

Conducting Assessment (VET)

<p>Planning assessment</p> <p>When planning for an assessment the assessor must ensure that:</p> <ul style="list-style-type: none">• The assessment methods to be used are identical to those mentioned on the Training and Assessment Strategy (TAS)• Assessment tools are valid and meet the principles of assessment and rules of evidence• All personnel, such as workplace supervisors, content experts, and assessors involved with the assessment are aware of their roles and responsibilities• Facilities, equipment and materials needed are readily available• Any reasonable adjustment or specialist support that is needed is in place <p>Candidates are assessed as being either "Competent" or "Not Yet Competent."</p> <p>Where there is a requirement for a grade to be applied in relation to a competency based assessment (eg for pathway programs or for licencing), the accompanying grade set should be applied within the course to ensure consistency. If weighted assessments are used, weightings should apply at Unit of competency level. Further details are provided in the Assessor Guidelines linked below.</p> <p>A Grade Set template is linked below.</p> <p>Guidelines for Graded / Weighted Assessment, including a checklist is linked below.</p> <p>There is an Assessment Cover Sheet template linked below.</p>	Assessor
<p>Informing students of assessment requirements</p> <p>Assessors in the first week's classes of each unit/module (or before training commences for flexible delivery):</p> <ul style="list-style-type: none">• explain to students the eligibility requirements for completing assessment, including sitting for external examinations (if applicable)• inform students of all methods, conditions and flexibility of assessment (including opportunities for Recognition of Prior Learning), dates of submitting assessment evidence, examination periods, and weightings and inform students of the appeals process• advise learners of the number of assessment attempts available for each assessment task and result notification process• advise learners of penalties for plagiarism, collusion and cheating contained within the Plagiarism, Collusion and Cheating Policy and Procedure.	

<p>Prior to the assessment It is the assessor's responsibility to:</p> <ul style="list-style-type: none"> • Confirm that the candidate is prepared to undertake the assessment • Advise candidates of the time, place and requirements for the assessment • Ensure the candidate is fully aware of what they have to do • Advise candidates of the procedures for re-assessment and appeals 	Assessor
<p>Conducting the assessment It is the assessor's responsibility to:</p> <ul style="list-style-type: none"> • Give any special instructions, if required, to the candidate • Conduct the assessment in a professional and objective manner • Consult any marking guide or exemplar/s that exist for the assessment 	Assessor
<p>After assessment It is the assessor's responsibility to:</p> <ul style="list-style-type: none"> • Give candidate documented feedback on their performance • Complete assessment documentation • Follow appeal procedures if candidate disagrees with result • Follow administrative requirements for recording and filing results • where an inbound international student fails an assessment and this is likely to impact on the student's ability to complete the course within the expected duration, liaise with the Centre for International Student Services, refer to the Monitoring of Course Progression Policy and Procedure and ensure that an appropriate intervention strategy is implemented 	Assessor
<p>Reasonable adjustment Students who have a disability and believe they are eligible for alternative or adjusted assessment procedures should discuss with their teacher and if needed, contact the Institute's Disability Liaison Service to gain assistance regarding alternative or adjusted assessment procedures.</p>	Student
<p>Special consideration Where a student anticipates that a result will be impacted by special circumstances (eg. ill health, bereavement etc.) they can apply for Special Consideration using the application form available from the Student Administration Office.</p> <p>Students may also contact Student Support Services for assistance with their application.</p> <p>The form and supporting evidence should be submitted to the</p>	<p>Student</p> <p>Teaching</p>

<p>Manager of the Teaching Centre in which the student is studying no less than ten (10) working days prior to the assessment, or in unforeseen circumstances, (i.e., in the case of accidents or illness) within two (2) working days after the date of the assessment.</p> <p>The Teaching Centre Manager will determine if the application should be supported, and will forward the outcome to the Registrar.</p> <p>The Registrar will advise the student of the outcome of the Special Consideration application, within three (3) working days of receipt of the application.</p>	<p>Centre Manager or Delegate</p> <p>Registrar</p>
<p>Student requests for re-assessment</p> <p>Where a student disputes the result of an assessment they should discuss this with the teacher to resolve any issues and to discuss any circumstances which may have affected their results.</p> <p>If this does not result in a resolution, they may lodge a request for reassessment with the Centre Manager within ten (10) working days of receipt of the result.</p> <p>The Centre Manager will make arrangements for the re-assessment.</p> <p>The teacher re-assesses the work and advises the student of the outcome within five (5) working days.</p> <p>If the student is not satisfied with the outcome, they may lodge a grievance in accordance with the Student Grievance Policy and Procedure.</p>	<p>Student</p> <p>Teaching Centre Manager or Delegate</p> <p>Student</p>

[Assessment cover sheet \(Version 1.2010\)](#) [208 KB] [\[unlink\]](#)

Assessor Guidelines

[Conduct of Examinations Procedure \(Version 1.2009\)](#) [28 KB] [\[unlink\]](#)

[Conduct of Examinations Policy \(Version 1.2009\)](#) [26 KB] [\[unlink\]](#)

[Grade Set Codes \(Version 1.2009\)](#) [29 KB] [\[unlink\]](#)

[Graded Assessment grade set template \(Version 2.2009\)](#) [198 KB] [\[unlink\]](#)

[Guidelines for Graded weighted assessment \(Version 1.2009\)](#) [39 KB] [\[unlink\]](#)

[Overview of Assessment \(Version 1.2009\)](#) [21 KB] [\[unlink\]](#)

[Overview of Trainer Assessor Competence \(Version 1.2009\)](#) [36 KB] [\[unlink\]](#)

[Overview of Training development, delivery, assessment and improvement flowchart \(Version 2.2009\)](#) [258 KB] [\[unlink\]](#)

[Student VET Assessment Policy \(Version 1.2009\)](#) [26 KB] [\[unlink\]](#)

[Student VET Assessment Procedure \(Version 1.2009\)](#) [54 KB] [\[unlink\]](#)

[Training Delivery Assessment Checklist \(Version 2.2009\)](#) [52 KB] [\[unlink\]](#)