the chance to appeal decisions.
- I. Utilises appropriate range of assessment methods to determine competency.
- J. Collects a sufficient and varied range of evidence to assess student performance against the assessment requirements of the training product.
- K. Ensures that assessors will make comparable and consistent assessment decisions.
- L. Ensures that students submit their own work for assessment,
- M. Ensures that assessments demonstrate current competency of the student against the requirements of the training product.

Table 1: Principles of Assessment

Fairness	<p>The individual learner’s needs are considered in the assessment process.</p> <p>Where appropriate, reasonable adjustments are applied by CIT to take into account the individual learner’s needs.</p> <p>CIT 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.</p>
Flexibility	<p>Assessment is flexible to the individual learner by:</p> <ul style="list-style-type: none"> • 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 CIT is justified, based on the evidence of performance of the individual learner. Validity requires: <ul style="list-style-type: none"> 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.

Table 2: 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.

Various types of assessment are used at CIT to make a considered judgement about whether or not learners have achieved and consistently met the knowledge & evidence performance of the unit of competency.

Assessment tasks may include (but not limited to):

- Practical Assessment
- Theory Tasks (Written Questions)

Theory Tasks (Written questions): The student will answer a series of written question i.e. multiple choice questions and descriptive questions. and will demonstrate the knowledge for the unit of competency.

Practical assessment: The student will participate in role play and demonstrate skills and knowledge as per instructions provide in the assessment tasks. The student will also submit the required documents as a part of practical tasks for example incident report.



PROCEDURE

- Before implementing the assessment, Compliance officer/training manager will review the assessment and make sure that all the elements, performance criteria, performance evidence and knowledge evidence are fully mapped.
- Assessment tools uses variety of assessment methods to determine competency.
- All the units of competency have got the following assessment methods:

Theory Tasks (Written questions): The student will answer a series of written question i.e. multiple choice questions and descriptive questions. and will demonstrate the knowledge for the unit of competency.

Practical assessment: The student will participate in role play and demonstrate skills and knowledge as per instructions provide in the assessment tasks. The student will also submit the required documents as a part of practical tasks for example incident report.

- Assessment tools have been developed in a manner that the students will need to submit varied range of evidence to assess student performance against requirements of the training product.
- Trainers/Assessors will ensure that learners are fully informed of unit knowledge and performance standards, including the assessment requirements and makes sure that students receive clear, accurate and consistent information about assessment processes and the chance to appeal decisions.
- Students will need to sign the declaration to make sure that students submit their own work for assessment.
- Compliance officer/trainer manager in coordination with trainer/assessor will make sure that assessment conditions are being met while conducting the assessment. Trainer/assessor must make sure that he/she has got access to all facilities/resources and equipment required to conduct the assessment according to assessment conditions for each unit of competency.
- Assessment tools will be provided to all learners on the commencement day.
- The assessment tools will be provided to the learners by the trainer/assessor.
- The Trainer assessor will provide support to students for each assessment task and provide opportunities to students to discuss any issue; they may be facing in relation to assessment tasks. Trainer/assessor may do reasonable adjustment to assessment conditions without compromising the assessment outcome. If the reasonable adjustment is not in the scope of trainer/assessor, he/she can take the matter to training manager/compliance officer.
- Trainer/assessors need to sign the declaration as well after marking the assessment. The CIT will be conducting the validation of the assessments of all units of competency according to its validation policy and procedure. This will make sure that assessors are making comparable and consistent assessment decisions.
- CIT will make sure that all the assessment tools are current and are according to the training product. This will make sure that assessments demonstrate current competency of the student against the requirements of the training product.



Submission of assessments

- Assessment tasks will be submitted to the trainer/assessor. This allows trainer/assessor to make judgements on the learners' progress and provides learners with valuable feedback.
- The learner must sign the declaration provided in the assessment tool and fill in Unit Assessment Result Sheet.
- Learners are to keep a copy of all work submitted until the final course results are recorded and credential issued.
- If the learners fail to submit their assessments by the maximum available time and an extension has not been approved, it will automatically be resulted as Not Yet Competent.
- The learners have the right to seek clarification of the assessment results.

Application for extension

- An extension to the in maximum completion / submission time for assessment task(s) may be granted to the learners but it will be discretion of the trainer/assessor. It may be oral or written request.
- The trainer/assessor will communicate the new due date to the learner.

Feedback to learners about their performance

- Timely feedback to each learner throughout the course is considered an essential component of the training and learning process at CIT. Feedback will be provided in various ways, including:
 - Review of individual formative assessments; and
 - Review of individual summative assessments.

Resubmission of an assessment task

- Once an assessment task has been officially submitted, it is deemed to have been presented for marking and cannot be resubmitted to improve the result.
- If the assessment is deemed unsatisfactory, the learner will be provided feedback by the Assessor and provided an opportunity to resubmit by an agreed due date.
- If the learner's re-submission is assessed by the assessor and deemed unsatisfactory, the learner will be provided written feedback by the facilitator and provided a final opportunity to resubmit by an agreed due date.

- If the second resubmission is assessed by the assessor and deemed unsatisfactory, the learner's overall result for the unit of competency will be Not Yet Competent. Students can resubmit the assessments by attempting themselves.
- CIT does not charge any fees for reassessment up to two attempts of reassessment or any other fees. Please refer to fees charges and refund policy and procedure.
- In this situation, the learner is required to re-enrol in the unit of competency, which may have an additional fee payment and extension in course enrolment.

Assessment outcomes

- The assessor has ten (10) days from the date of submission of assessment, to provide the result of learner's assessment task and get the outcome updated in the system.
- All assessment tasks for each unit or modules of competency must be deemed "Satisfactory" to achieve an overall result of competent.
- All the units must be "Competent" to complete the qualification and be awarded a credential.

Reporting of assessment outcomes

- Learners are responsible for their own result checks as these will be available to individual learner on the request.
- Assessors are responsible for reporting all assessment outcomes considering the course progress considering the term time planned according to maximum available timeline to a learner.
- Administration staff is responsible for checking / recording the results as per the compliance requirements in the learner management system within fourteen (14) days of the assessment outcome.

Retention and disposal of assessments

- Learners are required to keep a copy (electronic or hard) of all items they submit for assessment, unless the format of the assessment item precludes a copy being made and stored.
- All completed and marked learner assessment tasks are to be retained for the duration of the accrediting period as per Records Management Policy and Procedure.
- All recorded assessment results in the learner management system are to be retained in accordance to Records Management Policy and Procedure.



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APPEALS

Applicants, who are not satisfied with the outcome of their Assessment outcome or any request of application, may seek to appeal the decision via the Complaints and Appeals Policy and Procedure available from CIT website.