

P44 Reassessment of Competencies Policy

1.0 Purpose

- 1.1 The purpose of this policy is to outline the system used to moderate assessments and reassess students where necessary. This policy describes the Quality Assurance process to ensure that assessments continually meet the Principles of Assessment and the Rules of Evidence.

2.0 Responsibility

- 2.1 The Training Manager is responsible for the implementation of this procedure and to ensure that staff and students are aware of its application and that staff implement its requirements

3.0 Definitions

3.1 Moderation

Moderation of Assessment. Moderation is a quality assurance process by which an individual or group not involved in setting or marking an assessment task confirms that assessment is continuously conducted in line with the Principles of Assessment and the Rules of Evidence.

4.0 Requirements

- 4.1 This process is used primarily to moderate assessments conducted during the current study period; however, it may also be used to review past assessments where a problem or shortcoming is suspected.

5.0 Method

- 5.1 Establish the reassessment context
- 5.2 Prepare a list of candidates for each of the units to be moderated
- 5.3 Use the ASQA validation sample size calculator to conduct a statistically valid sample size
- 5.4 Select the appropriate staff to conduct the moderation
- 5.5 Review the selected assessments with a view to identifying any assessments completed where there exists:
 - Plagiarism
 - Collusion
 - Obvious use of texts and notes in closed book assessments
 - Inconsistent Marking practices
 - Incomplete assessments
- 5.6 Offer a report of your findings for presentation to the Training Manager which must include:
 - Minor issues – Provide student advice E.g.
 - Direct quotations without references
 - Missing answers but assessment duplicated elsewhere
 - Small issues – Incomplete answers – Gap assessment
 - Recommend oral or verbal questioning
 - Major issues, where
 - If the student has answered less than 50% of the written assessment questions correctly. The student is then required to repeat the entire assessment for their next attempt.
 - If the student has answered more than 50% of the written questions correct, the student is only required to answer the questions that were incomplete for the reassessment.

5.7 Discussion of the findings with the original trainer

- Discuss the findings with the original assessor

5.8 Reassessment of the candidate

The assessor meets with the candidate to:

- Explain the need for reassessment.
- Explain the Competency Standards to be assessed and the evidence to be collected.
- Outline the assessment procedure, the preparation which the candidate should undertake, and answer any questions.
- Determine if the candidate is ready for assessment and, in consultation with the candidate, decide on the time and place of the assessment.
- Implement the Institute's reassessment.
- Note: Students are to be contacted and a reassessment date organised, where a student fails to respond to a written request on more than 3 occasions the student is to have an outcome of NYC recorded against it.

5.9 Provide feedback on the assessment

The assessor must provide advice to the candidate about the outcomes of the assessment process. This includes providing the candidate with:

- Clear and constructive feedback on the assessment decision
- Information on ways of overcoming any identified gaps in competency revealed by the reassessment the opportunity to discuss the assessment process and outcome information on reassessment and the appeals processes.
- An opportunity for reassessment if appropriate or requested by the candidate

5.10 Record and report the result

The assessor must:

- Record the assessment outcome
- Maintain records of the assessment procedure, evidence collected and the outcome
- Provide signed and dated assessment outcomes to the Training Manager within 14 days of the end date of unit
- Maintain the confidentiality of the assessment outcome

5.11 Participate in the reassessment and appeals process

The assessor must:

- Provide feedback and counselling to the candidate, if required, regarding the assessment outcome or process including guidance on further options
- Provide the candidate with information on the reassessment and appeals process
- Report any assessment decision that is disputed by the candidate to the Training Manager
- Participate in the reassessment or appeal according to the policies and procedures of the Institute.
- If the student has answered less than 50% of the written assessment questions correctly. The student is then required to repeat the entire assessment for their next attempt.
- If the student has answered more than 50% of the written questions correct, the student is only required to answer the questions that were incomplete for the reassessment.
- A maximum of 3 attempts for assessments are allowed, each 'Not Satisfactory' attempt will be reviewed by the Assessor and areas to focus on for further study will be recommended. If after the 3rd attempt the student still cannot complete the assessment task satisfactorily, the student will be required to repeat the unit and bear the re-enrolment costs.

5.12 Conducting the reassessment

- Students who receive a 'NYC' may re-submit the assessment twice at free of charge

- The first resit must be completed within 14 days of the first assessment outcome
- If the student still does not pass or obtain competency in the first resit, the student must resist/resubmit the assessment within 14 days from the first resit outcome.
- If the student still does not pass or obtain 'Competent' for the Unit of Competency, he/she must enrol in the entire unit and pay a repeat unit fee of \$300 per unit.

6.0 Reasonable Adjustment

- 6.1 To meet the needs of all learners', adjustments can be made to the way assessments are conducted but not to the requirements of the assessment. The purpose of these adjustments is to enhance fairness and flexibility so that the specific needs of students can be met.
- Examples of reasonable adjustments may include but are not limited to:
 - providing additional time for student to practice the assessment tasks
 - presenting questions orally for students with literacy issues
 - asking questions in a relevant practical context
 - adapting machinery and equipment to make it more easily used
 - presenting work instructions in diagrammatic or pictorial form instead of words and sentences
 - simplifying the design of job tasks
- 6.2 It is the responsibility of each trainer/assessor to assess student needs and make whatever reasonable adjustments are practicable to maximise a students' opportunity to demonstrate their competence. Assessors may also consider contacting their colleagues or their supervisor to assist in the development of reasonable adjustments to the assessment requirements of this unit.
- 6.3 In case a student requires reasonable adjustment, Assessor will be provided with '*student reasonable adjustment form*' before the course commences or during the course duration to lodge any reasonable adjustments to make to gather alternative evidence.

CMI's Procedure to cancel qualifications if students fail to attend/complete required re-assessment

