



## **BADT POL-05 Assessment Policy**

### **PURPOSE**

To outline BADT's assessment framework and the general principles that guide the assessment practices for its Vocational Education and Training (VET) courses. The policy aims to promote transparent, equitable and accountable assessment practices and justifiable quality outcomes.

### **SCOPE**

Applies to

- All BADT assessors
- All BADT staff
- BADT Manager

### **POLICY**

Assessment is the process of gathering and analysing information in order to guide and make judgments about students' competency in relation to learning goals. Assessment items are an integral part of the learning process and when well-designed can enhance the overall learning experience and contribute to student achievement.

BADT adheres to Standard 1, Clause 1.8 of the Standards for Registered Training Organisations (RTOs) 2015 which requires that assessment is conducted in accordance with the Principles of Assessment and the Rules of Evidence. Assessment items are designed in accordance with the Assessment Guidelines of the relevant Training Package.

This policy focusses on assessments conducted as part of the day-to-day training delivered by BADT. Students who are seeking an assessment via Recognition of Prior Learning should enquire as to the RPL process for BADT.

### **Principles of Assessment**

Principles of Assessment are required to ensure quality outcomes. They are defined in the Current Standards for Registered Training Organisations (RTOs) as being fair, flexible, valid and reliable as below:

**1. Fair:** Fairness requires consideration of the individual student's needs and characteristics, and any reasonable adjustments that needs to be applied to take account of these needs and characteristics. It requires clear communication between the assessor and the student to ensure that the student is fully informed about the assessment; understands what the assessment requires; is able to participate in the assessment process; and agrees that the process is appropriate. It also includes an opportunity for the student being assessed to challenge the result of the assessment and be reassessed if necessary.

**2. Flexible:** To be flexible assessments should reflect the student's needs; provide for recognition of competencies no matter how, where or when they have been acquired; and draw on a range of appropriate assessment methods for the student, Unit of Competency and it's assessment requirements and the individual.

3. **Valid:** Assessments are considered valid when a student's evidence is assessed against the broad range of skills and knowledge that are essential to competent performance, and any other associated assessment requirements of a specific unit of competency. Assessing must also include evidence that a student could demonstrate these skills and knowledge in other similar circumstances and skills and knowledge can be practically applied.

4. **Reliable:** Reliability is when the assessment is consistently interpreted and assessment results are comparable irrespective of the assessor conducting the assessment.

## Rules of Evidence

Rules of evidence are closely related to the Principles of Assessment and are also defined in the Standards. The rules provide guidance on the collection of evidence to ensure that it is valid, sufficient, authentic and current.

**Valid:** The assessor is confident the learner has the skills, knowledge and attributes as described in the UOC and associated assessment requirements.

**Sufficient:** Sufficiency relates to the quality and quantity of evidence assessed. It requires collection of enough appropriate relevant assessment evidence to ensure that all aspects of competency have been satisfied to enable a judgment of the learner's competency to be made and/or that competency can be demonstrated repeatedly. Supplementary sources of evidence may be necessary. The specific evidence requirements of each Unit of Competency provide advice on sufficiency.

**Authentic:** To accept evidence as authentic, an assessor must be assured that the evidence presented for assessment is the student's own work.

**Current:** Currency relates to the age of the evidence presented by students to demonstrate that they are still competent. Competency requires demonstration of current performance, so the evidence must be from either the present or the very recent past.

## Qualified Assessors

BADT ensures that its assessors meet the requirements of the Standards and therefore demonstrate:

- ☐ That they hold the relevant current Training and Education (TAE) competencies or are working in collaboration with an assessor who does;
- ☐ That they hold relevant vocational competencies (UOCs where required) at least to the level being delivered and assessed or are working in collaboration with an assessor who does;
- ☐ Industry currency directly relevant to the training/assessment being undertaken;
- ☐ Continuous development of their VET knowledge and skills as well as their industry currency and competence as an assessor.

## Results

The recognised training and assessment approach in the VET sector is competency-based. This means there is an emphasis on what a person can do in the workplace as a result of completing a course of training.

The following identifies the results awarded for VET students at BADT:

**Satisfactory S**

Awarded to a student who has demonstrated that they are competent to the specified standard against each of the elements being assessed.

**Not Yet Satisfactory NYS**

Awarded to a student who has failed to demonstrate that they are competent to the specified standard against each of the elements being assessed.

**Competent C**

Awarded to a student who has achieved all of the elements specified for a Unit of Competency to the specified standard.

**Not Yet Competent NYC**

Awarded to a student who has failed to achieve all of the elements specified for that unit of competency to the specified standard.

**Withdrawn W**

Relates to when a student withdraws from a unit of competency/unit of competence before the census date.

**Withdrawn Fail WF**

Relates to when a student withdraws from a unit of competency/unit of competence after the census date.

**Credit Transfer CT**

Relates to the credit received by a student for a Unit of Competency through recognition of their formal learning.

**Recognition of Prior Learning RPL**

Relates to the credit received by a student for a Unit of Competency through recognition of their informal learning.

Students enroll into a Unit of Competence with BADT. Each Unit of Competence may contain one or more elements of competency. Students will receive a result for the Unit of Competency and when assessment on all elements is successfully completed, will receive a Statement of Attainment (SOA).

**Assessment of Elements**

Effective workplace performance requires more than an isolated instance of applying technical skills, knowledge and attitudes to a particular situation. Students are therefore considered to be competent when they are able to apply their knowledge and skills to successfully complete activities in a range of situations and environments. As such, it is likely that competency will be assessed across multiple assessment items. In order to achieve a result for an assessment result of Satisfactory, a student must demonstrate competence for every element assessed. Similarly, to achieve an overall result of Competent for the Unit of Competency, a student must receive a result of Satisfactory for each assessment item.

## **Assessing Competence**

Each assessment item will outline the specified standard that a student must achieve to receive a result of Satisfactory. This will vary between assessment items dependent on the most appropriate method of assessing skills and knowledge. For instance, a theory assessment may require a student to achieve a certain percentage correct as set by DOT and Worksafe WA or 100% with certain mandatory questions, but a practical assessment may require demonstration of a technique and the assessor will determine performance against a set of steps/outcomes and performance/skills assessment criteria of the UOC. For further information please discuss this with the Assessor. At the end of both the practical and theory assessments, the student will be marked as competent or not yet competent based on their overall performance.

## **Additional Assessment Criteria**

In addition to each element being assessed as satisfactory, some competency assessments may require additional criteria to be met for a student to achieve a result of Competent.

## **Notification of Results**

Students will receive the results of practical assessment elements immediately upon completion of the practical assessment.

Final results and SOAs will be held pending any fee payments being finalised.

## **Submission of Assessment Items**

Excepting assessment items completed in class, it is the responsibility of all students to keep a copy of all submitted assessment items until they are marked and returned by the trainer/assessor for review. After a student has reviewed their marked assessment item they must return it to their Trainer as BADT is required to retain all assessment items for a set period of time.

## **Timeliness**

It is the student's responsibility to manage their workload to ensure they are able to attend all booked lessons/courses. Assessment must be completed within the timeframes specified unless there is an extraordinary circumstance that prevents the student from meeting this requirement. The timeframes for all assessment items are advised to students upfront on commencement of the course.

## **Written Assessments**

If a first attempt at a written assessment is unsuccessful, the student will receive a result of NYS for that attempt. A second attempt at the written assessment will be allowed at no additional cost.

## **Student Integrity (e.g. cheating and plagiarism)**

Students are accountable to standards of professionalism and ethics throughout their course of competence and therefore BADT takes a strong position on plagiarism and other instances of academic dishonesty. All students should ensure that their assessment work is their own and that they have not obtained academic advantage for themselves or another student by dishonest or unfair means. (eg copying during classes or assessments)

## **Information about Assessment Items**

All necessary information about assessment items is available from BADT. The trainer/ assessor for that Unit of Competence must check that the provided information is correct.

However, in special circumstances such as in the case of information being incorrect, the details may be changed with approval by the relevant Manager and all students must be notified of the change.

## **Feedback for Students**

Students receive specific, timely, supportive, constructive and developmental feedback on their learning and performance. Students are entitled to see their results for all assessment items.

Formative assessment does not require formal feedback from trainers, and alternative forms of providing feedback can be used.

## **Appealing a Result**

See Complaints and Appeals Procedure.

## **Reasonable Adjustment/Access and Equity**

See BADT Access & Equity Policy

To be noted, certain adjustments cannot be made if the requirement regarding training and assessment criteria is stipulated by DOT and Worksafe.

## **Special Circumstances**

BADT recognises that there may be times when a decision made upon application of this policy (or other related policies) may require reassessment due to special circumstances. BADT must be satisfied that a student's circumstances are beyond their control (i.e. if a situation occurs which a reasonable person would consider is not due to the student's action or inaction, either direct or indirect, and for which the person is not responsible). If a student feels that their circumstances should be considered, they must submit an application prior to the due date for the assessment item. In rare situations where this is not possible, applications will be accepted until three days after the scheduled due date.

## **Assessment Retention**

TAC as the WA VET Regulator requires all registered training organisations (RTO's) to securely retain all completed student assessment items for each student for a period as set out by TAC. Where it is not possible to retain the student's actual work (i.e. practical assessments), an assessor's completed marking guide, criteria and observation checklist for each student should be retained as minimum for evidence. In addition to the above requirement, BADT retains all completed assessment items as per the disposal schedule stated by TAC. (Noted in internal review spreadsheet.)

## **Validation and Moderation of Assessment**

See Validation and Moderation Policy

## Definitions:

**Assessment** - the process of collecting evidence and making judgments on whether competency has been achieved, to confirm that an individual can perform to the standard expected in the workplace, as expressed by the relevant endorsed industry/enterprise competency standards of a Training Package or by the learning outcomes of a VET accredited course.

**Competency** – 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.

**Elements** – essential outcomes required to demonstrate competency as detailed in each unit of Competency.

**VOC/Log book/RPL** – is a form of assessment that does not count towards the final result for a Unit of Competency but is rather used as an informal strategy to gauge a student's level of understanding of skills and knowledge prior to commencing training.

**Reasonable adjustment** - adjustments that can be made to the way in which evidence of candidate performance can be collected. Whilst reasonable adjustments can be made in terms of the way in which evidence of performance is gathered, the evidence criteria for making competent/not yet competent decisions (and/or awarding grades) should not be altered in any way. That is, the standards expected should be the same irrespective of the individual being assessed; otherwise comparability of standards will be compromised.

**Specified Standard** – the level of competency required for effective performance in the workplace, often expressed in outcome terms such as “effective operating technique used”.

**Standards for Registered Training Organisations (RTOs) 2015** – a set of national standards which are used to regulate the vocational education and training sector within Australia.

**Student/Learner** - is an individual person who is formally enrolled to train at BADT. The individual person is that who appears on BADT's documents such as enrolment, admission and payment documents, and who is assigned an individual student ID.

**Teaching Period** – is a course in which a student may be enrolled.

**Unit of Competency** - the specification of industry knowledge and skill and the application of that knowledge and skill to the standard of performance expected in the workplace. It enables all assessment tasks to be mapped against the required elements from each unit of competency.

VERSION	DATE	CREATED/AMENDED BY	COMMENTS/AMENDMENTS	RESPONSIBLE PERSON
V0	17/8/17	Corp Quality Consult	Policy created	Corp Quality Consult
V1	22/9/17	Corp Quality Consult	Adjustments made of position names etc.	Corp Quality Consult
V1	16/8/18	BADT Admin	No Changes	RTO Mgr
V1	12/12/19	BADT Admin	No Changes	RTO Mgr
V2	21/02/20	Internal review Team	Changes made refer to IR-190163	RTO Mgr
V3	28/05/21	Internal review Team	Logo changed	RTO Mgr
V4	13-05-24	RTO Admin	Wording only	RTO Mgr