

Assessment Policy

Policy

CELA acknowledges the critical role that assessment plays in determining the competency of students. In developing the assessment (including RPL) for each qualification and unit of competency, the RTO will ensure:

- ▶ Compliance with the assessment guidelines from the relevant training package, qualification and unit of competence of accredited course
- ▶ Assessment leads to a qualification or statement of attainment under the Australian Qualifications Framework (AQF)
- ▶ Assessment complies with the principles of competency-based assessment and informs the student of the purpose and context of the assessment
- ▶ The rules of evidence guide the collection of evidence to support the principles of validity and reliability
- ▶ The application of knowledge and skills is relevant to the standard expected in the workplace, including skills for managing work tasks, contingencies and the job environment
- ▶ Timely and appropriate feedback is given to students
- ▶ Assessment complies with CELA's access and equity policy
- ▶ All students have access to re-assessment on appeal. This appeal must be lodged within 14 days of the 'not yet competent decision.

CELA implements an assessment system that ensures that assessment (including Recognition of Prior Learning) complies with the assessment requirements of the relevant training package or VET accredited course. CELA recognises that each unit of competency contains assessment requirements relating to; performance evidence, knowledge evidence and assessment conditions.

Training and assessment are competency-based. This means that training concentrates on helping clients to develop skills and knowledge needed to perform effectively in the workplace. Hence, no grades are given. Students are assessed as:

- ▶ C - Competent or
- ▶ NYC - Not Yet Competent

Scope of Policy

The Manager, RTO and all Trainers and Assessors employed at CELA are responsible for following this policy to ensure the best learning outcomes for students.

Procedure

Assessment methods vary and could include:

- ▶ Group work
- ▶ Class presentations
- ▶ Written assessments
- ▶ Workplace Observations
- ▶ Oral and/or written questioning
- ▶ Roleplay
- ▶ Workplace Experiences
- ▶ Reflective Journals
- ▶ Portfolios

When face-to-face training occurs, students are expected to attend no less than 80% of scheduled classes. This includes attendance for at least 80% of each individual competency. This requirement is important as the trainer will be conducting many assessments based on contribution to classroom-based activities. CELA may request a medical certificate if classes are missed due to illness.

When learning takes place in an online environment (webinar or self-paced), students are expected to attend all live sessions or watch all recordings (webinar) and complete all online Modules (self-paced).

Learning and assessment materials can be customised to best suit a student's needs. CELA is committed to offering flexible learning and assessment procedures to provide the optimum training experience for students. Where required, reasonable adjustments are made to the method of the student's assessments.

CELA will issue Certificates and/or Statements of Attainment only to students who are judged as competent for the requirements of the accredited courses/endorsed training packages.

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For more information on assessment guidelines for individual courses; please consult individual course overviews. Please access Padlet [eLearning Resource Library] to request copies or view them on CELA's website.

For short courses (Statement of Attainment, Workshops), assessment tasks will be due 12 weeks from the last day of training. A reminder may be sent to the email address provided and students are responsible for ensuring that they are receiving email correspondence from CELA.

Assessment tasks submitted by students will be marked within 6 weeks by a CELA trainer and assessor. Students may request an extension to their assessment due date. This request must be made in writing to assessments@cela.org.au and the student must state the reason for the extension. A 2-week extension may be granted unless the student states they need a longer period of time. Student extensions must only be granted taking into consideration their 12-month enrolment period.

Students may request priority marking. This request must be made in writing, to assessments@cela.org.au and the student must state the reason for priority. CELA will endeavour to mark the fully completed assessment when an assessor is next available.

If the student is deemed Not Yet Competent, a resubmission will be requested by the trainer and assessor. The trainer and assessor will give the student 2 weeks to resubmit the marked assessment, unless the student requests in writing, for a longer period of time. Second resubmissions may be charged \$25.

CELA training adheres to the requirements of relevant training packages and for the use of the nationally recognised logo and other requirements for issuance of testamurs.

CELA is committed to delivering high-quality training and assessment services that meet the expectations of students. To ensure this, CELA has implemented processes for data collection and analysis within its operations which ensure continuous improvement of training and assessment. Continuous improvement measures result from data analysis and involve all internal and external stakeholder groups.

The quality and continuous improvement policy and procedure define the methods of data collection and analysis. To provide high-quality outcomes to their clients and students, CELA ensures that strategies for training and assessment are developed with effective consultation with industry and stakeholders.