
Assessment

This policy establishes the guidelines for the development and undertaking of all Institute assessment processes. This policy also defines the roles and responsibilities for all staff involved in assessment processes and procedures.

Related Policies

RDNS Institute Policy Manual

- 4.11 Appeals and Complaints
- 5.1 Fees, instalments and refunds
- 5.5 Record Management

The Institute will ensure that all assessments:

- comply with the Assessment Guidelines included in the applicable nationally endorsed Training Packages;
- comply with the principles of validity, reliability, fairness and flexibility;
- provide for applicants to be informed of the context and purpose of the assessment and the assessment process;
- where relevant, focus on the application of knowledge and skill to the standard of performance required in the workplace and cover all aspects of workplace performance;
- involve the evaluation of sufficient evidence to enable judgement to be made about whether competency has been attained;
- provide for feedback to the applicant about the outcomes of the assessment process and guidance on future options;
- are equitable for all persons, taking account of cultural and linguistic needs, and
- provide for reassessment on appeal.

Definition

Assessment means the process of collecting evidence and making judgements about whether competency has been achieved to confirm that an individual can perform to the standard expected in the workplace, as expressed in the relevant endorsed industry/enterprise competency standards or the learning outcomes of a non-accredited course.

Roles and Responsibilities

Course Coordinators, in conjunction with the Manager Education and Training Services, are responsible for ensuring:

- course specific information about assessment is developed for each course;
- quality assurance processes for assessment strategies are in place;
- that all results are accurately recorded and reported;
- that all staff maintain their currency of competency as assessors;

- that appeal and complaints procedures are followed;
- Recognition of Prior Learning and Recognition of Current Competence arrangements comply with Institute policy and procedure;
- appropriate documentation of the course's assessment processes;
- where appropriate, industry/enterprise involvement in the development of assessments, and
- where appropriate, that industry/enterprise endorse the course's assessment strategies.

Course facilitators are responsible for:

- ensuring the course's assessment process is valid, fair, reliable and just;
- accurately analysing and interpreting competency standards or learning outcomes;
- constructing quality assessment tools and strategies;
- providing quality information on the assessment process
 - course participants will be informed of the context and purpose of the assessment and the assessment process
 - course participants will be provided with feedback about the outcomes of the assessment process and guidelines
- undertaking post assessment reviews;
- utilising assessor networks as required;
- ensuring assessment is equitable for all persons, taking account of cultural and linguistic needs, and
- providing reassessment on appeal.

Implementation

General Assessment Guidelines

Course Coordinators/Facilitators will ensure all details pertaining to course/unit assessment tasks are provided to course participants, **in writing**, upon **commencement** of the course/unit. This includes:

- relationship of assessment task(s) to competency or learning outcome;
- required competencies or learning outcomes to be attained;
- assessment criteria;
- procedures for submitting assignments including submission dates;
- whether the assessment is graded/ungraded, and
- feedback process(es).

Course Coordinators will ensure that a reasonable time elapses between notification of the assessment task and its due date. Where possible timetable assessment tasks to ensure even distribution over the duration of the course/unit. Assessment tasks are to be assessed in accordance with pre-determined assessment criteria and where

applicable, ensure consistency of interpretation and approach among multiple markers of the assessment task through assessment moderation.

On completion of assessment:

- Written assessments such as essays, reports and case studies are returned to course participants with assessor comments. A sample of these assessments should be copied and retained for moderation purposes.
- All skills based assessment instruments should be copied, with the original completed instrument returned to the relevant course participant. Copies of all skills based instruments to be retained for verification and moderation purposes.

Request for Extension of Assessment Task

A course participant who believes that circumstances beyond his/her control will prevent the completion of an assessment task by the due date, may submit a written request to the respective Course Coordinator to extend the due date for the assessment task. Requests for extension must be received at least seven working days prior to the due date of submission and clearly outline the reasons for requesting the extension.

On the basis of the written request, the Course Coordinator will determine whether an extension of the submission due date will be granted or not granted.

A maximum extension of two weeks may be granted.

The Course Coordinator will advise the course participant, in writing of the decision, ensuring that all appropriate documentation is placed in the relevant course file.

Late Submission of Assessments (tertiary qualifications only)

If assessments have not been submitted by the due date, and the Course Coordinator has not received a request in writing for an extension, the following penalties in the graded mark designated for that assessment will be imposed:

- 1 – 7 days late 10% penalty
- 8 – 14 days late 20% penalty
- 15 – 21 days late 30% penalty
- 21+ days late No marks allocated.

Resubmission of Assessments/Reassessment

The offer of resubmission of an assessment or reassessment will be at the discretion of the respective assessor in consultation with the Course Coordinator.

For a graded course/accredited unit, course participants will be permitted to resubmit or be reassessed once only and will attract a maximum pass grade only (tertiary qualifications only).

Grading Guidelines (tertiary qualifications only)

Grade	Description
High Distinction (HD) 90 – 100 Distinction (D) 80 – 89	Grades for consistent excellence in the areas of originality, attitude and independent application. To be awarded a high distinction or distinction grade, the course participant must meet the criteria for pass and credit grades and further: <ul style="list-style-type: none"> • demonstrate original and independent application of theory and practice; • demonstrate initiative and outstanding attitudes, approaches to learning and motivation; • where appropriate work with and lead a study group or demonstrate outstanding consultation skills; • assignments/assessments require no amendments
Credit (C) 70 - 79	A grade for consistent judgement and application of theory and concepts. To be awarded a credit grade, the course participant must meet the criteria for pass and further: <ul style="list-style-type: none"> • appropriately relate the performance criteria/learning outcomes to work situations and workplace standards; • meet all specified deadlines; • work with limited supervision; • assignments/assessments require no more than minor amendments only.
Pass (P) 60 - 69	A grade for meeting all performance criteria/learning outcomes: <ul style="list-style-type: none"> • demonstrates competence in all performance criteria/learning outcomes of the course/module.
Fail (F) < 60	A grade for not meeting all performance criteria/learning outcomes: <ul style="list-style-type: none"> • does not demonstrate competence in all performance criteria/learning outcomes of the course/module; • does not complete all required assessment components; • allocated when a course participant withdraws from a subject after 50% of the course/module has completed.

Assessment Results**Accredited Courses/ Units**

Competency Achieved (CA)	All assessment and attendance criteria satisfied.
Competency Not Achieved (CNA)	Not all assessment or attendance criteria satisfied.

Additional Resulting Codes

Withdrawal (W)	Allocated when a course participant withdraws from a subject before half of the classes (50%) for that course/unit have been completed and have submitted a Withdrawal and Refund Form.
Resulting Later (RL)	Unit assessment to be undertaken at future course/module offering.
Non Starter (NS)	Enrolled but did not start.
Did Not Submit (DNS)	Participant did not submit assessment requirements. For accredited courses/units, the participant's record will show CNA but the result sheet will show DNS.

Non- Accredited Courses / Programs

It is acknowledged that the primary aim of providing ongoing education/short courses through RDNS is to assist in the upgrading of knowledge and skills acquisition for participants. This in turn provides support and strategies for staff to facilitate quality client care. Ongoing professional development fosters a life/career long learning culture, encouraging collegial support, collaborative problem solving and the sharing of knowledge and expertise in a specific practice area.

Should a non- Accredited course / program provide opportunity for submission of a written assessment task, this is to be clearly stated as 'optional' for course participants, allowing the individual participant to determine if he/she chooses to do so. If a written assessment is submitted by a participant, it is the responsibility of the Course Coordinator to provide relevant and appropriate feedback, reflective of course objectives and content. No 'grade' will be allocated; instead constructive feedback will be offered to further support the participant's comprehension of the learning objectives and anticipated outcomes for professional practice.

Request for Special Consideration

A course participant who believes that circumstances beyond their control will adversely affect an assessment result, may submit a written request for special consideration prior to the due date of an assignment or the administration of an assessment task (e.g. test or exam). The reasons for requiring the special consideration should be clearly articulated in a written request to the Course Coordinator. Appropriate evidence to support the request (e.g. doctor's certificate) **must** also be included in the letter.

On the basis of the information provided, the Course Coordinator will determine if the request for special consideration is approved or not approved. If approved, determine how the prescribed assessment processes will be altered for this course participant (e.g. extension of assignment due date, alternative assessment task, review of assessment results taking into account the participant's special circumstances).

Advise the participant, in writing, of the decision. Ensure that the reasons for the decision, and the changes that will take place in regard to the prescribed assessment processes, are included in the letter. Also advise relevant staff of the decision and how it will impact on the assessment of this course participant.

Ensure all appropriate documentation is placed in the relevant course file.

Appeal against an assessment result

If a course participant is unwilling to accept the result of an assessment, he or she has the right to make an informal or formal complaint. Details of the complaints process and procedure are outlined in policy 4.11 Appeals and complaints.

References

AQTF 2007 (Commonwealth of Australia, 2007) AQTF 2007, Essential Standards for Registration. Available: www.training.com.au