ASSESSMENT POLICY (VOCATIONAL EDUCATION)

1. Purpose and Objectives

1.1 The purpose of this policy is to outline the principles and procedures relating to student assessment. Le Cordon Bleu Australia (LCBA) carries out assessments for each unit of competency to determine if the required competency has been demonstrated, to measure the extent to which learning outcomes have been achieved, and to support and provide opportunities for improved student learning.

1.2 The objectives of this policy are to clearly set out the process for conducting assessments, to ensure that students are not disadvantaged due to any misunderstandings of the assessment process and to ensure that all assessors have clear instruction on the approved process for carrying out assessments.

1.3 To meet the requirements of the Standards for Registered Training Organisation's (RTOs) 2015 specifically clauses 1.8 – 1.12, which outline assessment requirements.

2. Scope

2.1 This policy applies to all students enrolled in LCBA's Vocational Education programs, and staff involved in the associated programmes' delivery, administration and assessment.

3. Legislative Context

- National Vocational Education and Training Regulator Act 2011 (Cth)
- Standards for Registered Training Organisations (RTOs) 2015

4. Policy Statement

4.1 This policy provides the framework and procedures for conducting assessments, ensuring they meet unit of competency requirements and adhere to the principles of assessment and rules of evidence. LCBA regularly validates assessments to maintain these standards.

5. Policy

5.1 LCBA will conduct assessments in order to make judgements on whether competencies and learning outcomes have been achieved, and to support and provide opportunities for improved student learning.

5.1.1 Only LCBA-approved assessments are to be used, ensuring consistency and quality control.

5.1.2 Students may be assessed as follows:

- Direct observation: The student's performance is directly observed in either a real-world or simulated environment to evaluate their practical skills and overall competency.
- Practical assessments: Students are observed while demonstrating skills and knowledge against specific criteria listed in observation checklists. They may also be asked to respond to oral questions that assess their ability to apply knowledge in specific situations or circumstances.
- Written assessment: Students complete written tasks, such as essays, reports, or short-answer questions, which allow them to demonstrate their understanding and analysis of specific concepts.

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- Knowledge questions: These are brief, focused questions designed to test the student's comprehension of the material covered in the course.
- Portfolio/Research/Project: Students gather and present a portfolio, conduct in-depth research, or complete a project to demonstrate their ability to apply their knowledge to real-world scenarios.
- Third-party report: This assessment relies on reports from supervisors who have directly evaluated the student's performance in their work placement, providing an external perspective on their skills and behaviour.
- Simulation (case studies, role-plays, presentations): Students engage in realistic scenarios, such as case studies, role-plays or presentations, to demonstrate how they would apply their knowledge and skills in situations that mimic real-life challenges.
- Competency Interview: A structured conversation between an assessor and a student, designed to gather evidence of the student's skills, knowledge, and abilities related to specific units of competency.

5.1.3 Assessors will provide students with timely and constructive feedback on assessment tasks. Assessments will be marked and returned within 14 calendar days of the due date for submission. Exceptions to this may be required for assessment tasks that have an extended or specific duration or a high level of complexity. Assessors will advise students of these arrangements at commencement of the unit.

5.1.4 Assessments will take place at points in the program of study that enable student learning needs to be identified and to provide opportunities for improvement.

5.1.5 There may be multiple assessment tasks for a single unit of competency or a cluster of units.

5.1.6 Submitted assessment tasks are marked as Satisfactory (S) or Not Satisfactory (NS).

5.1.7 A student must achieve a result of Satisfactory for all components of an assessment task to achieve an overall satisfactory result for that assessment task. On completion of marking, results for assessment tasks will be accessible to students on the Learning Management System (LMS), Engage.

5.1.8 Once a student has achieved a Satisfactory result for all assessment tasks in a given unit(s), they can be deemed Competent (C) in that unit of competency or cluster of units.

5.1.9 Overall results of Competent / Not Competent for a unit of competency or cluster will be published in Engage and accessible by students after the end of term results are finalised. The student will be contacted by Student Services in relation to re-enrolment in any unit/s required for the qualification.

5.2 Assessment requirements and due dates will be clearly stated.

5.2.1 The assessor will provide students with due dates and a comprehensive description of assessment requirements before the assessment due date, and no later than one week after the commencement of a unit of competency or study period.

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5.2.2 It is the student's responsibility to attend and participate in scheduled assessments, and to submit required assessment tasks by the due date.

5.2.3 For timed classroom or practical-based assessments, students will not be allowed to enter the classroom if they are late by more than 50% of the scheduled assessment time (e.g., for a one-hour assessment, students will not be allowed to enter after 30 minutes from the start time) unless they have a valid reason.

5.2.4 If a student is late by less than 50% of the scheduled assessment time for a timed classroom or practical-based assessment, no additional or extended time will be given to complete the assessment.

5.2.5 Assessments submitted after the due date without valid reasons, but within a period of five (5) calendar days from the due date, will be marked and considered as the second submission. Assessments submitted after a period of five (5) calendar days from the due date will not be marked and the student will receive a grade of Withdrawn (WD) for the assessment.

5.3 Extensions to due dates will be allowed within clearly stated limits.

5.3.1 If a student is unable to meet the requirements for an assessment task by the due date, then they may request an extension.

5.3.2 An extension may be granted where a due date disadvantages a student for medical or compassionate reasons, or other compelling circumstances.

5.3.3 Requests for extensions must be received in writing and granted by the assessor prior to the assessment due date. The student will be informed by the assessor of their decision and advised of the new due date.

5.4 The resubmission or resit of an assessment task will be allowed within defined limits.

5.4.1 If a student receives a result of Not Satisfactory for an assessment task, they are allowed one resubmission of an assessment (including the opportunity to resit a practical assessment task) within the term. Students have a total two attempts for each assessment task.

5.4.2 The Program Manager will consider allowing further resubmissions and resits on a case-by-case basis. Such requests are typically granted in compassionate or compelling circumstances such as illness supported by a doctor's certificate.

5.4.3 LCBA reserves the right to deny a resit or resubmission opportunity for an assessment task if a judgement is made by the assessor that the initial attempt was not genuine. Examples of non-genuine attempts may include but are not limited to:

- leaving sections of an assessment task blank;
- leaving questions unanswered (including not selecting a response for multiple choice and true/ false questions);
- responses not having a reasonable relationship to the question; not utilising available time or resources for an assessment.

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5.4.4 Resubmission and resit assessment attempts will incur an additional cost as specified in Fees and Refunds Policy, unless waived by the Program Manager resit (see relevant *Fees and Refunds Policy*).

5.4.5 If a student feels unwell or otherwise disadvantaged, then they should not attempt the assessment and must provide documentary evidence in support of this decision to their assessor or program support staff prior to the assessment. Abandonments of an assessment without compelling or compassionate reasons supported by evidence, will result in the student not being entitled to a resubmission or resit. Situations out of the student's control will be assessed on a case-by-case basis.

5.4.6 Where a student does not attempt an assessment task (without a prior approved arrangement or compelling circumstances) a grade of Withdrawn (WD) will be recorded for that assessment attempt. Students receiving an overall grade of WD for a unit of competency or cluster of units must re-enrol and repeat each applicable unit of competency or cluster of units.

5.5 Not Competent result and re-enrolment.

5.5.1 Students receiving a final grade of Not Competent must re-enrol in and repeat each applicable unit of competency or cluster of units. Students must pay additional fees for each unit repeated at the current applicable rate.

5.6 Appealing an assessment result.

5.6.1 Students who wish to query the outcome of an assessment should first raise the matter with the assessor. The assessor may agree to re-mark the assessment if they consider there to be reasonable grounds.

5.6.2 If the student is not satisfied with the outcome after raising the matter with their assessor, a student may, within 5 working days of receiving notification from the assessor, request a re-mark to the Program Manager. The Program Manager will decide whether a re-mark is warranted.

5.6.3 A re-mark of an assessment task is allowed only if the assessment was submitted by the due date or, where an extension was granted, by the extended due date.

5.6.4 If the Program Manager determines that a re-mark is justified, the Program Manager will arrange for the assessment to be re-marked by a suitably qualified person, who is not the original assessor. The student's result will be provided within 14 calendar days of receiving the request.

5.6.5 If the Program Manager determines that a re-mark is not justified, they will inform the student of their decision within 7 calendar days of receiving the request.

5.6.6 If a re-mark results in a new grade, this grade will become the final grade and replace the original grade.

5.6.7 Where a student is dissatisfied with the outcome of request to re-mark an assessment, the student may lodge an appeal with the Academic Appeals Committee (VET) in accordance with the *Student Complaints and Appeals Policy*.

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5.7 Appeals against other academic decisions can be lodged according to the LCBA *Student Complaints and Appeals Policy*.

5.8 LCBA will apply reasonable adjustments to assessment tasks to support students with educational disadvantage.

    5.8.1 Reasonable adjustments to assessment tasks may be requested by students on grounds of educational disadvantage including:

- medical condition;
- disability;
- compassion;
- religious observance; language, literacy, numeracy and digital abilities.

    5.8.2 Reasonable adjustments to assessment tasks may include:

- additional time to complete assessments
- academic skills tutoring reader
- scribe assistance
- opportunities to submit a draft for feedback and guidance
- audio feedback and comments from the assessor
- assessment extensions for course work
- support with time management

    5.8.3 Students should discuss their needs for reasonable adjustment with their assessor as soon as possible and must be made prior to the assessment date. Preferably this discussion should be undertaken at the commencement of a component of study when the assessment tasks are published; or as soon as practicable if the reasonable adjustment request is required because of accident or misadventure in the leadup to the assessment due date.

    5.8.4 Students may be asked to provide documentation to support their request for reasonable adjustment. Information provided by students relating to requests for reasonable adjustment will only be disclosed as necessary to provide students with the support they need and will otherwise be kept confidential.

    5.8.5 All reasonable adjustment requests are to be approved by the Program Manager and a record of the request and its outcomes will be kept on the student file.

5.9 Assessors' judgements will be impartial and free of any perceived conflict of interest such as those associated with assessing a family member, friend or business colleague. LCBA will ensure that assessment tasks and processes meet the requirements of:

- the principles of assessment;
- the rules of evidence;
- the Training Package;
- workplace requirements.

    5.9.1 LCBA will ensure that assessment tasks and judgements are validated according to an approved schedule as part of a continuous improvement process.

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5.10   Final Practical Examination

5.10.1   Students must maintain sufficient attendance to be eligible to participate in the Le Cordon Bleu final practical examinations conducted at the end of stages - Basic or Assistant (Adelaide only), Intermediate or Cadet (Adelaide only), Superior or Commis (Adelaide only) and Stage 1.2. Students with up to four (4) absences from scheduled demonstration and practical classes within a specific stage will be permitted to attempt the Le Cordon Bleu final practical examinations. Students missing a demonstration class will not be allowed into the corresponding practical class and one (1) absence will be recorded. Students who do not arrive on time for classes will be recorded as late. Four late attendances will be taken to equal one (1) absence.

5.10.2   Students must complete and pass all prescribed final practical examinations in addition to assessments for all units of competency contained in Basic or Assistant (Adelaide only), Intermediate or Cadet (Adelaide only) and Superior or Commis (Adelaide only) stages to be awarded the following qualifications:

- Diplôme de Cuisine or Diplôme de Commis Cuisinier
- Diplôme de Pâtisserie or Diplôme de Commis Pâtissier

5.10.3   Students must complete and pass all prescribed final practical examinations in addition to assessments for all units of competency contained in Stages 1.1 and 1.2 to be awarded the following qualifications:

- Certificat De Chef De Partie en Cuisine,
- Certificat De Chef De Partie Pâtisserie

5.10.4   Students must complete and pass all units of competency contained in Stages 2.1 and 2.2 to be awarded the following qualifications:

- Diplôme Avance de Gestion Culinaire

5.10.5   Students who meet all assessment requirements for the Australian Qualifications Framework (AQF) qualifications but do not meet the requirements for the Le Cordon Bleu International Diplomas will be awarded the relevant AQF qualification only.

6.   Roles and Responsibilities

Roles	Responsibilities
Assessor	Ensure assessment tasks meet the unit of competency requirements
	Provide assessment details and due dates within the specified timeframe
	Facilitate assessments including responding to reasonable adjustment requests
	Consider requests for assessment extensions within specified policy timeframes
	Mark and provide assessment feedback within the specified policy timeframes
	Ensure assessment adheres to the principles of assessment and rules of evidence
	Consider requests for remarking assessments

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Roles	Responsibilities
Program Manager	Approve reasonable adjustments made to assessment tasks
	Consider appeals against assessment results
	Consider extension requests beyond policy timeframes
	Consider additional resit/resubmission opportunities
	Consider requests for remarking assessments
Program Support Staff	Receive and process documentary evidence supplied by students not attempting an assessment

7. Definitions

'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 expected in the workplace, as specified in a Training Package or VET accredited program and is conducted in accordance with the principles of assessment and the rules of evidence.

'Principles of Assessment'
To ensure the quality of assessment outcomes, assessments should be:
- <u>Fair</u> - Fairness in assessment requires consideration of the individual student's needs and characteristics. It must consider any reasonable adjustments that need to be applied to take account of these. It requires clear communication between the assessor and the student to ensure that the student is fully informed about the assessment process, understands it, is able to participate in it, and agrees that the process is appropriate. It also includes an opportunity for the person being assessed to challenge the result of the assessment and be re-assessed if necessary.
- <u>Flexible</u> - Flexibility in assessment requires that assessments:
  - reflect the student's needs,
  - provide for recognition of competencies no matter how, where or when they have been acquired,
  - draw on a range of methods appropriate to the context, component of study and the student,
  - support continuous development.
- <u>Reliable</u> – Reliability in assessment refers to the degree to which evidence presented for assessment is consistently interpreted and results in consistent assessment outcomes. It is an indication of how accurate or precise assessments are in measuring performance.
- <u>Valid</u> - Validity in assessment requires that the assessment process is sound and assesses what it claims to assess. It is concerned with the extent to which assessments address the requirements of each unit of competency.

'Reasonable Adjustment' refers to a measure or action taken by LCBA to enable students and learners with a disability to apply for admission or enrolment; participate in their chosen course, training, learning and assessment; and use LCBA's facilities or services on the same basis as students and learners without disability.

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'Record of Results/Statement of Attainment Notations'

S (Satisfactory)

Indicates completion of an assessment task or criteria in an assessment task to a satisfactory standard.

NS (Not Satisfactory)

Indicates completion of an assessment task or criterion in an assessment task is not to a satisfactory standard.

C (Competent)

Indicates all requirements of a unit of competency have been satisfactorily completed.

NC (Not Competent)

Indicates that not all requirements of a unit of competency have been satisfactorily completed.

CT (Credit Transfer)

Indicates Course Credit has been granted based on previous formal study of the same or equivalent unit of competency from a Registered Training Organisation (RTO).

RPL (Recognition of Prior Learning)

Indicates deemed competent in a unit/s of competency by way of RPL assessment.

WD (Withdrawn)

Non-attempt of one or more assessments for a Unit of Competency in an enrolled qualification or non-attempt of an assessment for a Unit of Competency as a result of withdrawal from a qualification (taken from the point of withdrawal after enrolment cut-off date).

DR (Deferred Result)

Indicates that the unit is yet to be completed

'Rules of Evidence' The following rules provide guidance on the collection of evidence used in assessments to ensure that it is:

- <u>Valid</u> - for evidence to be valid, it must relate clearly to the assessment requirements.
- <u>Sufficient</u> - refers to the quantity (and quality) of evidence used for assessment. Enough valid evidence must be collected to show that the requirements of a unit of competency have been met.
- <u>Authentic</u> - means that assessors must be certain that evidence presented for assessment is the candidate's own work.
- <u>Current</u> - this refers to the age of the evidence. The evidence provided for assessment must show that the candidate is currently competent.

'Validation' is a systematic quality review process that involves checking that assessment tools and judgements meet the requirements of:
- the rules of evidence,

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- the principles of assessment,
- the requirements of the Training Package,
- the needs of industry.

Other applicable definitions may be found in LCBA's Glossary of Policy Terms on the LCBA website.

8. Related Documents

- Academic Integrity Policy
- Academic Progress Policy VET
- Fees and Refunds Policy - Domestic Students
- Fees and Refunds Policy - Overseas Students
- Results and Conferral of Awards Policy VET
- Student Attendance Policy
- Student Complaints and Appeals Policy

9. Summary of changes since last review

Authored by	Description
Head of School	Editorial changes Addition of different assessment types used in VET Inclusion of final practical exams in Certificate IV and Advanced Diploma Stages Revisions as per VQMC discussion
ASU Manager	Removal of implementation section

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