

Quality Training & Assessment Policy

Definitions

Assessment: The process of evaluating students' performance to ascertain the extent to which they have met the prescribed learning outcomes of the task (and thus contribute to the achievement of the learning outcomes of the unit and the course). Assessment enables students to monitor their progress and determines the academic results in a unit of study.

Assessment tasks: The single components of an assessment schedule.

Cheating: Cheating is the use of any means to gain an unfair advantage during the assessment process.

Collusion: Collusion is the presentation by a client of an assignment as his or her own which is in fact the result in whole or in part of unauthorised collaboration with another person or persons.

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.

Learning outcomes: Learning outcomes are the set of knowledge & skills and the application of the knowledge and skills a person has acquired and is able to demonstrate as a result of learning.

Plagiarism: Plagiarism is the submission of somebody else's work as your own.

Supplementary Assessment: A supplementary assessment is an additional and new assessment task or tasks.

Scope

This policy is to be applied by the Cultura Training staff responsible for the training and assessment of students.

Purpose

To ensure a consistent approach to all assessment conducted within Cultura Training, in all accredited programs, that is consistent with assessment requirements of the respective unit, the principles of assessment and rule of evidence whilst still allowing for reasonable adjustment, where required and taking into account individual student's needs.

Policy Statement

Competency Based Training and Assessment (CBT&A) is a flexible form of training that aims to produce a workforce with the knowledge and skills which industry requires. Under CBT, we have competency standards. The concept of competency focuses on what is expected of an employee in the workplace rather than on the learning process, and embodies the ability to transfer and apply skills and knowledge to new situations and environments.

Competency is a broad concept that includes all aspects of work performance and not only narrow task skills. The dimensions of competency encompass:

- The requirement to perform individual tasks (task skills);
- The requirement to manage a number of different tasks within the job (task management skills);
- The requirement to respond to irregularities and breakdowns in routine (contingency management skills);
- The requirement to deal with responsibilities and expectations of the work environment (job role environment skills), including working with others.

Each Unit of Competency describes the work performed in the workplace. Students undertaking training and assessment receive a competent result when successful workplace performance is demonstrated.

At times students may require adjustment to assessment (for example students with a physical disability). By applying reasonable adjustment to training delivery and assessment methods, Cultura Training ensures a fair and reasonable assessment that is judged on merit.

Assessment Decision

Competency based assessment is a system of collecting evidence, about a student's performance to a pre-set competency standard with emphasis placed on what a student can do (the outcome) rather than comparing a student's achievement to others. There is no notion of pass or fail; students are only marked competent (C) or not yet competent (NYC).

Requirements to achieve competency

To achieve competency in a unit, students must demonstrate that they have achieved each and every learning outcome in a manner consistent with all assessment requirements of the relevant unit of competency. A student cannot achieve competency in a unit if they have not demonstrated achievement of one or more learning outcomes in a manner consistent with all assessment requirements of the relevant unit of competency.

When an assessment task is the only assessment task linked to a particular learning outcome in a unit then it must be passed for the student to achieve competency in the unit.

However, when the unit does require multiple assessments to deem competency, competency does not need to be achieved multiple times. The requirement to pass specific individual items of assessment in order to pass the unit will be clearly stated in the competency mapping document and in the assessment information for students.

Methods of Assessment

Assessment is carried out in accordance with the requirements of the relevant Training Package, on a consistent and timely basis to ensure that learning has taken place and that students have acquired the knowledge and skills required to demonstrate competency in a range of settings on multiple occasions.

Evidence collected for assessment may use several methods. Methods generally used by Cultura Training may include, but are not limited to:

- Projects;
- Written Assignments;
- Workplace assignments;
- Workplace performance;
- Documentation;
- Demonstration;
- Questioning;
- Role play;
- Simulation;
- Oral presentations;
- Written tests;
- Portfolio;
- Third party reports;
- Practical placement (on the job).

Roles and Responsibilities

Cultura Training is responsible for ensuring assessments comply with the requirements of National Training packages, the current Australian Qualifications Framework and the standards for registration and that they are within Cultura Training's current scope of registration.

Cultura Training

It is the responsibility of Cultura Training to provide all students with quality training and assessment. To do this Cultura Training needs to ensure all student are provided with specific details for each assessment. This includes details on:

- The unit in which students will need to undertake assessments in order to complete the qualification successfully, provided through the Individual training plan;
- The date (period) of assessment, located on the students individual training plan;
- Clear task criteria, located in detail on each task required;
- Provision of clear information to students on the assessment process prior to assessments being conducted;
- Resources and tools required to complete the assessment, on each assessment task;
- Provision of details of assessment location to students.

Trainers & Assessors

- Adhere to Cultura Training's approved Training and Assessment Strategies (TAS's);
- Adhere to approved Cultura Training detailed assessment strategies for each course and unit they assess;
- Adhere to timeframes for delivery of training and assessment activities for each unit of competency;
- Communicate outcomes of assessments to student(s) within 10 working days of the assessment being submitted and in a way that is clear, concise, open and honest;
- Teach & demonstrate the lesson content as per the Session Plan;
- Facilitate and support student access to Cultura Training appeals process;
- Provide Cultura Training with accurate data relating to student's assessment results and progresses;
- Provide all relevant paperwork to administration for processing in a timely manner;
- Participate and support periodic reviews of assessment strategies for all courses they teach and assess as per Cultura Training Evaluation Policy and Evaluation Procedure;
- Participate in assessment validation and moderation processes as per Cultura Training Validation Policy.

Administration Staff

- Keep accurate and secure records of student's assessments;
- Issues AQF certification only on the approval of the Cultura Training Compliance Officer;
- Maintain records of assessment in accordance with Cultura Training Records Management Policy;
- Process assessment results in accordance with Cultura Training Assessment Resulting Procedure.

Trainers Team Leader

- Approve any changes to the assessment strategy for units of competency;
- Ensure all assessment processes are open, structured, consistent and comprehensive;
- Ensure all assessment strategies focus on the application of knowledge and skills to the standard of performance required in the workplace and covers all aspects of workplace performance;
- Ensure all assessment strategies assess and judge student's skills and knowledge of competence against set standards, principles of assessment and rules of evidence and make fair and objective judgements;
- Supervise delivery of programs to ensure Training and Assessment Strategy is adhered to;
- Develop training and assessment strategies in conjunction with Trainers and Compliance;
- Develop Session Plans in conjunction with trainers;
- Ensure in conjunction with compliance that all appointed and authorised Assessors possess and maintain relevant qualifications and vocational competency in accordance with those required in standards of registration;
- Follow up with organising professional development activities to trainers to ensure vocational competence, maintaining industry currency and trainer currency has been met;
- Ensure assessors incorporate and apply the principles of assessment including validity, reliability, flexibility and fairness when conducting assessments;
- Undertake ongoing internal monitoring and validation of the assessment system for quality control checks;

- Ensure students are aware of and have access to a reasonable and transparent appeals process and support and facilitate all students access to that process.

Compliance Officer

- Awards of qualifications are in accordance with RTO Scope of Registration as listed by TGA (www.training.gov.au);
- Supervise through Trainers Team Leader the delivery of all programs in accordance with the Training and Assessment Strategy's (TAS's);
- Develop all Training and Assessment Strategy's (TAS's) in conjunction with Trainers Team Leader, trainers and industry ensuring it meets the regulatory guidelines, industry standards and best practice;
- Approve developed Session Plans;
- Ensure all appointed and authorised assessors possess and maintain relevant qualifications and vocational competency in accordance with those required in the standards of registration;
- Maintaining up to date knowledge and ensure adherences with regulatory compliance;
- Schedule, maintain records and participate in the validation of training and assessment materials of units of competency;
- Contribute to the continuous improvement of training delivery and assessment through validation meetings and feedback from students and clients;
- Monitor and manage RTO continuous improvement strategies and implement any changes as required;
- Mapping of resources and assessment tools to ensure assessments complies with the assessment requirements, Rules of Evidence and Principles of Assessments of the relevant training package.

Academic Integrity

Cultura Training implements a Misconduct policy. It is the role of the Trainers Team Leader and trainer/ assessor to ensure that academic integrity is maintained in all learning and assessment activities.

Plagiarism, Cheating and Collusion

Trainers must create opportunities to reinforce students understanding of what cheating, plagiarism and collusion is and what will be the outcome if they undertake such practices. Cultura Training treats this matter very seriously and it is one of the most important roles of a trainer/ assessor to ensure academic integrity.

Cheating

Cheating is the use of any means to gain an unfair advantage during the assessment process. Cheating may be (but not limited too) copying a friend's answers, using mobile phones or other electronic devices during closed book assessments, bringing in and referring to pre-prepared written answers in a closed book assessment and referring to texts during closed book assessments amongst others.

Cheating in any form during assessments will result in the student's assessment submission being invalidated.

Plagiarism

Plagiarism is the submission of somebody else's work as your own. This may include copying all or part of another person's thoughts or ideas and representing them as your own. If a client fails to identify the original source of some or all of the submission this also constitutes plagiarism. If a client copies another client's work and passes this of as their own, then this is also a form of plagiarism and cheating.

During assessment students will read about ideas and gather information from many sources. When students use these ideas in assignments, they must identify who produced them and in what publications they were found, as per Cultura Training's Student Referencing Guidelines. If students do not do this, they are plagiarising. If students are including other people's work in submissions e.g. passages from books or websites, then reference should be made to the source. Text similarity below 15% is considered an acceptable range.

Submitting plagiarised work during assessments will result in the client's assessment submission being invalidated.

Collusion

Collusion is the presentation by a student of an assignment as his or her own which is in fact the result in whole or in part of unauthorised collaboration with another person or persons. Collusion involves the cooperation of two or more students in plagiarism or other forms of academic misconduct or cheating. Both collusion and plagiarism can occur in group work.

Unauthorised collusion during assessments will result in the client's assessment submission being invalidated.

Consequences

Cheating and/or plagiarism and/or collusion in assessment are expressly prohibited. All cases of plagiarism and cheating are treated as a serious matter and will be treated as a breach of the Code of Conduct under Cultura Trainings 'Misconduct Policy' and may lead to the student being removed from the course. All instance will be reviewed and treated on a case by case basis.

All students have access to the Code of Conduct and Misconduct Policy.

If students have been found to have colluded, cheated or plagiarised, and Depending on severity and circumstances, there are penalties and processes that are followed. Students may be penalised by any of the following ways as:

- Be required to repeat the assessment;
- Completion and resubmission of a new assessment task/s;
- All parties receiving a "Not Yet Satisfactory" result for the assessment task;
- Verbal or written warning;
- Fail all or part of the unit; or
- Suspension or expulsion from the course.

The authenticity of student submissions is verified in accordance with this policy and procedure.

All serious incidents of cheating, plagiarism or collusion will be reviewed by the RTO Manager.

Reasonable adjustments

Cultura Training will always conduct a range of assessment techniques and activities for each unit as provided in the Training and Assessment Strategy of each course.

All students will be required to demonstrate their underpinning knowledge and comprehension of the units that make up the course or qualification. In the case of students with an identified barrier, the method of assessment will be pre-determined to best accommodate the student so that they will be able to work their way through the course or qualification requirements.

Reasonable adjustments are made to ensure that the student is not presented with barriers to demonstrating competency in the training program. Sometimes, it may be necessary to:

- Vary procedures for conducting assessment (e.g. allow extra time for assessments);
- Change the method of assessment (e.g. give verbal instructions rather than written); and
- Provide assistive technology, copyists, readers, and other support in examinations.

It is important that the reasonable adjustment does not lessen the integrity of the qualification, and that it would be reasonable to expect in a workplace. Reasonable adjustment cannot be considered where a certain performance criteria requires a certain assessment method, e.g. if a student is specifically required to write a formal business tender, an oral version would not be considered evidence of competency.

Students presenting with barriers to regular assessment techniques will require individual judgement of their capabilities (e.g. a student with a sight impairment may be assessed differently to a student with a full range of sight). The procedure for allowing for reasonable adjustment will therefore differ from case to case.

The following information is presented to enable trainers and assessors to make a fair, valid and reliable decision when applying reasonable adjustment. Examples of barriers where reasonable adjustment may be applied include:

- English as a second language;
- Language, literacy or numeracy needs;
- Sensory diminished capacity;
- Physical or intellectual disabilities;
- Computer literacy.

Modification or adjustments may be made to the:

- Learning materials and methods;
- Physical environment and equipment;
- Assessment conditions;
- Unit-related learning activities;
- Evidence gathering techniques;
- Submission dates for assignments.

Cultura Training ensures that any alternative assessment methods are valid, fair, flexible and reliable.

Some examples include:

- Oral presentations;
- Additional assignments and course work;
- Dot-point assignments marked for content, rather than for structure (where applicable);
- Multiple-choice questions (where applicable);
- Practical demonstrations or production of models or displays;
- Class presentations or role plays;
- Competency conversations;
- Alternative or supplementary assignments such as taped interviews, slide presentations, photographic essays, etc.;
- Use of modified equipment or assistive technology;
- Use of translators or interpreters.

Assessment and Participation Requirements

Compulsory or minimum levels of attendance may be required for professional experience in which attendance is integral to achievement of the learning outcomes of the unit.

In any case where compulsory or minimum levels of attendance are required, the attendance requirements will be clearly stated in the course Pre-Training Review and Student Code of Conduct, along with the reasons why attendance is required, the consequences of not meeting those requirements and the procedures to be followed should a student fail to attend.

Submission

Students are advised of submission requirements for assessment tasks/units via the student timetable and the online training portal.

Following submission and determination of the assessment outcome, students may be given the option of resubmitting the assessment task in an attempt to improve the result in that assessment task and achieve competency in the overall unit.

Reassessment

If a student initially receives a result of Not Yet Competent (NYC) in a unit, they must be given the option of being reassessed in that unit at no additional cost. An NYC grade indicates that the student may be eligible for a supplementary assessment for that unit, provided the student has satisfied any compulsory attendance requirements for the unit.

A student will be offered only one supplementary assessment in one unit. Failure to satisfactorily pass a reassessment will result in a student needing to re-enrol in the unit.

Practical Assessments

In cases where a student is unable to attend a practical assessment at the scheduled time, they must advise the Assessor as soon as they are aware of this so that an alternate time can be scheduled. Any missed practical assessment time where the Assessor was not advised will count as an attempt and will result in an outcome of fail or not yet successful for the task and an NYC.

If a student then receives a result of NYC for the unit after a reassessment, they will not be granted a second reassessment.

While all reasonable care to ensure student attendance will be taken when scheduling practical assessments, it is the responsibility of the student to make themselves available at the scheduled.

'At Risk' Students

If a student fails to submit the same assessment item more than once during the unit/cluster teaching period, this is an early warning signal to their trainer that they may be at risk of non-completion, possibly due to attendance issues. It is the responsibility of the Trainer to make every attempt to contact the student to determine their reasons for non-submission, and to liaise with Administration to assist with contact if necessary. It may then be necessary to provide support to the student to aid in their progression. Any additional support mechanisms should be implemented in consultation with the Trainers Team Leader and be made in accordance with relevant Cultura Training Policies.

Feedback for Students

Students must receive timely, specific, developmental, constructive and supportive feedback on their learning and performance from trainers. Written feedback should be provided to students on all assessment items other than multiple choice tests. Results for assessments tasks must be communicated to students within 10 business days from the date that the assessment item was submitted.

As assessment evidence is collected and reviewed, the assessment process is documented on a Unit Competency Record via canvas. All parties to the assessment must complete the assessment declaration via canvas.

The assessor must:

- Record the assessment outcome on the required assessment documents, with feedback
- Sign and date assessment outcomes, and/or the original assessment for processing; and
- Ensure there is appropriate evidence to support the decision on task/unit outcome on the Unit Competency Record Sheet. (All accredited course programs require assessment evidence to be retained on the participant's file for each Unit of Competency.)

Should a student require further feedback from the Assessor they can request this in writing by contacting the Assessor directly or through the office.

Appeals

A student can request clarification of their results for an assessment task or final result in a unit from the relevant Trainer or Assessor.

A student may request a formal review or appeal in accordance with the Complaints and Appeals Policy.

Quality Assurance

Cultura Training is responsible for regular review of assessment tools, practices and procedures. Feedback from Trainers, Students, Cultura Training Personnel and external parties is collected via a number of quality assurance systems, analysed and actioned where applicable. Information gathered that relates to course materials and/or units of competency evaluated during the assessment process are collated, analysed and required improvements incorporated into training and assessment materials where required.

Please see Cultura Trainings Evaluation, Moderation and Continuous Improvement Policies for more information.

Related Documents

- Access and Equity Policy
- Assessment Procedure
- Competency Mapping
- Pre-Training Review
- Student support plan
- Training Services Policy
- Session plans
- Evaluation Policy
- Evaluation Procedure
- Validation Policy
- Records Management Policy
- Assessment Resulting Procedure
- Misconduct policy
- Attendance/academic Progress Policy
- Complaints and Appeals Policy
- Student Referencing Guidelines
- Student Code of Conduct