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STAR GAZERS EDUCATION PTY LTD T/AS DANFORD COLLEGE
ABN 80125139433 | RTO 21979 | CRICOS: 02996A

POL006_Assessment Policy

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1. Scope

Danford College is committed to ensuring fair and valid assessment policies and procedures are in practice. Danford College ensures that all assessments of the unit of competencies on the scope of registration comply with the current and relevant training packages and are consistent with the SRTO2015 standards and the ESOS ACT 2018.

The assessment policy is governed by:

- Standards for RTOs 2025 – Outcome Standards for NVR: Standard 1.3, 1.4, 2.3, 2.4
- Standards for RTO 2025 – Compliance Standards for NVR: Division 2 – 10 (c)
- Credential Policy – Section 1A, 1C and 1E
- ESOS National Code 2018: Standard 8 (Clause 8.9.1 – 8.9.5)

The Assessment policy is applicable to all the students and relevant staff members of Danford College which includes but not limited to Academic Team Leaders, Trainers and Assessor, Course Progress Officer.

2. Purpose

The purpose of this policy is to establish a comprehensive and standardized process for assessments of all the units of competencies. The policy aims to achieve the following objectives:

- Clearly outline the types of assessments conducted and the re-assessment process
- Describe the resources utilised to develop the assessment strategies
- Clearly define Trainer/Assessor obligations and student obligations
- Outline the students' right to review and appeal assessment outcomes.

3. Assessments

Assessment is the process of forming a judgment on the quality and extent of student competencies and abilities, and therefore by inference, a judgment about the learning itself.

Danford College ensures the assessment system is fit for purpose and is consistent with the relevant training product.

All students are provided with a Training Plan prior to the course commencement. The Training Plan consists of all the unit of competency (s) the student will undertake in the enrolled course. At Danford College a student must:

- be assessed using the approved assessment tools identified in the elements of the unit;
- demonstrate they are capable of performing these tasks to an acceptable level.

Through the above process, the student must demonstrate they hold all of the required skills and knowledge specified in the unit to achieve competency in the unit.

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3.1 Assessment Resources

Assessment resources are developed as outlined in the Training and Assessment Strategy for each course. Danford College utilises a set of developed assessment tools for each unit/module. These are the resources used by the Trainer/Assessors to identify and record the skills and knowledge the learners must demonstrate to be deemed competent in a unit/module.

Assessment tools consists of the following but not limited to:

- Instructions for learners;
- Instructions for Assessors;
- Assessment instruments can be such as but not limited to Knowledge Assessments, Tasks, Projects, Written Assessments;
- Assessment checklists;
- Assessment outcome Summary
- Assessment Mapping Documents
- Assessment Marking Guides**.**

3.2 Assessment Tool Pre-Delivery Review

Prior to the delivery of the unit of competency, all trainers and assessors must complete the FOR033_Assessment Tool Pre-Delivery Review Form. This ensures that:

- The assessment tools are consistent with the requirements of the training product;
- The assessments meet the Principles of Assessments and Rules of Evidence;
- The instructions and marking guides are clear and easy to follow;
- Any issues identified are corrected prior to the unit commencement date.
- Assessment instructions specify whether and how AI tools may be used for each task.
- Consider whether permitted AI assistance could affect the authenticity or validity of evidence.

The completed forms are retained by the Academic Team Leader or Compliance Manager as a part of continuous improvement and validation process. Where issues are identified, the assessment tools must be amended prior to the unit start date.

3.3 Types of Assessments and how they are conducted

For every unit of competency (s) assessment will be conducted as outlined in the Training and Assessment Strategy. This may include but not limited to Knowledge Assessments, Tasks, Projects and Written Assessments**.**

For the units which consists of Knowledge Assessments, all the Knowledge assessments are completed in a face-to-face mode in the classroom in the presence of the Trainer/Assessor. All the Knowledge Assessments are open book and students are permitted to use resources such as dictionaries, electronic devices like laptops, ipads and tablets, calculators, textbooks, reference books, and/or student notes. The Trainer/Assessor will ensure that all student/s display proper and effective conduct whilst completing Knowledge Assessments.

For the assessments which require practical applications, students will be provided with simulated assessments where they are required to demonstrate practical application of the knowledge. The students are required to work on these assessment as guided by the Trainer/Assessor and the assessments are submitted using the online learning management

portal Canvas. Students are advised to submit the assessments in. docs or .pdf format as Canvas may not support all file formats and documents larger than 5 GB.

Students will be charged for Digital Access Fees collectively for all the digital platforms the students access during their enrolment of the course inlcuding but not limited to Canvas, Turnitin, RTO Manager. For more information please refer to the POL012_Student fees and charges policy.

Oral Assessments:

Oral assessment may be used where it is an appropriate assessment method under the relevant training product and assessment tool, including as an approved reasonable adjustment or to obtain further evidence of a student's knowledge and understanding. It must not replace required practical demonstrations or other mandated assessment conditions.

Before an oral assessment, the Trainer/Assessor must explain its purpose, format and assessment criteria to the student. Questions must align with the unit requirements and the approved assessment tool. The assessor may ask relevant follow-up questions to clarify responses, while ensuring a fair and consistent process and allowing reasonable adjustment where approved.

The Trainer/Assessor must document the questions asked, a sufficient summary of the student's responses, the evidence demonstrated, the assessment judgement and feedback. Records may include an assessor-completed oral assessment record or an authorised recording, subject to College privacy requirements and appropriate student notification or consent. Oral assessment evidence must be retained with the student's assessment records.

Where an oral assessment is used to verify authorship or clarify submitted work, it must be conducted fairly and should not be treated as automatic proof of misconduct. Any suspected academic misconduct must be addressed under POL015_Academic Integrity Policy.

3.4 Students code of conduct for Assessments:

Danford College takes all measures to ensure students maintain academic integrity of the assessments conducted**.** Assessments submitted via Canvas, are checked for plagiarism using Turnitin check.

If a Trainer/Assessor detects plagiarism or cheating when the student is undertaking the assessment and/or while the Trainer/Assessor is assessing the assessment, the Trainer/Assessor may take one or more of the below actions depending on the severity of the situation:

- Give a verbal warning to the student and record it on the student diary in RTO Manager
- Provide a written warning by email and log it in the student diary in RTO Manager
- Inform the Academic Team Leader or delegate regarding the incidence where it is out of scope for the Trainer/Assessor

When a written warning is issued to the student either by the Trainer/Assessor and/or Academic Team Leader, it should be logged in the Plagiarism register maintained by the Academic Department. For more information refer to POL015_Plagiarism Policy

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3.5 Assessment Outcome and Record Keeping:

A student must be satisfactory in all the assessments conducted in a unit of competency to receive an overall Competence in the unit.

Awarding Competency:

Student results for assessed units of competency will be recorded using the following codes:

C = Competent

NYC = Not Yet Competent

Students will be notified of the results of the unit of competency within 10 working days after the submission of assessment by the Trainer/Assessor via email. A constructive feedback will be provided in each of the assessment. Where a student does not achieve competency in the unit, the student will be provided with opportunity to resubmit their assessment as outlined in the section 5.2 of this policy.

All the results of unit of competency are recorded on the RTO Manager by the course progress officer and Canvas by the Trainer/Assessor

All the assessment records including the knowledge assessments, Canvas results and any other documents related to the results are retained for 2 years after the completion and/or cancelation of the enrolment of the student in the course.

3.6 Assessment validation

Danford College systematically implements ongoing validation of assessment practices in each course to evaluate quality and drive continuous improvement. The validation are conducted as outlined in the POL002_Validation Policy.

3.7 Guidelines for Dealing with Lost Assessment Items

All Academic Staff members are responsible for handling, storing and maintaining student assessments both online and hard copies. In an instance, where the assessment is misplaced or missing, the Trainer/Assessor should report to the Academic Team Leader or delegate.

All students are advised during the Orientation and Induction program that it is the student's responsibility to retain a copy of their assessments.

Where there are reasonable grounds to believe that the assessment was submitted by the student within the due date and the assessment is misplaced, the Academic Team Leader or delegate will take appropriate remedial action, one of which could be giving an opportunity to re-submit the assessment at no cost to the student.

In situation where, the student believes that the assessment was submitted within the due date and is not happy with the remedial action, the student may choose to access Danford College's complaints and appeals process at no cost.

Note: No student can be deemed competent without evidence.

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4. Trainer and Assessor Credentials

Danford College ensures that all the trainers and assessors responsible for conducting and making assessment judgements hold the required qualifications, industry currency, and vocational competency in accordance with the Credential Policy of the Standards for RTO 2025.

In accordance with Section 1A of the Credential Policy, any individual conducting assessments, collecting evidence, and determining assessment outcomes must hold one of the following credentials:

- TAE40122: Certificate IV in Training and Assessment or its successor;
- TAE40116: Certificate IV in Training and Assessment;
- TAE40110: Certificate IV in Training and Assessment,

'A diploma or higher – level qualification in adult education or vocational education and training.

- A secondary teaching qualification and one of the following credentials:
  - TAESS00011 Assessor Skill Set, or
  - TAESS00019 Assessor Skill Set or its successor, or
  - TAESS00024 VET Delivered to School Students Teacher Enhancement Skill Set or its successor

In accordance with section 1E of the Credential Policy, if any training and assessment activity is conducted under supervision, Danford college ensures that the individual being supervised does not make any assessment judgement.

5. Conducting of Assessments

All the assessments conducted at Danford College are consistent with the elements and performance criteria as defined in the training package by training.gov.au Information regarding the consistency can be found in the mapping documents of every unit of competency (s).
Assessors must make assessment judgements themselves, based on valid, sufficient, authentic and current evidence. AI tools may assist with authorised administrative or preparatory tasks but must not independently determine competency outcomes. Where AI assistance is permitted in an assessment, the assessor must still verify that the student has demonstrated the required skills and knowledge.
All the assessments taken by students are evaluated based on the Principle of Assessment and Rules of Evidence by the Assessors at Danford College as outlined below:

Principles of Assessment:

Validity	Assessors need to be assured that the student has the skills, knowledge and attributes as described in the learning outcomes and performance criteria of the unit of competency.

Reliability	The criteria for judgement of competence is clearly stated in accordance with the assessment requirements. These criteria are monitored and reviewed to ensure the consistency in the assessment judgement is maintained.
Fairness	The assessors ensure the assessment practices and methods are fair and equitable to all the applicants. Assessment procedures and the criteria for evaluating performance are made clear to all the students. The students must be made aware about their rights to appeal the outcome.
Flexibility	The assessment evaluation should provide multiple opportunities for students to demonstrate the skills and knowledge.

Rules of evidence:

Validity	Assessors need to be assured that the student has the skills, knowledge and attributes as described in the learning outcomes and performance criteria of the unit of competency.
Sufficiency	Assessor must be assured that the quality, quantity and relevance of the assessment evidence enables a judgement to be made of a student's competency. Assessors will provide guidance to the students to meet this assessment criteria.
Authenticity	Assessor must be assured that the evidence presented for the assessment is the student's own work. This may be verified by evaluating the plagiarism as outlined in the Plagiarism Policy and getting the students' declaration while submitting the assessment.
Currency	Assessor must be assured that the assessment evidence demonstrates current competency.

5.1 Reasonable Adjustment

Danford College has policies that include reasonable adjustment and access and equity principles. Reasonable adjustment will be made for students with special learning needs (such as a disability or learning difficulty) according to the nature of the learning need.

Evidence collection for the assessment can be adjusted to suit individual student needs if required and will be endorsed by the Academic Team Leader or (delegate).

Reasonable adjustments are made to ensure that the student is not restricted in achieving competency in any unit. Reasonable adjustments may include the use of adaptive technology, educational support, and alternative methods of assessment such as oral assessment.

Students are advised to inform Danford College of any disability and special requirements at the time of application to enrol and/or prior to the the commencement of the course. The student may also do so by sending an email to support@danford.edu.au

The learning need identified from this information will form the basis of any adjustment to the training program and assessment strategies. Any adjustments will be recorded in the student file and will not compromise the competency standard.

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Student may also inform the College regarding any disability or requirement of reasonable adjustment during their course of study under unforseen circumstances. For further information refer to POL020_Student Disability Provision Policy.

5.2 Re-assessment:

Danford College will allow all the students with 3 attempts for the assessments in each unit of competency, i.e. the original assessment and 2 Re-assessments as outlined below:

1	Original Assessment	First Attempt – for all students	Due Date as per the training plan
2	1st Re-assessment	Second Attempt – for students who missed submission in the original assessment due date	Due Date – 10 working days from the original assessment due date
3	Extended 1st Re-assessment	Second Attempt – for students who submitted in the original assessment submission due date and are deemed NYC	Due Date – 20 working days from the original assessment due date
4	2nd Re-assessment *For more information refer to the 2nd Re-assessment application process*	Third Attempt – for students who are deemed NYC after the above 2 attempts or have missed the submissions in the above 2 attempts	Due Date – 10 working days from the 1st Re-assessment due date or otherwise as advised by the Academic Team Leaders
If the student is deemed NYC after exhausting the above 3 attempts and if the student wishes to achieve competency, the student must re-enrol in the unit of competency after completing the current enrolment in the course.			

The Trainer/Assessor will inform all the students regarding the attempts and the relevant due dates via email and it will be logged in the student diary on RTO Manager.

2nd Re-assessment Process:

A student who is required to undertake 2nd Re-assessment will need to complete the Request for Re-assessment form provided by the Trainer/Assessor. The student must provide a compelling and compassionate reason and provide relevant evidence while requesting for the re-assessment

The re-assessment request will be evaluated by the Academic Team Leader or (delegate) and will be either approved or refused. If the student did not provide a compelling and compassionate reason and/or relevant evidence, the Academic Team Leader may decide for the student be charged with a re-assessment fee of $200.

Note: The 2nd Re-assessment application may be refused by the Academic Team Leader or delegate if the Student has any outstanding tuition fees.

Assessment Extensions:

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Students are required to submit assessments by the due date, as defined above and Danford College will not accept the assessment after the due date unless an extension of time for submitting the assessment has been approved by the Academic Team Leader or Delegate.

The student can request for an extension either by consulting with their Trainer/Assessor and/or in writing by sending an email to support@danford.edu.au If the extension is granted, the Academic Team Leader will lodge it in the student diary on RTO Manager and the Trainer/Assessor will inform the student via email.

5.3 Students at Risk:

Danford College has a process to monitor the course progress of all the enrolled students. In accordance with the POL008_Course Completion and Course Progress Policy, the course progress officer will inform the Academic Team Leader of any student (s) at risk (students who are behind with the course progress – below 50% of competency in a term).

Students will be provided with an Intervention Strategy once per course in order to maintain their course progress if they are deemed at risk.

If a student is behind with course progress for 2 consecutive terms, a second warning letter will be issued to the student followed by an Intent to Report Letter and may lead to the cancelation of their enrolment. In this case, Danford College is required to cancel their enrolment (eCoE) and to notify the Department of Home Affairs via PRISMS.

For more information please refer to POL008_Course Completion and Course Progress Policy

5.4 Assessment Review & Appeals

If a student is not satisfied with the assessment outcome provided by the Trainer/Assessor they may choose to initially discuss with the Trainer/Assessor within 14 working days of receiving the assessment outcome.

Where the grounds are established that the student was provided with an incorrect outcome, the student may be provided with a chance to take a re-assessment at no cost upon approval by the Academic Team Leader or delegate.

Where the Academic Team Leader believes that the outcome provided by the Trainer/Assessor is correct, there will be no change to the original outcome of the assessment.

If the student still believes the results provided are incorrect, the student may access Danford College's internal complaints and appeals process as outlined in section 6 of this policy.

6. Complaints and Appeals

All students enrolled at Danford College reserve the rights to access the internal complaints and appeal process at no cost should they be not satisfied with an outcome within 20

working days of receiving the outcome. The complaints and appeals form can be accessed via Danford College website https://www.danford.edu.au/ .

In the event a student lodges an internal appeal:

- The student must remain at the College and comply with the student responsibilities during the internal appeal process;
- Danford College will not cancel the student enrolment while the internal appeal is in process.

If the student has exhausted the internal appeal process and is not satisfied with the outcome of the internal appeal process, the student has the right to appeal externally with the Commonwealth Ombudsman with minimal or no cost within 10 working days of concluding the internal appeal. The student must inform Danford College in writing if they have appealed externally within 10 working days.

Below are the contact details for the Commonwealth Ombudsman:
GPO Box 442
Canberra ACT 2601
Email: ombudsman@ombudsman.gov.au
Tel: (in Australia): 1300 362 072 Tel: (outside Australia): +61 2 6276 0111
For more information please refer to Danford College's POL007_Complaints and Appeals Policy.

7. Associated Documents

- POL002_Validation Policy
- POL015_Academic Integrity Policy
- POL008_Course Progress and Course Completion Policy
- POL007_Complaints and appeals Policy

Appendix

Definitions

1) **Academic Misconduct:** A breach of rules in relation to impeding the integrity of the assessment/examination and enabling unfair advantage or deceiving the assessor.
2) **Assessment:** The process of collecting evidence and formulating a judgment as to whether competency has been achieved at a satisfactory level.
3) **Assessor Requirements**: All assessments are undertaken by suitable qualified Assessors who have both assessor competencies and vocational competencies at least to the level being assessed, and as prescribed in the Credential Policy of the Standards for RTO 2025.
4) **Competent:** A student is deemed Competent when they have satisfactorily met all the requirements of the unit of competency.
5) **Not yet competent:** A student is deemed Not yet competent when they have not met all the requirements of the unit of competency satisfactorily.

6) **Intervention Strategies**: A range of specialised teaching and learning strategies to facilitate learning for those students considered at risk.

7) **Not Yet Competent**: A student is deemed as Not yet Competent when they have not met all the requirements of the unit of competency.

8) **Plagiarism**: Intellectual theft, either deliberate or unintentional, where a student uses or copies from another person's work or ideas, without due care to appropriately reference and acknowledge the original source.

9) **Validation:** The act of reviewing, comparing and evaluating the assessment processes, tools and evidence contributing to judgments made by a range of assessors against the same competency standards.

Principles of Assessment:

Fairness	Assessment accommodates the needs of VET students, including implementing reasonable adjustments where appropriate and enabling reassessment where necessary.
Flexibility	Assessment is appropriate to the context, training product and VET student, and assesses the VET student's skills and knowledge that are relevant to the training product, regardless of how or where the VET student has acquired those skills or that knowledge.
Validity	Assessment includes practical application components that enable the VET student to demonstrate the relevant skills and knowledge in a practical setting.
Reliability	Assessment evidence is interpreted consistently by assessors and the outcomes of assessment are comparable irrespective of which assessor is conducting the assessment.

Rules of Evidence:

Validity	Assessment evidence is adequate, such that the assessor can be reasonably assured that the VET student possesses skills and knowledge described in the training product.
Sufficiency	The quality, quantity and relevance of the assessment evidence enables the assessor to make an informed judgement of the VET student's competency in the skills and knowledge described in the training product.
Authenticity	The assessor is assured that a VET student's assessment evidence is the original and genuine work of that VET student
Currency	The assessment evidence presented to the assessor documents and demonstrates the VET student's current skills and knowledge.

End of Document