



**Opulence
College**

Assessment Policy and Procedure

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1. PURPOSE

- 1.1. This document specifies the assessment policy and procedure of Opulence College (the College).
- 1.2. It sets out mandatory procedures and governing principles staff are to follow and apply when designing, implementing, and reviewing assessments and making decisions relating to learners' assessments.

2. SCOPE

- 2.1. This document applies to:
 - a) The assessment of assessable work undertaken by learners enrolled in courses offered by the College; and
 - b) College learners, staff, and any people contracted by the College who are responsible for assessment-related activities.

3. POLICY STATEMENT

- 3.1. Assessments must meet the standards required by the Australian Qualifications Framework and the *Standards for Registered Training Organisations (RTOs) 2015*.
- 3.2. Assessments must meet the College's standards outlined in this policy and procedure.
- 3.3. Assessments must aim to enable learners to achieve the academic standards expected by the College and its community including employers and professions.
- 3.4. Assessments must achieve its intended purpose and be a fair, flexible, valid, and reliable basis for evaluating learner achievement, performance, and other competencies.
- 3.5. Assessment practice and decision-making must aim to be fair, equitable, consistent, and transparent.
- 3.6. Assessment tasks must align with learning goals, learning activities and outcomes, and provide evidence of a learner's achievement of the learning outcomes of the relevant unit of competency.
- 3.7. Learners must be provided with a clear understanding of expectations for each assessment task they are required to complete.
- 3.8. Learners must be given timely, constructive feedback on their work to support their progress toward achieving the learning outcomes for their course.
- 3.9. The assessment workload required of learners must be reasonable when considering the depth and breadth of performance outcomes expected of each unit.
- 3.10. Assessment results must be applied consistently with reference to the marking guides and assessment criteria of each assessment task.
- 3.11. Assessments must be regularly moderated in accordance with the College's Assessment Validation and Moderation Policy and Procedure to maintain academic standards across the College and comparability of results between learners.
- 3.12. Assessment practices must aim to be inclusive and to support equity and disability principles, catering for individual and group diversity.

- 3.13. Reasonable adjustments for learners with a disability are made in accordance with the College's Reasonable Adjustment Policy and Procedure and the *Disability Standards for Education 2005*.

4. ASSESSMENT POLICY CONTINUED

Arrangements for learners with a disability

- 4.1. Where possible, the College makes reasonable adjustments to the learning and physical environment to enable a learner to participate in learning and assessment experiences on the same basis as a learner without a disability. Any learner that indicates during the student enrolment application process that they have a disability will be contacted by the College Manager or delegated college representative to discuss their specific needs and provide information about learner support.
- 4.2. For more information, please refer to the Reasonable Adjustment Policy and Procedure and the Prospective Learner Academic Suitability Policy and Procedure at opc.edu.au/policies.

Assessment Tasks

- 4.3. A clear statement of the unit learning outcomes must be included in the assessment task.
- 4.4. Each assessment task is aligned with one or more of the relevant learning outcomes of the unit and course.
- 4.5. Where possible, the same learning outcome is not assessed more than twice in a unit.
- 4.6. The relationship between learning outcomes and assessment tasks is made clear to learners in the assessment task.
- 4.7. The criteria against which an assessment will be measured are clearly set out in the assessment task with the following details:
- a) Specified passing criteria in terms of minimum performance or marks
 - b) Due date
 - c) Assessment conditions (open/closed book, permitted materials etc.)
 - d) Assessment specifications (maximum length, presentation format etc.) and any penalties for not complying with the specifications
 - e) Required reference style to be used for assessment tasks (where applicable)
 - f) Details on how assigned group work and peer assessment will operate, including the outcome of demonstrated plagiarism by an individual learner working on a group assessment task.
- 4.8. Any changes to the nature and scope of any assessment task whilst learners are undertaking a unit require:
- a) The College management's endorsement
 - b) Agreement of the learners enrolled in the unit
 - c) Communication by email, or other form of writing, to all learners enrolled in the unit in time for them to prepare for the change so they are not disadvantaged

- d) Communication to staff with assessment responsibilities.
- 4.9. Once an assessment task has been made available to learners, assessment tasks must not be changed unless this is necessary for the integrity of assessment, or due to unforeseen circumstances. Changes must not be made unless College management approves them.
- 4.10. The assessment for any given unit is appropriate to the AQF level of the course in which it occurs (e.g. Certificate IV, Diploma, Advanced Diploma)
- 4.11. Wherever possible, learners must have an opportunity to practice or experience each type of assessment task that is used in any final (summative) assessment for a unit, and assessment tasks will cover a range of tasks that collectively test unit-learning outcomes.

Assessment timelines

- 4.12. Assessment deadlines are timed to take account of other academic demands on learner time wherever possible (e.g. other assessments in the unit, requirements of other units).
- 4.13. Learners are given reasonable time to submit an assessment task, taking into consideration availability of materials and reference texts and practical or technical difficulties that may be encountered.
- 4.14. Wherever possible, learners must receive feedback on assessment tasks allowing time for learners to benefit from the feedback and to receive academic support before the next assessment task must be submitted.

Marking

- 4.15. Assessment tasks are non-graded. Non-graded assessment tasks are marked on a satisfactory/unsatisfactory basis.
- 4.16. Learners who are deemed unsatisfactory for a single assessment task after being provided the opportunities to repeat the assessment task will be deemed not yet competent for that unit of competency.
- 4.17. A criterion-referenced approach is used for assessing all assessment tasks.
- 4.18. Assessment tasks must be marked according to the published assessment criteria in the relevant unit of competency.
- 4.19. Negative marking will not be used to deduct extra marks for errors or mistakes.
- 4.20. If learners are required to achieve a minimum passing result for an assessment task to pass the unit, the minimum mark or performance requirement must be clearly stated in the assessment task. It is not sufficient to state “learners must submit all assessments” since this does not require a minimum result for submitted work and is educationally indefensible.
- 4.21. Academic decisions, particularly those with potentially adverse implications for learner progress (e.g. failure to satisfy academic standards), must be supported by documented evidence. Any documents additional to comments on an assessment task must be placed on the relevant learner’s file in the College’s records management system.

Assessment feedback

- 4.22. Feedback related to the assessment criteria may be provided individually or to a group. Feedback must also be sufficiently detailed to identify strengths and deficiencies and suggest how performance can be improved without discouraging self-reliance in learning and assessment.
- 4.23. Feedback to learners includes access to their own work, including copies of assessment tools and other relevant assessment material, along with comments from the assessor.
- 4.24. Staff and learner feedback on assessment tasks must be considered during assessment validation activities.
- 4.25. Learners can discuss their assessment results with their trainer following feedback to support future preparation of assessment tasks.
- 4.26. Where early or formative assessment indicates that learners are at risk of failing a unit, trainers must refer learners as early as practicable to progression coaches or other support services.

Requesting time extensions for submitting assessment tasks

- 4.27. Learners who are unable to submit assessment tasks by the specified due date may request an assessment extension *before or on* the due date on the grounds of the following circumstances:
 - a) Student injury, illness, or medical condition
 - b) Family/personal issues (family injury, illness, or bereavement)
 - c) Employment-related circumstances
 - d) Other adverse and/or unforeseen circumstances.
- 4.28. An assessment extension cannot be requested after the assessment due date. Instead, any cases after the assessment due date will be considered as a re-assessment case (please refer to the Re-assessment sections below).
- 4.29. Learners who wish to apply for an assessment extension must complete and submit an Assessment Extension Request Form available at opc.edu.au/forms.
- 4.30. Learners' assessment extension applications need to be supported with relevant documentation.
- 4.31. Extensions will be granted up to a maximum of ten working days after the original due date.

Medical or allied health reasons for extension requests

- 4.32. A required medical or health-related certificate 'in the approved form' meets all of the following criteria:
 - a) It is a document provided and signed by a registered medical, dental, psychological, or allied health practitioner (not practitioners of alternative medicine, naturopaths, herbalists unless they are registered practitioners).

- b) It has a registered provider number of the practitioner, the practitioner’s professional association registration number or an equivalent means or certification for a country other than Australia.
- c) It states the date on which the learner was examined and the nature, severity, and duration of the complaint.
- d) It states whether the learner was affected by the complaint on the day of the assessment task.
- e) It provides the medical or allied health practitioner’s opinion of the effect of the complaint on the learner’s ability to undertake the assessment task. The College may not accept certificates that appear to rely on statements by the patient (e.g. “the patient states that” or “according to the patient”).
- f) It contains sufficient evidence to enable an informed decision regarding the application. Non-specific statements that are not acceptable include but are not limited to: “the learner is not fit for duty” and “the learner is suffering from a medical condition or illness”. A statement that “the patient is, in my opinion, suffering from a medical condition, that exact nature of which I cannot divulge for reasons of patient privacy” would be acceptable.
- g) It is dated on or before the assessment task due date. Only in exceptional circumstances will retrospective medical or health-related certificates be accepted.

Compassionate and other reasons for extension requests

4.33. Applications based on exceptional circumstances involving compassionate reasons, misadventure or other exceptional circumstances beyond the learner’s control, and where the circumstances are not within the range of normal risk, must include sufficient written evidence from an independent person to corroborate the facts and circumstances claimed by the learner to support their application. The terms ‘misadventure’ and ‘normal risk’ are defined in sections 5.25 and 5.26, respectively.

Extension request timelines and late penalties

4.34. To be considered for an extension without academic penalty, extension requests and supporting documents must be submitted before or on the assessment due date. Learners who make an informal request by phone or email must follow-up immediately with a formal written request accompanied with the assessment extension request form and supporting documentation.

4.35. Submitting a request does not guarantee an extension will be granted.

4.36. Learners may submit an extension request up to five working days after the assessment due date and may be granted an extension. However, the learn must establish a sound reason for not requesting an extension before or on the due date, otherwise the extension may not be granted.

4.37. Where no late submission is allowed, this must be stated in the assessment tool so that this is clear to learners.

Deciding extension requests

4.38. The trainer is responsible for deciding whether to grant extension requests.

4.39. Assessment extension requests will be decided with reference to the following:

- a) The extension request is in writing and includes sufficient details, such as relevant grounds and supporting documents, to enable an informed decision.
- b) Any other relevant circumstances.

4.40. Within five working days of receiving the written request, the trainer will respond to the learner and inform them of the extension period (up to a maximum of ten working days) or inform the learner of their non-compliance of documents and request additional supporting documents. In exceptional circumstances, the trainer may consider extension requests beyond ten working days.

4.41. Decisions regarding extension requests are recorded in writing by the decision-maker and stored in the learner's file.

4.42. Learners who have submitted an extension request that was not granted have one opportunity to request a more senior decision-maker, e.g. College Manager/CEO/Director, to review the decision if they reasonably believe the decision process to have been flawed and unfair.

4.43. A decision will be reviewed only when the learner requested an extension in accordance with this policy and the learner requests the review in writing to the trainer within five working days of receiving the decision. Reasons why a review is requested must be clearly stated. It is not sufficient to claim that the decision was unfair without giving reasons to substantiate the claim.

Re-assessment (following failure to submit work by the given deadline)

4.44. If a learner is unable to complete and submit an assessment by the given deadline due to illness or a serious incident and they have not requested an assessment extension, they will be given a re-assessment opportunity without penalty (i.e. late submission fee). The learner must, however, supply a medical certificate or in the case of a serious incident, a statutory declaration. The learner will then be given a new due date for their re-assessment.

4.45. If a learner fails to complete and submit their assessment by the given deadline for any other reason other than illness or a serious incident, they will still be given a re-assessment opportunity but will need to pay a late submission fee of \$120.

4.46. Learners will be deemed to be Not Yet Competent in the associated unit of competency until they submit their re-assessments.

Re-assessment (following an unsatisfactory assessment result)

- 4.47. Learners must be assessed as 'Satisfactory' in all assessment tasks to successfully complete the associated unit of competency. If a learner receives an 'Unsatisfactory' result in a specific assessment task, he/she will have to complete a re-assessment.
- 4.48. Learners are entitled to three free attempts for each assessment task. In other words, after receiving a 'Unsatisfactory' result for the original assessment as a first attempt, a learner may undertake two more free attempts as a re-assessment for the assessment task.
- 4.49. If a learner does not achieve a 'Satisfactory' result on their two re-assessment attempts, they will receive a 'Not Yet Competent' result for the associated unit of competency. The learner then must meet with the College Manager to discuss alternative arrangements that can be made. These alternative arrangements may include but are not limited to:
- a) Being given a final chance of re-submission at a re-assessment cost of \$120,
 - b) Completing and submitting the assessment task by a newly arranged deadline at a cost of \$500 (failed unit fee) if a learner fails to attend an organised re-assessment,
 - c) Withdrawing from the course.
- 4.50. Reassessments may not be provided if a learner has been found to be involved in plagiarism. Such a learner may also face disciplinary action in line with the Academic Misconduct Policy and Procedure available at opc.edu.au/policies.

Reviews and appeals

- 4.51. Learners may appeal against academic decisions in accordance with the College's Complaints and Appeals Policy and Procedure. This can be found at opc.edu.au/policies.

5. ASSESSMENT PROCEDURE

- 5.1. Students may begin the assessments for each unit of competency that has been finished learning in class.
- 5.2. Assessments should be completed and submitted on the College's student portal.
- 5.3. Students can choose to write their answers in the answer box or submit their answers as a word doc/PDF file. It is up to the student's discretion to choose the best method.
- 5.4. Students may refer to previous class notes available on student portal and perform their own research to answer the assessment questions in the right direction but ensuring that they adhere to academic integrity.
- 5.5. Assessments for all units of competency covered within a study term will be due on the first week of the study break. Your assessments will specify the specific due date and time.
- 5.6. Before submitting an assessment, if learners believe they are not well enough to complete the assessment on time, they may apply for an assessment extension based on the grounds of compassionate or compelling circumstances.

- 5.7. Learners who arrange marriage or other ceremonies, vacations or personal/family occasions that coincide with a scheduled assessment will not be granted an extension. Learners are responsible for making arrangements for personal occasions so they can complete and submit their assessments at the specified time.
- 5.8. Misreading an assessment timetable (if applicable) or missing/forgetting an assessment will not be the grounds for assessment extension.

6. RESPONSIBILITIES

- 6.1. Opulence College implements a RASCI Responsibility Matrix to assign and display responsibilities of individuals to carry out a process within the organisation.

R - Responsible – the person who is responsible for carrying out the entrusted task, monitoring compliance and maintaining records.

A - Accountable (also Approver) – the person who is responsible for the whole task and who is responsible for what has been done.

S - Support – the person who provides support during the implementation of the process.

C - Consulted – the person who can provide valuable advice or consultation for the process.

I - Informed – the person who should be informed about the process.

	CEO	Director	College Manager	Compliance Officer	Student Support Officer	Trainers & Assessors
R						X
A	X	X				
S			X		X	
C				X		
I						

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