Assessment Management

Policy

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1. RTO Standards

AFTT implements an assessment system that ensures that assessment (including recognition of prior learning):

    a)   complies with the assessment requirements of the relevant training package or VET accredited course; and

    b)   is conducted in accordance with the Principles of Assessment and the Rules of Evidence contained in Table 1.8-1 & 1.8.2 below:

Table 1.8-1: Principles of Assessment

Fairness	The individual learner's needs are considered in the assessment process. Where appropriate, reasonable adjustments are applied by the RTO to take into account the individual learner's needs. The RTO informs the learner about the assessment process, and provides the learner with the opportunity to challenge the result of the assessment and be reassessed if necessary.
Flexibility	Assessment is flexible to the individual learner by: • reflecting the learner's needs; • assessing competencies held by the learner no matter how or where they have been acquired; and • drawing from a range of assessment methods and using those that are appropriate to the context, the unit of competency and associated assessment requirements, and the individual.
Validity	Any assessment decision of the RTO is justified, based on the evidence of performance of the individual learner. Validity requires: • assessment against the unit/s of competency and the associated assessment requirements covers the broad range of skills and knowledge that are essential to competent performance; • assessment of knowledge and skills is integrated with their practical application; • assessment to be based on evidence that demonstrates that a learner could demonstrate these skills and knowledge in other similar situations; and • judgement of competence is based on evidence of learner performance that is aligned to the unit/s of competency and associated assessment requirements.
Reliability	Evidence presented for assessment is consistently interpreted and assessment results are comparable irrespective of the assessor conducting the assessment.

Table 1.8-2: Rules of Evidence

Validity	The assessor is assured that the learner has the skills, knowledge and attributes as described in the module or unit of competency and associated assessment requirements.
Sufficiency	The assessor is assured that the quality, quantity and relevance of the assessment evidence enables a judgement to be made of a learner's competency.
Authenticity	The assessor is assured that the evidence presented for assessment is the learner's own work.
Currency	The assessor is assured that the assessment evidence demonstrates current competency. This requires the assessment evidence to be from the present or the very recent past.

2. POLICY

The purpose of this policy is to ensure that the Academy of Film, Theatre & Television (AFTT) has an assessment system that meets the requirements of the Standards for Registered Training Organisations for developing, conducting and validating assessments.

This policy outlines the procedures for planning, conducting and validating assessments to ensure that the integrity of the Training package and to ensure that the academic standards of AFTT are maintained and safeguarded.

AFTT will ensure that all assessments of competencies comply with the current and relevant training packages and are consistent with the NVR VET Quality Framework and requirements of the ESOS legislation and the National Code 2018, which requires, in particular, the maintenance and reporting of course progress for international students.

Assessment is the process of forming a judgment on the quality and extent of student achievement or performance, and therefore by inference a judgment about the learning itself.

Assessment inevitably shapes the learning that occurs, what students learn and how they learn it, and must reflect the requirements of the qualification. They are designed to ensure:

- Standards are protected;
- Students are treated equitably;
- Students have reasonable redress in cases where they feel that an injustice has occurred in relation to assessment;
- Results are promptly and accurately documented;
- The quality of the qualifications and programs is continually improved;
- The effectivenes of the teaching process to facilitate continuous improvement;
- Trainers are improving and promoting subsequent learning through feedback that is clear, informative, timely and relevant;
- The formal certification of achievements for external audiences;
- Accountabilities to regulatory bodies, industry/employers and the wider community;
- The principles of Assessment and rules of evidence are met.

3. DEFINITIONS

All definitions are located in the *VET Glossary*.

4. Quality Education and Risk Committee (QERC)

(Previously known as the Training and Assessment Committee – TAC)

AFTT utilises a panel that includes representatives who form the AFTT Quality Education and Risk Committee (AFTT QERC).

The **Quality Education and Risk Committee (QERC)** is a committee established under the authority of the CEO to provide advice to the CEO on:

- the quality of education programs offered by AFTT, including any new or emerging issues that may arise;
- the educational risks associated with providing educational programs within a framework of the:
  - o RTO Standards 2015 & 2025;
  - o Higher Education Standards Framework (Threshold Standards) 2015.
  - o the ESOS National Code.

The QERC endorses all policies and procedures related to the above.
The QERC is the principal advisory committee to the CEO for Educational Quality and Risk at AFTT.

The committee:
- Meets at least four (4) times per year (and at other times) particularly for new course preparation, or at the time of review (held biannually)
- And is responsible for:
  - The AFTT QERC is empowered to directly advise the CEO on all matters relating to:
    - the quality of education programs offered by AFTT, including any new or emerging issues that may arise;
    - the educational risks associated with providing educational programs within a framework of the RTO and HESF standards.
  - The AFTT QERC is the peak educational body of AFTT, and is a forum for:
    - educational debate,
    - policy development and
    - decision-making
  - Decisions of the AFTT QERC would be binding on all AFTT Team members once the minutes of the meeting have been signed off by the Chair and the CEO:
    - The AFTT QERC has an over-arching responsibility to ensure that all programs, wherever delivered, have comparable standards to those delivered at AFTT Holt St premises.
  - The AFTT QERC has to ensure that the quality assurance and risk management system includes clear documentation and support tools to enable all stakeholders to identify, assess, and manage educational programs provided by AFTT.

5. Training and Assessment Strategies (TAS)

AFTT develops a Training and Assessment Strategy (TAS) for each qualification, that includes volume of learning, which are are consistent with the requirements of training packages and VET accredited courses and enable each learner to meet the requirements of the qualification and for each unit of competency or module in which they are enrolled.
The TAS for each qualification also includes a matrix (or other presentation technique) that clearly shows the specific assessment requirements/tools for each unit of competency (or cluster of units of competency) consistent with the requirements of the training package.

Each TAS also includes the assessment resources available at AFTT to support the assessment tasks of the units of competency.

Each TAS is subject to consultation and engagement with relevant employer and other industry individuals and groups.

Each TAS has a final consideration by the AFTT Training and Assessment Committee (AFTT QERC) . Approval by the QERC is based on consideration of industry comments and advice.
The TAS of AFTT are read in conjunction with:
- RPL policies and procedures and application forms;
- Relevant RPL kit;
- Trainer skills matrices – *held on* AFTT *staff files;*
- Actual delivery schedules provided to students that indicate time, duration, nature and location of delivery;
- Assessments together with evidence requirements and associated mappings;

- Advice to trainers and assessors about assessments and the way they are conducted for this qualification;
- Assessment validation policies and procedures;
- Assessment retention policies and procedures;
- Where work-based training (WBT) is indicated in a Delivery and Assessment Plan:
  o WBT Process;
  o WBT policy and procedure;
  o Guide to employers/work-based supervisors about WBT;
  o Guide to students about WBT;
  o Workplace suitability checklist;
  o Workplace agreement;
  o Student logbook/work journal;
  o PD of WBT coordinator; and
  o Workplace supervisors report – related to units of competency.
- Learning resources inventory for this qualification;
- Assessment resources inventory for this qualification;
- Communications related to Industry consultation undertaken in developing assessments;
- Policy and procedure relating to English language requirements; and
- Qualification/Statement of Attainment Issuance policy and procedure.

6. Industry engagement in assessment strategies & practices

AFTT engages with industry in a range of ways at various times with most of the industry parties identified in the Glossary of the Standards for Registered Training Organisations:

- AFTT engages with a nuymber of industry professionals and industry related parties in the preparation and approval of its Training and Assessment Strategies for all qualifications on its scope of registration;
- AFTT collects information from its engagement activites with industry; and
- AFTT involves practicing industry professionals in Production teams associatd with production projects.

The Campus manager, Head/s of Department and other AFTT staff are engaging in constant and continuous communication, networking and participation with industry parties. The Information from such engagement is conveyed into AFTT operations via management, staff and board meetings, which is used then to inform all strategic and business operations of AFTT, and in particular the development of training and assessment strategies.

Training and assessment strategies are developed by training staff at AFTT based on strategic directions from the executive management team and after consideration of various industry reports on skills needs, communications with employers, feedback from students and consideration of student cohort.

Once developed in an initial draft form all training and assessment strategies are reviewed by the Head/s of Department - who indicate initial approval.

At this stage the training and assessment strategies are also forwarded to selected industry personnel who have a stake in the training and assessment of AFTT and are appropriate to make a comment – e.g. employer of students, qualified individual practising in the area or likely to employ students. The status and standing of such individuals and bodies is verified by AFTT.

The Industry parties are asked to contribute and comment on a range of issues including facilities, resources, training and assessment strategies, structure of the qualification and the appropriateness of the assessment methodologies. This information is captured using an industry engagement proforma. This proforma report is signed and dated by both parties.

Such recommendations are accepted orotherwise by the Campus manager and are minuted or a note of action is included in the appropriate file. The minutes or the notes of action include the action to be undertaken or a reason why no action is possible or warranted.

All information collected and minutes etc are filed for future reference consistent with AFTT's record keeping policies and procedures.

A summary of the industry engagement activites and action taken is included in the relevant training and assessment strategy.

Following the approval of the TAS by the AFTT QERC, assessments for all units of competency are developed consistent with the requirements of the relevant Training Package and the Standards for Registered Training Organisations.

Assessments for each unit of competency are validated prior to their intial use. The validation panel is consistent with the requirement of the Standards for Registered Training Organisations and will always include an industry member. This membership is a significant component of the industry engagement strategies of AFTT to ensure that all assessment practices are consistent with current industy practices.

The Marketing Manager and Head/s of Department regularly visit employers to determine their levels of satisfaction, needs and degree to which AFTT meets their requirements. Any identified areas for improvement in AFTT's practices are forwarded to the Campus manager by the Marketing Manager and Head/s of Department and considered by the AFTT QERC .

7. Reasonable adjustment

All of AFTT's assessments include reasonable adjustment and access and equity principles. Reasonable adjustment will be provided for participants with special learning needs (such as a disability or learning difficulty) according to the nature of the learning need. Evidence collection can be adjusted to suit individual student needs if required and will be endorsed by the Head/s of Department , and student.

Reasonable adjustments are made to ensure that the participant is not presented with artificial barriers to demonstrating achievement in the program of study. Reasonable adjustments may include the use of adaptive technology, educational support, and alternative methods of assessment such as oral assessment.

All students will be given a review of current competencies including literacy and numeracy prior to commencement of the qualification.

The learning needs identified from this review will form the basis of any adjustment to the training program and assessment strategies will be agreed upon with the student. Any adjustments will be recorded in the student file and will not compromise the competency standard.

8. Changes to assessment requirements

Any proposal to substantially alter the assessment requirements of a unit of competency should be made prior to the next scheduled offering of the qualification. The Head/s of Department will approve any redevelopment work and ensure that approriate validation occurs. If substantial alterations are proposed to the assesssment requirements for more than three (3) units of any qualification the approval for redevelopment must be given by the AFTT QERC .

Consequent to validation of the new assessments the Head/s of Department has authority to implement the changes.

9. Advice to students

AFTT provides students with the following information at the commencement of each Project:

- Purpose and context of the assessment;
- Method of assessment and evidence required of the relative weighting of assessment tasks;
- Timelines for assessment, including dates by which the assessment is due;
- Procedures for submitting assessments;
- Timelines for the return of assessments and feedback (tests, exams, reports);
- Expected attendance requirements;
- Penalties for work submitted after the due date;
- Relevant information on submission of assignments, such as typed, format, evidence required, examples;
- Details of resources, equipment and materials which can be accessed;
- Alternative approaches to assessment where applicable;
- Advice to retain a copy of submitted work or reports or USBs etc;
- Re-assessment processes;
- Policy statements in relation to Plagiarism and Academic Misconduct; and
- Academic integrity requirements.

10. Responsibility to advise assessment requirements

Where a student enrolls in a qualification after the commencement of teaching, or for whatever reason is not present when students are given information concerning the assessment requirements of the qualification, then it is the trainer's responsibility to supply the information to the student.

11. Change to assessment requirements during a study period

In exceptional circumstances, e.g., compromised integrity of assessments, the Head/s of Department may approve a variation of detail in the assessment requirements of a qualification, providing any such variation maintains the relationship between the assessment methods and the learning outcomes expected for the qualification, and appropriate pre-use validation has occurred.

Notification of the change to the assessment requirements must be provided to students in written form. In giving approval for the change, the Head/s of Department must be satisfied that students are not disadvantaged by the change or the timing of the change.

12. Award / recording competency

Students will receive feedback in relation to their assessments with reference to the criteria against which performance has been assessed.

Student results for individual assessment tasks will be recorded as
S	=	Satisfactory
NYS	=	Not Yet Satisfactory

A competent result for the unit can only be awarded if the student has received a satisfactory result for all assessments tasks.

Student results for units of competency will be recorded using the following codes:
C	=	Competent
NYC	=	Not Yet Competent

A student who has been deemed competent by a process of RPL will be awarded a result of C Competent and it will be recorded in AFTT transcripts and other records as C. In this way, outcome rather than the process of assessment of competency is displayed.

A student who has been awarded competency in a unit by another RTO will have their result fully recognised but it will be recorded in AFTT transcripts and other records as CT- Credit Transfer. In this case the assessment outcome is accurately displayed with a clear indication that competency has been awarded by another RTO.

13. Re-assessments

Re-assessments may be granted to any student not achieving competency on the first attempt. The purpose of re-assessment is to provide students with additional time for private study followed by the opportunity to demonstrate that the criteria for passing the qualification has been met.

The re-assessment item will, as far as possible, take the same form and cover the same material as the original assessment item or examination and will have been appropriately validated prior to use.

If the student fails to attempt a practical assessment task or submit written documentation on, or by the due date, the following consequences will apply:
1. The assessment will be recorded as Not Satisfactory.
2. The student may "re-sit", forfeiting their second (2nd assessment opportunity.
3. "Incomplete" will be recorded as a result of ill health (Doctor's Certificate is needed upon return) and a re-sit will be arranged by the Trainer/Assessor or Head of Department.

Some assessments, for example in performance-based subjects, cannot be duplicated in a Tier. Students who miss a performance assessment task due to illness must present a Doctor's Certificate to Administration upon return to school. Other legitimate extenuating circumstances will also require the student to submit third (3rd) party evidence of absence from a reasonable authority. These situations will be dealt with on a case-by-case basis.

If the student receives a 'Not Satisfactory' result for an assessment re-sit, the student will be deemed 'Not Yet Competent' (NYC) in the related Tier unit of competency. The Trainer/Assessor will immediately notify the Head/s of Department who will arrange to meet with the student to discuss the situation. Due to the holistic training of AFTT's assessment

program, the student will not be able to progress to the next Tier until they achieve competence in all the prior Tier assessment requirements.

The student may appeal an assessment result if they wish to dispute their result. Initially, attempt to resolve the grievance informally by speaking directly with the Trainer/Assessor concerned, Head of Department, or Head of Student Services & Admin (HOSA),

The student will be able to repeat one (1) or more subjects in the following semester. Subject tuition fees will be charged at a pro-rata rate.

Progress through a course is not automatic and a student's place can be terminated if it is evident that insufficient progress is being made or that the student will not benefit from further study.

14. Special consideration

The Head/s of Department, on application from the student, may extend special consideration to a student in any unit and in respect of any assessment item.

Students may apply for special consideration on grounds of:
1. Compassionate and compelling reasons; and
2. Serious disadvantage when the assessment item was attempted.

Where the student has been unable to attempt the assessment item, the student may apply for an extension of time.
Requests for special consideration must be made in writing and accompanied by appropriate documentary evidence. Requests must preferably be lodged with the Head/s of Department prior to the assessment due date, but in any event no later than three (3) working days after the date of assessment.

Special consideration may take the following form:
• No action;
• Grant an extension of time to complete an assessment item; and
• Provide another assessment task.
This may be an alternative assessment task or a replacement assessment task

An alternative assessment task provides an opportunity for the student to demonstrate competency similar to those related to the original assessment task; for example, an oral examination may take the place of a written examination.

A replacement assessment task is one that resembles the original assessment item as closely as possible and will have been appropriately validated prior to use.

15. Submission of assessment items: Extensions and Penalties

Students are required to submit assessment items by the due date, as advised by the trainer. Assessment items submitted after the due date will not be accepted unless an extension of time for submitting the item has been approved.

16. Requests for extension

Requests for an extension of time to submit an assessment item must be made in writing to the trainer. Where the request is made on medical grounds, a medical certificate is required.

A request for extension should be lodged at least one working day prior to the due date for the assessment item. A copy of the extension request should be attached to the assessment item when it is finally submitted / undertaken.

17. Deferred assessment

Students may request deferred assessment if they are to be prevented from performing an assessment item, such as an examination, test, presentation, or other assessment activity scheduled for a particular date, on the grounds of compassionate and compelling reasons

Requests for deferred assessment must be made in writing and accompanied by appropriate documentary evidence.

Requests for deferred assessment in respect of an assessment must be lodged (where possible) at least one working day prior to the date pertinent to the assessment item.

18. Approval of deferred assessment

A request for deferred assessment will be considered by the Head/s of Department , for approval or rejection of the request. An application for a deferred exam/test may be rejected if the Head/s of Department has reason to believe the student is seeking to gain an unfair advantage through deferred assessment. This judgment may be based on the circumstances of the request, together with the student's academic record and history of deferred tests/exam requests.

19. Form of deferred assessment

Where a student is granted deferred assessment, this generally takes the form of a replacement assessment item or examination, in which case, the replacement assessment item should resemble, as closely as possible, the original assessment item or examination and will have been appropriately validated prior to use.

20. Documentation required to support a request for special consideration, extension or deferred assessment

Students applying for a deferred assessment, extension, or special consideration on medical grounds, must submit a medical certificate, completed by a registered medical practitioner. The medical certificate must state:
1. The date on which the medical practitioner examined the student;
2. The severity and duration of the complaint; and
3. The practitioner's opinion of the effect of the complaint on the student's ability to undertake the assessment item.

A statement that the student was "not fit for duty" or was suffering from "a medical condition" will not be accepted unless the information required in 1 and 2 and 3 above is included.

Students applying for a deferred assessment, extension or special consideration on other grounds must submit suitable documentary evidence, such as a funeral notice.

Students who feel their case has been wrongly assessed may appeal in writing against that decision, using the Complaints and Appeals process.

21. Conduct of written tests and examinations

Trainers will have and may exercise all such powers as are reasonably necessary to ensure the proper and efficient conduct of tests and examinations.

If trainers detect student behaviour that could be construed as cheating or other misconduct they may, in the case of a test, ask the student concerned to move to another position or, in the event that the student is creating a disturbance, ask the student to desist. If the student fails to comply, the trainer may require the student to leave the test/examination area. Immediately following the conclusion of the test/examination, the trainer will make an incident report that includes evidence of alleged cheating or other misconduct to the Head/s of Department who then takes action according to the Student Code of Conduct Policy and Procedures.

22. Resource material in written tests and examinations

Students may, under certain conditions, be permitted to use resource materials during an assessment, such as dictionaries, including English-foreign language dictionaries and electronic dictionaries, calculators, textbooks, reference books, student notes.

The trainer is required to specify the resource materials that will be permitted in any test or examination. This information must be advised to students prior to the examination and must also be provided to students in the examination room.

A discrepancy between the information on permissible resource materials that has been conveyed to students prior to the examination and in the examination is grounds for appeal by students.

It is the responsibility of the trainer to ensure that the materials brought into the examination room by students conform to the specifications of permissible resource materials. This may be done prior to the test/examination or during the test/examination.

Notwithstanding the requirements of this section, special arrangements may be made for students with disabilities or other identified needs.

23. Notification of results

Following approval and entering of results at the end of each period of study:
- returning students are approved for progression;
- graduating students will be awarded certification (Qualification and Record of Results);
- non-returning students (withdrawals) will receive a Statements of Attainment for competencies achieved throughout their studies; and
- upon request, returning students will be issued a formal Academic Transcript at the end of each period of study.

Certificates, Records of Results, Statements of Attainment or Academic Transcripts will only be issued if the student has paid all outstanding fees.

Award Certificates will be awarded within thirty (30) days of completion of qualifications and courses.

24. Assessment appeals

Students are encouraged to discuss with trainers their performance in assessment items during a qualification.

Where a student believes that an error has been made or an injustice done in respect of the competency awarded, the student may request a review. This request must:

- Be made in writing using the appropriate pro forma;
- State the grounds for the review request; and
- Be lodged within fourteen (14) working days of the date on which the Statement of Attainment was received by the student.

All requests will be dealt with by the Head/s of Department, who will seek the advice of the relevant trainer. Students will be notified in writing within seven (7) working days of the outcome of the requested review.

A student who is dissatisfied with the outcome of the review may lodge a formal complaint through the Complaints and Appeals process.

25. Retention of assessment materials

AFTT retains all assignments, films or videos or recordings or workplace logs or workbooks or test examination booklets and other assessment materials as per the general directions of ASQA. These materials will be retained for a period of two (2) years post the completion date of the unit.

AFTT will also ensure that the records of assessments kept are accurate, with the student's name on all assessments and are consistent with the requirements of the assessment tasks.

AFTT will also keep the following information in relation to each unit of competency for the same period:

- a copy of all assessment tasks, including tests, assignment, role plays, projects etc. for the unit;
- a copy of any used by students to provide evidence of competency;
- a copy of the overall results by student for that unit; and
- identification of the people involved in delivery and assessment of the unit (or cluster of competencies) during that study period.

After tow (2) years all assessment material will be returned to the student or destroyed. AFTT will however retain records of all qualifications and statements of attainment issued for thirty (30) years after the fact. Sufficient data is retained to be able to reissue a qualification or statement of attainment during this thirty (30) year period, regardless of the storage method used. If the organisation ceases being an RTO, AFTT will provide this information to ASQA in digital form.

26. Responsibilities of Trainers

Trainers are responsible for conveying to students' clear advice about the aims and objectives of the qualification, the assessment requirements, the relationship between the assessment methods and the expected learning outcomes, and the criteria against which individual assessment items are judged.
Trainers are required to determine whether all assessment tasks have been appropriately completed and accurately and completely assess consistent with the established criteria used for judging the quality of performance.

In the case of student's written work to also undertake and indicate integrity tests undertaken such as:

- Google check for plagiarism;
- Check for Copying/Collusion/Authenticity (own work); and
- Cheating or use of model answers.

Trainers are required to provide written feedback to students on their performance in assessment items conducted during the semester. Trainers should give guidance to students and comment on work presented for assessment during the semester by written comments or other suitable means. Trainers should be prepared to discuss with students their performance regarding an examination.

Trainers are required to submit assessment documentation to the Head/s of Department within the specified time frame.
Trainers are required to participate in relevant validation activities.

Trainers are required to ensure that they possess:

- vocational competencies at least to the level being delivered and assessed;
- current industry skills directly relevant to the training and assessment being provided; and
- current knowledge and skills in vocational training and learning that informs their training and assessment.

27. Responsibilities of Students

Students have a responsibility to ensure that they have a clear understanding about the purpose of each unit/Unit in the qualification, the assessment requirements, the relationship between the assessment methods and the expected learning outcomes, and the criteria against which individual assessment items are to be judged.
Students have to ensure that all required assessment tasks have been appropriately completed consistent with the established criteria used for judging the quality of performance and are submitted or undertaken by the specified time.

Students have a responsibility to ensure that all assessments are their own work, have not been plagiarised or otherwise produced by cheating, copying or collusion.

In the case of written/media assessments students have to:

- submit the work with the designated cover sheet;
- declare that the work is authentic (own work) namely:
    o is free from plagiarism
    o has not been copied or otherwise undertaken by colluding with others
    o has not been produced by cheating or use of model answers
- retain any receipt given by the trainer for submitted assessments.

Students have a responsibility to ensure that they understand the written feedback provided by trainers on their performance in assessment tasks conducted during the semester.

Students have a responsibility to attend any meetings called to discuss their academic performance and to abide by any intervention strategies that have been mutually agreed with the trainer.

28. Recognition of Prior Learning (RPL)

For RPL for each unit in any qualification:

- The student is informed prior to enrolment and at induction that if they have relevant prior learning then they may be eligible for RPL;
- The student has to identify the unit(s) for which they want to have recognition using the RPL application form;
- The student discusses this with the nominated Student Admissions team member and/or RPL assessor who will provide the student with information about the types of evidence that can be used to support an RPL application;
- The student RPL application form is completed and forwarded to the Student Recruitment Advisor together with the required fee;
- The student will be provided with a copy of the unit of competency from the National Register;
- The student has to state, in general terms, the basis of their claim for RPL;
- The student is provided with RPL evidence templates for each unit listed on the RPL application form;
- The student in the first instance has to provide evidence consistent with the Performance Evidence requirements or Critical aspects for assessment and evidence required to demonstrate competency in the unit";
- If the evidence provided does not satisfactorily meet the Performance Evidence Critical aspects for assessment and evidence required to demonstrate competency in the unit" then the student is advised that the application for RPL is unsuccessful;
- If the evidence provided satisfactorily meets the Performance evidence or Critical aspects for assessment and evidence required to demonstrate competency in the unit" then the student following further discussion with the Student Recruitment Advisor and RPL assessor, submits additional evidence to demonstrate the Knowledge Evidence requirements or Performance Criteria and the Required Knowledge and Skills;
- The student may be requested to undertake additional assessment, consistent with the assessments provided to students undertaking the unit, where the evidence provided does not clearly demonstrate the Knowledge Evidence or Performance Criteria, the Required Knowledge or Skills;
- When the student has provided evidence that demonstrates all requirements of the unit of competency- RPL is granted;
- The student is advised in writing and acknowledges the RPL in writing;
- RPL application documentation, assessment processes and outcomes are placed in the student file;
- Granting of RPL is recorded as a competent unit outcome in the student's file;
- Students may use the appeal procedures if dissatisfied with the outcome of their RPL applications;
- After any RPL is granted the student's record and file is amended accordingly - (for international students CoE via PRISMS will be notified if the success of RPL results in the period of study being shortened and a new CoE issued); and
- Any RPL granted will be validated within the assessment validation process of AFTT.

29. Responsibilities of the Head/s of Department

The Head/s of Department is responsible for:

- scrutinising a sample of student assessments that have been marked by trainers prior to storage;
- consulting relevant trainers regarding any queries concerning their marking;
- approving the awarding of competency for supplementary assessment;
- determining the outcome of applications from students for special consideration and deferred assessment;
- dealing with allegations of cheating and plagiarism;
- determining the recipients of prizes and awards;
- monitoring the outcome of assessment processes;
- identifying qualifications in which the outcomes are unsatisfactory and providing advice to trainers on actions to improve assessment outcomes;
- providing advice to trainers on the basis of assessment performance indicators about the need to review program structure;
- appointing an alternative trainer from within AFTT to provide advice to the Campus manager regarding the assessment of a particular student or qualification; and
- determining appeals from students against decisions in response to applications for special consideration and deferred assessment.

30. Planning and designing assessment requirements

Assessment will be planned and co-ordinated to ensure quality management and consistency with the relevant training packages and to satisfy the principles of assessment.

For each unit of competence/cluster of units of competence AFTT will have:

- clear advice to students as to how the unit(s) will be assessed;
- assessment tasks for the unit(s) that are consistent with and meet the requirements of the unit(s) of competency and meet the principles of assessment specified in the Standards for Registered Training Organisations;
- a mapping of Performance and knowledge Evidence requirements or skills and knowledge, critical aspects of evidence and performance criteria against assessment task;
- an indication of how industry has been engaged in the development of the assessment approaches;
- a clear set of assessment criteria/model answers for each assessment task;
- an assessment record sheet for each assessment task;
- an overall assessment record sheet for the unit(s) of competence to show achievement of the participant against each of the specified assessment tasks, signed by both assessor and student;
- a guide for assessors on the process of assessment; and
- a schedule for pre and post-use validation.

Assessment tasks will be developed and modified to ensure that they are based on strategies, context and target groups, as detailed in the **Training and Assessment Strategy.** Relevant training staff will devise forms of assessment to be used for each unit of competency. Factors to be taken into account include cultural sensitivities, special needs and flexible approaches to delivery and assessment.

Assessment requirements for a unit of competency may include, but are not limited to, tasks of the following types: assignments, portfolio of evidence, essays, student presentations, reviews, practical reports, written examinations/tests, open book examinations, group

assessment, computer based assessment, oral tests, class quizzes, role plays, short answer tests, experiential activities, simulations, clinical experiences, multiple choice tests, practical exercises, presentations, workplace observations, and other assessment strategies. The unit of competency methods of assessment will guide the forms of assessment.

Each assessment task for each unit will be mapped against the Performance and Knowledge Evidence Requirements or skills and knowledge,critical aspects of evidence and performance criteria. Collectively the assessment tasks for the unit will cover all the requirements of the unit of competency and meet principles of assessment and rules of evidence.

The assessment requirements for each unit of competency will be validated prior to use to ensure that there is a strong relationship between the teaching strategies, the learning outcomes expected, and the assessment requirements (see assessment validation policy).

All proposed assessment will satisfy the principles specified in the Standards for Registered Training Organisations, previously listed.

31. Guidelines for dealing with lost assessment items

All Team members who, through their involvement in the assessment process, handle student assessment items, are required to exercise due diligence in handling these items to ensure that items are not lost or damaged. In spite of proper care being taken, nevertheless, there may be instances where a student's assessment item is unable to be located.

Students are required to keep a copy of assignments, reports, etc. before they lodge the item for assessment.
Where there are reasonable grounds to believe that the assessment item was submitted correctly but the trainer is unable to locate the item and no copy is available, the trainer should take appropriate remedial action depending on the specific circumstances of the case.

In all instances, the trainer is required to advise the Head/s of Department of the problem and the proposed remedial action.
Where there are no reasonable grounds to believe that the assessment item was submitted correctly, the trainer may make representation to the Head/s of Department seeking approval for the student to be given an opportunity to re-submit the work.

In each case, the trainer is required to inform the student of the problem and the remedial action that has been taken. The student may lodge an appeal against the particular action through the Complaints and Appeals process. A possible outcome of an appeal may be that the student is required to re-submit the assessment item or undertake another examination.

32. Students "at risk"

'At Risk' in this section applies to those students who either are not meeting the requirements of the qualification or for whom an AFTT Team member has deemed that the student is unlikely to meet the requirements of the qualification. Students considered 'at risk' would normally fall within one (or more) of the following sub-sections:
a) the student does not successfully complete or demonstrate competency in at least 50% or more of the scheduled units in any defined study period; and

b) In a situation where a student has withdrawn (or has been withdrawn) from the same competency on more than two (2) occasions such circumstances may be deemed to indicate that the student is 'at risk of exclusion from their qualification'; and

c) Where a student has been deemed not yet satisfactory in two or more consecutive assessment tasks within the
first study period of enrolment.

In these cases, and within ten (10) working days of the publication of results each study period, students in this category will be sent a letter, by hard copy and/or electronic mail from the Head/s of Department or nominee notifying them of their 'at risk' status and:

a) explaining the consequences of failure to maintain a satisfactory academic standard;

b) nominating an adviser, they should consult during the succeeding study period about their course progress;

c) where appropriate, referring them to specialist contacts within the sector, such as the Head/s of Department or
Campus Counsellor; and

d) advise international students that unsatisfactory course progress in two consecutive study periods could lead to the student being reported to the Department of Immigration and Border Protection and possible cancellation of their student visa.

A copy of the "at risk" letter will be retained in student records.

Where students, for whom this early intervention strategy has been implemented, contact their nominated adviser, the adviser should discuss with the student:
1. where appropriate, the suitability of the program for the student;
2. any opportunities for the student to be re-assessed for tasks in units in which
the student has previously failed or not achieved competency;
3. strategies to assist the student to achieve satisfactory progress; and
4. any other relevant matters.

33. Workplace assessment
Currently AFTT has no workplace assessment arrangements for local or international students.

34. Validation of Assessments
Validation process
- A scheduled validation meeting will be held to validate each unit prior to initial delivery and assessment limited to issues of the "assessment inputs" (see below)
- A scheduled validation meeting will be held to validate each unit post-delivery and assessment at least once in the five-year registration period of AFTT.
- Participants at the scheduled meetings will be:
  o For courses on AFTT Film scope of registration –
    ▪ Chair Acting Head of Department AFTT (in lieu of HoD, the Campus Manage can act as chair)
    ▪ Head of Student Services and Admin
    ▪ Two (2) industry/VET or Higher education representatives who can give specific industry/ education pathways advice particularly on currency.
  o For courses on AFTT Acting scope of registration –
    ▪ Chair Film Head of Department AFTT (in lieu of HoD, the Campus Manage can act as chair)
    ▪ Head of Student Services and Admin
    ▪ Two (2) industry/VET or Higher education representatives who can give specific industry/ education pathways advice particularly on currency.
  o Current AFTT Team may participate in validation meetings as advisers and for the purposes of professional development

- Consideration of an agreed set of units of competency- (at least 50% of units delivered and assessed during the initial three-year period of registration.);
- Reviewing of samples of assessments to confirm that the accepted standard of competency is being achieved. Past RPL submissions will also be examined to ensure that accepted processes and the standard of evidence is reliably acceptable;
- Formal reporting of the outcomes to the Campus Manager including recommendations for improvement to:
  - o the assessment tools;
  - o assessor judgments including advice on specific adjustment of the results of a specific cohort of candidates;
  - o the context and conditions for the assessment;
  - o the actual task/s administered to the candidates;
  - o the advice to students about assessments;
  - o the criteria used for judging the quality of performance (e.g., the decision-making rules, evidence requirements etc);
  - o Consideration of any action reports from each participating RTO as the result of any previous meetings; and
  - o Meeting the principles of assessment and rules of evidence.
- Should AFTT purchase any assessment materials from a third-party supplier, Pre-use Validations of these materials will be completed in accordance with the Validation Policy in the same way as if the materials had been developed by AFTT.
- However, prior to validation of these purchased materials an internal AFTT Trainer Assessor will:
  - o review all such purchased assessment materials for internal accuracy and consistency.
  - o The assessor will amend as necessary and make notes of these amendments which will be provided to the validation panel and filed as part of the continuous improvement processes of AFTT; and
  - o If, however significant issues are identified that require rectification, AFTT will consult in the first instance with the vendor and where necessary undertake further amendments of the assessment instruments.

Validation meetings- Conduct

It is the responsibility of the Head of Student Services and Admin to arrange meetings to validate assessments. Dates for meetings will be scheduled as needed during the development phase prior to extension of scope applications being submitted to ASQA and for new assessments prior to use. Dates for meetings for ongoing validation of assessments will be planned on annual basis, tabled at the AFTT QERC, and entered into the academic calendar of AFTT.

The *pre-use* and *post-use* validation of assessments will be undertaken by a combination of one or more people qualified and skilled in the assessments corresponding to the training package requirements or accredited course guidelines as described in 2.2 above and have an appropriate level of qualification as an assessor to have vocational expertise in the area under assessment and to have current industry skills. The skills of the validation panels will always meet the requirements of the Standards for Registered Training Organisations irrespective of the actual membership composition. The meeting(s) can comprise the trainers and assessors of AFTT not directly related to the unit of competency under consideration. For AFTT, an industry person must participate at each validation meeting.

For Pre-use validation the meeting will only consider assessment inputs- described below. AFTT personnel involved in developing or delivering the assessments under consideration may attend these meetings as a form of Professional Development. Post-use validation meetings will review both assessment inputs and assessment outputs.
The Assessment review will include consideration of:

- Assessment inputs:
  - target group, diversity of cultural experience, language, literacy, and numeracy skill levels underpinning the course of study;
  - the actual assessment task/s administered to the candidates;
  - the advice given to students about assessments;
  - the criteria used for judging the quality of performance (e.g., the decision-making rules, evidence requirements etc.), particularly principles of assessment;
  - the context and conditions for the assessment across the sample;
  - mappings of assessments against requirements of the units of competency; and
  - evidence of improvements to assessments undertaken since any previous validation meeting.
- Assessment outcomes:
  - Sufficient samples of assessments (a minimum of four samples of student performance in an assessment task for each unit of competency for each assessor) to confirm that an accepted standard of competency is understood and is being consistently implemented by each of the assessors. Past RPL submissions will also be examined to ensure that accepted processes and the standard of evidence is reliably acceptable;
  - the assessment of knowledge and skill to the standard of performance prescribed within the training package;
  - the workplace aspect of performance including task skills, management skills, contingency management skills and job role environment skills;
  - consistency of assessor judgments;
  - evidence of plagiarism or collusion; and
  - consistency with principles of assessment and rules of evidence.

Validation meetings- Reporting

It is the Head of Student Services and Admin responsibility to prepare the report of the validation committee prepared for the Campus Manager. In relation to this procedure, the report will include recommendations for any necessary improvements to:
  - the assessment tools;
  - the context and conditions for the assessment;
  - the actual task/s to be administered to the candidates;
  - the advice to students about assessments;
  - the criteria used for judging the quality of performance (e.g., the decision-making rules, evidence requirements etc.);
  - assessor judgments including advice on specific adjustment of the results of a specific cohort of candidates prior to the finalisation of results;
  - resources need for assessment; and
  - meeting the principles of assessment and rules of evidence.

The chair of the validation committee will authorise the report.

Campus Manager Action

On receipt of the report the Campus Manager will determine the appropriate action methodology with the results reported within AFTT's continuous improvement process reporting mechanisms.

35. Assessment validation and purchased materials

Pre-use Validations of purchased materials will be completed in accordance with the Validation Policy in the same way as if the materials had been developed by AFTT. However, prior to validation an internal AFTT trainer assessor will:

- review all purchased assessment materials for internal accuracy and consistency and amend as necessary; and
- make notes of these amendments which will be provided to the validation panel and filed as part of the continuous improvement processes of AFTT.

If, however, significant issues are identified that require rectification AFTT will consult in the first instance with the vendor and where necessary undertake further amendments of the assessment instruments.

36. Trainer-Assessor Qualifications

All assessments including RPL conducted by AFTT will be undertaken by people who have:

- vocational competencies at least to the level being delivered and assessed; and
- current industry skills directly relevant to the training and assessment being provided; and
- current knowledge and skills in vocational training and learning that informs their training and assessment; and
- Credential:
  o TAE40116/TAE40122 Certificate IV in Training and Assessment or its successor
  or
- Credential:
  o TAE40110 Certificate IV in Training and Assessment, and one of the following:
    (i) TAELLN411 Address adult language, literacy and numeracy skills or its successor or
    (ii) TAELLN401A Address adult language, literacy, and numeracy skills
  and one of the following:
    (iii) TAEASS502 Design and develop assessment tools or its successor or
    (iv) TAEASS502A Design and develop assessment tools or
    (v) TAEASS502B Design and develop assessment tools.

This will be demonstrated by AFTT retaining the following verified or certified and/or signed documents for all trainers and assessors:

- Trainer skills matrix – signed by trainer/assessor;
- Assessor qualifications – verified by RTO or otherwise certified;
- Vocational qualifications – verified by RTO or otherwise certified;
- CV - Curriculum Vitae;
- Professional Development activities – verified and/or signed by trainer/assessor;
- Position Description;
- Letter of Offer;
- Employment contract/agreement – signed by trainer/assessor and AFTT;
- Referees' reports - signed by the referee or verified by the AFTT; and
- AFTT Training and Assessment Committee endorsement.

37. RELATED DOCUMENTS

37.1. AFTT Glossary
37.2. Complaints and Appeals Policy and associated procedures
37.3. Assessment Management Policy and Procedure
37.4. Recognition of Prior Learning Policy and Procedure
37.5. Academic Progression Policy and Procedure
37.6. Assessment Validation Policy and Procedure
37.7. Industry Input Policy and Procedure
37.8. Issuance of Certificates Policy and Procedure

38. RELEVANT LEGISLATION

38.1. Standards for Registered Training Organisations (RTOs) 2025

38.2. Standards for Registered Training Organisations (RTOs) 2015

38.3. User Guide Standards for Registered Training Organisations (RTOs)

38.4. Australian Skills Quality Authority (ASQA)

38.5. Australian Qualification Framework (AQF)

38.6. Data Provision Requirements 2012

38.7. National Vocational Education and Training Act 2011

38.8. ESOS National Code 2018

38.9. National Code of Practice for Registration Authorities and Providers of Education and Training to Overseas Students 2018

38.10. Education Services for Overseas Students (ESOS) Act 2000 (Cth)

38.11. Education Standards Authority

39. POSITIONS RESPONSIBLE

39.1. Campus Manager

39.2. Head/s of Department

39.3. Director of International Services

39.4. Academic team

39.5. Student Admissions team

39.6. Administration

40. APPROVAL INFORMATION

Approval Authority	Quality Education and Risk Committee (QERC)
Health Check approval authority	AFTT CEO
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Version	Approved by	Approval date	Effective date	Modifications	Status
5.0	QERC	02/02/2022	03/02/2022	New template	Superseded
6.0	QERC	30/06/2025	01/07/2025	Std's for RTO's 2025	Current