



# Assessment

## DEFINITIONS

### ASSESSMENT

The process of collecting evidence and making judgments on whether competency has been achieved and learning outcomes have been met.

### MODERATION

A systematic process of checking that consistent standards are being applied to assessment decisions by different lecturing staff.

### PRINCIPLES OF ASSESSMENT

To ensure the quality of assessment outcomes, assessments should be:

#### Fair

Fairness in assessment requires consideration of the individual student's needs and characteristics. It must consider any reasonable adjustments that need to be applied to take account of these. It requires clear communication between the assessor and the student to ensure that the student is fully informed about the assessment process, understands it, is able to participate in it, and agrees that the process is appropriate. It also includes an opportunity for the person being assessed to challenge the result of the assessment and be re-assessed if necessary.

#### Flexible

Flexibility in assessment requires that assessments:

- 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, component of study and the student
- support continuous development.



## **Reliable**

This refers to the degree to which evidence presented for assessment is consistently interpreted and results in consistent assessment outcomes. It is an indication of how accurate or precise assessments are in measuring performance.

## **Valid**

Validity in assessment requires that the assessment process is sound and assesses what it claims to assess. It is concerned with the extent to which assessments address the requirements of the unit of competency, and whether the assessment outcome is justified on the basis of the evidence provided by the candidate.

## **REASONABLE ADJUSTMENT**

Adjustments to assessments made so that students with educational disadvantage have the same opportunity to complete assessment tasks as other students, while maintaining the integrity of the assessment outcome.

## **RULES OF EVIDENCE**

The following rules provide guidance on the collection of evidence used in assessments to ensure that it is:

### **Valid**

For evidence to be valid, it must relate clearly to the assessment requirements.

### **Sufficient**

This refers to the quantity (and quality) of evidence used for assessment. Enough valid evidence must be collected to show that the requirements of a unit of competency have been met.

### **Authentic**

This means that the assessors must be certain that evidence presented for assessment is the candidate's own work.

### **Current**

This refers to the age of the evidence. The evidence provided for assessment must show that the candidate is *currently* competent.



## VALIDATION

There is a systematic quality review process. It involves checking that assessments meet the requirements of:

- the rules of evidence
- the principles of assessment
- the requirements of the Training Package
- the needs of industry.

## POLICY

1. LCBA will carry out assessments in order to make judgements on whether competency and learning outcomes have been achieved, and to support and provide opportunities for improved student learning.
2. Assessment requirements and due dates will be clearly stated.
3. Extensions to due dates will be allowed within clearly stated limits.
4. The resubmission of assessment pieces will be allowed within defined limits.
5. Failing a unit of competence (subject) and re-enrolment
6. LCBA will apply reasonable adjustments to assessment tasks to support students with educational disadvantage.
7. Assessment processes will be conducted ethically.
8. LCBA will ensure that assessment tools and processes meet the requirements of:
  - a) the principles of assessment
  - b) the rules of evidence
  - c) the Training Package
  - d) workplace requirements.

## DETAILS AND PROCEDURES

1. **LCBA will conduct assessments in order to make judgements on whether competency and learning outcomes have been achieved, and to support and provide opportunities for improved student learning.**
  - 1.1 Lecturers will provide timely and constructive feedback to students. Lecturers will mark assessments within 10 working days of the due date for submission. An exception will be made for major assessments with a required word count of greater than 1000 words,



or comparable volume. These assessments will be marked and the result communicated to students within 20 working days.

- 1.2 Formative and summative assessments will take place at points in the program of study that allow students' learning needs to be identified and to provide opportunities for students to improve their learning. (*See the Academic Progress Policy.*)

## 2. **Assessment requirements and due dates will be clearly specified.**

- 2.1 The lecturer will provide students with due dates and a comprehensive description of assessment requirements before the assessment due date, and no later than two weeks after the commencement of a unit of competency or study period.
- 2.2 It is the student's responsibility to attend and participate in scheduled assessments, and to submit required assessment pieces by the due date.
- 2.3 Assessments submitted after the due date, but within a period of 5 working days from the due date, will be marked, and the highest grade that will be awarded for this assessment is Competent (the minimum pass grade). Assessments submitted after a period of 5 days from the due date will not be marked and the student will receive a grade of Not Yet Competent for the assessment.

## 3. **Extensions to due dates will be allowed within defined limits.**

- 3.1 If a student is unable to meet the requirements for an assessment piece by the due date, then the student may request an extension.
- 3.2 An extension may be granted where a due date disadvantages a student for medical or compassionate reasons, or other compelling circumstances.
- 3.3 Requests for extensions must be received and granted by the lecturer prior to the assessment due date. The student will be informed by the lecturer of his or her decision and advised of the new due date.

## 4. **The resubmission of assessment pieces will be allowed within defined limits.**

- 4.1 If a student receives a *provisional* result of Not Yet Competent, he or she is allowed *one* resubmission of an assessment (including the opportunity to resit a practical assessment task).
- 4.2 Where a student resubmits an assessment or resits a practical assessment task he or she is eligible to receive only the minimum pass grade (Competent).
- 4.2 The Program Manager will consider allowing further resubmissions and resits on a case-by-case basis. He or she will usually only grant these requests in compassionate or compelling circumstances such as sickness supported by a doctor's certificate.



4.3 Fees may apply for resubmission of assessments or the opportunity to re-sit an assessment event.

- 4.4 Where a student attempts but does not complete an assessment, and subsequently provides a medical certificate or other evidence to explain why he or she did not complete the assessment, this evidence will *not* be accepted by LCBA and the student will *not* be entitled to a resit. If a student feels unwell or otherwise disadvantaged, then he or she should not attempt the assessment and must provide documentary evidence in support of this decision to program administrators.
- 4.5 Where a student does not attempt an assessment (without prior arrangement or compelling circumstances) a grade of Not Yet Competent (NYC) will be recorded. Students receiving a grade of NYC must re-enrol and repeat in each unit of competency.

## 5. **Subject failure and re-enrolment**

- 5.1 Students receiving a final grade of Not Yet Competent (fail) must re-enrol in and repeat each unit of competence. Students must pay additional fees for each and every unit repeated at the current applicable rate.

*(See the Fees, Refunds and Conditions Policy)*

## 6. **LCBA will apply reasonable adjustments to assessment tasks to support students with educational disadvantage.**

- 6.1 Reasonable adjustments to assessment tasks may be requested by students on grounds of educational disadvantage including:

- medical condition
- disability
- compassion
- religious observance
- language, literacy and numeracy abilities.

Examples of reasonable adjustments to assessment processes include:

- extra reading time
- extra writing time
- providing a reader or writer
- an interpreter for the hearing impaired
- use of special technology or equipment.

- 6.2 Students should discuss their needs for reasonable adjustment with their lecturer as soon as possible. This should be prior to the commencement of a component of study, or as soon as practicable after class commences.

- 6.3 Students may be asked to provide documentation to support their request for reasonable adjustment. Information provided by students relating to requests for reasonable



adjustment will only be disclosed as necessary to provide students with the support they need, and will otherwise be kept confidential.

- 6.4 A record of the reasonable adjustment request and its outcomes will be kept on the student file.
7. **Assessment processes will be conducted ethically.**
  - 7.1 Assessors' judgments will be impartial and free of any perceived conflict of interest such as those associated with assessing a family member, friend or business colleague.
8. **LCBA will ensure that assessment tools and processes meet the requirements of:**
  - **the principles of assessment**
  - **the rules of evidence**
  - **the Training Package**
  - **workplace requirements.**
  - 8.1 LCBA will validate assessment tools and processes to check that they meet the quality requirements outlined above.
  - 8.2 LCBA will moderate assessments to ensure that the same standards and judgements on assessments are consistently applied by different assessors.

(See online Assessment Policy <http://www.lecordonbleu.com.au/policies>)