



VOCATIONAL ASSESSMENT GUIDELINES

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Custodian:	RTO Manager		
Supporting Documents, Procedures & Forms:	Academic Quality Standards Academic Integrity and Student Conduct Policy Conferral and Issuance Policy Feedback Policy Industry Consultation Guidelines Student Disability Policy Student Grievance Policy Student Progression and Support Policy Vocational Validation and Moderation Procedure		
References & Legislation:	Education Services for Overseas Students Act 2000 (Cth) National Code of Practice for Providers of Education and Training to Overseas Students 2018 National Vocational Education and Training Regulator Act 2011 (Cth) Standards for Registered Training Organisations (RTOs) 2015		



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1 Purpose

- 1.1 Through outlining UOW College's approach to assessment practices in vocational programs, these Guidelines operationalise the requirements of:
- The Standards for Registered Training Organisations (RTOs) 2015; and
 - UOW College's Academic Quality Standards;

2 Scope

- 2.1 Unless contrary intention is evident, these Guidelines bind all vocational operations at UOW College as well as vocational staff and students.

3 Definitions

Word/Term	Definition
Individual adjustment	Individual adjustments refer to changes made to an assessment tool to ensure that a learner is not disadvantaged by circumstances beyond their control.
Initial validation	The initial review of the quality of an assessment tool or process. Initial validation involves systemically checking that the assessment tool produces valid, reliable, sufficient, current and authentic evidence to enable reasonable judgements to be made as to whether the requirements of the Unit of Competency are met.
Learner	A person enrolled in a course or program on offer at, or in conjunction with UOW College.
Post-validation of assessment judgements	Quality assurance, control processes and activities such as peer review that aim to assure: consistency or comparability, appropriateness and fairness of assessment judgements; and the reliability of assessment tasks, criteria and standards. Post-validation of assessment judgements may also be referred to as moderation.
Reasonable adjustment	A measure or action taken by an education provider that has the effect of assisting a learner with a disability.
Unit of Competency	A self-contained unit of study.

4 Industry Consultation and Assessment Development

- 4.1 Vocational programs will engage with industry to ensure assessment strategies, practices and resources maintain industry relevance.

Initial Validation

- 4.2 Initial validation will occur for all assessment tools prior to first delivery to ensure that the assessment tool:
- Maps to the Unit of Competency outcomes; and
 - Is contextualised to the learner and the requirements of the training package.
- 4.3 Initial validation will occur in line with the Vocational Validation and Moderation Procedure.



5 Delivery

- 5.1 For each Unit of Competency, UOW College will ensure a robust andragogic approach to teaching which ensures learners are able to develop competency in the content of that unit before assessment.

6 Assessment

- 6.1 A variety of assessment methods may be used in each Unit of Competency to ensure that all aspects of the unit are assessed.
- 6.2 Programmatic instructional scaffolding techniques are applied in UOW College vocational programs to provide learners the underpinning knowledge and skills required to be successfully assessed.
- 6.3 Learners are required to demonstrate competency in theoretical concepts before practical assessment can be undertaken.
- 6.4 Due dates will be clearly communicated to all students with the expectation that, in the absence of an individual adjustment, the submission is made on time. Failure to submit an assignment by the due date will result in a Not Yet Competent mark for the assessment.

Resubmission of Assessment

- 6.5 If a student is marked as Not Yet Competent in their first submission or they fail to submit an assessment, they are automatically entitled to a second attempt. This attempt must be completed within the timeframe the trainer has determined as required to develop competency against the assessment tool
- 6.6 If, following a second attempt, the student is still not competent; they will be required to attend personal counselling with the Program Manager to discuss ongoing support. An ongoing support plan will be developed on a case-by-case basis.

7 Individual Adjustment

- 7.1 Individual trainers may make individual adjustments to cater for the student's needs. This may result in changes to the assessment tool or due deadlines.
- 7.2 Individual adjustment may be made on the following grounds:
 - a. Medical Grounds; or
 - b. Compassionate Grounds (death in the family etc.); or
 - c. Natural or manmade disasters (earthquake etc.); or
 - d. Any other significant events beyond the control of the student that could not be avoided (significant train delays etc.).
- 7.3 For the avoidance of doubt, the following grounds will not constitute circumstances which merit individual adjustment:
 - a. Holidays; or
 - b. Any other circumstances within the control of the student that a reasonable student would have considered and acted to avoid.
- 7.4 Prior to approving an individual adjustment request, learners must submit appropriate documentary evidence. This must substantiate the claim to individual adjustment.
- 7.5 Trainers must provide details of individual adjustments in the Student Management System.



- 7.6 In accordance with the Student Disability Policy, students with learning difficulties or a disability should contact UOW Disability Services to determine whether reasonable adjustments can be made to support the student's educative experience.

8 Validation of Assessment Judgements

- 8.1 Validation of assessment judgements will occur to ensure that assessment judgements are:
- Valid: the assessor is assured that the learner has the skills, knowledge and attributes being assessed by the tool;
 - Sufficient: the assessor is assured that the quality, quantity and relevance of the assessment evidence enables a judgement to be made as to the competency of the learner;
 - Authentic: the assessor is assured that the evidence presented is the learner's own work; and
 - Current: the assessor is assured that the assessment evidence demonstrates current competency.
- 8.2 Validation is to be conducted in line with the Vocational Validation and Moderation Procedure.

9 Ongoing Monitoring

- 9.1 UOW College will systemically monitor its training and assessment practices to ensure they maintain industry currency and reflect best-practice.

10 Version Control Table

Version Control	Date Effective	Approved By	Amendment
1	16/2/18	Madeline Barnes, RTO Manager	First Version. Developed to operationalise the Academic Quality Standards within UOWC vocational programs.