



Assessment Policy

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1. Purpose

This document specifies Inventorium RTO Pty Ltd.'s (Inventorium RTO) assessment policy. It sets out:

- a. governing principles that staff apply when designing, implementing and reviewing assessments, and making decisions relating to learner assessment, and
- b. mandatory procedures for assessing the work of learners.

2. Scope

This document applies to:

- a. assessment of assessable work undertaken by learners enrolled in courses offered by Inventorium RTO, and
- b. learners, Inventorium RTO staff, and any people contracted by Inventorium RTO who are responsible for assessment-related activities.

This document does not apply to informal assessment that does not contribute to a learner's overall assessment.

3. Policy statement

- a. Assessment must meet the standards required under the Australian Qualifications Framework and the Standards for Registered Training Organisations (RTOs) 2015.
- b. Assessment must meet Inventorium RTO's standards identified in this policy.
- c. Assessment must aim to enable learners to achieve the academic standards expected by Inventorium RTO and its community including employers and the professions.
- d. Assessment must achieve its intended purpose and be a fair, flexible, valid and reliable basis for evaluating learner achievement, performance or other competency.
- e. Assessment practice and decision-making must aim to be fair, equitable, consistent and transparent.
- f. Assessment tasks must align with learning goals, learning activities and learning outcomes, and provide evidence of a learner's achievement of the learning outcomes set out in the relevant unit of competency.
- g. Learners must be provided with a clear understanding of expectations for each assessment task they are required to complete.

- h. Learners must be given timely, constructive feedback on their work to support their progress toward achieving the learning outcomes for their course.
- i. The assessment workload required of learners must be reasonable when considering the depth and breadth of performance outcomes expected of each unit.
- j. Assessment results must be applied consistently with reference to the marking guides and assessment criteria in each assessment task.
- k. Assessment tasks must be moderated in accordance with Inventorium RTO's Assessment Validation and Moderation Policy to maintain academic standards across the Inventorium RTO and comparability of results between learners.
- l. Assessment practices must aim to be inclusive and to support equity and disability principles, catering for individual and group diversity.
- m. Reasonable adjustments for learners with a disability are made in accordance with the Disability Standards for Education 2005.

4. Reasonable Adjustment for Learners with a Disability

Reasonable adjustments for learners with a disability are made in accordance with the Disability Standards for Education 2005.

Where possible, Inventorium RTO makes reasonable adjustments for learners with a disability in accordance with the Disability Standards for Education, 2005. This includes reasonable adjustments to the learning and physical environment to enable a learner to participate in learning and assessment experiences on the same basis as a learner without a disability. Any learner that indicates during the application process that they have a disability will be contacted by the Inventorium RTO to discuss the learner's specific needs and provide information about learner support.

5. Assessment tasks

- a. A clear statement of the unit learning outcomes must be included in the assessment task.
- b. Each assessment task is aligned with one or more of the relevant learning outcomes of the unit and course.
- c. Where possible, the same learning outcome is not assessed more than twice in a unit.
- d. The relationship between learning outcomes and assessment tasks is made clear to learners in the assessment task.
- e. The criteria against which an assessment will be measured are clearly set out in the assessment task with the following details:

- specified passing criteria in terms of minimum performance or marks
 - due date
 - assessment conditions (open/closed book, materials, etc.)
 - assessment specifications (maximum length, presentation format, etc.) and any penalties for not complying with the specifications
 - required reference style to be used for assessment tasks (where applicable)
- f. details on how assigned group work and peer assessment will operate, including the outcome of demonstrated plagiarism by an individual learner working on a group assessment task.
- g. Any changes to the nature and scope of any assessment task whilst learners are undertaking a unit require:
- Inventorium RTO management's endorsement
 - agreement of the learners enrolled in the unit
 - communication by email, or other form of writing, to all learners enrolled in the unit in time for them to prepare for the change so they are not disadvantaged, and
 - communication to staff with assessment responsibilities.
- h. Once an assessment task has been made available to learners, assessment tasks must not be changed unless this is necessary for the integrity of assessment, or due to unforeseen circumstances. Changes must not be made unless Inventorium RTO management approves them.
- i. The assessment for any given unit is appropriate to the AQF level of the course in which it occurs (e.g., Certificate IV, Diploma, Advanced Diploma).
- j. Wherever possible, learners must have an opportunity to practice or experience each type of assessment task that is used in any final (summative) assessment for a unit, and assessment tasks will cover a range of tasks that collectively test unit-learning outcomes.

5.1 Assessment timelines

Assessment deadlines are timed to take account of other academic demands on learner time wherever possible (e.g., other assessments in the unit, requirements of other units).

Learners are given reasonable time to submit an assessment task, taking into consideration availability of materials and reference texts and practical or technical difficulties likely to be/that may be encountered. This is negotiated between the learner and their facilitator.

Wherever possible, learners must receive feedback on assessment tasks allowing time for learners to benefit from the feedback and to receive academic support before the next assessment task must be submitted.

5.2 Marking

- a. Assessment tasks are non-graded. Non-graded assessment tasks are marked on a satisfactory/not satisfactory basis.
- b. Learners who are deemed not satisfactory for a single assessment task after being provided two opportunities to repeat the assessment task will be deemed not yet competent for that unit of competency.
- c. A criterion-referenced approach is used for assessing all assessment tasks.
- d. Assessment tasks must be marked according to the published assessment criteria in the relevant unit of competency.
- e. Negative marking will not be used to deduct marks for errors or mistakes.
- f. If learners are required to achieve a minimum passing result for an assessment task to pass the unit, the minimum mark or performance requirement must be clearly stated in the assessment task. It is not sufficient to state “learners must submit all assessments”, since this does not require a minimum result for submitted work and is educationally indefensible.
- g. Academic decisions, particularly those with potentially adverse implications for learner progress (e.g., failure to satisfy academic standards), must be supported by documented evidence. Any documents additional to comments on an assessment task must be placed on the relevant learner file in Inventorium RTO’s records management system.

5.3 Assessment feedback

- a. Feedback related to the assessment criteria may be provided individually or to a group. Feedback must also be sufficiently detailed to identify strengths and deficiencies and suggest how performance can be improved without discouraging self-reliance in learning and assessment.
- b. Feedback to learners includes access to their own work, including copies of assessment tools and other relevant assessment material, along with comments from the assessor.
- c. Staff and learner feedback on assessment tasks must be considered during assessment validation activities.
- d. Learners can discuss their assessment results with their facilitator following feedback to support future preparation of assessment tasks.
- e. Where early or formative assessment indicates that learners are at risk of failing a unit, trainers must refer learners as early as practicable to other support services if needed.

5.4 Time extensions for submitting assessment tasks

Learners unable to submit assessment tasks by the specified due date may request an extension of the assessment due date on the grounds of medical, personal, family, work-related or any other adverse and/or unforeseen circumstances. Extensions will be granted for up to a maximum of ten working days after the original due date.

Learners must request extensions in writing to their Facilitator if they are not going to meet the negotiated submission date. Supporting documents must be supplied.

5.5 Medical or allied health reasons for extension requests

Medical or health-related certificates used to support requests for assessment extensions must meet the following criteria:

- a. it is a document provided and signed by a registered medical, dental, psychological or allied health practitioner (not practitioners of alternative medicine, naturopaths, herbalists unless they are registered practitioners).
- b. has a registered provider number or the practitioner's professional association registration number on the document or an equivalent means or certification for a country other than Australia.
- c. states the date on which the learner was examined and the nature, severity and duration of the complaint.
- d. states whether the learner was affected by the complaint on the day of the assessment task.
- e. provides the medical or allied health practitioner's opinion of the effect of the complaint on the learner's ability to undertake the assessment task. Inventorium RTO may not accept certificates that appear to rely on statements by the patient (e.g., "the patient states that" or "according to the patient").
- f. contains sufficient evidence to enable an informed decision regarding the application. Non-specific statements that are not acceptable include but are not limited to the following: "the learner is not fit for duty" and "the learner is suffering from a medical condition or illness". A statement that "the patient is, in my opinion, suffering from a medical condition, the exact nature of which I cannot divulge for reasons of patient privacy" would be acceptable, and,
- g. is dated on or before the assessment task due date. Only in exceptional circumstances will retrospective medical or health-related certificates be accepted.

5.6 Compassionate and other reasons for extension requests

Applications based on exceptional circumstances involving compassionate reasons, misadventure or other exceptional circumstances beyond the learner's control, and where the circumstances are not within the range of normal risk, must include sufficient written evidence from an independent person to corroborate the facts and circumstances claimed by the learner to support their application.

5.7 Extension request timelines and late penalties

- a. To be considered for an extension without academic penalty, extension requests and supporting documents must be submitted before or on the assessment due date. Learners who make a request by phone must follow-up immediately with a written request.
- b. Submitting a request does not guarantee an extension will be granted.
- c. Learners may submit an extension request up to five working days after the assessment due date and may be granted an extension. However, the learner must establish a sound reason for not requesting an extension before or on the due date, otherwise the extension may not be granted.
- d. For some assessments, it may not be appropriate to grant an extension. Such assessments will receive a mark of unsatisfactory if not completed by/on the specified date. Examples are:
 - weekly online tests, or
 - online quizzes where answers are released to learners on completion, or
 - professional assessment tasks, where the intention is to create an authentic assessment that has an absolute submission date, or
 - take-home papers that are assessed during a defined time period.
 - Participation in a group task where the group has been convened specifically for this purpose.
- e. Where no late submission is allowed, this must be stated in the assessment tool so that this is clear to learners.

5.8 Deciding extension requests

- a. The facilitator is responsible for deciding whether to grant extension requests.
- b. Assessment extension requests will be decided with reference to the following:
 - the extension request is in writing and includes sufficient details, such as relevant grounds and supporting documents, to enable an informed decision

- when the extension request was received by Inventorium RTO and, if received after the assessment due date, the reasons given by the learner for its lateness, and/or
 - any other relevant circumstances.
- c. Within five working days of receiving the written request, the trainer will respond to the learner and inform them of the extension period (up to a maximum of ten working days) or inform the learner of the non-compliance of documents and request additional supporting documents. In exceptional circumstances, the trainer may consider extension requests beyond ten working days.
 - d. Decisions regarding extension requests are recorded in writing by the decision-maker and stored in the learner's file.
 - e. Learners who have submitted an extension request that was not granted have one opportunity to request a more senior decision-maker, e.g., RTO Manager, to review the decision if they reasonably believe the decision process to have been flawed and unfair.
 - f. A decision will be reviewed only when the learner requested an extension in accordance with this policy and the learner requests the review in writing to the facilitator within five working days of receiving the decision. Reasons why a review is requested must be clearly stated. It is not sufficient to claim that the decision was unfair without giving reasons to substantiate the claim.

5. 9 Re-assessment (following a missed assessment or failure to submit work by published deadline)

- a. If a learner is unable to attend an assessment or submit work by the published deadline due to illness or a serious incident, and they have not requested an extension to the assessment due date, they may apply for a re-assessment by completing a re-assessment application form available from Inventorium RTO website. This must be supported by a medical certificate or in the case of a serious incident, a statutory declaration. Under these circumstances there is no cost to the learner for a re-assessment and they will be given a date for when the re-assessment needs to be completed by.
- b. If a learner is unable to attend an assessment or submit work by the published deadline for any reason other than illness or a serious incident, they may still apply for a re-assessment. However, under these circumstances they will be required to pay a re-assessment fee of \$150 for the first two hours or part thereof plus \$75 per hour for any hour or part thereof after the first two hours. Learners are notified about the number of hours needed for the re- assessment in advance and the fee must be paid before the re-assessment date.

- c. Should a learner not attend or submit a re-assessment, they will be deemed to be Not Yet Competent in the associated unit of competency.

5.10 Re-assessment (following an unsatisfactory assessment result)

- a. Learners must be assessed as 'Satisfactory' in all assessment tasks in order to successfully complete the associated unit of competency. If a learner receives a 'Not Satisfactory' result in a specific assessment task, he/she will have to complete a re-assessment.
- b. Learners are entitled to a maximum of two re-assessments for each assessment task. In other words, after receiving a 'Not Satisfactory' result for the original assessment attempt, a learner may undertake a maximum of two further re-assessments for the assessment task.
- c. If a learner does not achieve a 'Satisfactory' result on their second re-assessment attempt, they will receive a 'Not Yet Competent' result for the associated unit of competency. The learner is required to repeat the entire unit and pay additional tuition fees for the repeated unit.
- d. If a learner receives a 'Not Satisfactory' result on either the original assessment attempt or the first re-assessment attempt, the trainer and assessor will liaise with the learner to arrange a time to complete a re-assessment.
- e. There is no cost incurred by learners for re-assessments, if the original submission was received by the published assessment due date.
- f. Re-assessment may not be provided if a learner has been found to be involved in plagiarism. Such a learner may also face disciplinary action.
- g. Re-assessment must be arranged at a mutually suitable time.
- h. If a learner does not attend an organised re-assessment, they may have to repeat the unit of competency and pay additional tuition fees for the repeated unit.

6. Reviews and appeals

Learners may appeal against academic decisions in accordance with the Inventorium RTO's Complaints and Appeals Policy.