Q Academy Assessment Policy

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1. Policy Purpose

1.1 This policy establishes Q Academy's framework for quality assurance in the management of the assessment system, responsibilities and obligations for assessment, quality assurance, and procedures for the effective conduct of assessment practices.

1.2 Q Academy develops and implements training and assessment strategies to facilitate student learning and assess the outcome of that learning against the required skills and knowledge of that unit or module of study, as defined by the training package, if applicable.

2. Policy Scope

2.1 All Students. All Campuses, including online learning.

3. Quality assurance: Adjustment and Validation

3.1 Quality assurance: Q Academy regularly undertakes review of assessment practices. Q Academy has a range of quality assurance systems to ensure that feedback from assessment staff, students, and other stakeholders is collected, analysed and acted upon.

3.2 Assessment adjustment is involved where activities and tasks may be subject to 'Reasonable Adjustment', where a student has a specific disability or special need. As outlined in Q Academy's access and equity policy, adjustments are made in order to provide fair and equitable assessment access for students with a disability. The obligation of Q Academy to implement any adjustment is subject to provision by the student with timely and relevant advice of the student's individual requirements. When determining the reasonable adjustment to assessment, the vocational and

professional outcomes of the course must be considered in order to ensure assessment decisions are appropriate. (Refer to the Access and Equity Policy and Procedure)

3.3 Validation involves comparing, evaluating and reviewing assessment processes, methods and tools and the subsequent assessment decisions. This ensures the assessments meet the requirements of the training package and/or industry expectations.

3.4 Validation can involve the review of sample submission/s and discuss subsequent decisions to ensure consistency in assessment outcomes between assessors. This can be done in either formalised sessions or as part of an ongoing review process using random samples. This process ensures consistency and makes overall improvements to the tools and outcomes. Formalised validation will be conducted via a schedule as required in the volume guides in the quality standards for RTO's. For more information refer to the "Assessment Validation Policy".

4. Principles of Assessment

All assessments undertaken will adhere to the standard principles of assessment

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

4.2 **Flexible**: To be flexible the assessment should reflect the student's needs; provide for recognition of competencies no matter how, where or when they have been acquired; draw on a range of methods appropriate to the context, competency and the student; and, support continuous competency development.

4.3 **Reliable**: Reliability refers to the degree to which evidence presented for assessment is consistently interpreted and results in consistent assessment outcomes.

4.4 **Valid**: Validity is concerned with ensuring that the assessment process is sound. Validity requires that assessment must cover the broad range of skills and knowledge that are essential to competent performance. It must also ensure that judgement of competence must be based on sufficient evidence.

4. Rules of Evidence

The rules of evidence are closely related to the principles of assessment. The provision of a comprehensive assessment tool will ensure that the following rules are met:

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

4.2 **Current**: Currency of assessment 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.

4.3 **Sufficient**: Sufficiency relates to the quality and quantity of evidence assessed. It requires collection of appropriate evidence to ensure that all aspects of competency have been satisfied and that competency can be demonstrated repeatedly.

4.4 **Valid**: See 2.4, definition of validity remains the same.

5. Recording

5.1 Assessors are required to make assessment decisions and formally record those decisions. Assessors complete a markers guide whenever an assessment is undertaken. The task will have a markers guide with samples to assist an assessor in judging the outcome of the students competence in the task. All tasks are accessed, marked and feedback recorded in our assessment platforms or systems.

5.2 At the time of assessment the student will be made aware of their competency and the outcome. Should the result be “Unsatisfactory” the student is given a second attempt with feedback about why the task was unsuccessful. The student can have a total of two (2) re-attempts at each task to reach a competent outcome (See: 8. Re-submission or Re-assessment). Should the student be dissatisfied with the assessment result the student can request a review of that outcome (See: 9. Appealing an Assessment Result).

6. Missed Assessments and Extensions

6.1 Students are to undertake assessments at the time nominated on their schedule. Students who cannot complete the assessment at that time or require an extension of time to complete an assessment must seek approval from the head of campus, head of assessment or nominated representative.

6.2 If a student is away on the date of assessment then they must undertake the assessment as soon as they can. For assessments that require formal observation from an assessor these must be booked in via their campus of study and are subject to availability. Written assessments need to be completed as per the assessment conditions, which may also require booking and could be subject to availability.

6.3 Students that cannot complete a missed assessment within a reasonable time period (8 sessions) must apply for extension or deferral of their course. This is generally only granted due to compassionate or compelling circumstances that are generally those beyond the control of the student and which have an impact upon the student’s course progress or wellbeing. These could include, but are not limited to:

- Serious illness or injury, where a medical certificate states that the student was unable to attend classes.
- Bereavement of close family members such as parents or grandparents
- Major political upheaval or natural disaster in the home country requiring emergency travel and this has impacted on the student’s studies.
- A traumatic experience.

6.3 An extension request is not complete until approved by the head of campus or head of assessment for that facility.

7. Overdue Assessments

7.1 An assessment is 'overdue' when it is not submitted by the due date or by the agreed extension date and is marked as failed or Not Yet Competent (NYC). Q Academy may charge a re-assessment fee for failed assessments. This is listed in the enrolment form under incidental fees.

7.2 Should the student fail to submit an assessment by the agreed date it automatically receives a grading of Incomplete or Not Yet Competent (NYC).

8. Re-submission or Re-assessment

8.1 Should a student fail to pass an assessment or obtain the required grade for competency in that assessment task, then a student may re-take or re-submit the assessment up-to Two (2) times. Q Academy charges a re-assessment fee for failed assessments. This is listed in the enrolment form under incidental fees.

8.2 After an unsuccessful assessment, the assessor will review the result with student and provide detailed feedback, if applicable they will provide advice of specific areas that need correction to be deemed competent. Should the assessor choose, they can draw up a "Remedial Action Plan" (RAP). The RAP will contain specific activities or learning tasks that need to be completed prior to reassessment. It will also outline the timeframe these are required to be completed.

8.3 After the activities outlined in the 'Remedial Action Plan' have been completed, the assessment task will be undertaken again. This is booked in subject to the assessor availability. The same level of assessment competency will be maintained. A student will only be deemed competent after successful re-assessment.

9. Appealing an Assessment Result

9.1 If a student is dissatisfied with the assessment result, the student must approach the head of campus or head of assessment for that facility in the first instance to discuss and/or request review of that assessment. In case of review, the student must present a case in writing arguing why they believe that the original marking was unfair or inconsistent with marking guidelines or standards for that task. A standard "complaint form" is to be used. This form is available on the QA website: http://www.qacademy.com.au/Policies.php

9.2 The request for a review must be made within 10 working days of the release of the academic result. If the student remains dissatisfied with the outcome of the review

10. Quality Review Process

10.1 Prior to awarding certification or outcomes for a unit of competency, the assessment materials for the unit will be reviewed by another assessor to ensure all elements have been completed satisfactory.

10.2 Sample rates for the review process will be set at 30% of the cohort materials selected at random.

10.3 Where an error or missing item is found, rectification will be undertaken prior to awarding certification or outcomes for a unit of competency.

10.4 This process will be undertaken for electronic and printed records.

10.5 This process will be undertaken by a senior assessor for the site the assessment was undertaken. If areas for improvement are found, this is recorded and feedback given to the assessor who originally marked the work. A record of this will be maintained on the assessors team file to be also used as a metric during their performance review.

11. Record keeping and confidentiality

11.1 Records of assessment results are stored electronically in line with the requirements of the data provision guidelines and the national Registering Body requirement.

11.2 All student records are confidential and maintained in secure storage.

11.3 Students wishing access to assessment documents can complete “QA request for information release” form available on the QA website: http://www.qacademy.com.au/Policies.php