



Student Assessment

Last Updated:

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Director Approval:

Lisa Materaxo (original signed)

Reference: Standard 1.8, 'The RTO implements an assessment system that ensures that assessment (including recognition of prior learning):

(a) complies with the assessment requirements of the relevant training package or VET accredited course; and

(b) is conducted in accordance with the Principles of Assessment contained and the Rules of Evidence', *Standards for Registered Training Organisations (RTOs) 2015*

This policy commences from Version 1.0 from 30 October 2017

Refer: BLI Recognition of Prior Learning Policy

Purpose:

Assessment is a core service offered to the students of Blended Learning International.

Blended Learning is committed to providing quality assessment services. Accordingly Blended Learning International ensures student assessments are conducted in accordance with the following:

- That assessment decisions are based on the assessment of skills and knowledge compared with units of competency drawn from the relevant training package
- That assessments are contextualised as relevant
- That evidence is gathered that meets the rules of evidence
- That assessment is conducted in accordance with the rules of evidence

Scope:

- Students
- Trainers/Facilitators
- Assessors
- Administration Officer
- Directors



Policy and Procedure

Blended Learning International requires the principles of assessment and the rules of evidence to be followed when assessing a person's evidence of competence. These are as follows:

Principles of Assessment

Fairness	<p>Ensuring the process does not disadvantage any individuals and the outcomes can be achieved through a range of training delivery strategies</p> <p>The individual learner's needs are considered in the assessment process.</p> <p>Where appropriate, reasonable adjustments are applied by the RTO to take into account the individual learner's needs.</p> <p>The RTO informs the learner about the assessment process, and provides the learner with the opportunity to challenge the result of the assessment and be reassessed if necessary.</p> <p>Accordingly, a Complaints and Appeals Process is provided.</p>
Flexibility	<p>Assessment is flexible to the individual learner by:</p> <p>reflecting the learner's needs;</p> <p>assessing competencies held by the learner no matter how or where they have been acquired; and</p> <p>drawing from a range of assessment methods and using those that are appropriate to the context, the unit of competency and associated assessment requirements, and the individual.</p>
Validity	<p>Ensuring evidence is collected in a variety of contexts and on a number of occasions, and that the assessment process and materials assess everything they claim to, and nothing else.</p> <p>Any assessment decision of the RTO is justified, based on the evidence of performance of the individual learner.</p> <p>Validity requires:</p> <p>assessment against the unit/s of competency and the associated assessment requirements covers the broad range of skills and knowledge that are essential to competent performance;</p> <p>assessment of knowledge and skills is integrated with their practical application;</p> <p>assessment to be based on evidence that demonstrates that a learner could demonstrate these skills and knowledge in other similar situations; and</p> <p>judgement of competence is based on evidence of learner</p>



	performance that is aligned to the unit/s of competency and associated assessment requirements.
Reliability	Evidence presented for assessment is consistently interpreted and assessment results are comparable irrespective of the assessor conducting the assessment.

Rules of Evidence

Validity	The assessor is assured that the learner has the skills, knowledge and attributes as described in the module or unit of competency and associated assessment requirements.
Sufficiency	The assessor is assured that the quality, quantity and relevance of the assessment evidence enables a judgement to be made of a learner's competency.
Authenticity	The assessor is assured that the evidence presented for assessment is the learner's own work.

1. Assessment processes will cover the broad range of skills and knowledge needed to demonstrate competency and will integrate knowledge and skills with their practical application.
2. Assessment processes will cover both on and off the job components of assessment as relevant for the student/s.
3. Assessment processes will provide for the recognition of competencies.
4. Consideration is also given to students with special needs. Please refer to the Student Services Policy. Please also refer to the Access and Equity Policy.
5. Individual students are able to question assessment decisions by liaising either with their trainer/facilitator/assessor, or RTO General Manager. This can be done verbally or in writing.
6. Qualifications and Statements of Attainment issued by Blended Learning will indicate the units of competency that the individual has attained.



7. The RTO General Manager and BLI CEO are responsible for ensuring that monitoring and review of assessment processes is ongoing, and the assessment tasks and plans should be reviewed at the end of a class and/or before commencement of a new class. If necessary, assessment tasks will be re-contextualised to suit the needs of the new student/s in accordance with our *Continuous Improvement* policy.
8. Blended Learning International requires assessments to be recorded in accordance with the Records Management Policy.
9. Blended Learning International requires assessments to be validated in accordance with the Validation and Industry Consultation Policy.
10. The following grading structure and assessment codes are to be applied by trainers and administration officer when submitting students reports:

C	Competent
RPL	Recognition of prior learning
NYC	Not Yet Competent
NA	Student has not submitted assignment
WW	Withdrawn without attending any sessions
WS	Withdrawn after attending at least one session
WA	Withdrawn after attempting assignment



OVERVIEW - CONDUCTING ASSESSMENT AGAINST UNITS OF COMPETENCY

The following describes the Blended Learning International process for conducting assessments against the units of competency identified:

Step 1: Prepare for assessment. The assessor is to:

- establish the context and purpose of the evidence to be collected;
- identify and analyse the units of competency, training package and training and assessment strategy to identify the evidence requirements; and
- review the assessment tools and confirm their currency and adequacy in meeting the rules of evidence.

Step 2: Prepare the student. The assessor meets with the student to:

- explain the context and purpose of the assessment and the assessment process;
- explain the units of competency to be assessed and the evidence to be collected;
- outline the assessment procedure and the preparation the student should undertake, and answer any questions;
- assess the needs of the student and, where applicable, negotiate reasonable adjustment for assessing people individual needs;
- seek feedback regarding the student's understanding of the evidence requirements and assessment process; and
- determine if the student is ready for assessment.

Step 3: Plan and prepare the evidence-gathering process. The assessor must:

- establish a plan for gathering sufficient quality evidence about the student's consistent performance in order to make the assessment decision;
- use equipment or resources required to support the evidence-gathering process; and coordinate and
- brief other personnel involved in the evidence-gathering process.

Step 4: Collect the evidence and make the assessment decision. The assessor must:

- establish and oversee the assessment process to ensure its validity, reliability, fairness and flexibility;
- collect appropriate evidence and match compatibility to the unit of competency;
- incorporate allowable adjustments to the assessment procedure without compromising the integrity of the competencies;
- evaluate the evidence in terms of validity, consistency, currency, authenticity and sufficiency;



- consult and work with other staff, or technical experts involved in the assessment process;
- record details of evidence collected; and
- make a judgement about the student's competence based on the evidence and the relevant unit(s) of competency.

Step 5: Provide feedback on the assessment. The assessor must provide advice to the student about the outcomes of the assessment process. This includes providing the student with:

- clear and constructive feedback on the assessment decision;
- information on ways of overcoming any identified gaps in competency revealed by the assessment;
- the opportunity to discuss the assessment process and outcome; and
- information on reassessment and the appeals processes if applicable.

Step 6: Record and report the result. The assessor must:

- maintain confidentiality and record the assessment outcome and provide this information to the Administration staff
- maintain records of the assessment procedure, evidence collected and the outcome and provide this information to the Administration staff

Step 7: Review the assessment process. On completion of the assessment process, the assessor must:

- review the assessment process;
- report on the positive and negative features of the assessment to those responsible for the assessment procedures; and if necessary, suggest to Blended Learning International RTO management ways of improving the assessment procedures through raising a Continuous Improvement Report or by providing input to the next scheduled management meeting or assessment validation.

Step 8: Participate in the reassessment and appeals process. The assessor must:

- provide feedback and counselling to the student, if required, regarding the assessment outcome or process, including guidance on further options;
- provide the student with information on the reassessment and appeals process;



- report any assessment decision that is disputed by the student to the RTO Manager; and
- participate in the reassessment or appeal according to the policies and procedures Blended Learning International.