

# Assessment Policy and Procedure

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## 1. Purpose and Scope

This policy outlines AIE’s assessment framework and the general principles that guide AIE’s assessment practices for its vocational education and training (VET) courses. It promotes transparent, equitable and accountable assessment practices and justifiable quality outcomes. It also ensures that the assessment of learners is consistent with high-quality teaching and learning practices, national policy and the specific requirements of Training Packages or accredited programs.

This policy applies to the Academic Management Committee, trainers, assessors and heads of faculty.

## 2. The Policy

AIE has a rigorous assessment system ensuring that assessment, including recognition of prior learning (RPL):

- a. Complies with the assessment requirements of the relevant training package or VET accredited course
- b. Judgements are consistently made on a sound basis
- c. Judgements are moderated and validated
- d. Is conducted in accordance with the Principles of Assessment and the Rules of Evidence.

The assessment system includes assessment materials, policies, procedures and other supporting documents that inform the way assessment is conducted within AIE.

## 3. Implementation

Party	Responsibility
<b>Board of Directors (BOD):</b>	Approval of policy.
<b>Academic Management Committee (AMC):</b>	Drafting and reviewing this policy.
<b>Heads of Faculty (HOFs):</b>	Developing and implementing assessment strategies.
<b>Assessors:</b>	Assessment of all learners enrolled in VET units and programs.
<b>Intranet Content Coordinator:</b>	Uploading new version to the AIE intranet and sending email notification of update.

## 4. Procedures

### 4.1. General Assessment Requirements

The Heads of Faculty (HOFs) ensure that all assessments and corresponding tasks comply with the [Principles of Assessment](#) and [Rules of Evidence](#) under Clauses 1.8 to 1.12 of the *Standards for (Registered Training Organisations) 2015*.

AIE assessment procedures assess learners individually against the requirements identified in the Elements, Performance Criteria, Performance Evidence and Knowledge Evidence of the relevant Unit(s) of Competency (UOC) or Module, even if the related assessment task(s) are undertaken as group activities.

The assessment process gather evidence that demonstrates each learner:

- a. Is capable of performing the specified task to an industry acceptable level
- b. Holds all the specified skill and knowledge.

AIE may assess UOCs or Modules as standalone assessments or within an assessment cluster.

## 4.2. Training and Assessment Strategies

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### 4.2.1. Purpose and Content of TAS Documents

Training and assessment strategies (TAS) are created for each training product on AIE's scope of registration. The TAS document provides an overview as to how learners are trained and assessed to ensure they develop the necessary skills and knowledge in a manner that is consistent with the AQF. Each TAS document meets the following requirements under the *Standards for RTOs 2015*:

- a. Structure of the product; for example, in the case of full qualifications the core and elective selection to meet the structuring rules
- b. Target group
- c. Delivery mode(s)
- d. Entry requirements
- e. Duration and scheduling of the training and assessment process
- f. Assessment resources and methods, including assessment only pathways if relevant
- g. Learning resources
- h. Human resources
- i. Physical resource requirements.

In developing each TAS document, the HOF considers the following in their Continuous Improvement efforts:

- j. Assessment validation – see the *Validation and Moderation Policy and Procedure*
- k. Participant feedback
- l. Industry engagement – see the *Industry Engagement Policy and Procedure*.

#### 4.2.2. TAS Document Process

Step No.	Responsibility	Description
1	HOF	HOFs use the provided TAS templates, available on MyAIE, to create TAS documents for each training product within their discipline across AIE's scope of registration. TAS documents are drafted in the <b>BU: Academic Management &gt; Primary Course Documentation</b> Teams channel.
2	HOF	Once the HOF has completed a TAS draft, a review meeting is scheduled with an AMC delegate. TAS documents pending review are stored in the <b>BU: Academic Management &gt; Primary Course Documentation</b> Teams channel.
3	HOF and AMC delegate	During the review meeting the HOF and AMC delegate must review the TAS document against the TAS Approval Checklist.
4	AMC delegate	Once approved, the AMC delegate must complete Section 7 – Review and Approval of the TAS document.
5	HOF and Intranet Content Coordinator	Following the review meeting, the HOF must provide the approved TAS document to the Intranet Content Coordinator for publication on MyAIE.

See Appendix A: TAS Document Process Flowchart.

### 4.3. Assessment Methods

AIE uses a range of assessment methods in its assessment approach that meet the requirements of the training product, including:

Assessment Methods	Description
<b>Direct Observation:</b>	Observation of work activities and tasks in a simulated workplace (studio) environment.
<b>Product-Based Methods:</b>	Structured assessment tasks such as project work (individual and group), presentations (individual and group), assessment workbooks, written document preparation.
<b>Questioning:</b>	Written questions, verbal questions, small group meetings, interviews, discussions and daily stand ups.
<b>Third Party Reports:</b>	Testimonials and feedback from peers, workplace supervisors/employers

AIE training products do not specify mandatory workplace assessment as a required assessment method.

### 4.4. Assessment Tools and Resources

AIE develops assessment resources and tools that meet the Principles of Assessment and Rules of Evidence. The assessment tools gather a range of performance evidence, which assessors use to base their judgment of the learner's competence. The tools also provide assessment instructions to both learners and assessors.

In planning and developing assessment tools, AIE reviews and clarifies the:

- a. Requirements of the UOC or Module, with particular note of the Performance and Knowledge Evidence
- b. Language, literacy, numeracy (LLN) and employment skills necessary for the performance of the workplace activity or task
- c. Current industry standards for the specific workplace activity or task (for example, industry performance benchmarks)
- d. Assessment methods that are best suited to the task
- e. Assessment tools/instruments that gather and interpret the evidence
- f. Instructions provided to both the learner and assessor, which give clear, transparent advice about what they need to do.

AIE produces assessment resources for each training product that offer sample assessment responses or example student works, to assist assessors to make objective judgements.

AIE develops mapping documents for each training product that cross references the assessment requirements of the UOC or Modules with an assessment tool to ensure all criteria have been addressed and assessed.

## 4.5. Conducting Assessment

### 4.5.1. Summative and Formative Assessments

Type	Description	When Assessed	Examples
<b>Summative</b>	Summative assessments are formal assessments conducted at the completion of each subject to evaluate the skills and knowledge acquired during the subject.	On or before the final day(s) of a subject (as shown in the Course Schedule).	Includes, but is not limited to final individual and group projects.
<b>Formative</b>	Smaller, often more informal tasks which demonstrate a learner's engagement and progress towards the final assessment.	Throughout the delivery of a subject.	May include quizzes, mini work-in-progress submissions or ongoing observation by an assessor

### 4.5.2. Assessment Submissions

All assessment work, including all specified deliverables, must be submitted by learners via the LMS in the relevant subject. Assessment work submitted by any other method (such as email, Dropbox link, USB or a link to learner OneDrive) are not accepted.

Learners must follow the assessment instructions or brief that details the submissible evidence requirements; for example, documents, folder structure, file types, naming conventions, and so on.

AIE assessors review submitted assessment work within 2 weeks of the scheduled completion of the subject. Assessors who identify that they are unable to meet the 2-week assessment turnaround must notify the relevant HOS so an alternative assessment procedure can be implemented.

### 4.5.3. Assessment Evidence

The types of assessment evidence collected is dependent on the specific requirements of the training product being delivered and/or the industry sector requirements. Evidence types may include but are not limited to:

- a. Game engine (Unity, Unreal) project files
- b. Maya project folders
- c. Written assessment documents such as workbooks, reports, technical documents
- d. Movie files
- e. Location planning documents
- f. Call sheets
- g. 3D animation files
- h. Final image renders
- i. Programming scripts, source code and project files
- j. Observation checklists.

### 4.5.4. Assessment Judgements

Assessments are marked by qualified assessors using a range of moderated assessment resources, such as marking guides or sample learner work.

Judgement	Reason	Subsequent Action
<b>Competent</b>	Learner has satisfied all requirements of an assessment task and is assessed as meeting the related criteria from the UOC.	Assessor relays the result to the learner by adding a comment to the assessment submission in the LMS.
<b>Not Yet Competent</b>	Learner has not satisfied the requirements of the assessment task and related criteria.	Assessor relays the result, along with feedback on why the learner is Not Yet Competent, by adding a comment to the assessment submission on the LMS. <sup>1</sup> The LMS automatically notifies the learner of a status change on their assessment and direct them to review it.  Any assessment work deemed Not Yet Competent is provided with a resubmission date as per the Assessment Resubmission process (see Appendix B).

<sup>1</sup> The specific terminology may vary within the relevant LMS and/or SMS.

### 4.5.5. Assessment Resubmissions

See Appendix B for a flow chart of the Assessment Resubmission process.

Learners are entitled to 3 assessment submission attempts after which they may be charged a \$150 reassessment fee as per the Assessment Resubmission process, subject to HOS discretion.

### 4.5.6. Assessment Extensions

Learners may apply for additional time to complete their assessments by requesting an extension in writing using the *Assessment Extension Form*. The request should be submitted to the assessor prior to the assessment due date and should indicate the reason the request has been made.

Medical situations should be supported by a medical certificate or other evidence as appropriate. Learners should nominate an alternative due date which will either be approved or negotiated by the assessor.

The approved *Assessment Extension Form* is uploaded to the learner's client file in the SMS.

#### 4.5.7. Assessment Appeals

Learners have the right to appeal their assessment result. Refer to the *Domestic Learner Complaints and Appeals Policy and Procedure* and the *International Learner Complaints and Appeals Policy and Procedure*.

#### 4.5.8. Post Course/Withdrawal Assessment Submissions

##### 4.5.8.1. Diploma, Advanced Diploma, of Graduate Diploma (On-Campus Learners)

In special circumstances, and if state funding and reporting requirements are not impacted, the HOS or delegate may grant campus-based (full-time) learners in a Diploma, Advanced Diploma or Graduate Diploma qualification a grace period to complete outstanding assessment work from previous subjects at the point of their course withdrawal. The grace period must be noted on the learner Withdrawal form.

To avoid reporting errors, the grace period cannot extend past the next census date.

##### 4.5.8.2. Diploma, Advanced Diploma, of Graduate Diploma (Online Learners)

If state funding and reporting requirements are not impacted, AIE may grant Online (part-time) Campus learners in a Diploma, Advanced Diploma or Graduate Diploma qualification a grace period of 6 weeks after the completion date of any subject to submit late assessment work. Any assessment work submitted after the 6-week grace period may be charged a late assessment fee of \$75 or may not be accepted. The late assessment fee may be waived at the discretion of the HOS or delegate in special circumstances.

##### 4.5.8.3. Certificate, Skills Set or Micro Credential Learners

If state funding and reporting requirements are not impacted, AIE may grant learners enrolled in a Certificate qualification, Skill Set or Micro Credential a grace period of 6 weeks after the completion date of the course to submit any late assessment work. Any assessment work submitted after the 6-week grace period may be charged a late assessment fee of \$75 or may not be accepted. The late assessment fee may be waived at the discretion of the HOS or delegate in special circumstances.

#### 4.5.9. Assessors

AIE ensures that only appropriately qualified assessors determine assessment outcomes. See the *Skilled Trainer Assessor and Supervising Trainer Policy and Procedure*.

#### 4.5.10. Assessment Review

AIE systematically reviews and monitors the quality and continuous improvement of its assessment products. Refer to the *Validation and Moderation Policy and Procedure*.

### 4.6. Reasonable Adjustments

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AIE complies with the *Disability Standards for Education 2005*, which requires education providers to make reasonable adjustments for learners with disabilities or medical conditions. See *Learner Access, Equity and Equality Policy and Procedure* for more information.

#### 4.6.1. Requirements for Implementing Reasonable Adjustments

When implementing reasonable adjustments, AIE must:

- a. Maintain the integrity of the course or program, in accordance with any training package requirements
- b. Maintain the principles of assessment – validity, fairness, reliability, and flexibility
- c. Ensure all reasonable adjustments are justifiable.

#### 4.6.2. Identifying the Need for Reasonable Adjustments

AIE may become aware of a learner's requirement for Reasonable Adjustment when:

- a. A learner makes a request to their trainer for an adjustment to some or all of their assessment tasks
- b. A trainer identifies a potential issue in the classroom or with a learner's submitted assessment work.

#### 4.6.3. Determining Reasonable Adjustments

The trainer works with the learner in the first instance to determine the reason an assessment adjustment may be required and the most appropriate adjustment for the task/s. Types of reasonable adjustments may include:

- a. Additional time allowance for assessment
- b. Verbal/oral assessment (with or without a scribe) in place of written assessment
- c. Use of text to speech software or other assistance technologies
- d. Availability of written materials and/or presentations in plain English (LLN and ESL learners)
- e. Use of video evidence or third party reports to demonstrate task completion
- f. Modification or substitution of an assessment task.

The request for reasonable adjustment and the agreed adjustment is reported to the HOS or delegate and recorded on the learner's SMS profile.

#### 4.6.4. Evidence Supporting Request for Reasonable Adjustment

If the learner has evidence to support their request for reasonable adjustment, this is uploaded to the learner's SMS profile. Supporting documentation may include;



- a. Medical documentation that details the impact of the medical condition or disability on the learners ability to study
- b. Letter from a medical practitioner containing a specific diagnosis, date of the diagnosis, and the expected duration, where applicable
- c. Letter from a professional practitioner who supports the learner with managing their medical condition or disability (e.g. occupational therapist).
- d. Individual Learning Plan, Individual Education Plan or similar document from the learner's secondary school.

AIE acknowledges that not every learner has evidence to support their request for reasonable adjustment and that learners with disabilities are not required to disclose them. Requests for reasonable adjustment are made to the HOS or delegate in these cases.

#### 4.6.5. Actioning the Reasonable Adjustment

The completed, adjusted assessment task is uploaded to the learner's LMS profile. Where relevant, the HOS/DHOS notes reasonable adjustments made on the Continuous Improvement register to inform future assessment development and improvements.

### 4.7. Additional Support

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If a trainer believes one of their learners requires further support to successfully complete their course and assessment requirements, they must notify the HOS/DHOS. Trainers may also refer learners to the HOS/DHOS for further support when the learner is experiencing hardship or significant changes in their life (such as unemployment).

The HOS or delegate arranges a Learning Support Meeting with the learner to discuss additional support that may be required, and to develop and implement a Learning Support Plan if needed. The trainer may be required to participate in these meetings at the HOS's discretion. See the *Learner Progress Policy and Procedure* for more information.

### 4.8. Recognition of Prior Learning

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AIE offers assessment via a Recognition of Prior Learning pathway. Refer to the *Recognition of Prior Learning (RPL) and Credit Transfer Policy and Procedure* for more information.

### 4.9. Plagiarism, Cheating and Collusion

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AIE considers **plagiarism**, **cheating** and **collusion** as acts of academic misconduct. See Section 5 for definitions. All learners suspected of committing academic misconduct are reported to the HOS or delegate for investigation. Learners may face disciplinary action such as loss of their right to resubmission or forced re-enrolment in a subject (including fee payment).

Any assessment work that AIE finds to be the result of plagiarism, cheating or collusion is deemed inadmissible for assessment purposes and is resulted as Not Yet Competent.

## 5. Definitions

The following definitions apply to this policy:

Term	Definition
<b>Assessment</b>	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 or VET accredited course.
<b>Assessment System</b>	A coordinated set of documented policies and procedures (including assessment materials and tools) that ensure assessments are consistent and are based on the Principles of Assessment and the Rules of Evidence.
<b>Assessors</b>	Persons who assess a student's competence.
<b>Cheating</b>	Seeking to obtain an unfair advantage in an assessment. This includes using artificial intelligence, such as ChatGPT, to produce assessment work. Assessment work, or part thereof, created by AI must be acknowledged by the learner and cannot be the only evidence submitted for assessment.
<b>Collusion</b>	An agreement between 2 or more people to intentionally cooperate and gain an unfair advantage in assessment such as: <ul style="list-style-type: none"> <li>• Unacknowledged participation or contribution in an assessment task</li> <li>• Unacknowledged copying/use of another person's work in an assessment task</li> <li>• Completing an individual task with one or more other people.</li> </ul>
<b>Continuous Improvement</b>	The ongoing and systematic improvement of products and services, or processes, through incremental and new improvements. AIE's Academic Management Committee maintains a <i>Continuous Improvement Register</i> to track improvements across all of AIE's operational areas.
<b>Language, Literacy and Numeracy (LLN)</b>	The key communication skills that underpin both broader workplace skills and vocational learning skills. These skills include speaking, listening, reading, writing and using numbers. LLN is built on the Australian Core Skills Framework (ACSF)
<b>Module</b>	A specific area of learning at a given level of knowledge or skills performance and is made up of several learning outcomes and assessment criteria. It directly aligns to the stated educational, community or legislative outcomes of its course. (ASQA definition)
<b>Plagiarism</b>	Taking another person's words, ideas, work or code (including from the internet) and presenting it as the learner's own work without acknowledgment.
<b>Reasonable Adjustment</b>	Reasonable adjustment refers to measures or actions taken to enable learners with a disability to participate in the same educational and training opportunities as learners without a disability.
<b>Recognition of Prior Learning (RPL)</b>	The assessment of previously unrecognised skills and knowledge that an individual has achieved outside a formal education and training system. RPL assesses this unrecognised learning against the required learning outcomes of a subject taught and/or assessed by the registered training organisation (RTO).

## 6. Related Documents

**The following internal documents are related to this policy:**

- a. Assessment extension form
- b. Assessment resubmission process
- c. Domestic Learner Complaints and Appeals Policy and Procedure
- d. Industry Engagement Policy and Procedure.
- e. International Learner Complaints and Appeals Policy and Procedure
- f. Learner Access, Equity and Equality Policy and Procedure
- g. Learner Progress Policy and Procedure
- h. Learning Support Request Form
- i. Reasonable Adjustments Register
- j. Reasonable Adjustments Request Form
- k. Recognition of Prior Learning (RPL) and Credit Transfer Policy and Procedure
- l. Skilled Trainer/Assessor and Supervising Trainer Policy and Procedure
- m. TAS Approval Checklist
- n. TAS Template – Advanced Diploma
- o. TAS Template – Certificate
- p. TAS Template – Diploma
- q. Validation and Moderation Policy and Procedure.

**The following legislation and standards are related to this policy:**

- r. Standards for Registered Training Organisations (RTOs) 2015
- s. Disability Standards for Education 2005.

**The following external document may assist with the implementation of this policy:**

- t. Reasonable Adjustment Guide resource, QLD VET Development Centre.

## 7. Review

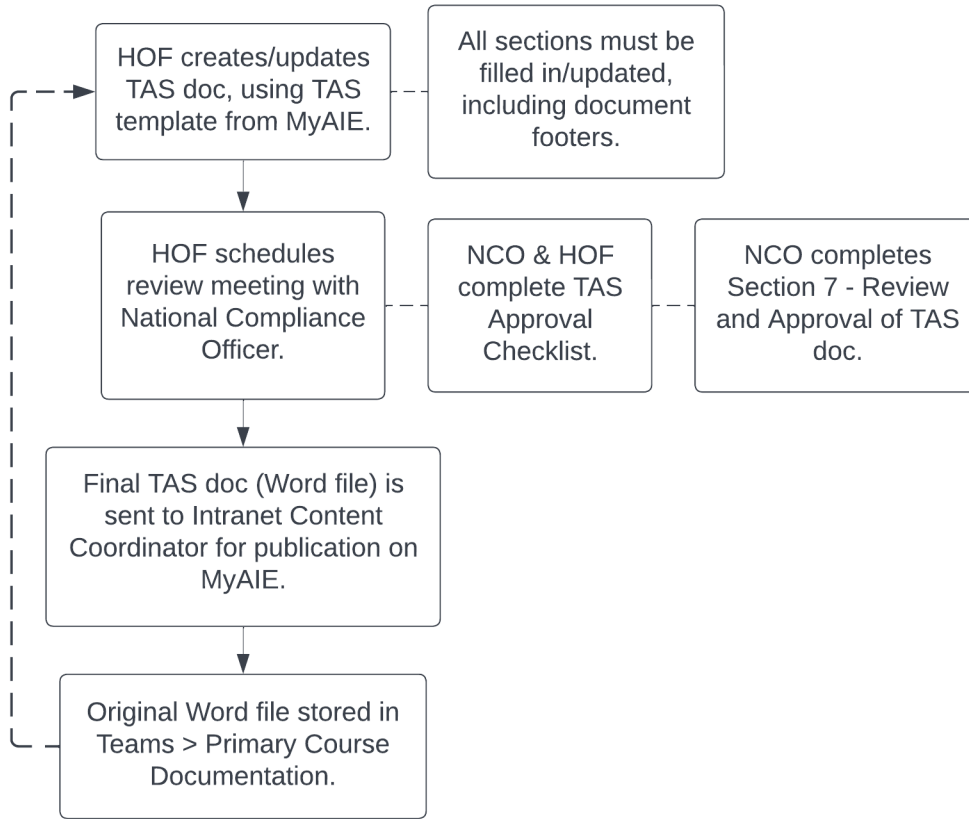
This policy will be reviewed annually by the Academic Management Committee.

## 8. Revision History

This policy has undergone the following revisions:

Version No.	Version Description	Contributor(s)	Approval Authority	Date Revised/ Approved
1.0	New document. Endorsed by AMC and published with interim approval. Approved by BOD and published with full approval.	<b>Alexandra Mannell</b> (HOS, Sydney) <b>Ann Maree Davies</b> (HOS, Adelaide) <b>Frank Farfalla</b> (DHOS, Melbourne) <b>Maria Lynch</b> (DHOS, Sydney) <b>Dan Miller</b> (HOF, Filmmaking) <b>Heath Freeland</b> (HOF, 3D Animation and VFX) <b>Karl Cizakowsky</b> (HOF, Game Design and Production) <b>Sam Cartwright</b> (HOF, Game Programming; GDML) <b>Patrick Delmastro</b> (HOF, Game Art and Animation) <b>Linda Burrows</b> (Compliance Consultant) <b>Nick Markesinis</b> (Intranet Content Coordinator)	AMC/ BOD	11 May 2023/ 17 July 2023

## Appendix A: TAS Document Process Flowchart



## Appendix B: Assessment resubmission process

