



Assessment Policy

Purpose

The purpose of this policy is to provide guidelines for the assessment process at Greenwich English College Pty Ltd to safeguard the interests of students and graduates and the reputation of the college

Scope

Relevant for all staff involved in the delivery, training and assessment of student/ learner studying training programs with Greenwich English College Pty Ltd. This particularly applies to trainers/assessors.

Policy

According to the *Standards for Registered Training Organisations 2015*, assessment is the process of collecting evidence and making judgements on whether competency has been achieved, to confirm that an individual can perform to the standard required in the workplace, as specified in a training package.

Greenwich English College Pty Ltd strives to uphold the values of excellence, vision, good organisation and rigour at all levels of its operations, and the assessment framework is no exception.

Assessment processes and systems that conform to this plan will be appropriate, just, consistent and accurate. The guidelines and frameworks for assessment at Greenwich have been developed in line with Australian and industry best practice and are based on the insight of educators with ample credentials and the input of a well-constituted advisory board.

Greenwich English College Pty Ltd will at all times comply with the assessment guidelines as specified in the nationally endorsed Training Package or contained within Greenwich English College Pty Ltd.'s scope of registration.

Principles of Assessment

The following principles will be applied by Greenwich English College Pty Ltd to all assessments:

- **Validity** – the assessment decision is justified and is supported by evidence of performance of the individual learner- that is all assessment methods utilised are valid and they will assess what they claim to assess.
- **Reliability** – ensuring that assessments are conducted consistently with different groups or individuals with consistent outcomes, regardless of the assessor conducting the assessment.

- **Flexibility** – adjustments are allowed, taking into account the varying situations and circumstances of students. E.g. the opportunity for students to negotiate timing with their assessor but maintaining a consistent standard.
- **Fairness** – ensuring that the assessment does not advantage or disadvantage particular students or groups of students. This may mean that assessment methods are adjusted for particular students (such as those with disabilities or cultural differences) to ensure that the methods do not disadvantage them because of their situation.

In conducting assessments, including Recognition of Prior Learning (RPL), the following **Rules of Evidence** will be applied and satisfied:

- **Valid** – clearly satisfies the required standard. A checklist may be used, as well as questioning for the assessor to confirm that the learner has the skills, knowledge and attributes described in the module or unit of competency and the associated assessment requirements.
- **Sufficient** – enough quantity and variety of evidence to make a judgement to confirm the learner's competency.
- **Authentic** – The assessor is assured that the evidence presented is the learner's own work. This can be tested/confirmed by asking oral questions or having student do a presentation.
- **Currency** – the evidence reflects that the learner's work is recent enough to show that the skills and knowledge are still able to be applied to a current work situation.

Greenwich policy requires that assessment must be comprised of both practical and theoretical components that give students ample opportunity to showcase their knowledge and mastery of a topic. Those who excel will be recognised and rewarded under such a framework, and those who do not meet standards will be either offered support (in line with the guidelines in the Student Support Policy and Procedure) or simply allow them to repeat the course or, in some cases, the College may opt to discontinue their enrolment (in line with the guidelines in the Student Support Policy and Procedure and in the Deferring, Suspending, and Cancelling Student's Enrolment).

To ensure student/learner assessment is closely monitored and performed in accordance with the requirements of the appropriate accredited course or Training Package, as well as meeting the ASQA Standards for Registered Training Organisations 2015 and the AQF 2015, ample documentation will be kept. Regular reviews of the policy will take place and input of external consultants may be sought.

Greenwich English College Pty Ltd will comply with the requirements of ASQA's General Direction: Retention requirements for completed assessment requirements. This means that assessments and all corresponding evidence will be kept on file for at least 6 months after the assessment decision has been made.

Greenwich English College Pty Ltd will ensure that assessment documentation is developed for all units of competency or modules in each course. The assessment documentation will include:

- Detailed instructions to the student about the tasks they must complete
- Benchmark answers and decision making rules for the assessor
- Recording tools for the assessor
- Mapping documents showing how the assessment tasks relate to the requirements of the unit of competency or module

Greenwich English College Pty Ltd will ensure that all assessment tasks are submitted within a specified timelines in the assessment instructions. Each task will be marked Satisfactory/Not Satisfactory and a unit or module will be marked Competent once all tasks for the unit or module have been marked as Satisfactory. Students will have 3 attempts per task to successfully complete and where a student exhausts their attempts at re-assessment, the student will be required to re-enrol in the unit of competency or module. Students will receive feedback for each task from their assessor.

Greenwich English College Pty Ltd will ensure that students complete all assessments ethically, without plagiarism, collusion or cheating. Any students suspected of unethical behaviour will be managed through the disciplinary procedures which may require the student to attend disciplinary meeting, submit their assessment again or for repeated acts may be asked to withdraw from the course.

As well as adhering to the relevant clauses above, such as those referring to assessment that is valid, reliable, fair, flexible and clearly referenced to criteria, Greenwich English College Pty Ltd will ensure that assessment within ELICOS courses provides for:

- formative and summative assessment
- clear identification of assessment outcomes as they relate to progress through a course
- clear, regular reporting to the student and their parent or guardian, where the student is under 18, of their assessment outcomes and progress through the course.

References

National ELICOS Standards P4
Standards for RTO's 2015 Standard 1

Authorising Officer: _____ **Date:** _____ **Review Date:** _____

This policy is to be reviewed twelve (12) months from this date.