

STUDENT ASSESSMENT AND APPEALS POLICY

PURPOSE

This policy serves outline FLNs practices with regard to conducting assessments, in line with our RTO and contract obligations. It also serves to inform students about how assessments are conducted at FLN, and what students should expect from the assessment process, as well as their obligations during assessments. It also informs students how to appeal an assessment decision if they have an issue with some part of the assessment process.

SCOPE

This policy is specific to students enrolled in Accredited Course and Certificate in Spoken and Written English courses.

This policy covers:

- FLNs obligations as an RTO with regard to conducting assessments
- The principles and guidelines that underpin assessments at FLN
- How assessments will be conducted
- Student rights and responsibilities during the assessment process
- What kind of results students can expect
- How a student may conduct an appeal, if required

KEY DOCUMENTS

- AQTF Essential Conditions and Standards for Continuing Registration
- VRQA Guidelines for VET Providers
- Certificates in Spoken and Written English (2018) Curriculum documents
- FLN Issuing Qualifications and Statements of Attainment Policy
- FLN Academic Dishonesty Policy
- FLN Student Grievance Flow chart
- FLN Student Grievance form
- FLN Grievance Policy
- Student appeals form

POLICY

FLN Obligations

All assessments conducted by FLN will be bound the conditions for assessment outlined in the curriculum documents, including:

- Ensuring teachers are fully qualified, by employing only those who hold:
 - A recognized university undergraduate degree or higher AND

- A recognized AQF 8 or higher TESOL qualification or equivalent OR
- A recognized university undergraduate degree or higher in education or equivalent with a TESOL major
- Ensuring that the conditions of assessment are explained (where possible, in writing) in full to the student before undertaking the assessment including:
 - How assessment evidence will be collected
 - The specific requirements of the assessment e.g.:
 - The method of assessment
 - How many questions need to be answered correctly,
 - the word count
 - the time available to complete the assessment
 - the items required for a portfolio task
 - The resources available to the student to complete the assessment e.g. dictionaries, computers etc.
 - What can be done in the event a student does not pass
 - Any reasonable adjustments available to those with disabilities
 - How to appeal any assessment decision or any part of the process the student considers unfairly affected their chances of achieving competency
- Once the assessment process is completed, providing feedback on assessment, regardless of the assessment result.
- Ensuring that the level of training provided is in keeping with the supervised hours as directed by the curriculum

In addition to this, the VRQA Guidelines and AQTF Standards and Conditions require FLN to ensure that all trainers responsible for classes and conducting assessment hold, at the minimum (from July 1st 2019):

- TAE40116 – Certificate IV in Training and Assessment or its successor OR
- TAE40110 – Certificate IV in Training and Assessment **and one of the following:**
 - TAELLN411 - Address adult language, literacy and numeracy skills (or its successor) OR
 - TAENNL401A – Address adult language, literacy and numeracy skills, **and one of the following:**
 - TAEASS502 Design and Develop Assessment tools (or its successor)
 - TAEASS502A – Design and develop assessment tools
 - TAEASS502B – Design and develop assessment tools
- A diploma or higher level qualification in adult education.

ASSESSMENTS

FLN strives at all times to ensure that the assessment provided to students:

- meets the requirements of the training package or accredited course.
- is consistent with the FLN training and assessment strategies for each course.
- acknowledges the needs of learners who are engaging in formal learning for the first time , or who have significant barriers to their learning
- involves the collection of sufficient, valid, authentic and current evidence to enable a judgement to be made about whether competency has been attained;
- Is valid, fair, flexible, reliable, feasible and incorporates clearly defined assessment criteria
- acknowledges cultural diversity;
- respects, recognises and develops students' current knowledge and experiences and

- provides appropriate opportunities for the formal recognition of prior learning;
- encourages the use of a range of assessment practices or modes designed to accommodate the diversity of learners and learning styles
- involves formative and summative processes
- incorporates feedback that supports student learning and is prompt, informative and, where appropriate, provided throughout the learning process

ASSESSMENT PRACTICE FOR STUDENTS

FLN will provide assessment that meets the needs of the curriculum and is relevant to what you have been studying in class. The assessment will be on topics that you are familiar with, and will be enough to cover the criteria, but not too much.

Your assessment will usually be in the classroom, during class hours, unless otherwise dictated by the curriculum, and you will be generally assessed as an individual, not as a group. This is to make sure the assessment result considers everyone's efforts.

The teacher will tell you:

- How to do the assessment
- How long you have for the assessment
- What the rules of the assessment are
- What you need to do to pass the assessment
- What things you can have with you in the assessment – e.g. dictionary
- What unit the assessment is for

While you are doing the assessment, it is your responsibility to make sure that you follow the instructions carefully, and submit your own work. FLN does not tolerate cheating, and there will be an investigation with a potential penalty if a teacher suspects you have been cheating on your assessments. More information on this can be found in FLN's Academic Dishonesty Policy.

RESULTS

After the assessment, the teacher will show you your corrected work, and explain what result you got. Your results will be:

C – Competent (it means you passed)

A – Achieved (it means you passed)

NYA – Not yet achieved (it means you didn't pass)

NYC – Not yet competent (it means you didn't pass)

If you do not pass the assessment the first time, the teacher will give you an opportunity to try again, with a different test.

APPEALS

Sometimes you might feel like the teacher did not give you a fair result for an assessment, or you might feel like the assessment process didn't allow you to complete the assessment properly. If you feel like this, you might want to make an appeal.

An appeal at FLN means that an independent person, the Accredited Training Programs Manager, will look at the assessment or the assessment process, and make a judgement. The judgement may:

- Uphold the original decision of the teacher
- Reverse the decision of the teacher
- Ask that the assessment be retaken

If the assessment is to be retaken, the Accredited Training Programs Manager will oversee the assessment process.

APPEALS PROCESS

Appeals can be lodged against:

- An assessment decision
- The assessment process
- A determination of cheating
- The cheating review process
- The penalty imposed by the cheating determination

To lodge an appeal, you must complete an appeals form. A staff member can help you do this. After the form is completed, your appeal will be considered within the week.

If you disagree with the appeal decision, you may escalate your appeal to the CEO. At this point, your appeal becomes a grievance. Please see the Student Grievance Policy for instructions on how to lodge a grievance with the CEO.