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Student Assessment Policy

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Review Process: This policy shall be reviewed annually in compliance with education industry standards including the Standards for Registered Training Organisations (SRTOs) 2015, the ESOS Act 2000 and the National Code of Practice for Providers of Education to Overseas Students 2018 and the ELICOS Standards 2018.



Table of Contents

1. Policy Overview	5
1.1 Purpose	5
1.2 Policy Details	5
1.3 Scope	5
1.4 Definitions	6
1.5 Training and Assessment Strategies (TAS)	6
1.5.1 Development	6
1.5.2 Monitoring	7
1.5.3 Continuous Improvement	7
2. Assessment	8
2.1 Definition	8
2.2 The Assessment Model	8
2.3 Underpinning Principles	9
2.4 Levels of Assessment	9
2.5 Evidence Gathering	10
2.6 Access and equity	11
2.6.1 Underpinning principles	11
2.6.2 Reasonable Adjustments	11
3. Assessment Communication	12
4. Assessment Submission	12
4.1 Paper based assessment	12
4.2 Online Assessment	12
5. Assessment Tools	12
6. Principles of Assessment	13
7. Rules of Evidence	14
8. Assessment Marking	14
9. Assessment Outcomes	15
9.1 Assessment Results	15
9.2 Unit Outcomes	15
9.3 Interim Results	15
9.4 Record of Assessment (RoA)	16
9.5 Unit Outcome Notations	16
10. Assessment Resubmission	17
10.1 Assessments submitted on time	17
10.2 Assessments submitted up to seven (7) days after the due date	17



10.3 Assessments submitted more than seven (7) days after the due date.....	18
11. Special Consideration (Extenuating Circumstances).....	18
11.1 Extension Requests	18
12. Recognition of Prior Learning (RPL)	19
13. Credit Transfer (CT)	19
14. Recording and Retention of Assessments	20
15. Plagiarism, Cheating and Collusion in Assessment.....	20
16. Appeals.....	21
17. Assessor Requirements	21
18. Assessment Validation and Moderation	22
19. Related Documents	22



Policy Overview

1.1 Purpose

New England College is committed to providing quality training and assessment in accordance with the Standards for Registered Training Organisations (SRTOs 2015). To ensure this, New England College implements an assessment system that ensures assessments (including recognition of prior learning) comply with assessment requirements of national training packages and VET accredited courses within its scope of registration.

This policy ensures New England College assessment practices comply with all applicable standards including AQF and SRTOs 2015, provides assessors with clear information on assessment processes and evidence requirements and ensures that assessments are conducted in accordance with the principles of assessment and rules of evidence.

New England College will ensure that all training and assessment complies with Standard 1 (Clauses 1.1 to 1.4) of SRTOs 2015 and all processes for training and assessment are conducted in accordance with the Principles of Assessment and Rules of Evidence as specified in Clause 1.8 of SRTOs 2015.

1.2 Policy Details

New England College will:

- Develop a TAS for each instance of training a qualification, skill set or unit of competency. Each strategy will incorporate consultation with relevant parties. Each strategy will include the amount of training and modes of assessment that are consistent with the Training Package and meet the needs of each learner group.
- Develop and contextualise the courseware to support the Training and Assessment Strategy in consultation with industry representatives, trainers and assessors as per validation and moderation procedures.
- Ensure evidence is gathered using a range of assessment methods, including inclusive learning practices, to allow for differences in student learning needs and performance.
- Ensure all assessment options and processes implemented are in compliance with competency-based assessment and training package requirements.
- Develop and conduct assessment that maintains the integrity of the VET system.
- Ensure assessment complies with the Principles of Assessment as prescribed in the Standards for Registered Training Organisations (SRTOs 2015).
- Ensure evidence submitted for assessment is assessed in accordance with the Rules of Evidence as prescribed by the legislation.
- Ensure all assessment is conducted by individuals who meet the necessary requirements as described in Schedule 1 of SRTOs 2015.
- Provide and maintain administration and training facilities and equipment to ensure smooth and effective operations for implementation of the Training and Assessment Strategy (TAS).

1.3 Scope

This policy applies to all Vocational Education and Training (VET) qualifications, units of competency, skill sets and/or accredited courses on New England College's scope of registration. This policy applies to all staff, academic and non-academic, who are involved in the administration, conducting or recording of



student assessment. This policy applies to all students who are enrolled in a program of study at New England College.

1.4 Definitions

Appropriate: means the assessment will be delivered to regulatory and industry standards, uses delivery modes and durations optimised for the individual's needs, and includes reasonable support to facilitate the individual's participation and attainment.

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 or level of achievement required within a unit of competency.

Cheating: to act dishonestly in any way so that the assessor of the work accepts what you present as genuinely representing your understanding of, and ability in, the assessment concerned.

Competency: the consistent application of knowledge and skill to the standard of performance required in the workplace. The ability to transfer and apply skills and knowledge to new situations and improvements.

Formative assessment: helps students and staff to identify strengths, weaknesses and ways to improve and enhance student learning. It is intended to support student learning rather than determine a final result.

Plagiarism: to copy work without acknowledging the source and is a form of cheating.

Principles of assessment: require all assessments to be fair, flexible, valid and reliable.

Reasonable adjustment: refers to a measure or action taken by an education provider to enable learners with disability to participate in education and training on the same basis as learners without disability.

Rules of evidence: require that evidence is valid, sufficient, authentic and current.

Standards: refers to the current Standards for Registered Training Organisations (RTOs).

Suitable: means the training and assessment meets the individual's needs, links to likely job and/or participation outcomes and minimises duplication of the individual's existing competencies.

Summative assessment: evaluates the quality of student's learning and involves assigning an outcome based on how effectively students have addressed unit of competency requirements.

Training package: a set of nationally endorsed training standards, qualifications and guidelines.

1.5 Training and Assessment Strategies (TAS)

1.5.1 Development

In accordance with Clauses 1.1-1.4 of the SRTOs 2015, New England College will develop a training and assessment strategy (TAS) for each qualification and accredited course on its scope of registration. The TAS will give clear guidance to trainers and assessors about the training and assessment practices that must be followed.

New England College will ensure the training and assessment strategy (TAS) includes the following:

- The full code and title of the training product
- The units or modules that are being offered
- Mode of delivery
- Entry requirements



- Duration – in determining duration, reference will be made to the AQF volume of learning indicators
- Scheduling
- Assessment resources, methods and timing
- Learning resources
- Human resources
- Physical resources.

When required, a separate strategy will be developed for:

- Units being delivered as a standalone program
- Different cohorts of students that require different training and assessment methods
- Different modes of delivery.

1.5.2 Monitoring

In line with clause 2.2 of SRTOs 2015, all Training and Assessment Strategies (TAS) are reviewed annually to ensure they meet all compliance requirements, are effectively implemented and reflect the demands of industry.

The TAS review will include following people:

- Industry expert(s)
- External CRICOS/VET consultant
- New England College curriculum writers
- National Academic Manager
- National Training Manager
- Trainers and assessors involved with the delivery of the qualification to which the TAS relates.

The TAS Review will include following documentation for consideration:

- Student feedback on assessments and delivery
- Trainer/assessor feedback on assessments
- Moderation process results
- Industry consultation
- Training package information
- Industry trends, including practices and technology
- Post assessment validation results
- Standards for Registered Training Organisations 2015
- National Code 2018
- ESOS Act / NVR Act
- Any related complaints (staff/student/employer/external)
- Recent audit findings (internal or external).

1.5.3 Continuous Improvement

The TAS will be updated by the National Academic Manager to reflect the findings of the review process. The outcomes of the TAS review, including associated documentation, will be retained on file and a summary of the update will be recorded in the Continuous Improvement Register.

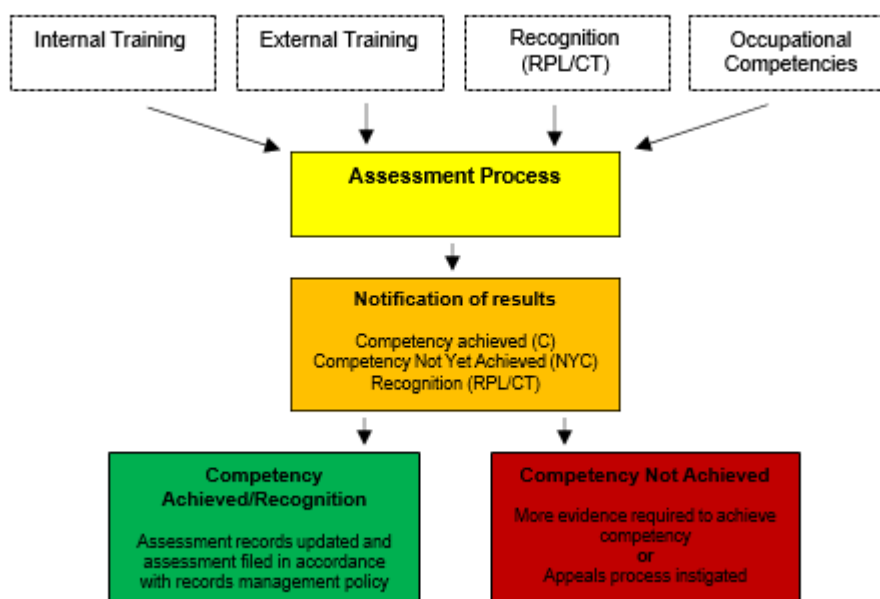


Assessment

2.1 Definition

In vocational education and training (VET), assessment refers to the process of collecting evidence and making judgements on whether competency has been achieved, to confirm that an individual can perform to the standard or level of achievement required within a unit of competency.

2.2 The Assessment Model





2.3 Underpinning Principles

Competency based assessment is a system of collecting evidence about a student's performance to a pre-set competency standard with emphasis placed on what a person can do (the outcome) rather than comparing a student's achievements to others. In vocational education there is no concept of pass or fail, only competent (C) or not yet competent (NYC).

Assessment means 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 a vocational education and training (VET) accredited course.

An assessment system is 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.

Assessment must always be based on the performance of the individual learner. If assessment tasks are undertaken as a group, each learner must be assessed on each component of the task. The trainer is not to assume that because a group of learners completed a task, each of them is competent.

Each unit of competency contains assessment requirements grouped into four main areas:

- performance criteria
- performance evidence
- knowledge evidence
- assessment conditions (e.g., demonstrated in the workplace, simulated etc.)

Performance criteria outline the elements of performance that a student must demonstrate to be considered competent. Performance and knowledge evidence describe what knowledge and skills a learner must demonstrate to be considered competent. Assessment conditions describe the conditions under which a learner must demonstrate this, including any specific requirements for resources, trainers and assessors and the context for assessment.

To be assessed as competent the assessor must ensure that the learner demonstrates:

- ability to perform relevant tasks in a variety of workplace situations, or accurately simulated workplace situations
- understanding of what they are doing, and why, when performing tasks, and
- ability to integrate performance with understanding, to show they can adapt to different contexts and environments.

New England College must ensure that the learner:

- is assessed against all tasks identified in the elements of the unit or module, and
- demonstrates they can perform these tasks to an acceptable level.

2.4 Levels of Assessment

Assessment of learners involves using a range of assessment methods to gather sufficient evidence to deem competence. All assessment methods must follow the principles of assessment – fairness, flexibility, validity and reliability. Recognition of prior learning, external and online delivery modes may change the type of evidence collected but must always meet the same requirements and standards.



Various levels of assessment may be used, with the primary three being:

- **Diagnostic**, also known as pre-assessment, provides information about prior knowledge and skills. This baseline information may diagnose a problem or training requirements. Examples of this include prior qualifications or units of competency and the results of the language, literacy and numeracy test (LLN).
- **Formative assessment** assists and supports training by monitoring and advising learners of their performance and rate of progress against the training outcomes. This provides feedback to the learners, supervisor and trainer on what development activities are needed to achieve the required competencies. Assessment accumulates.
- **Summative assessment** evaluates achievement of the training outcome. Often conducted in the workplace, or a simulated environment, summative assessment confirms achievement of the competency requirements. Assessment culminates.

2.5 Evidence Gathering

There are various means of evidence gathering to determine competence. The methodology used to gather evidence is determined by the unit of competency and the requirements of the training package. In many cases, this will include both performance and knowledge evidence. The means of gathering this evidence is directly linked to unit requirements.

METHOD	DESCRIPTION
Direct observation, practical skills in workplace, simulated environment	<ul style="list-style-type: none">• Assessed in real time in the workplace.• Assessed in a simulated off-the-job situation that reflects the workplace• Direct evidence is evidence that can be observed or witnessed by the assessor. This could include observation of workplace performance, oral questioning, demonstration, challenge test.
Product based methods	<ul style="list-style-type: none">• Structured assessment activities such as reports, assignments, case studies, displays, work samples, role plays, and presentations.
Portfolio	<ul style="list-style-type: none">• A purposeful collection of work samples containing annotated and validated pieces of evidence, compiled by the learner.• Evidence could include written documents, photographs, videos or logbooks.
Questioning, written or oral – presentations, meetings.	<ul style="list-style-type: none">• Generally, more applicable to the assessment of knowledge evidence.• Assessment could be by written or oral questioning, conducting interviews and questionnaires.• Assessment may include journals, review of articles, short answer questions, or tables.
Third-party evidence Direct - Observation in Workplace Indirect – portfolio of evidence, Supplementary - supervisor report	<ul style="list-style-type: none">• Supplementary evidence is additional evidence presented to assessors to support a candidate's claim of competence. This could include reports from supervisors, colleagues and/or clients, testimonials from employers, work diaries, evidence of training.



2.6 Access and equity

2.6.1 Underpinning principles

In accordance with the *Standards for Registered Training Organisations (RTOs) 2015*, the *Disability Discrimination Act 1992 (DDA)* and the *Disability Standards for Education 2005*, New England College implements inclusive learning practices to promote access and equity in the provision of training and assessment. The principles of access and equity refer to approaches aimed at ensuring that vocational education and training is responsive to the individual needs of clients whose age, gender, cultural or ethnic background, disability, sexuality, language skills, literacy or numeracy level, unemployment or remote location may present a barrier to access, participation and the achievement of suitable outcomes.

Awareness of learner needs and differences in core skills levels are the responsibility of everyone at New England College. Proactive solutions to support a learner's needs include the administration of an LLN at enrolment, reasonable adjustment, learner feedback, learner engagement and external support services.

2.6.2 Reasonable Adjustments

Characteristics and circumstances of individuals may require that the trainer undertake reasonable adjustments for some, or all, of the training and assessment. Reasonable adjustment describes the actions or changes to training and assessment activities which will enable each learner to participate on the same basis as others.

Learners have the right to apply for and receive special adjustment to assessment activities to accommodate individual needs. Learners can apply for reasonable adjustment at enrolment, or during their course. Adjustments to assessments cannot compromise the integrity of the assessment, elements or the performance criteria of the unit of competency. Adjustments must not provide an unfair advantage or disadvantage to learners.

While New England College encourages students to apply for reasonable adjustment where they believe it is required, students with a disability do not have to disclose their disability unless they want to arrange adjustments or their disability poses a risk to themselves or others.

If a learner chooses to disclose their disability, and apply for reasonable adjustment, New England College will consult with the learner to identify what reasonable adjustments can be made to usual processes, environments and practices. Usually, the person with disability will be the best person to explain the impact of their disability on their study and what adjustments may help them, or they have found useful in the past. New England College may also ask students to provide documentation from a medical or other health professional to help guide this process.

Examples of reasonable adjustment may include:

- accessible classrooms
- note-taking support
- course material in alternate formats—electronic, large print, braille
- use of laptop for assessments
- extra time or extensions for assessments
- alternate assessment tasks
- ergonomic chair/desk
- use of assistive technology
- an Auslan interpreter, or
- other adjustments.



Any learner wishing to engage with this process must complete a **Reasonable Adjustment Request Form** and submit to the campus academic officer for consideration.

Assessment Communication

Details of assessment (including unit information, modes, due dates, skills requirements, and outcomes) will be conveyed to students and assessors through information provided in the training and assessment strategy (TAS), training plan and the New England College Student Handbook. Timing of assessment will be provided in detail for the program by the assessor and where circumstances require variances in the program, alternate arrangements will be negotiated between the student and trainer.

Assessment Submission

4.1 Paper based assessment

All assessments submitted must include a completed assessment cover sheet for learner identification and disclaimer purposes. All assessments submitted must also include a completed declaration of authenticity. Without a completed cover sheet and declaration of authenticity the assessment cannot be accepted. Paper based assessments can be submitted via one of the following ways:

- **Email** to the New England College assessments inbox. Upon receipt and verification of completed cover sheet and declaration of authenticity, the trainer and student are both notified via email through the SMS that the assessment has been successfully submitted.
- **In person on campus.** The student must complete the assessment delivery record at reception before submitting the assessment. Upon receipt and verification of completed cover sheet and declaration of authenticity, the trainer and student are both notified via email through the SMS that the assessment has been successfully submitted.

4.2 Online Assessment

Any assessment delivered and completed online must also be submitted online through the New England College learning management system (LMS). This includes online multi choice and short answer assessments, case studies, assignments and projects.

Assessment Tools

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

Assessment tools are required as evidence of assessment and must be retained as record of proof that a person was assessed as competent in accordance with the New England College Retention Policy/Procedure.

Assessment tools consist of:

- Instructions for learners
- Instructions for assessors
- Assessment instruments
- Pre-assessment briefing
- Assessment checklists
- Record of assessment (RoA).



Principles of Assessment

Assessments are conducted in accordance with the Principles of Assessment (PoA) as prescribed in the Standards for RTOs 2015. Table 1.8-1 from the legislation gives detail of the principles of assessments that must be followed at all times:

PRINCIPLE	DESCRIPTION
Fairness	<ul style="list-style-type: none">• 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: <ul style="list-style-type: none">• Reflecting the learner's needs• Assessing competencies held by the learner no matter how or where they are being 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	<ul style="list-style-type: none">• Any assessment decision of the RTO is justified, based on the evidence of performance of the individual learner. Validity requires: <ul style="list-style-type: none">▪ Assessment against the unit/s of competency and the associated assessment requirement 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▪ Assessments to be based on evidence that demonstrates that a learner could demonstrate those skills and knowledge in other similar situations.▪ Judgement of competence is based on evidence of learner performance that is aligned to the unit/s of competence and associated assessment requirements.
Reliability	<ul style="list-style-type: none">• Evidence presented for assessment is consistently interpreted and assessment results are comparable irrespective of the assessor conducting the assessment.



Rules of Evidence

Assessments are conducted ensuring compliance with the Rules of Evidence (RoE) as prescribes in the Standards for RTOs 2015. Table 1.8-2 from the legislation sets out the rules of assessment that must be followed at all times:

RULE	DESCRIPTION
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 judgment 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.

Assessment Marking

New England College will provide assessors with benchmarked answers as a guide for marking assessments.

New England College assessors must abide by the following when marking assessment:

- Assessments are not graded
- Assessments are marked in accordance with the principles of assessment (PoA) and rules of evidence (RoE).
- Assessment outcomes are provided in accordance with section 8.
- Assessment are assessed/marked in order of submission date.
- When marking assessments, assessors will make comments and provide genuine feedback for the entire assessment.
- Learners are notified of assessment outcomes within twenty-one (21) days of submission.

Timely and constructive feedback allows students to monitor their progress and determine whether improvements can be made to enhance their learning. Feedback will be provided in a timely manner, including with notification of assessment outcomes, within twenty-one (21) days of assessment submission.



Assessment Outcomes

9.1 Assessment Results

Assessments are marked by qualified Assessors using approved marking guides/benchmarks for marking.

Where a student satisfies the requirements of an assessment task and is assessed as meeting the related criteria from the unit of competency, a result of **Satisfactory (S)** is recorded.

Where a student does not meet the requirements of the assessment task and related criteria, a result of **Not Yet Satisfactory (NYS)** is recorded with feedback. Where appropriate the candidate is offered a second and third opportunity to gain a **Satisfactory (S)** result for the assessment task. Where the final resubmission is still assessed as **Not Yet Satisfactory (NYS)**, the student receives a final result of NYS for the assessment task

9.2 Unit Outcomes

Unit assessment outcomes are recorded as one of the following:

- **Competent (C):** Learners are deemed 'competent' when they have consistently demonstrated their skills and knowledge to the standard required, as prescribed by the training package, for a full unit of competency. A Satisfactory (S) result has been achieved for all assessment tasks associated with the unit.
- **Not Yet Competent (NYC):** Learners are deemed 'Not Yet Competent' when they have not demonstrated appropriate levels of competence in accordance with the minimum performance standards for a full unit/module. The student must have attempted all assessment tasks associated with the unit, where the final resubmission is still assessed as NYS, the student receives a final result of NYS for the assessment task and a final result of Not Yet Competent (NYC) for the unit.

Learners assessed as 'Not Yet Competent' will receive feedback and guidance from the assessor and may be required to undergo further training prior to reassessment.

New England College assessors must ensure that all assessment outcomes and feedback for all learners is communicated through the student management system. For students not using the online learning portal, this process is supplemented by use of the Record of Assessment (RoA).

9.3 Interim Results

Interim results are provided where a student has satisfactorily completed a component of a unit/module of learning but is yet to satisfy all components required to deem overall competency. For example, where a student has satisfactorily completed the knowledge assessment for a given unit/s but is yet to attend placement and complete the workplace/skills assessment. Interim results are recorded in the SMS using the 'Continuing Enrolment identifier. This should be used under the following circumstances:

- Written assessment only has been completed and skills assessment activity for the unit/module is continuing.
- Skills assessment only has been completed and knowledge assessment activity for the unit/module is continuing.

Interim results for paper-based assessments must also be recorded on the Record of Assessment (RoA) against the corresponding assessment component for the unit/module of learning. Every unit of paper-based assessment must have an RoA attached to provide a clear summary of assessment progress and a record of competency achievement.



Where a significant period of time has elapsed between completion of assessment instruments, within the same unit of competency, the trainer/assessor may elect to undertake additional formative and/or summative assessment of the student, such as verbal questioning, to confirm that the required level of competency can be demonstrated by the learner.

9.4 Record of Assessment (RoA)

The Record of Assessment (RoA) provides a summary of the outcome identifiers and assessment progress for a given unit of study. The RoA is specific to the design of the assessment instrument(s) and records aspects of both knowledge and skills assessment. The RoA also records other aspects of assessment such as the date of marking and communication of results/feedback to the student.

For any students who are not using the online learning management system, New England College assessors must ensure that an RoA is attached to every unit of study and completed as required throughout the assessment process. The RoA must be submitted with the assessment evidence in demonstrating final competency has been achieved for the unit of study.

For all students, New England College assessors must ensure that assessment outcomes and feedback are provided through the student learning management system.

9.5 Unit Outcome Notations

All assessments for VET courses are assessed according to the rules outlined in the relevant Training Package or accredited course. Each unit of competency is allocated a result as follows:

OUTCOME	ABBREVIATION	DESCRIPTION
Competent	C	Competent is awarded to a student who has achieved all of the learning outcomes specified for the unit of competency to the required standard.
Not Yet Competent	NYC	Not Yet Competent is awarded to a student who has attempted all the assessment items but has not achieved all of the learning outcomes specified for the unit of competency.
Withdrawn	W	The student has withdrawn from the unit.
Credit Transfer*	CT	The student has achieved all of the learning outcomes specified for the unit of competency to the required standard through prior formal learning.
Recognition of Prior Learning**	RPL-G	The student has achieved all of the learning outcomes specified for the unit of competency to the required standard through prior learning that includes formal and/or non-formal learning but may also include formal learning.



Recognition of Prior Learning - not granted**	RPL-NG	The student has not achieved all of the learning outcomes specified for the unit of competency to the required standard through prior learning that includes formal and/or non-formal learning but may also include formal learning.
Gap Training – superseded***	C-GAP	The student has achieved all of the learning outcomes specified for a superseded unit of competency to the required standard through prior formal learning, and the additional learning outcomes required, as identified through mapping to the current unit of competency.

* Refer to the New England College Credit Transfer Policy/Procedure.

** Refer to the New England College Recognition of Prior Learning Policy/Procedure.

***Refer to the New England College Transition Policy/Procedure.

Assessment Resubmission

Where a student is deemed 'Not Yet Satisfactory' (NYS) for an assessment task, New England College permits the student to resubmit the assessment task in consideration of the marking and feedback provided by the assessor.

10.1 Assessments submitted on time

A student who submits an assessment task on time but whose work is deemed unsatisfactory will be given a maximum of two (2) further opportunities to demonstrate competency in that task.

- Following notification of the unsatisfactory outcome, the assessor will notify the student of the due date to resubmit.
- If the outcome is still unsatisfactory, the assessor will notify the student of a due date to submit a third time.

Re-submissions must be made on time. If after the third submission the assessment is still assessed as unsatisfactory, that outcome will stand.

10.2 Assessments submitted up to seven (7) days after the due date

A student who submits an assessment up to seven (7) calendar days after the due date (or agreed extension date) and whose work is deemed unsatisfactory will be given one (1) further opportunity to demonstrate competency in that task.

- Following notification of the unsatisfactory outcome, the assessor will communicate a new due date to the student for resubmission.

Re-submissions must be made on time. If, after the second submission, the assessment is still assessed as unsatisfactory that outcome will stand.



10.3 Assessments submitted more than seven (7) days after the due date

A student who submits an assessment more than seven (7) calendar days after the due date (or agreed extension date) and whose work is deemed unsatisfactory will not be given a further opportunity to demonstrate competency in that task, unless there are exceptional or extenuating circumstances (see section 11 of this policy).

Assessments will not ordinarily be accepted if submitted later than seven (7) calendar days after the study period ends without approval of the campus academic officer.

Special Consideration (Extenuating Circumstances)

New England College acknowledges that a student may be disadvantaged when unexpected or extenuating circumstances impact on their performance or their ability to complete their assessment tasks or attend placement on a specified date(s). In such circumstances a student may be eligible for a modified arrangement such as:

- An assessment deadline extension or deferral
- Re-submission or re-assessment of an assessment task
- Adjustment to assessment results
- A second opportunity to attend workplace assessment or placement at a different time (depending on availability).

To be granted a modified arrangement, the student must submit a completed **Application for Special Consideration Form**.

Unexpected or extenuating circumstances are those which are outside the control of the student and/or for which there was no opportunity to prepare in advance. These circumstances may include:

- **Medical circumstances:** an unexpected illness, a reoccurrence of chronic illness or an accident
- **Compassionate circumstances:** hardship or trauma such as the death or serious illness of a close family member, severe disruption to domestic arrangements, being a victim of crime or an accident.
- **Special circumstances:** religious observance or obligations, formal legal commitments, military service, service with recognised emergency services, representing a state or home nation at a significant sporting or cultural event or unforeseen and significant employment-related circumstances such as a move interstate at short notice.

11.1 Extension Requests

If a student has been affected by unexpected or extenuating circumstances and has yet to submit their assessment and/or attend placement or workplace skills assessment, they may be eligible for an extension.

- All extension requests must be made in writing to New England College.
- The trainer decides on extension requests in the first instance.
- Extensions will provide a reasonable time, given the nature of the circumstances, for the student to complete the task without giving the student an unfair advantage over other



students.

- Applications requiring more than twenty-eight (28) calendar days extension must be referred to the campus academic officer for a decision.
- Extension applications must be made at least one (1) working day prior to the assessment due date, unless the evidence of unexpected or extenuating circumstances provided indicates this would not have been possible.

- Once approved, the Training Plan must be updated to reflect the time allowed for the extension.
- In granting an extension, New England College staff will be mindful of the impact on the enrolment and course completion date.
- Where an extension for assessment submission will result in an extension of the course completion date, the Campus Manager must be consulted for approval.

Recognition of Prior Learning (RPL)

New England College offers all learners access to Recognition of Prior Learning (RPL). RPL is an assessment process that involves assessment of a learner's relevant prior skills and experience (including formal, informal and non- formal learning) to determine the credit outcomes of an individual application for credit.

The AQF definition of credit, which underpins the concept of RPL, is that credit is the value assigned for the recognition of equivalence in content and learning outcomes between different types of learning and/or qualifications. Credit reduces the amount of learning required to achieve a qualification and may be through credit transfer, articulation, recognition of prior learning or advanced standing.

Where an assessment is undertaken through RPL, the requirements of the standards do not change, although the variety of evidence required and processes of how these are gathered and considered in making an assessment decision may differ from traditional assessment methods.

Any application for RPL will be assessed in accordance with the **New England College Recognition of Prior Learning Policy**.

Credit Transfer (CT)

Credit transfer is awarded where all requirements of the unit of competency have previously been achieved and the training package mapping guide indicates equivalent outcome.

Any request for credit transfer will be assessed by New England College in accordance with the **New England College Credit Transfer Policy**.

Where a unit of competency is from a superseded training package, equivalency will be mapped using transition information provided by the relevant updated training package(s). The learner may seek RPL or skill gap training depending on the changes and the individual's experience. Any request for credit transfer from a superseded training package will be assessed by New England College in accordance with the **New England College Transition Policy**.



Recording and Retention of Assessments

All records and evidence of assessment must be recorded through the student management system (SMS) including but not limited to:

- Receipts of assessment submission
- Completed assessment evidence
- Notification of interim and final results
- Communication of assessment feedback
- Record of the outcome identifier
- Extension requests and decisions

All completed assessment units will be securely retained from the date of the decision of competence. Learner's work will be retained for a minimum of 6 months or longer as per specific contract requirements or the applicable funding instrument. Completed assessment items cannot be returned to the student until the applicable period has expired.

All unit of competency outcomes will be recorded and retained for a period of thirty (30) years.

All documentation from assessment processes is maintained in accordance with the **New England College Records Management Policy**.

Plagiarism, Cheating and Collusion in Assessment

New England College expressly prohibits plagiarism, cheating or collusion of any kind in assessment. In an assessment environment, cheating means to act dishonestly in any way so that the assessor of the work accepts what you present as genuinely representing your understanding of, and ability in, the subject concerned.

Plagiarism is to copy work without acknowledging the source and is a form of cheating.

Cheating includes:

- Handing in someone else's work as your own (with or without that person's permission)
- Handing in a completely duplicated assignment
- Taking work without the author's knowledge
- Allowing someone else to hand up your work as their own
- Having several people undertake group work and submit multiple copies, all represented (implicitly or explicitly) as individual work
- Using any part of someone else's work without the proper acknowledgement.

It is not cheating to:

- Discuss assignments requirements with the trainer or other students to understand what is being asked for
- Hand in work done alone or with the help of the trainer
- Get help to correct minor errors in spelling, grammar or syntax (sentence construction)
- Submit one assignment from a group of students where this is explicitly permitted or required
- Use other people's ideas where they are acknowledged in the appropriate way, such as referencing using footnotes, end notes or the Harvard system of referencing.



If a New England College assessor suspects that cheating has occurred, this concern must be escalated to the campus at the earliest opportunity. The Academic Manager must assess any allegation of cheating in accordance with the relevant conduct and discipline policies.

Depending on the severity and circumstances, penalties of cheating may include:

- Completion and resubmission of a new assessment task
- All parties receiving a 'Not Yet Satisfactory' outcome for the assessment task
- Verbal and/or written warning
- Suspension/cancellation of studies

Learner records in the SMS must be noted with all investigated and proven incidents. All incidents are subject to the further review of the National Academic Manager.

For further information, refer to the **New England College Academic Integrity Policy**.

Appeals

A student who considers that their subject or final result is inappropriate or unfair may request a review of their result.

A review may result in:

- Adjustment to the student's result, or
- No change in the original result.

Complaints regarding the assessment process and appeals against an assessment decision must be made in writing and will be conducted in accordance with the **New England College Complaints and Appeals Policy**.

For further information, refer to the New England College Complaints and Appeals Policy. A full copy of the policy is available at www.nec.edu.au and in the Written Agreement/Student Contract.

Assessor Requirements

Trainers must maintain competence in both their field of expertise and training in accordance with Standard 1 (clauses 1.13-1.20) and Schedule 1 of the Standards for Registered Training Organisations (SRTOs 2015).

Trainers must have:

- A training and assessment qualification from list below:
 - i. Certificate IV in Training and Assessment
 - ii. Diploma of Vocational Education and Training
 - iii. Diploma of Training Design and Development
 - iv. Diploma or higher qualification in adult education
- 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.
- Any additional requirements as specified by the qualification or unit of competency training package.

Industry experts may also be involved in the assessment judgement, working alongside the trainer and/or assessor to conduct the assessment.



Assessment Validation and Moderation

Validation is a review of assessment judgements made by assessors. Validation is generally conducted after assessment is complete. The process must be undertaken in a systematic way. Validation may include engagement with industry to confirm your RTO's assessment system:

- Produces valid assessment judgements, and
- Ensures graduates have the skills and knowledge required by industry, as expressed in the training package or accredited course.

New England College assessment policies, procedures, resources and outcomes are validated in accordance with the **New England College Assessment Validation and Moderation Policy**.

Related Documents

- New England College Credit Transfer Policy/Procedure
- New England College Recognition of Prior Learning Policy/Procedure
- New England College Transition Policy/Procedure
- New England College Complaints and Appeals Policy
- New England College Complaints and Appeals Form
- New England College Academic Integrity Policy
- New England College Assessment Validation and Moderation Policy
- New England College Records Management Policy
- New England College Application for Special Consideration Form
- Standards for Registered Training Organisations (SRTOs) 2015
- Disability Discrimination Act 1992 (DDA)
- Disability Standards for Education 2005.