PROCEDURE

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Title	TAFE SA Assessment Policy and Procedures

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1   Purpose

The TAFE SA Assessment Policy and Procedures establish the policy and procedures for conducting the assessment of education and training.

2   Scope

The TAFE SA Assessment Policy and Procedures apply to all assessment processes undertaken by TAFE SA staff and to any assessments conducted under the auspice of TAFE SA through a partnering organisation.

Unless stated otherwise, all policy and procedures cover the assessment of VET qualifications, Higher Education qualifications, qualifications delivered to overseas students studying on-shore and qualifications delivered to transnational students. Policies that relate specifically to these student cohorts should also inform assessment practice where appropriate.

Unless stated otherwise, all policy and procedures cover assessment as part of a learning and assessment pathway and as an assessment only process (RPL).

This policy provides guidelines within which qualified lecturers will use professional judgement to conduct assessment.

This policy is publicly available from the TAFE SA website under Students \ Policies
www.tafe.sa.edu.au/StudentPolicies

3   Policy Statements

TAFE SA recognises well designed assessment plays an integral role in helping learners achieve successful outcomes.

TAFE SA's assessment policy draws on definitions and guidelines provided in national regulatory publications and acknowledge these sources. It is suggested these regulatory documents are read in conjunction with this policy:
- VET Quality Framework
- National Guidelines for Higher Education Approval Processes
- National Code of Practice for Registration Authorities and Providers of Education and Training to Overseas Students

Procedural requirements related to each of the following policy statements are provided in Item 4; 'Procedures'.

TAFE SA will:

3.1   Ensure quality assessment outcomes are achieved through basing the development of assessment processes and instruments on the principles of assessment:
- Fairness
- Flexibility
- Validity
- Reliability
- Sufficiency

3.2 Ensure evidence requirements for assessment purposes are based on the rules of evidence;
- Validity
- Sufficiency
- Authenticity
- Currency

3.3 Provide Recognition of Prior Learning (RPL) processes

3.4 Conduct assessments to support continuous learning and decide outcomes

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4   Procedures

The following procedures outline the processes that are to be followed across TAFE SA to implement each of the Policy Statements documented at Item 3 of this Administrative Instruction.

4.1 Ensuring assessment activities are based on the principles of assessment to achieve quality outcomes:

Whilst each of the principles are important factors in their own right, assessment activities should reflect all principles and not elevate the importance of one at the expense of others.

4.1.1 Fairness in assessment requires consideration of the individual student's needs and characteristics, and any reasonable adjustments that need to be applied to take account of them. It requires clear communication between the assessor and the student to ensure that the student is fully informed about, understands and is able to participate in, the assessment process, and agrees that the process is appropriate. It also includes an opportunity for the person being assessed to challenge the result of the assessment and be re-assessed if necessary.

TAFE SA accommodates individual students' needs in accord with processes outlined in Item 4.5.

TAFE SA ensures that students are fully informed about assessment requirements by providing a comprehensive outline of assessment requirements and due dates at the commencement of a component of study and in accord with processes outlined in Item 4.8 and 4.9

TAFE SA provides the opportunity for students to challenge the result of assessment in accord with processes outlines in Item 4.11.

4.1.2 Flexibility in assessment requires that assessments reflect the student's needs; provide for recognition of competencies (VET) or subjects (HE) no matter how, where or when they have been acquired, draw on a range of methods appropriate to the context, component of study and the student; and support continuous development.

TAFE SA accommodates individual students' needs in accord with processes outlined in Item 4.5.

TAFE SA provides for the recognition of units of competency or subjects in accord with the processes outlined in Item 4.3.

TAFE SA draws on a range of appropriate assessment methods in accord with the processes outlined in Item 4.12

TAFE SA supports the continuous development of learning in accord with the processes outlined in Item 4.4.

4.1.3 Validity is both a principle of assessment and a rule of evidence. It requires that the assessment process is sound and assesses what it claims to assess:
(a)   assessment against units of competency and subjects must cover the broad range of skills and knowledge that are essential to competent performance (as specific in the unit or subject)
(b)   assessment of knowledge and skills must be integrated with their practical application (if applicable)
(c)   judgement of competence must be based on sufficient evidence (that is, evidence gathered on a number of occasions and in a range of contexts using different assessment methods).

TAFE SA validates assessment tools and processes in accord with the processes outlined in Item 4.12.

4.1.4 Reliability refers to the degree to which evidence presented for assessment is consistently interpreted and results in consistent assessment outcomes. It can only be achieved when assessors share a common interpretation of the assessment requirements.

TAFE SA fosters the consistent interpretation of evidence in accord with processes outlined in Item 4.12.

4.1.5 Sufficiency is both a principle of assessment and a rule of evidence. It relates to the quantity and quality of evidence assessed. It requires collection of enough appropriate evidence to ensure that all requirements of the unit of study have been satisfied.

TAFE SA ensures sufficiency in its assessment in accord with processes outlined in Item 4.12

4.2 Ensuring evidence requirements are based on the rules of evidence:

Whilst each of the rules are important factors in their own right, assessment activities should reflect all rules and not elevate the importance of one at the expense of others.

4.2.1 Validity is both a principle of assessment and a rule of evidence. It requires that the assessment process is sound and assesses what it claims to assess:
  (a) assessment against units of competency and subjects must cover the broad range of skills and knowledge that are essential to competent performance (as specific in the unit or subject)
  (b) assessment of knowledge and skills must be integrated with their practical application (if applicable)
  (c) judgement of competence must be based on sufficient evidence (that is, evidence gathered on a number of occasions and in a range of contexts using different assessment methods

TAFE SA ensures valid evidence is required for assessment in accord with processes outlined in Item 4.12

4.2.2 Sufficiency is both a principle of assessment and a rule of evidence. It relates to the quantity and quality of evidence assessed. It requires collection of enough appropriate evidence to ensure that all requirements of the unit of study have been satisfied.

TAFE SA ensures sufficiency in its assessment in accord with processes outlined in Item 4.12

4.2.3 Authenticity To accept evidence as authentic, an assessor must be assured that the evidence presented for assessment is the candidate's own work

TAFE SA values the authenticity of assessment evidence and enforces academic misconduct disincentives in accord with processes outlined in Item 4.6

4.2.4 Currency in assessment relates to the age of the evidence presented by a candidate to demonstrate that they are still competent. Competency requires demonstration of current performance, so the evidence provided must indicate that the participant is currently competent.

4.2.5 TAFE SA ensures evidence is current in accord with processes outlined in item 4.3 and 4.6

4.3 Providing RPL processes

4.3.1 TAFE SA will offer the opportunity to undertake 'assessment only' through a Recognition of Prior Learning (RPL) process.

4.3.2 Each TAFE SA teaching program, through its Strategic Leadership Group, will be enabled to provide consistent information, assessment tools and procedures that offer applicants an efficient and supportive RTO lead approach to RPL

4.3.3 Information on, and the opportunity for, RPL will be provided to all students at the commencement of their program of study and will form the basis of individual learning plans.

4.3.4 A student may also apply for RPL at anytime during their program of study.

4.3.5 RPL may also be offered to all prospective students including existing workers prior to enrolment.

4.3.6 The smallest denomination of recognition will be a defined educational component of study that a student can enrol in individually; a unit of competency for VET and a subject for HE.

4.3.7 Evidence considered inferring competence or meeting learning outcomes in an RPL assessment process must incorporate a component that determines the person is currently competent in the area being assessed.

4.3.8 If a successful RPL assessment results in an International student on a student VISA being awarded a reduction in their course duration or course fees, TAFE SA is required to notify the Commonwealth on PRISMS and reflect this reduction in the student's records.

4.4 Conducting assessments to support continuous learning and decide outcomes:

4.4.1 A high priority is placed on providing timely and constructive feedback to students to facilitate their learning.

4.4.2 **Formative assessment** is assessment for learning; Formative assessment is used for the purpose of providing students with ongoing feedback as part of their learning. It can also be used for diagnostic purposes to establish learning needs.

4.4.3 **Summative assessment** is the assessment of learning; Summative assessment is the tools and processes used to gather evidence to make the decision if a student is competent or not. It usually takes place over several events that can measure different aspects of competence. It is recommended that summative assessment is not a single event on completion of a component of study.

Evidence considered for summative assessment collectively ensures that the following have been met:

- rules of evidence
- requirements of the component of study as documented in the Training Package or accredited course
- dimensions of competency (VET sector)
- employability skills (VET sector)

4.4.4   Students experiencing difficulty in meeting course requirements may be invited to participate in a 'Review of Progress for Students at Risk'. This may be initiated by the lecturer or requested by the student. This review will provide the student with an appraisal of their performance, strategies for improvement and a timeframe for a subsequent performance appraisal. Any review of progress should be documented by the lecturer and kept in the student file.

Where an International Student has failed in 50% or more of the components of study attempted in any study period TAFE South Australia International Unit must be notified by the lecturer. This is for the purpose of reporting assessment results on PRISMS and providing an auditable student record.

4.4.5   If an assessment outcome has an impact on subsequent assessments within a component of study, results and feedback will be made available in a time frame which will not disadvantage performance in the subsequent assessment.

4.5 Applying special considerations and/or reasonable adjustments:

4.5.1   TAFE SA is committed to the promotion, application and outcome of equality of opportunity in education. Assessment procedures should consider and support the needs of all students who meet the inherent requirements of the course

4.5.2   Applying special consideration encompasses making appropriate adjustments to assessment processes whilst maintaining the integrity of the assessment outcome

4.5.3   Reasonable adjustment refers to measures or actions taken to provide a student with a disability the same educational opportunities as everyone else through making appropriate adjustments to assessment processes whilst maintaining the integrity of the assessment outcome.

To be reasonable, adjustments must be appropriate for that person, and must be allowable within rules defined by the training package or accredited course

4.5.4   Special consideration or reasonable adjustment in an assessment may include, but are not limited to:

- extra reading time
- extra writing time
- break times during an examination
- a reader

- a writer
- an interpreter for deaf and hearing impaired students
- alternative accommodation
- adaptive technology equipment
- for paper-based assessment, questions on audio/video tap, Braille or CD, enlarged text or re-writes to provide reasonable adjustment to language
- access to an unannotated bilingual dictionary.

Special consideration

4.5.5 To request special consideration, students must discuss their requirements with their lecturer and submit appropriate evidence or documentation as follows. Grounds for special consideration in assessment include but are not limited to:
- Illness / medical condition
- English language limitation
- Compassionate
- Religious Observance
- Community Service e.g. Jury Duty

4.5.6 Students will be advised of the outcome of their request for special consideration in writing. A record of the special consideration must be documented by the lecturer and kept in the student file

4.5.7 Where a student appeals the decision, the Educational Manager will reassess the request for special consideration and make a decision. If the student deems the outcome to be unfair they can appeal to a relevant independent body.

4.5.8 If a special consideration intervention is for an International student on a student VISA, the lecturer is required to notify TAFE South Australia International Unit of the intervention strategy.

Reasonable adjustment

4.5.9 Students seeking a reasonable adjustment in an assessment must discuss their requirements with a Student Services Officer and their class lecturer prior to the start of the component of study or at the earliest possible time once the class has commenced. Students may be requested to provide documentation to support their request for reasonable adjustment.

4.5.10 Any reasonable adjustments to assessment during the period of teaching must be communicated to student in writing by the class lecturer. A record of the reasonable adjustment must be documented and a copy kept in the student file.

4.5.11 Where a non-TAFE SA employee is involved in the reasonable adjustment in assessment, this will be provided gratuitously and no payment will be made.

4.5.12 If a student is refused reasonable adjustment in an assessment, an appeal may be lodged (in accordance with the appeal process detailed in this document).

4.5.13 All information and supporting statements provided as part of an application for reasonable adjustment in assessment will remain confidential (in accordance with the Privacy Act 1988 (Information Privacy Principle 4).

4.6 Enforcing penalties for academic misconduct

4.6.1 Academic honesty is an essential foundation for student assessment. Students must ensure that the evidence that they submit for assessment is their own and/or that they acknowledge the work of others appropriately.

4.6.2 Plagiarism is to copy work without acknowledging the source and is a form of cheating. In a study environment, cheating means to act dishonestly in any way so that the assessor of the work accepts what a student presents as evidence of their understanding of and ability in the component of study concerned.

4.6.3 TAFE SA will not tolerate cheating (including plagiarism). It is cheating to:
- hand in someone else's work as your own (with or without that person's permission)
- use any part of someone else's work without the proper acknowledgement, including breaches of copyright
- hand in a completely duplicated assignment
- allow someone else to hand up your work as their own
- copy sentences or paragraphs from one or more sources, present substantial extracts from books, articles, theses, unpublished work such as working papers, seminar and conference papers, internal reports, computer software, websites, lecture notes or tapes, without clearly indicating their origin
- use notes or other resources without permission during formal testing
- have several people write one computer program or exercise and hand up multiple copies, all represented (implicitly or explicitly) as individual work
- steal an examination or solution from a lecturer

4.6.4 TAFE SA will not condone cheating (including plagiarism) under any circumstances. If a lecturer suspects cheating, they are to investigate further to establish evidence.

If there is evidence to support the suspicion, the lecturer will notify the Educational Manager and set out the concerns to the student in writing, requesting a time to discuss the matter.

Once this discussion has occurred, giving the lecturer and student the opportunity to provide relevant information, one of the following will occur:

- If it is a minor or unintentional offence the student will be required to undertake an alternative form of assessment to provide evidence of attaining the requirements of the component of study. The penalty in this case is that the student is only able to receive the lowest level of pass for the assessment activity.

- If it is a serious or deliberate offence the student will fail the assessment.

Students are to be advised in writing of the outcome of the discussion.

In either case the misconduct is to be recorded in the student's file. Repeated offences of cheating – minor or serious – will result in failure of the component of study that is the focus of the current misdemeanour.

4.6.5 Students are entitled to appeal against a decision related to cheating in line with the academic appeals process outlined in Item 4.11.

4.6.6 If a student believes that his or her work has been plagiarised or copied, he/she must report the matter at once to the appropriate lecturer or staff member.

4.7 Conducting assessment processes ethically

4.7.1 TAFE SA staff will ensure there is no real or perceived conflict of interest in assessment processes. Examples include, but are not limited to the following circumstances
- Assessing a family member, relative or close friend
- Assessing a colleague or business associate particularly if the outcome of the assessment can be used to gain employment, promotion, pay increases or other benefits
- Assessing another TAFE SA staff member, particularly where a supervisor/subordinate relationship exists
- Assessing oneself

4.7.2 If a real or perceived conflict of interest is identified, it is the responsibility of the assessor to discuss the situation with the Educational Manager at the earliest convenience. The Educational Manager will decide whether the assessor should not assess in the specific case and/or, in circumstances where the assessor has already conducted part or all of the assessment, whether assessment should be confirmed by another assessor.

4.8 Specifying due dates and approving extensions

4.8.1 Students will be informed of due dates for assessments at the beginning of the component of study

4.8.2 Assessment due date refers to the date for submission of any material or attendance at a scheduled activity to satisfy assessment requirements.

4.8.3 It is the student's responsibility to submit required material or attend and participate in scheduled assessments. If the student is unable to meet an assessment due date, the student may request an extension.

4.8.4 A request for extension must be documented and received and granted by the lecturer prior to the assessment due date. A response from the lecturer to a student's request for extension will be made in writing. This written advice will include a clear timeframe for the extension and the assessment activities that the extension relates to.

4.8.5 An extension of assessment activities may be granted where a due date disadvantages a student in a significant way. Such circumstances include

compassionate grounds, sickness supported by a doctor's certificate, employment obligations supported by the employer or language, literacy and numeracy requirements of the student. A lecturer can request to see evidence of progress towards the assessment activity before granting an extension.

4.9 Allowing resubmissions and deferred assessments

Resubmission

4.9.1 Resubmission is:
- the submission of an assessment piece after a student has revised it,
- participation again in an assessment event, because the original did not demonstrate that the assessment requirements were met.

4.9.2 Formal resubmission processes apply only to summative assessment

4.9.3 Students have a right to one resubmission per assessment piece/event if the pass criterion for an assessment has not been met.

4.9.4 Further resubmissions may be permitted by the lecturer on a case-by-case basis. This is usually due to special circumstances where a student is able to provide justification for their request; such circumstances include, but are not limited to: compassionate grounds, sickness supported by a doctor's certificate, employment obligations supported by the employer

4.9.5 The only grade available on a resubmission is a Pass (VET) or Pass Level 2 (HE). If the component of study is not graded then a resubmission will not affect the result code.

4.9.6 In all cases the due date for re-submission and remarking will be declared by the lecturer in negotiation with the student and will be based on reasonable time frames with due consideration for the workloads of all concerned

Deferred assessment

4.9.7 Deferred assessments are assessments provided at an alternative time.

4.9.8 Deferred assessments may be granted where the student has otherwise met course requirements and is unexpectedly unable to participate in an assessment. This is usually due to special circumstances where a student is able to provide justification for their request; such circumstances include, but are not limited to: compassionate grounds, sickness supported by a doctor's certificate, employment obligations supported by the employer.

4.9.9 The usual grading regime applied for the component of study is applied to a supplementary assessment.

Penalties for not complying with the conditions of due dates, extensions resubmissions and deferred assessments.

In the case where a student does not attend a scheduled or rescheduled assessment activity or submit a piece or work on the agreed due date

4.9.10 a **FN** result will be recorded. In this case a student cannot be offered a resubmission as an assessment has not been attempted.

In the case of a resubmission not being presented by the agreed due date the final result will be recorded as a **FAIL** based on the original submission providing the AVETMISS definition is applied.

N.B.

(**FN**= Fail Non-attendance at an assessment event or non-submission of an assessment item)

A withdrawn code (**W**) will only be entered if a student officially notifies and completes a SRW Student Refund Withdrawal (SIS)
See resulting policy for details

4.10 Applying a consistent grading schema across sectors and qualifications

4.10.1 Separate grading schemas are approved for VET sector and higher education sector qualifications. Only grades within the approved sector schemas should be used for each sector.

4.10.2 TAFE SA will recognise merit through grading where this is considered educationally sound, reflects industry needs, is cost effective and in line with client needs.

4.10.3 A TAFE SA Quality Assurance Group (QAG) will make a recommendation to the appropriate Strategic Leadership Group regarding whether a qualification will be graded or non-graded. It is not necessary that grades be applied for every component of study within a qualification, however, the components attracting a graded result must be consistent across all campuses that deliver the qualification.

4.10.4 For Training Package qualifications the final decision is the responsibility of the Strategic Leadership Group and will be recorded as part of the Delivery and Assessment Strategy for the qualification.

4.10.5 The decision to use a graded or non-graded resulting option must be applied to all students enrolled in a particular qualification regardless of campus of delivery and delivery mode.

The QAG can also recommend to the SLG that grading can also respond to individual enterprise specific needs for graded or non graded assessment.

4.10.6 For accredited courses the grading regime is to be stated in the curriculum document and approved along with the accreditation submission.

4.10.7 Where graded assessment is applied, students must be provided with the criteria that differentiates the levels of achievement.

4.10.8 Where a student has undertaken recognition of prior learning process, or is awarded credit/status, the result will be non-graded regardless of whether the component of study is ordinarily graded or not.

4.10.9 Recording of grades and results should be in accordance with the available resulting and auditing support guide on the TAFE SA Intranet.

4.11 Providing a process for students to appeal against assessment processes and decisions

4.11.1 TAFE SA recognises the right of students to lodge an academic appeal related to student progress and assessment.
Throughout the appeals process, students have the right to be accompanied or represented by a support person such as a family member, friend or counsellor.

4.11.2 There are three stages through which an appeal may progress. Each stage of the process is free of charge.

4.11.3 In the first instance students should discuss their complaint with the lecturer involved to resolve the disputed matter. The lecturer will endeavour to make a decision regarding the matter and inform the student of the outcome as soon as possible, but always within 1 week.

The lecturer is encouraged to confer with colleagues in making a decision about the matter.

4.11.4 If unsatisfied with the response or time taken to resolve the matter a student may lodge an appeal in writing to the Educational Manager outlining the nature of the dispute.

The Educational Manager will ensure the complaint is referred to the appropriate academic staff to be dealt with and that the student advised of the outcome in a reasonable timeframe usually no longer than 2 weeks from receipt of the written complaint.

4.11.5 If not satisfied with the decision overseen by the Educational Manager, the complainant may request that the matter is dealt with through an independent dispute resolution process external to the program. In this case the student may refer their appeal to the Training Advocate.

The Office of the Training Advocate provides a free and independent mechanism for the resolution of grievances for domestic and overseas students.

The Training Advocate can be contacted by phone 1800 006 488 (free call).
Office of the Training Advocate
Ground Floor,55 Currie Street (entrance doors at Bus Stop W1 on Currie Street)
Adelaide SA 5000

Email trainingadvocate@saugov.sa.gov.au
Web: www.trainingadvocate.sa.gov.au
Post: GPO Box 320 Adelaide SA 5001

4.11.6 At each stage of the process, complainants and/or respondents are entitled to full explanations in writing, if requested, of any decisions or actions taken as part of these procedures

4.11.7 Records relating to student grievances and applications for review of student grievance decisions will be stored securely and made accessible to all authorised parties in line with the Records Management Policy (Policy AI/2006/1). Parties to the complainant will be allowed supervised access to these records in line with the Freedom of Information act. All grievance records will be held in accordance with the State records Act 1997 for a time determined by the most current TAFE SA Record Disposal Schedule (RDS2004/19v1).

4.12   Validating and moderating assessments

Validation and Moderation of Assessment in TAFE SA is conducted in accord with definitions and practices outlined in the National Quality Council publication; 'A Code of Professional Practice for Validation and Moderation, 2009' which is available on the NQC website :
http://www.nqc.tvetaustralia.com.au/__data/assets/pdf_file/0010/51022/Validation_and _Moderation_-_Code_of_Professional_Practice.pdf

The following items draw on the content of this 'Code of Professional Practice'.

4.12.1 **Validation** is a quality review process. It involves checking that the assessment tool and process produced valid, reliable, sufficient, current and authentic evidence to enable reasonable judgements to be made as to whether the requirements of the relevant aspects of the Training Package or accredited course had been met. It includes reviewing and making recommendations for future improvements to the assessment tool, process and/or outcomes.

4.12.2 TAFE SA validates assessment across campuses in order to ensure that consistent standards are being applied by different teaching staff where the same component of study is assessed. The primary purpose of this process is implementing continuous improvement action based on evidence.

All VET sector Quality Assurance Groups (QAGs) and HE sector Faculty Boards (FBs) or other QA teams appointed in the absence of a formal QAG are responsible for overseeing a systematic approach to the validation of assessments for components of study overseen by the group that are graded. Moderation activities will take place prior to the finalisation of student's results

The systematic approach should include:

- An ongoing and rolling schedule of when components of study will be validated based on a risk assessment approach
- Identification of authoritative power in relation to validation decisions, eg) if a consensus position cannot be reached will the majority position be adopted or will the Chair make recommendations

- Methodology and supporting documentation to be used for validation activities
- Methodology for recording and reporting validation outcomes and resultant recommendations to Strategic Leadership Groups and/or the Academic Board (for HE)

4.12.3 The quality review approach of validation activities should complement the quality assurance approach to assessment which includes but is not limited to:
- Industry competency standards as benchmarks for assessment (VET sector)
- National assessment principles and rules of evidence
- Minimum qualifications for assessors
- Benchmark examples of assessment outcomes at varying levels
- Collaboratively developed assessment tools and processes
- Panelling, piloting and trialling assessment tools
- Professional development for assessors

4.12.4 **Moderation** is a quality control process. It involves bringing assessment judgements and standards into alignment. It is a process that ensures the same standards are applied to all assessment results within the same component of study. It is an active process in the sense that adjustments to assessor judgements are made to overcome differences in the difficulty of the tool and/or the severity of judgements.

4.12.5 In instances where graded assessment is applied, TAFE SA will moderate assessment grade decisions in order to ensure that consistent standards are being applied by different teaching staff. The primary purpose of this process is bringing judgements and standards into alignment.

Assessment decisions may be moderated by a variety of means to ensure consistent standards are applied. Moderation approaches may include:
a) Moderation as part of the assessment decision:
- Two lecturers marking a specific assessment piece independent of each other, comparing outcomes and agreeing upon a final result (double marking)
- Co assessment or panel assessment activities where standards/marks are discussed and agreed upon before being issued
b) Moderation after the assessment decision:
- Retrospective consideration by peers of assessment decisions made by another

All VET sector Quality Assurance Groups (QAGs) and HE sector Faculty Boards (FBs) or other QA teams appointed in the absence of a formal QAG are responsible for overseeing a systematic approach to the moderation of assessment for components of study overseen by the group that are graded. Moderation activities will take place prior to the finalisation of candidates' results.

4.12.6 The systematic approach should include:
- An ongoing and rolling schedule of when components of study will be moderated based on a risk assessment approach
- Identification of authoritative power in relation to moderation decisions, eg) if a consensus position cannot be reached how will a decision be made .

- Methodology to be used for moderation activities eg) panel or co-assessment for product or performance based assessment pieces, blind double marking for assignments
- Methodology for recording and reporting moderation outcomes and resultant recommendations to Strategic Leadership Groups and/or the Academic Board (for HE)

5 Responsibilities

5.1 Each **Executive Director** (or their delegate) is responsible for:
- the operation of this policy and procedures within TAFE SA
- ensuring work instructions are developed within TAFE SA in relation to the planning, conduct, and review of Assessments
- One Executive Director will hold the role of PEO for International Student activity assisted by the TAFE South Australia International Unit.

5.2 **Strategic Leadership Groups** are responsible for:
- ensuring a consistent efficient and effective RTO led approach to RPL is implemented across the program

5.3 **Educational Managers** are responsible for ensuring that TAFE SA assessments conducted within their work teams comply with:
- the requirements of the AQF, the AQTF, the ESOS Act and Higher Education Protocols and Guidelines as appropriate,
- the policy and procedures contained within this Administrative Instruction,
- Local work instructions in relation to assessment

5.4 **Lecturers** are responsible for ensuring assessments are developed, conducted and reviewed in accordance with:
- the requirements of the AQF, the AQTF, the ESOS Act and Higher Education Protocols and Guidelines as appropriate,
- the policy and procedures contained within this Administrative Instruction,
- Local work instructions in relation to assessment

5.5 **Students** are responsible for:
- undertaking scheduled assessments. If the student is unable to undertake the assessment at the scheduled time, the student must notify the lecturer prior to the date of the assessment.
- initiating the appeals process if not satisfied with the assessment process.
- applying for special consideration or reasonable adjustments for assessment

6 Definitions

6.1 **Accredited Course:** A structured sequence of education and/or training that has been accredited by a state or territory course-accrediting body and leads to an Australian Qualifications Framework qualification or statement of attainment

6.2 **AQF:** Australian Qualifications Framework

6.3 Assessment: The process of collecting evidence and making judgements on whether competency has been achieved or learning outcomes have been met.

6.4 Assessment Guidelines: The endorsed component of a Training Package that underpins assessment and sets out the industry's approach to valid, reliable, flexible and fair assessment

6.5 Assessment tools: The instruments and procedures used to gather and interpret evidence relevant to assessment

6.6 Competency: The broad concept of industry competency concerns the ability to perform particular tasks and duties to the standard of performance expected in the workplace. Competency requires the application of specified skills, knowledge and employability skills relevant to effective participation in an industry, industry sector or enterprise.

6.7 Component of study: A component of study refers to a unit of competency, module or subject which is the level within the qualification that enrolments are taken and resulting occurs.

6.8 Criterion referenced assessment: Also known as standards-based or competency-based assessment, involves assessment against fixed criteria or standards.

6.9 Dimensions of competency: Dimensions are part of the broad concept of competency, which includes all aspects of work performance as represented by task skills, task management skills, contingency management skills and job/role environment skills

6.10 Employability Skills: Employability Skills are skills that apply across a variety of jobs and life contexts. They are sometimes referred to as key skills, core skills, life skills, essential skills, key competencies, necessary skills, and transferable skills. Industry's preferred term is Employability Skills.

Employability Skills are defined as "skills required not only to gain employment, but also to progress within an enterprise so as to achieve one's potential and contribute successfully to enterprise strategic directions".

Further detail is available on the training.com.au website at:
http://www.training.com.au/portal/site/public/menuitem.14f6c7b28c8398cf49be0a1c1 7a62dbc/

6.11 ESOS Framework : including the**,** Education Services for Overseas Students Act, 2000, ESOS Regulations, ESOS Registration Charges Act 1997 and the National Code 2007.

6.12 Evidence Guide: A section in each unit of competency that provides information to the assessor about how that unit should be demonstrated. It specifies the required knowledge and skills, any conditions under which the unit must be assessed, for example necessary environment, resources/equipment. In addition it includes information in regards to assessing for consistency of performance over different circumstances

6.13 HE: Higher Education Sector

6.14 Higher Education Academic Board: has responsibility for maintaining and enhancing academic standards. It has authority in matters related to ensuring that TAFE SA's accredited course outcomes are equivalent in standard to similar courses at an established Australian university and ensuring appropriate processes for quality assurance are maintained. Membership of the board includes a representative from each of the three state public universities; votes are carried if a majority of the external independent members agree.

6.15 PRISMS: The Provider Registration & International Student Management System is the system used to process information given to the Secretary of DEEWR by registered providers.

6.16 Recognition of Current Competencies: (RCC) applies if a client has previously successfully completed the requirements for a unit of competency or module and is now required (eg by a licensing authority) to be reassessed to ensure that the competence is being maintained. In this case no extra skill or competencies are nationally recognised.

An unsuccessful RCC assessment does not invalidate the previous competent assessment outcome.

6.17 Recognition of Prior Learning: (RPL) involves the assessment of previously unrecognised skills and knowledge an individual has achieved outside the formal education and training system.

RPL is an assessment process that assesses the individual's non-formal and informal learning to determine the extent to which that individual has achieved the required learning outcomes or competency standards.

Recognition of Prior Learning is referred to as 'course credit' and/or 'academic credit' under the National Code of Practice for Registration Authorities and Providers of Education and Training to Overseas Students, 2007, (The National Code).

6.18 Training Advocate

6.19 Training Package: A nationally endorsed, integrated set of competency standards, assessment guidelines and AQF qualifications for a specific industry, industry sector or enterprise.

6.20 Transnational Student: Refers to those courses of study, components of courses, or other educational services in which students are located in a different country to the one where the provider is registered.

6.21 Unit of competency: Specification of industry knowledge and skills and the application of that knowledge and skill to the standard of performance expected in the workplace.

6.22 VET: Vocational Education and Training sector.

6.23 VQF VET Quality Framework.

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