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 in order to make judgements on whether 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 avoid disadvantaging a student due to misunderstanding and to ensure that all lecturers 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 (RTO) 2015 specifically clauses 1.8 – 1.12.

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

- Education Services for Overseas Students (ESOS) ACT (2000)
- National Code 2018
- National Vocational Education and Training Regulator Act 2011 (Cwlth)
- Standards for Registered Training Organisations 2015

4. Policy Statement

4.1 This policy provides the framework for conducting assessments as well as stipulating procedures related to assessment tasks. LCBA undertakes regular reviews of its assessments to ensure that tasks address unit of competency requirements and meet the principles of assessment and rules of evidence.

5. Policy

5.1 LCBA will conduct assessments in order to make judgements on whether competency 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.

5.1.2 Students may be assessed as follows:

- Practical assessments – students will be required to be observed demonstrating skills and knowledge against criteria in observation checklists and/or asked to respond to oral questions relating to applying knowledge in a specific situation or set of circumstances. Criteria will differ according to specific assessment tasks for each unit of competency according to specific assessment tasks provided by the lecturer for each unit of competency.
- Knowledge assessments – students may be required to answer questions in relation to specific knowledge. These may be short answer responses and could be '*open book*'. Requirements for specific assessment tasks for each unit of competency will be provided by the lecturer.

- Portfolio / research / project assessment – students may be required to provide answers to questions or responses to case studies / scenarios by constructing a portfolio, undertaking research or completing a project in relation to specific knowledge. Requirements for specific assessment tasks for each unit of competency will be provided by the lecturer.

5.1.3 Lecturers 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 at commencement of the unit in these cases.

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 Assessment tasks are marked as Satisfactory (S) or Not Satisfactory (NS).

5.1.7 A student must achieve a result of Satisfactory in all observation criteria for practical assessments, all questions in knowledge assessments and all requirements in portfolio / research/ project assessments, to achieve a satisfactory result for that assessment task. On completion of marking, results for assessment tasks will be viewable on the Learning Management System (LMS), Engage.

5.1.8 Once a student has achieved a Satisfactory result in all assessment tasks for a given unit, 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 only be viewable in Engage after 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 lecturer 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.

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

5.2.3 For theory assessment, student will not be allowed to enter the classroom if the student is late (50% of the scheduled assessment time e.g., an hour assessment, student will not be allowed to enter after 30 minutes of the assessment time) from the start time of the assessment without a valid reason.

5.2.4 If a student is late (less than 50% of the scheduled assessment time) for the theory assessment, no added/extended time will be given to student to complete the assessment.

This online version is a controlled document. Any printed versions are considered invalid.

Assessment Policy VET	Version 10.0	Sector: VET
Approval Authority: Academic Board	Date: 05/07/2023	Page 2 of 8

5.2.5 Assessments submitted after the due date, 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 and granted by the lecturer prior to the assessment due date. The student will be informed by the lecturer of their decision and advised of the new due date.

5.4 The resubmission or re-sit 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 re-sit a practical assessment task).

5.4.2 The Program Manager will consider allowing further resubmissions and resits on a case-by-case basis. They will usually only grant these requests in compassionate or compelling circumstances such as sickness supported by a doctor's certificate.

5.4.3 LCBA reserves the right to deny a re-sit 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.

5.4.4 Fees may apply for resubmission of assessments or the opportunity to re-sit an assessment event (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 re-sit. 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 prior approved arrangement or compelling circumstances) a grade of Withdrawn (WD) will be recorded. Students receiving a grade of WD must re-enrol and repeat each applicable unit of competency or cluster of units.

This online version is a controlled document. Any printed versions are considered invalid.

Assessment Policy VET	Version 10.0	Sector: VET
Approval Authority: Academic Board	Date: 05/07/2023	Page 3 of 8

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*.

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 and numeracy abilities.

5.8.2 Reasonable adjustments to assessment tasks may include:

- Additional time to complete assessments
- Academic skills tutoring
- Reader or scribe assistance

This online version is a controlled document. Any printed versions are considered invalid.

| Assessment Policy VET | Version 10.0 | Sector: VET |
| Approval Authority: Academic Board | Date: 05/07/2023 | Page 4 of 8 |

- 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 lecturer 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.

5.10 Students must maintain sufficient attendance to be eligible to participate within Le Cordon Bleu final practical examinations conducted at the end of Basic or Assistant (Adelaide only), Intermediate or Cadet (Adelaide only) and Superior or Commis (Adelaide only) stages. 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 will be scored two (2) absences. 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.

5.10.1 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.

5.10.2 Students who meet all assessment requirements for the Australian Qualifications Framework (AQF) qualifications Certificate III in Commercial Cookery and

This online version is a controlled document. Any printed versions are considered invalid.

Assessment Policy VET	Version 10.0	Sector: VET
Approval Authority: Academic Board	Date: 05/07/2023	Page 5 of 8

Certificate III in Patisserie but not those for the Le Cordon Bleu International Diplomas will be awarded the relevant AQF qualification only.

6. Roles and Responsibilities

Roles	Responsibilities
Assessors	Ensure assessment tasks meet the unit of competency requirements
	Provide assessment details and 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
Program Managers	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:
- Fair - 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.
- Flexible - 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.

This online version is a controlled document. Any printed versions are considered invalid.

Assessment Policy VET	Version 10.0	Sector: VET
Approval Authority: Academic Board	Date: 05/07/2023	Page 6 of 8

- ▪ <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.

'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

This online version is a controlled document. Any printed versions are considered invalid.

Assessment Policy VET	Version 10.0	Sector: VET
Approval Authority: Academic Board	Date: 05/07/2023	Page 7 of 8

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

- **Valid** - for evidence to be valid, it must relate clearly to the assessment requirements.
- **Sufficient** - 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.
- **Authentic** - means that assessors must be certain that evidence presented for assessment is the candidate's own work.
- **Current** - 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,
- 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. **Implementation**

9.1 The Head of School of Culinary Arts and Sciences is responsible for ensuring that future major changes to this policy will be accompanied by a completed Implementation Plan and presented with the policy to the Academic Board.

9.2 The Implementation Plan will include a Communication Strategy that identifies key stakeholders and the requirements for effectively implementing and monitoring this policy.

10. **Summary of changes since last review**

Authored by	Description
Academic Manager VET (ZK)	New clauses added around assessment requirements and due dates to be clearly stated (see clause 5.2.3 and 5.2.4)

This online version is a controlled document. Any printed versions are considered invalid.

Assessment Policy VET — Version 10.0 — Sector: VET
Approval Authority: Academic Board — Date: 05/07/2023 — Page 8 of 8