

Student Assessment Policy (SKCP24)

INTRODUCTION

Purpose of the Policy

This document sets out our policy for the assessment of student learning through Steel Mains Pty Ltd.

Scope

This policy identifies key aspects of the assessment process in relation to units, setting out principles regarding:

- learning outcomes
- unit outlines
- competency
- assessment
- feedback
- moderation

Competency Based Training and Assessment

Competency-based training (CBT) is an approach to vocational education and training that places emphasis on what a person can do in the workplace as a result of a combination of hands-on experience and completing a structured training program.

A student is competent when they are able to apply their knowledge and skills to successfully complete specific work activities in a range of situations and working environments.

This policy applies to all assessment of student work, wherever the units are delivered in Australia.

KEY PRINCIPLES

1. The **learning outcomes** of a unit are the criteria against which trainers make judgments about student learning. They inform the appropriate teaching methods and forms of assessment in the unit.
Assessment items, and the methods and content of the unit, will be explicitly aligned with one or more unit learning outcomes.
2. Unit learning outcomes are conveyed to students in the training marketing flyer, which provides information on assessment requirements.
3. The performance of each student is assessed against the learning outcomes of the unit independently of the assessment of other students in the unit.
4. Students will be provided with timely and constructive **feedback** on assessment items that is explicitly related to the learning outcomes of the unit. Feedback will support student learning and include advice on how performance can be improved.
5. Student performance is recorded in the assessment form as either competent or not competent.
6. The standard of assessment in a unit will be equivalent wherever and however the unit is delivered. Assessment will be **moderated** to ensure that judgments of students' performance are consistent, transparent, reliable and valid.

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PRINCIPLES

Section 1 - Learning Outcomes

- 1.1 Key principle: The **learning outcomes** of a unit are the criteria against which trainers make judgments about student learning. They inform the appropriate teaching methods and forms of assessment in the unit.
- Assessment items, and the methods and content of the unit, will be explicitly aligned with one or more unit learning outcomes. This is referred to as constructive alignment.
- 1.2 The learning outcomes of a unit describe the knowledge, skills and attitudes that students are expected to be able to demonstrate on completion of the unit.
- 1.3 The learning outcomes of the required unit in a course are conceptually, developmentally and sequentially interrelated. This is to ensure students who complete the unit will have met the course objectives and acquired the generic skills identified for this unit.
- 1.4 The learning outcomes of a unit reflect:
- standards in general
 - the particular discipline
 - the generic skills expected of students
 - the level of study of the unit.

Section 2 - Unit Outlines

- 2.1 Key principle: Unit learning outcomes are conveyed to students in the training marketing flyer, this provides information on assessment requirements. The unit outline represents an agreement between the Steel Mains Training Department and each student.
- 2.2 The unit outline is an official document that describes:
- (a) the nature of the unit;
 - (b) the learning outcomes of the unit, including generic skills;
 - (c) how the unit is delivered and assessed;
 - (d) the specific requirements students must meet in order to complete the unit successfully; and
 - (e) information specific to the unit.
- 2.3 The purposes of the unit outline are to:
- (a) communicate to students the nature of the unit, what it is intended they will learn in the unit and the assessment requirements;
 - (b) constitute an agreement between the training department and the student as to how the unit will be taught and assessed; and
 - (c) communicate to other staff in the training department, professional accreditation bodies and employers what students will learn if they successfully complete the unit.

Section 3 - Assessment

- 3.1 Key principle: The performance of each student is assessed against the learning outcomes of the unit.
- 3.2 Assessment is:
- (a) The process of collecting evidence and making a judgment on whatever competency has been achieved;
 - (b) Used to confirm that a student can perform to the standard expected in the workplace, as expressed in the relevant endorsed industry or enterprise competency standards;
 - (c) The means by which students are able to demonstrate the extent to which they have achieved the specific learning outcomes of the unit; and

- (d) The means by which trainers make judgments about the extent to which learning outcomes have been achieved.
- 3.3 Assessment items will be reliable and valid indicators of student performance in relation to the learning outcomes (including generic skills).
- 3.4 Good practice in assessment requires:
 - (a) assessing the achievement of learning outcomes in a unit through several assessment items so that students have a number of opportunities to demonstrate what they know and are able to do; and
 - (b) the use of different types of assessment items to address the needs of different students and different learning outcomes.
- 3.5 Where assessment for a unit involves group work, assessment items should appropriately balance individual and group work.
- 3.6 The set of assessment items for each unit will assess student achievement on the full range of specified learning outcomes.
- 3.7 Design of assessment items will take into account, as appropriate; work-integrated learning; intercultural student and staff capability; and student access and flexibility.
- 3.8 Assessment will be based only on judgments of student performance in relation to the learning outcomes of a unit. Students will not be rewarded or penalized for activities unrelated to learning outcomes.
- 3.9 Participation in activities such as fieldwork or extra theoretical assessments may be required, if essential for successful completion of the learning outcomes.
- 3.10 Student evaluation of a unit, for example in student surveys, for the purpose of providing feedback to training staff is not part of the assessment of student learning.
- 3.11 Assessment processes must enable the participation of students with disabilities.
- 3.12 The onus rests with the student for clarifying with the trainer any doubts about the requirements of particular assessment items or procedures.
- 3.13 Special consideration is given to students whose performance in a unit may be affected by unavoidable and adverse circumstances. Special consideration will normally result in one-on-one time with the student.
- 3.14 Supplementary assessment is a form of assessment designed to give eligible students a second chance to become competent. Steel Mains Training strives to ensure that each student is satisfied with their learning experience and outcome. In the event that this is not the case, students have access to the Steel Mains Training Department complaints and appeals process. Students can follow the Client Appeals & Complaints Policy (SKCP11) and Procedure to lodge an appeal to gain a supplementary assessment.

Section 4 - Competency

- 4.1 Key principle: Student performance is recorded in the assessment form as competent or not competent in relation to a set of acceptable criteria/ responses.

Section 5 - Moderation

- 5.1 Key principle: The standard of assessment in a unit will be equivalent wherever and however the unit is delivered. Assessment will be **moderated** to ensure that judgments of students' performance are consistent, transparent, reliable and valid.
- 5.2 Moderation is a process whereby training staff responsible for assessment in a course or unit reach consensus about levels of student performance in relation to a set of agreed standards. Moderation

enables judgments made by different staff involved in assessing student performance to be compared and either validated or moderated.

- 5.3 Moderation is fundamental to good assessment practice. The purpose of moderation is to:
- (a) maintain agreed standards in the assessment of student work through a valid, consistent and transparent process; and
 - (b) ensure that assessment reflects student performance rather than variable standards among different markers.

Section 6 - Records

Client Appeals & Complaints Policy and Procedure

Student Training Complaint and Appeals Form