

**Kaplan Professional
Assessment Policy**

Kaplan Education Pty Ltd



Scope

This policy is applicable to Kaplan Education Pty Ltd trading as Kaplan Professional (referred to as 'Kaplan Professional'). The policy refers to the assessment of accredited training delivered by Kaplan Professional, and applies to all Kaplan Professional students and staff involved in the provision of education and training products and services for students and clients, including contractors providing those services on our behalf.

Purpose

The Assessment Policy:

- guides the means by which a student's competence is assessed fairly and equitably, in accordance with relevant training package or course requirements, and the requirements of the *Standards for Registered Training Organisations 2015 v.20* (RTO Standards)
- provides information to students about their obligations when undertaking assessments leading to the award of a nationally recognised qualification or statement of attainment
- articulates Kaplan Professional's roles and responsibilities in the assessment process.

Related legislation and guidelines

Ensure that Kaplan Professional complies with applicable Standards for Registered Training Organisations (RTOs) 2015 v2.0 — Clause 1.8.

Definition

This policy addresses **summative** assessment. Assessment is said to be summative when it is reported at the end of a program of training and used to make a decision about the extent to which a student has achieved the competencies required of the training.

Summative assessment usually involves the collection and evaluation of more than one form or item of evidence to make the final assessment decision.

Summative assessment is different from **formative** assessment. Formative assessment, is part of the learning process and is intended to help students learn or to check their progress. Formative assessment does not contribute to the competency decision.



Assessment policy principles

- Assessment at Kaplan Professional occurs within the Australian vocational education and training (VET) framework and meets national training and assessment standards as articulated in relevant training packages and RTO Standards.
- Information about the assessment processes of a course will be provided to students prior to enrolment or before the start of the course, whichever comes first.
- Assessment tasks will be designed to be student friendly and will be developed to be clear and consistent. The assessment and the criteria against which assessment decisions are made will be freely available to students.
- Assessment activities, student results and feedback form part of the systematic continuous improvement cycle embedded in Kaplan Professional's Continuous Improvement Policy.
- Assessors will be expected to provide constructive feedback to students to: (1) confirm satisfactory performance; (2) improve otherwise satisfactory performance; (3) help achieve satisfactory performance where the required standard has not been met.
- The products of assessment will be aligned to the course's vocational outcomes. Assessments allow students to provide evidence of their competency in a way that is relevant to their current work and career aspirations, and meet the standards of performance required by the workplace.
- Assessment schedules will be prepared for each course to facilitate productive, workplace oriented outcomes that minimise the assessment load on students, without compromising the integrity of the assessment.

Assessment standards

The following points outline the requirements placed on RTOs under the VET Quality Framework (which includes the RTO Standards 2015 v2.0) and Kaplan Professional's internal assessment standards:

- Assessment materials and results will be validated according to the RTO Standards 2015 v (2.0 1.9, 1.10 and 1.11).
- Moderation of assessment decisions will be conducted internally on a regular basis to ensure consistence of assessment.
- Assessment tools and processes will comply with the requirements of the relevant endorsed Training Package or course and Kaplan Professional's Training and Assessment Strategy.
- Assessments which identify that a learner has successfully achieved the requirements of one or more units of competency will lead to the issuing of a qualification or a statement of attainment under the Australian Qualifications Framework (AQF).
- Students will be provided with information about the assessment process, the context and purpose of the assessment tasks and the procedures for reassessment and appeal of assessment results.
- Assessment will focus on the application of knowledge and skills to the standard of performance specified in each unit of competency and the requirements of the workplace and industry.
- Assessment tools and processes will be designed to provide sufficient evidence to enable a judgment to be made about whether competency has been attained. Evidence may be gathered across several assessment items, as necessary.
- The assessment process will provide for quality constructive feedback to the student about the outcomes of the assessment and guidance on future options.
- The assessment process will provide for credit transfer and recognition of prior learning (RPL) consistent with Kaplan Professional's Recognition of Prior Learning Policy.



Principles of Assessment and Rules of Evidence

All Kaplan Professional assessment activities will be guided by the Principles of Assessment and Rules of Evidence (1.8) which are embedded in the RTO Standards 2015 v2.0 and relevant training packages. The Principles of Assessment and Rules of Evidence are contained in Attachment 1.

The Principles of Assessment and Rules of Evidence are specifically used at Kaplan Professional:

- in the Training and Assessment Strategy
- during the process of writing or editing assessments
- in the induction training for assessors
- in the process of assessment and
- in the process of validation.

Kaplan Professional commitment to students

Kaplan Professional will provide students with:

- an overview of the assessment process and assessment items required for each course of study they undertake
- clear guidelines about the assessment submission process
- the criteria against which their submissions will be assessed
- constructive feedback on their assessment submissions
- opportunities for resubmission, if necessary, in accordance with the course rules and terms and conditions
- reasonable assessment adjustment to accommodate any special needs
- opportunity for special consideration of their assessment submission should unique circumstances have existed at the time of the assessment that may have prevented them from fully demonstrating competency in a particular unit or subject.

Reasonable adjustment

Reasonable adjustment refers to adjustments that can be made to the way in which evidence of candidate performance can be collected for assessment. Whilst such adjustments are permissible they must not compromise the integrity of the overall assessment, and assessors must ensure that the Rules of Evidence and Principles of Assessment are met.

Examples of reasonable adjust include, but are not limited to, the following:

- Extending or modifying time frames for assessment.
- Considering the impact of the type of assessment task on the learner with a disability or special need.
- Presenting information in a range of media thereby enhancing accessibility.
- Using oral assessments (presentations, recorded responses, and telephone interviews) as alternatives to written tasks.
- Ensuring the language of assessment instruments does not create barriers (e.g. use of plain English).

Any student who considers they need or may need reasonable adjustment to assessments for any reason should contact a Student Services Representative on 1300 662 203.

Students are also encouraged to identify any special needs that may have during the enrolment process.



Student obligation in assessment

Students have certain obligations with regard to assessment and the assessment process which are described below. It is the students' responsibility to familiarise themselves with these obligations and ensure they are met.

- Assessment submissions must be the student's own work. Students must sign the declaration as they submit their assessment confirming that the assessment is their own work and that they are aware of the requirements relating to collusion and plagiarism, including the penalties.
- Complying with Kaplan Professional's rules, regulations and relevant policies.
- Students are responsible for providing their own exam supervisor, if necessary, and giving Kaplan Professional that person's details. No supervisor is required if the exam is being conducted in Kaplan Professional offices.
- Submit assessments on time. Please refer to the section *Assessment submission* and completion, below.

Academic misconduct

Students are expected to observe all assessment rules and procedures. Proven acts of academic misconduct will incur penalties under Kaplan professional's Student Misconduct Policy. Students may obtain a copy of the policy from the Kaplan Professional website.

Assessment submission and completion

It is the responsibility of students to submit their assessment by the due date.

Assessments must be successfully completed within the time frame specified in the Subject Outline.

Assignments can be submitted up to midnight (AEST/AEDT) on the due date.

Extensions and special consideration

Extensions for assessments are only granted to students in accordance with the Kaplan Professional Extension Policy.

Special consideration may be granted if through misadventure (e.g. illness, bereavement, personal trauma or increased workload at their place of work) a student is prevented from completing an assessment or sitting an examination, or believes that their performance in an assessment event was affected by an incident.

Students can seek special consideration by emailing a completed Special Consideration Application form which is available under the Forms section on the website. Students will be required to specify their reason for applying and include supporting evidence such as medical practitioners' certificate or any other relevant documentation.

Upon receipt, Kaplan's Head of Operations will review and notify the student in writing of the outcome within five working days. Students may use the Appeals and Policy and Procedure to formally appeal a decision.

The Extension Policy and Access and Equity Policy can be viewed on the Kaplan Professional website.



Assessment results

A unit of competency is the smallest component in which competency can be assessed and determined. Depending on how a course is structured, a subject may contain one or more units of competency. A whole qualification is made up of many units, with the exact number varying depending on the particular qualification.

Assessment results are recorded and reported on a unit by unit basis as shown below.

Result	Definition
Competent	A 'Competent' result indicates that the assessment requirements for the unit of competency have been met
Not Yet Competent	A 'Not Yet Competent' result indicates that the assessment requirements for the unit of competency have not yet been met

Other result codes

Result	Definition
RPL	This code indicates that a student has achieved the assessment requirements for the unit of competency through a Recognition of Prior Learning (RPL) process, formally known as an exemption. Please refer to the Credit and Recognition of Prior Learning Policy for further information, available on the Kaplan Professional website
CT	This code indicates that a student has achieved the assessment requirements for the unit of competency through a credit transfer (CT) process, formerly known as mutual recognition. Please refer to the Credit and Recognition of Prior Learning Policy for further information, available on the Kaplan Professional website

Issuing certificates and other documentation

Refer to the Certification Issuance Policy for information about when certificates, statements of attainment and other course documents are issued.

Dealing with complaints and appeals

Student complaints and appeals, including appeals about an assessment decision, will be dealt with in a constructive and timely manner. Complete information on the complaints and appeals process is outlined in the Complaints and Appeals Policy and Procedure available on the Kaplan Professional website.



Related documents

- Access and Equity Policy
- Complaints and Appeals Policy and Procedure
- Enrolment Policy
- CTRPL Policy
- Extension Policy
- Student Misconduct Policy and Procedure

Version Control and accountable officers

The owner of this policy with responsibility for the implementation and relevant training of is the Head of Learning — Kaplan Professional.

Policy Category	Academic			
Document Owner	General Manager, Teaching and Learning			
Review Date	June 2022			
Approved by			Authorised by	
General Manager, Teaching and Learning Policy Committee			CEO	
Change and Version Control				
Version	Authored by	Brief Description of the changes	Date Approved	Effective Date
1.0	Head of Learning & Delivery	New procedures	31.3.2016	1.4.2016
2.0	Head of Learning & Delivery	Reviewed policy	27.6.2018	3.9.2018
2.1	Head of Student Experience	Special consideration criteria updated to include increased workload.	10.05.2019	13.05.2019
2.2	Quality Regulations and Standards team	Immaterial changes to job titles and business name on cover	26.08.2021	02.09.2021



Attachment 1

Principles of Assessment and Rules of Evidence

Principles of Assessment

Fairness

The individual learner's needs are considered in the assessment process.

Where appropriate, reasonable adjustments assessment can be made to assessments to take into account the individual student'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

Flexibility in assessment allows for assessment either on or off the job and at mutually convenient times and situations. Assessment is flexible to the individual learner by:

- reflecting the student's needs
- assessing competencies held by the learner no matter how or where they have been acquired
- 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

Any assessment decision of the RTO is justified, based on the evidence of performance of the individual learner.

Validity requires:

- assessment against the unit/s of competency and the associated assessment requirements 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
- assessment to be based on evidence that demonstrates that a learner could demonstrate these 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 competency and associated assessment requirements.

Reliability

Evidence presented for assessment is consistently interpreted and assessment results are comparable irrespective of the assessor conducting the assessment.

Reliability refers to the consistency of the interpretation of the evidence and the assessment outcome. To make reliable assessments, assessors must be competent in terms of their own assessor competencies, have relevant technical competencies or have access to a subject matter expert who can advise the assessor on the relevant vocational competencies at least to the level being assessed.



Rules of Evidence

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 enable a judgement 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.