

ASSESSMENT POLICY (VOCATIONAL EDUCATION)

1. Purpose and Objectives

- 1.1 The purpose of this policy is to inform students, teaching staff and academic staff of the principles and procedures relating to student assessment. Le Cordon Bleu Australia (LCBA) carries out assessments for each unit of competence in order to make judgements on whether the required competency has been demonstrated, to measure the extent to which learning outcomes have been achieved, and to support and provide opportunities for improved student learning.
- 1.2 The objectives of this policy are to clearly set out the process for the delivery of assessments, so that no student will be disadvantaged due to misunderstanding and to ensure that all lecturers and academic staff have clear instruction on the approved process for carrying out assessments.
- 1.3 To meet the requirements of the Standards for RTO's 2015 specifically clauses 1.8 – 1.12.

2. Scope

- 2.1 This policy applies to all students enrolled in and staff involved in the delivery and administration of LCBA's Vocational Education programs.

3. Legislative Context

- National Code 2018
- Standards for Registered Training Organisations (RTOs) 2015

4. Policy Statement

- 4.1 This policy provides the framework for conducting assessments as well as stipulating procedures related to assessment activities. LCBA undertakes regular reviews of its assessments to ensure that assessment addresses unit of competency requirements and meets the principles of assessment and rules of evidence.

5. Policy

- 5.1 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.
 - 5.1.1 Only LCBA approved assessments are to be used.
 - 5.1.2 Students may be assessed as follows:
 - Practical assessments – students will be required to be observed demonstrating skills and knowledge against criteria in observation checklists and/or asked to respond to oral questions relating to applying knowledge in a specific situation or set of circumstances. Criteria will differ according to specific assessment tasks for each unit of competency provided by the lecturer.
 - Knowledge assessments – students may be required to answer questions in relation to specific knowledge. These may be short answer responses and could be open book. Requirements for specific assessment tasks for each unit of competency will be provided by the lecturer.

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- Portfolio / research / project assessment – students may be required to provide answers to questions or responses to case studies / scenarios by constructing a portfolio, undertaking research or completing a project in relation to specific knowledge. Requirements for specific assessment tasks for each unit of competency will be provided by the lecturer.
- 5.1.3 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.
- 5.1.4 Assessments will take place at points in the program of study that allow student learning needs to be identified and to provide opportunities for students to improve their learning.
- 5.1.5 There may be multiple assessment tasks for a single unit of competency or a cluster of units. Assessment tasks are marked as Satisfactory (S) or Not Satisfactory (NS).
- 5.1.6 A student must achieve a result of satisfactory in all observation criteria for practical assessments, all questions in knowledge assessments and all requirements in portfolio / research/ project assessments, to achieve a satisfactory result for that assessment task. Results for assessment tasks will be viewable on Le Cordon Bleu Engage once marked by the assessor.
- 5.1.7 Once a student has achieved a satisfactory result in all assessment tasks for a given unit, they can be deemed Competent (C) in that unit of competency or cluster of units.
- 5.1.8 Overall results of Competent /Not Competent for a unit of competency or cluster will only be viewable in LCB Engage after end of term results are finalised. The student will be contacted by Student Services in relation to re-enrolment of any unit/s required for the qualification.
- 5.2 Assessment requirements and due dates will be clearly stated.
- 5.2.1 The lecturer will provide students with due dates and a comprehensive description of assessment requirements before the assessment due date, and no later than one week after the commencement of a unit of competency or study period.
- 5.2.2 It is the student's responsibility to attend and participate in scheduled assessments, and to submit required assessment pieces by the due date.
- 5.2.3 Assessments submitted after the due date, but within a period of five (5) working days from the due date, will be marked and considered as the second submission. Assessments submitted after a period of five (5) working days from the due date will not be marked and the student will receive a grade of Withdrawn (WD) for the assessment.
- 5.3 Extensions to due dates will be allowed within clearly stated limits
- 5.3.1 If a student is unable to meet the requirements for an assessment piece by the due date, then they may request an extension.

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- 5.3.2 An extension may be granted where a due date disadvantages a student for medical or compassionate reasons, or other compelling circumstances.
- 5.3.3 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 their decision and advised of the new due date.
- 5.4 The resubmission of assessment pieces or resitting an assessment task will be allowed within defined limits.
- 5.4.1 If a student receives a result of Not Satisfactory for an assessment task, they are allowed one resubmission of an assessment (including the opportunity to re-sit a practical assessment task).
- 5.4.2 The Program Manager will consider allowing further resubmissions and resits on a case-by-case basis. They will usually only grant these requests in compassionate or compelling circumstances such as sickness supported by a doctor's certificate.
- 5.4.3 LCBA reserves the right to deny a re-sit or resubmission opportunity for an assessment task if a judgement is made by the assessor that the initial attempt was not genuine. Examples of non-genuine attempts may include but are not limited to:
- leaving sections of an assessment blank;
 - leaving questions unanswered (including not selecting a response for multiple choice and true/ false questions);
 - responses not having a reasonable relationship to the question;
 - not utilising available time or resources for an assessment.
- 5.4.4 Fees may apply for resubmission of assessments or the opportunity to re-sit an assessment event (see relevant *Fees and Refunds Policy*).
- 5.4.5 If a student feels unwell or otherwise disadvantaged, then they should not attempt the assessment and must provide documentary evidence in support of this decision to program administrators prior to the assessment. Abandonments of an assessment without compelling or compassionate reasons supported by evidence, will result in the student not being entitled to a resubmission or resit. Situations out of the student's control will be assessed on a case by case basis.
- 5.4.6 Where a student does not attempt an assessment task (without prior arrangement or compelling circumstances) a grade of Withdrawn (WD) will be recorded. Students receiving a grade of WD must re-enrol and repeat each applicable unit of competency or cluster of units.
- 5.5 Students deemed Not Competent and re-enrolment
- 5.5.1 Students receiving a final grade of Not Competent must re-enrol in and repeat each applicable unit of competency or cluster of units. Students must pay additional fees for each unit repeated at the current applicable rate.
- 5.6 Appealing an assessment result

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- 5.6.1 Students who wish to query the outcome of an assessment should first raise the matter with the assessor. The assessor may agree to re-mark the assessment if they consider there to be reasonable grounds.
- 5.6.2 If the student is not satisfied with the outcome after raising the matter with their assessor, a student may, within 5 working days of receiving notification from the assessor, request a re-mark to the Program Manager. The Program Manager will decide whether a re-mark is warranted.
- 5.6.3 A re-mark of an assessment piece is allowed only if the assessment was submitted by the due date or, where an extension was granted, by the extended due date.
- 5.6.4 If the Program Manager determines that a re-mark is justified, the Program Manager will arrange for the assessment to be re-marked by a suitably qualified person, who is not the original assessor. The student's result is provided within 10 working days of receiving the request.
- 5.6.5 If the Program Manager determines that a re-mark is not justified, they will inform the student of the decision within 5 working days of receiving the request.
- 5.6.6 If a re-mark results in a new grade, this grade will become the final grade and replace the original grade.
- 5.6.7 Where a student is dissatisfied with the outcome of request to remark an assessment the student may lodge an appeal with the Academic Appeals Committee (VET) in accordance with the Student Complaints and Appeals Policy.
- 5.7 Appeals against other academic decisions can be lodged according to the LCBA Student Complaints and Appeals policy.
- 5.8 LCBA will apply reasonable adjustments to assessment tasks to support students with educational disadvantage.
- 5.8.1 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.
- 5.8.2 Students should discuss their needs for reasonable adjustment with their lecturer as soon as possible and must be made prior to the Assessment date. Preferably this discussion should be undertaken at the commencement of a component of study when the assessment tasks are published; or as soon as practicable, if the

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reasonable adjustment request is required because of accident or misadventure in the leadup to the assessment due date.

- 5.8.3 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.
- 5.8.4 All reasonable adjustment requests are to be approved by the Program Manager and a record of the request and its outcomes will be kept on the student file.
- 5.9 Assessors' judgements will be impartial and free of any perceived conflict of interest such as those associated with assessing a family member, friend or business colleague. 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.
- 5.9.1 LCBA will ensure that assessment tools and judgements are validated according to an approved schedule as part of a continuous improvement process
- 5.10 Students must maintain sufficient attendance to be eligible to participate within Le Cordon Bleu final practical examinations conducted at the end of Basic or Assistant (Adelaide only), Intermediate or Cadet (Adelaide only) and Superior or Commis (Adelaide only) stages. Students with up to four (4) absences from scheduled demonstration and practical classes within a specific stage will be permitted to attempt the Le Cordon Bleu final practical examinations. Students missing a demonstration class will not be allowed into the corresponding practical class and will be scored two (2) absences. Students who do not arrive on time for classes will be recorded as late. Four late attendances will be taken to equal one (1) absence.
- 5.10.1 Students must complete and pass all Le Cordon Bleu final practical examinations in addition to assessments for all units of competency contained in Basic or Assistant (Adelaide only), Intermediate or Cadet (Adelaide only) and Superior or Commis (Adelaide only) stages to be awarded the following qualifications:
- Diplôme de Cuisine or Diplôme de Commis Cuisinier
 - Diplôme de Pâtisserie or Diplôme de Commis Pâtissier
- 5.10.2 Students who meet all assessment requirements for the AQF qualifications Certificate III in Commercial Cookery and Certificate III in Patisserie but not those for the Le Cordon Bleu International Diplomas will be awarded the relevant AQF qualification only.

6. Roles and Responsibilities

Roles	Responsibilities
Assessors	Ensure assessment tasks meet the unit of competency requirements Provide assessment details and dates within the specified timeframe

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Roles	Responsibilities
	Facilitate assessments including responding to reasonable adjustment requests Consider requests for assessment extensions within specified policy timeframes Mark and provide assessment feedback within the specified policy timeframes Ensure assessment adheres to the principles of assessment and rules of evidence Consider requests for remarking assessments
Program Managers	Approve reasonable adjustments made to assessment tasks Consider appeals against assessment results Consider extension requests beyond policy timeframes Consider additional resit/resubmission opportunities Consider requests for remarking assessments

7. Definitions

‘Assessment’ means the process of collecting evidence and making judgements on whether competency has been achieved, to confirm that an individual can perform to the standard expected in the workplace, as specified in a Training Package or VET accredited program and is conducted in accordance with the principles of assessment and the rules of evidence.

‘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 – Reliability in assessment 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 each unit of competency.

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‘Reasonable Adjustment’ are 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 unit/s of competency being assessed.

‘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 - 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 - means that 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 - a systematic quality review process that involves checking that assessment tools and judgements meet the requirements of:

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

8. Related Documents

- Academic Appeals Policy VET
- Academic Integrity Policy
- Academic Progress Policy VET
- Fees and Refunds Policy - Domestic Students
- Fees and Refunds Policy - Overseas Students
- Results and Conferral of Awards Policy VET
- Student Attendance Policy VET

9. Implementation

9.1 The Academic Director VET is responsible for ensuring that future major changes to this policy will be accompanied by a completed Implementation Plan, counter signed by the Dean and presented with the policy to the Academic Board.

9.2 The Implementation Plan will include a Communication Strategy that identifies key stakeholders and the requirements for effectively implementing and monitoring this policy.

10. Summary of changes since last review

Authored by	Description
Academic Manager VET	Included information relating to appealing assessment results (Policy points 5.6 including all sub-points and 5.7)