
VET Delivery and Assessment Policy

1. Introduction

e-Campus Australia Pty Ltd T/A ECA Maritime College (ECA) is committed to providing quality training and assessment in accordance with the *Australian Quality Training Framework (AQTF) Essential Conditions and Standards for Continuing Registration*.

This policy describes the principles that underpin effective learning, teaching and assessment at ECA. These principles incorporate both learning processes and outcomes and are framed around providing better access for individuals, communities and businesses to lifelong learning that suits their circumstances, ways of learning and respects cultural differences.

ECA ensures that it has sufficient:

- qualified and experienced Trainers and Assessors to deliver training and assessment within its scope of registration;
- educational and support services to meet the needs of students undertaking training and assessment;
- training resources to enable students to meet the requirements for each unit of competency/module which are accessible to the student regardless of location or mode of delivery;
- assessment resources that comply with the assessment requirements of nationally endorsed Training Packages and Accredited Courses; and
- facilities, whether physical or virtual, and equipment to accommodate and support the number of students undertaking the training and assessment.

2. Purpose

The purpose of this Policy is to detail ECA training and assessment framework that is designed to meet the needs of students, be responsive to industry needs while meeting the assessment requirements for VET Training Packages and Accredited Courses. ECA training and assessment framework reflects the *Australian Quality Training Framework (AQTF) Essential Conditions and Standards for Continuing Registration*.

3. Scope

This policy applies to all staff and students involved in the delivery and assessment of VET Training Packages and Accredited Courses.

This policy does not include Recognition of Prior Learning or Credit Transfer.

4. Definitions

Term	Definition
Assessment	the process of collecting evidence and making judgements on whether competency has been achieved, to confirm that an individual can perform to the standard expected in the workplace, as expressed by the relevant endorsed industry/enterprise competency standards of a Training Package or by the learning outcomes of a VET accredited course.
Australian Qualifications Framework (AQF)	is the framework for regulating qualifications in the Australian education and training system.
Competency	the consistent application of knowledge and skill to the standard of performance required in the workplace. It embodies the ability to transfer and apply skills and knowledge to new situations and environments.
Module	means a group of learning outcomes in a VET accredited course where it can be established that it is not possible to develop an appropriate unit of competency.
Program	is a series of units of vocational education and training, or the modules of a VET accredited course that combine to become a qualification from an accredited Training Package or skill set.
Program Manager	for the purposes of this policy and associated procedures, the term Program Manager refers to the manager of a program in which accredited training is delivered.
Training Package	is a set of nationally endorsed standards and qualifications for recognising and assessing people's skills in a specific industry, industry sector or enterprise. They are developed by national Industry Skills Councils (ISCs).
Unit of competency	is the unit of learning in a VET qualification and includes assessment requirements and the specification of the standards of performance required in the workplace as defined in a training package.
VET accredited course	means a course accredited by the VET Regulator in accordance with the Standards of VET Accredited Courses.

5. Communication

This VET Delivery and Assessment Policy is available on the Staff Drive.

Please note, printed copies are uncontrolled.

6. Planning for Delivery and Assessment

6.1 Training and Assessment Strategy (TAS)

The Program Manager, with support from compliance where required, is responsible for developing a Training and Assessment Strategy (TAS) for each VET qualification prior to program commencement. This TAS provides the framework that guides the learning requirements and the training and assessment arrangements of the qualifications.

Qualifications with various student cohorts/modes of delivery require separate Training and Assessment Strategies to ensure the specific needs of each group are being met.

The training and assessment practices must be relevant to the needs of industry and informed by regular industry engagement.

6.2 Allocating resources

As part of the planning process for each VET program, the Program Manager must ensure that:

- there are sufficient appropriately qualified trainers/assessors to conduct training and assessment;
- delivery and assessment resources are current and available;
- appropriate facilities and equipment are available for the delivery of the program and that meet the requirements for the conditions of assessment; and
- marketing materials are ethical, accurate and consistent with requirements of the *AQTF Essential Conditions and Standards for Continuing Registration* and individual program funding contracts (e.g., Skills First Program, AMEP, SEE) where applicable.

6.2.1 Delivery and assessment resources

ECA provides the following resources to Trainers and Assessors for the delivery and assessment of VET qualifications:

- Training and assessment strategy (TAS)
- Delivery plans;

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- Trainer resources; and
 - Assessment tools.

Resources provided contain all relevant information for the trainer/assessor to enable delivery and assessment of the training to meet the unit/s of competency requirements.

6.2.2 Premises, equipment, and facilities

ECA provides the relevant facilities and equipment required as prescribed in the Training and Assessment Strategy and to accommodate the number of students.

6.3 Trainers/Assessors

Prior to the delivery of training, the Program Manager must ensure that the Trainer/Assessor delivering and assessing the program has on file a current resume, Qualifications and Experience Matrix and VET Trainer/Assessor Professional Development Record (FO 311) that demonstrate the Trainer/Assessor:

- holds the required training and assessment competencies;
- holds relevant vocational competencies at least to the level being delivered or assessed;
- can demonstrate current industry skills directly relevant to the training/assessment undertaken; and
- continues to develop their VET industry, trainer/assessor, and industry currency competency through professional development.

7. Training Delivery

ECA is committed to developing an effective learning environment that allows for different learning styles and provides a range of opportunities and training methods, so all participants have access to the type of program that meets their needs and maximises learning.

ECA is committed to engaging students in learning through the design, development and implementation of learning programs that will:

- ensure that courses prepare students for their chosen occupation and/or pathways;
- meet the diverse needs of students from different backgrounds and with different life experiences;
- recognise and build on students' current knowledge and experience and provide appropriate opportunities for the formal recognition of prior learning;
- recognise that each student has his/her own individual learning style and needs;

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- enable students to learn and apply new knowledge and skills;
 - create opportunities for regular feedback and acknowledge learning achievements;
 - are intellectually challenging, stimulate curiosity and develop critical awareness; and,
 - encourage and enable students to take responsibility for their own learning.

7.1 Training plans

All students enrolled in accredited course will receive an Individual Training Plan outlining all information relating to the units of competency and the dates of delivery and assessment. Remote students and any student not attending classes will be required to complete their studies during the 12 months allocated and in any order they wish.

7.2 Training design

Various instructional/delivery methods may be used for the delivery of training programs, including (but not limited to):

- trainer presentations and teaching;
- audio/visual presentations;
- demonstrations;
- group discussions;
- individual and/or group activities;
- hands-on activities, skills practices, and role plays;
- adaptive technologies where required, (e.g., Zoom for remote learners)
- workplace tasks and projects.

Trainers and assessors are to consider the needs of the student cohort when preparing and delivering training programs including:

- Language, literacy, and numeracy (LLN)
- Learning needs;
- Cultural background;
- Physical impairment;
- Previous experience including learning;

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- Learning styles;
 - Motivation;
 - Personality traits;
 - Age.

7.3 Training delivery

Training will be provided at:

- classrooms are via zoom for Virtual Classroom delivery
- a hired training facility arranged by ECA.

Trainers are required to ensure all course documentation is fully completed and provided to the Program Administration Officer as required. This may include, but is not limited to:

- Attendance records;
- Student evaluation forms; and
- Trainer evaluation forms.

7.4 Evidence of participation

All training delivered by ECA to students must be supported by Evidence of Participation for each unit of competency.

7.5 Student learning support

ECA provides individualised support to all students to assist them in their learning and to complete their qualification.

ECA will make modifications or reasonable adjustments to Training Plans where required to provide a balanced learning environment for students to meet individual needs so that students have the opportunity to be successful.

Learning support may include:

- individual support provided by trainers to assist with learning activities and assessment tasks;
- study support and study skills programs;
- language, literacy, and numeracy (LLN) programs or referrals to these programs;
- information and communications technology (ICT) support;
- flexible scheduling and delivery of training and assessment;
- referral to additional support services where required.

8. Assessment

ECA is committed to ensuring that all assessment is conducted in a fair and equitable manner, meeting the requirements of the relevant Training Package, industry expectations and standards.

Assessments will:

- comply with the Assessment Guidelines included in nationally endorsed Training Packages or the assessment requirements specified in Accredited Courses;
- lead to the issuing of a Statement of Attainment or qualification under the AQF when a person is assessed as competent against nationally endorsed unit(s) of competency in the applicable Training Package or modules specified in applicable accredited courses;
- comply with the principles of validity, reliability, fairness, and flexibility, incorporate a clearly defined assessment criteria and acknowledge cultural diversity and linguistic needs;
- encourage the use of a range of assessment practices or modes designed to accommodate the diversity of students that allows students to develop learning styles and demonstrate their achievements as students. All students will be informed of the context and purpose of the assessment and the assessment process;
- focus on the application of knowledge and skills to the standard of performance required in the workplace and cover all aspects of workplace performance, including task skills, task management skills, contingency management skills and job role environment skills (where relevant)

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- involve the evaluation of sufficient evidence to enable judgements to be made about whether competency has been attained;
 - provide for documented feedback to the student about the outcomes of the assessment process and guidance on future options;
 - be equitable for all persons, taking account of cultural and linguistic needs;
 - provide for re-assessment on appeal;
 - moderated or validated to ensure appropriateness to the unit/module and level of difficulty;
 - encourage the use of a range of assessment practices or modes designed to accommodate the diversity of students and allows them to develop learning styles and demonstrate their achievement as students; and,
 - promote integrity in assessment to ensure that students receive proper credit for assessable work which is their own.

8.1 Principles of Assessment and Rules of Evidence

ECA adheres to Standard 1, Element 1.5 of the *AQTF Essential Conditions and Standards for Continuing Registration* which requires that assessment is conducted in accordance with the Principles of Assessment and the Rules of Evidence. Assessment tasks are designed in accordance with the Assessment Guidelines of the relevant Training Package.

8.1.1 Principles of Assessment

Principles of Assessment are required to ensure quality outcomes. They are defined in the Standards for Registered Training Organisations (RTOs) 2015 (the Standards) as being fair, flexible, valid, and reliable as below:

Fair	Fairness requires consideration of the individual student's needs and characteristics, and any reasonable adjustments that needs to be applied to take account of these needs and characteristics. It requires clear communication between the assessor and the student to ensure that the student is fully informed about the assessment; understands what the assessment requires; is able to participate in the assessment process; and agrees that the process is appropriate. It also includes an opportunity for the student being assessed to challenge the result of the assessment and be reassessed if necessary.
Flexible	To be flexible assessments should reflect the student's needs; provide for recognition of competencies no matter how, where or when they have been acquired; and draw on a range of appropriate assessment methods for the student, unit of competency and its assessment requirements.
Reliable	Reliability is when the assessment is consistently interpreted, and assessment results are comparable irrespective of the assessor conducting the assessment.

Valid Assessments are considered valid when a student's evidence is assessed against the broad range of skills and knowledge that are essential to competent performance, and any other associated assessment requirements of a specific unit of competency. Assessing must also include evidence that a student could demonstrate these skills and knowledge in other similar circumstances and skills and knowledge can be practically applied.

8.1.2 Rules of Evidence

Rules of evidence are closely related to the Principles of Assessment and are also defined in the Standards. The rules provide guidance on the collection of evidence to ensure that it is valid, sufficient, authentic, and current.

Valid See Principles of assessment.

Sufficient Sufficiency relates to the quality and quantity of evidence assessed. It requires collection of enough appropriate evidence to ensure that all aspects of competency have been satisfied and that competency can be demonstrated repeatedly. Supplementary sources of evidence may be necessary. The specific evidence requirements of each unit of competency provide advice on sufficiency.

Authentic To accept evidence as authentic, an assessor must be assured that the evidence presented for assessment is the students own work.

Current Currency relates to the age of the evidence presented by students to demonstrate that they are still competent. Competency requires demonstration of current performance, so the evidence must be from either the present or the very recent past.

8.2 Competency based assessment

Competency based training and assessment is the foundation of the Vocational Education and Training (VET) system. The focus of competency-based assessment is on a person's ability to demonstrate the skills and knowledge to perform a particular task, rather than how the skills and knowledge are acquired.

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 expected in the workplace. The standard is described in the relevant endorsed unit of competency of a training package or an accredited course.

Evidence gathering methods commonly used by ECA may include, but are not limited to:

- Questioning – verbal or written;
- Written assignments;
- Projects;
- Practical activities;

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- Workplace assignments;
 - Workplace performance (practical placement observations)
 - Oral presentations;
 - Role plays, scenarios and simulation;
 - Third party reports.

8.3 Recognition of Prior Learning and Credit Transfer

All students are offered access to Recognition of Prior Learning (RPL) and Credit Transfer (CT) at enrolment.

8.4 Assessment tools

Assessment tools are the resources used by assessors to identify and record the skills and knowledge students must demonstrate to be deemed competent in a unit/module. They are crucial for the accurate and consistent assessment of students against competency standards.

Assessment tools include the following components: the context and conditions of assessment; tasks to be administered to the student; an outline of the evidence to be gathered from the candidate; and evidence criteria used to judge the quality of performance (i.e., the decision-making rules).

At ECA the following assessment resources are developed for each unit/module or cluster of units:

- Assessment overview;
- Assessment tasks;
- Assessment cover sheets;
- Assessment summary sheets; and
- Assessor marking guides and mapping matrices.

8.5 Reasonable adjustment and special consideration

Students who experience unforeseen circumstances or have special needs that affect their performance in an assessment may be eligible to apply for a special consideration and/or reasonable adjustment to assessment.

8.5.1 Reasonable adjustment

Reasonable adjustments in assessment can be made to meet the needs of individual students. This includes factors such as learning styles, physical or intellectual ability, language, literacy and numeracy levels, cultural background, or socio-economic factors.

Adjustments to assessment cannot compromise the integrity of assessment, elements and performance criteria of the unit of competency.

Adjustments to assessment will not provide an unfair advantage / disadvantage to students.

8.5.2 Special consideration

Special consideration and rebooking your exams may apply to students who experience one of the following circumstances:

- Serious illness or psychological conditions for example, hospital admission, serious injury, severe anxiety, or depression (requires doctor's certificate).
- Bereavement.
- Hardship/trauma for example, victim of crime, sudden unemployment.
- Other exceptional circumstances (to be assessed on application).

8.6 Assessment submission

All assessments submitted must include a completed assessment cover sheet, for student identification and disclaimer purposes.

All paperwork must be submitted to administration via email brisbane@ecamaritimecollege.edu.au or completed directly online via our student portal.

After a student has reviewed their marked assessment task they must return it to their trainer/assessor as ECA is required to retain all assessment tasks for a set period of time for auditing purposes.

Students enrolled in accredited programs will have 30 days from the last day of training/timetabled classes to meet all of the requirements of the program they are enrolled in. ECA is not obliged to accept any work or assessment beyond this date.

8.6.1 Extensions

All assessments are to be completed on time. However, under exceptional circumstances students may seek an extension by writing to the Program Manager who may approve in writing a late submission.

Requests for extension must be made prior to the assessment due date. Students may request up to two weeks' extension from the Teacher. Further periods of time beyond two weeks must be made in writing to the program manager and include the following information:

- unit/cluster;
- assessment task number(s)
- reason for extension request; and
- requested due date.

The Program Manager will consider the request for extension, and if approved, will provide a new date for the submission for the assessment.

Students are advised to keep in touch with the Teacher and the Program Manager to ensure that they are able to submit the assessment by the revised submission date.

8.7 Assessment outcomes

ECA assesses student outcomes by collecting evidence about the performance of students and making a judgement on whether the students have met all the required learning outcomes according to the requirements of the training package or accredited course.

8.7.1 Assessment task outcomes

The outcomes for all assessment tasks are Satisfactory (S) or Not Satisfactory (NS). If a task outcome is Not Satisfactory, re-assessment may be negotiated with the student. Students may be re-assessed on one occasion for each assessment task.

8.7.2 Resubmissions

Students are allowed one “re-submit” for an assessment task which has previously been deemed “Not Satisfactory”.

Second and subsequent re-submissions are not allowed. Students must undertake further learning and possibly re-enrol, therefore paying a further course fee.

8.7.3 Unit and cluster outcomes

Students need to successfully complete all assessment tasks relating to a unit of competency to be deemed competent in that unit of competency. Where units have been clustered, all assessment tasks for the cluster must be successfully completed to be deemed competent in each unit within the cluster.

Students assessed as ‘Not Yet competent’ for a unit of competency will receive written feedback from the Assessor. Students will be encouraged to re-enrol in the unit to complete their qualification.

8.7.4 Student feedback

Students receive specific, timely, supportive, constructive, and documented feedback on their learning and performance. Written feedback should be provided to students on all assessment tasks within two weeks of submission

When marking assessments, Assessors will make comments and provide genuine feedback for the entire assessment.

Students will have the opportunity to review their result and the feedback. Assessment tasks will not be returned to students for them to keep, only for review as student assessments must be retained by ECA for audit purposes.

8.7.5 Issuing qualifications

To be awarded a qualification from a VET training package or accredited course, students must successfully complete all core and elective units selected in the Training and Assessment Strategy.

8.8 Plagiarism, cheating and collusion

Student work submitted must be the student’s own work. Plagiarism, cheating and collusion in assessment are expressly prohibited.

All cases of plagiarism, cheating and collusion are treated as a serious matter and will be reviewed and treated on a case-by-case basis.

8.9 Appeals

ECA acknowledges that students have the right to appeal an assessment decision, based on valid grounds for appeal. ECA has provision for students to appeal against assessment decisions and ensures that students have access to a fair and equitable process for lodging an appeal against an assessment decision.

Refer to PO 008 Complaints and Appeals Policy.

8.10 Record keeping

All assessment outcomes will be recorded, and assessments records stored in accordance with ECA PO 010 Training Administration and Records Management Policy.

Student files are kept securely in a locked filing cabinet. Whilst the delivery of a VET programs is in progress, Trainers and Assessors retain relevant records to the program being delivered and assessed.

A Unit/Custer Assessment Summary Sheet will be completed by the Assessor for each student enrolled in a VET training program. This record documents a student's competency unit by unit.

As soon as assessment results are available, they are given to the Program Administration Officer for entry into ECA's student management system, VETtrak.

9. Trainers and Assessors

ECA will only engage appropriately qualified Trainers and Assessors for the delivery of VET training and assessment services, in accordance with:

- **the Australian Quality Training Framework (AQTF) Essential Conditions and Standards for Continuing Registration;**

Refer to PO 035 Competency in Delivery and Assessment Policy

The Program Manager will ensure that teachers and assessors who deliver the VET programs are aware of This will ensure staff have the information available to perform the duties required of them to deliver VET training package according to the qualification requirements.

ECA is committed to the improvement and recognition of teaching and assessment practices through:

- recognition of excellence in teaching;
- support for innovative learning and teaching practices; and,
- supportive and sustained professional development.

10. Roles and responsibilities

10.1 ECA

ECA will ensure:

- assessments comply with the requirements of nationally endorsed Training packages and Accredited Curriculum, the current AQF Handbook and the *Australian Quality Training Framework (AQTF) Essential Conditions and Standards for Continuing Registration.*;
- all appointed Trainers and Assessors possess and maintain relevant qualifications and vocational competency in accordance with those required in AQTF Essential Conditions and Standards for Continuing Registration;
- an effective recording and reporting process of the unit of competency/module including access to information by students to their records;
- students have access to an open, equitable and transparent appeals process;
- awards of qualifications are in accordance with RTO Scope of Registration as listed by TGA (www.training.gov.au); and
- trainers and Assessors are provided with all related policies, procedures and delivery and assessment documentation including information on the VET training package or accredited course.

10.2 Trainers and assessors

Trainers/Assessors are required to deliver training and conduct assessments in accordance with the Training and Assessment Strategy and training and assessment resources provided.

Trainers/Assessors must ensure that they:

- monitor student progress and discuss any concerns with the student and/or the program manager;

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- provide students with information about the assessment process, the context and purpose of the assessment tasks and the procedures for reassessment and appeals of assessment results at the beginning of the training program;
 - provide constructive and timely feedback on assessments submitted by students;
 - Interpret and understand the performance criteria and evidence requirements;
 - make fair and objective judgements; and
 - provide all relevant paperwork to administration for processing in a timely manner.

10.3 Students

Students have the right to:

- be informed of all aspects of assessment policies, procedures and practices;
- be informed of the criteria and methods of assessment for units, specific attendance and performance requirements and the timetable for all assessment tasks before the unit/module or cluster commences;
- consistent application of policies, procedures and practices;
- have assessment tasks returned as soon as possible after completion with constructive feedback;
- have access to their student file and any other documents relating to delivery and assessment; and
- appeal against assessment decisions.

Students have the responsibility to:

- be aware of ECA's delivery and assessment policy and procedures;
- be aware of services and policies for seeking assistance and course advice in relation to extensions, absences, or withdrawals from training programs;
- behave ethically and appropriately, avoiding any action or behaviour which would unfairly disadvantage or advantage another student;
- submit assessment tasks on time;
- be aware of the policy and procedures for appeals against assessment decisions; and
- be ultimately responsible for their own learning and educational progress.

11. Continuous improvement

Continuous improvement processes refer to the continual enhancement of an RTO's performance so that the changing needs of students and industry continue to be met.

ECA is committed the implementation of continuous improvements processes to ensure that:

- programs are customised and/or contextualised appropriately to meet the needs of the student and reflect industry trends;
- programs are designed with clear evidenced based assessment outcomes;
- learning activities and assessment are clearly aligned with stated learning objectives;
- assessment procedures and practices are valid, fair, flexible, reliable, and authentic; incorporating clearly defined assessment criteria;
- delivery of assessment is designed to recognise requirements of AQF;
- delivery and assessment practices reflect and follow relevant policies and procedures; and
- students have access to seamless educational pathways and networks that encourage and support lifelong learning.

Continuous improvement activities include:

- Assessment validation
- Structure program reviews
- Engagement with industry
- Internal audits