

Assessment Policy/Procedure

PURPOSE:

To specify training and assessment strategies and related practices that are responsive to industry and learner needs and meet the requirements of Training Packages and VET Accredited Courses. This policy reflects AQTF Essential Conditions and Standards for Continuing Registration.

1. To identify and describe principles underpinning the approach to assessment adopted by BGT.
2. Inform and guide BGT RTO staff in the design and implementation of VET assessment;
3. Encourage BGT to reflect on assessment practices to better meet the diverse needs of the broad range of VET learners; and
4. Provide a clear framework for making VET program design decisions in relation to assessment

SCOPE:

The Assessment Policy/procedure is designed to ensure BGT assessment practices are consistent with guidelines and policies issued through State and National Training Authorities and contained within the relevant National Training Packages.

BGT implements an assessment system that ensures that VET assessment (including Recognition of Prior Learning) complies with the assessment requirements of the relevant training package or VET accredited programs conducted in accordance with the Principles of Assessment and the Rules of Evidence

This outlines the implementation of BGT, training and assessment strategies for each of the Training Packages listed in BGT Scope of registration.

PROCEDURE:

Assessment should support student engagement in learning and the creation of supportive learning communities. It should also provide students with recognition of their achievements against specified criteria.

BGT is committed to assessment that incorporates a feedback process and is based on explicit, pre-specified, and/or negotiated criteria (criterion-referenced assessment). It does not support assessment decisions made solely on the basis of student performance relative to that of the rest of the cohort (norm-referenced assessment).

In addition to the above statements and as appropriate to units, modules or courses assessment procedures and practices should:

- be valid, fair, flexible, reliable, feasible, incorporate clearly defined assessment criteria and acknowledge cultural diversity;

- respect, recognise and develop students' current knowledge and experiences and provide appropriate opportunities for the formal recognition of prior learning;
- encourage the use of a range of assessment methods or practices designed to accommodate the diversity of learners and allows them to develop learning styles and demonstrate their achievement as learners;
- promote integrity in assessment to ensure, as far as possible, that students receive proper credit for assessable work which is their own;
- incorporate feedback that supports student learning and is prompt, informative and where appropriate provided throughout, not just at the end of, the learning process;
- be moderated and/or validated to ensure appropriateness to the unit/module and level AQF level.

Obligations to learners - Informing learners of assessment requirements

1. Prior to enrolment conduct RPL assessments if requested and check for credit transfers
2. Prior to the commencement of a unit the Trainer/Assessors must:
 - a) Inform the student of related educational and support services BGT will provide including: eligibility requirements for completing assessment, conditions of assessment, dates of submitting assessment evidence, assessor contact details
 - b) Estimated duration, expected delivery locations, modes of delivery;
 - c) Make clear to the learner where how a third party arrangement is involved in the delivery of training and/or assessments
 - d) Provide information on BGT' complaints and appeals process; and
 - e) Any work placement arrangements particularly those that relate to assessment of competency in any unit(s)

3. Prior to the assessment

It is the Trainer/Assessor's responsibility to:

- a) Confirm that the learners is prepared to undertake the assessment;
- b) Advise learners of the time, place and requirements for the assessment;
- c) Ensure the learners is fully aware of what they have to do; and
- d) Advise learners of the procedures for re-assessment and appeals.

4. Reasonable adjustment

Learners who have a disability and believe they are eligible for alternative or adjusted assessment should negotiate with their Trainer/Assessor prior to assessment.

5. Conducting the assessment

When conducting assessment the assessment methods/tool templates used must be identical to those specified in the TAS.

Assessors must conduct the assessment in a professional and objective manner using the standards of performance identified in the assessment tool to determine competency.

It is the Assessor's responsibility to:

- a) Give any special instructions, if required, to the learner;
- b) Conduct the assessment in a professional and objective manner, and
- c) Consult any marking guide, assessment criteria or exemplar/s that exist when determining the assessment outcome.

6. After assessment

At the conclusion of assessment, it is the Assessor's responsibility to consult any marking guide, assessment criteria or exemplar/s that exists for the assessment to determine the assessment outcome. Assessors must use the grading code as defined below. Assessors must:

- a) Give learners documented feedback on their performance within two weeks;
- b) Follow BGT's appeal procedures if a learner disagrees with the assessment outcome;
- c) Record results on the individual learner unit assessment record and feedback form and place in student file within 2 weeks of completing the assessment;
- d) Record final assessment result in the student management system within one week of the assessment result being determined.

Legislative Context

[The Australian Quality Training Framework \(AQTF\)](#)

[Australian Qualifications Framework \(AQF\)](#)

[Victorian Registration and Qualifications Authority \(VRQA\) Guidelines for VET providers](#)

[AQTF Essential Conditions and Standards for Continuing Registration](#)