

## Assessment Policy

Approved by: Chief Product and Quality Officer  
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### 1. Purpose

The Assessment Policy outlines the principles that guide the quality and integrity of assessment practices across all TAFE NSW's Higher Education (HE) and Vocational Education and Training (VET) qualifications and non-award courses.

Assessment provides a mechanism for assessing skills, knowledge and competencies and providing feedback to learners on the attainment of their learning outcomes.

The policy aims to provide a fair and transparent assessment process that aligns with institutional strategy and complies with all relevant regulatory frameworks including the Australian Qualifications Framework (AQF), the Higher Education Standards Framework (Threshold Standards) 2021, National Code of Practice for Providers of Education and Training to Overseas Students 2018 (National Code), the Standards for Vocational Education and Training (VET) 2021, Standards for Registered Training Organisations (RTOs) 2015, and other relevant licensing, contractual and regulatory requirements. TAFE NSW is committed to providing a high-quality assessment experience for all learners.

### 2. Scope

This policy applies to all learners and staff including contractors and third parties involved in TAFE NSW assessments.

### 3. Policy

This policy is informed by the principles of assessment and rules of evidence articulated within relevant regulatory frameworks. TAFE NSW also applies the key principles to assessment design, conduct and evaluation listed below.

#### 3.1 Fairness

- a. Assessment is fair, transparent, and applied consistently regardless of delivery mode or location.
- b. Assessment requirements/instructions including resources, timeframes, marking criteria and information relating to the variations of assessments (e.g., extensions, reasonable adjustments, special consideration, etc.) are clearly articulated and made available to learners prior to or at the commencement of the subject/unit.
- c. Assessment is conducted without bias and conflicts of interest are declared in line with the conflict of interest in assessment process.

- d. Assessment is inclusive and equitable in accordance with the [Diversity and Inclusion Policy](#) and provides all learners an opportunity to demonstrate their learning and competency.
- e. Learner's needs are considered in the assessment process and, where appropriate, reasonable adjustments are applied in accordance with the Deliver to Learner Policy, [Students with a Disability Policy](#) and [Students with Disability Implementation Procedure](#).
- f. Learners have the right to request an appeal of an assessment decision in accordance with the [Manage Assessment Appeals Policy](#), [Manage Assessment Appeals Procedure](#) and the [Higher Education Assessment Procedure](#).
- g. Assessment variations and reasonable adjustments are only permitted in certain circumstances in accordance with the [Students with a Disability Policy](#), [Reasonable Adjustment Procedure](#) and [Students with Disability Implementation Procedure](#).
- h. VET learners are permitted to resubmit/ reattempt each summative assessment task a maximum of two times.
- i. All staff who conduct assessments are appropriately qualified and experienced in their discipline area.

### **3.2 Flexibility**

- a. Assessment assesses the skills and knowledge and competencies held by the learner no matter how or where they have been acquired.
- b. Assessments utilise a range of methods and are appropriate to the context, the subject/unit (and its related assessment requirements), and the learner.

### **3.3 Design**

- a. Assessments are learner-centred and take into account learners' experience and needs. They are intrinsically related to the learning content provided to a learner.
- b. Assessments are designed to scaffold learning efficiently (including formative and summative tasks), at the appropriate Australian Qualification Framework (AQF) or literacy, language, and numeracy (LLN) level. They are designed to develop confidence build on existing knowledge and allow for timely feedback which can be used to improve performance and learner outcomes.
- c. Assessments are fit for purpose, authentic, current in design and use simulated workplace environments and challenges that learners may face in their chosen profession or future academic pursuits. They aim to build learner capability in applying their learning in new contexts and actively transfer their skills to tackle real-life problems.
- d. Assessment design is informed by benchmarking, best practice principles, industry engagement and is relevant to the needs of industry.

- e. Assessments are designed to collect evidence in line with knowledge and skill requirements and demonstrate achievement of learning outcomes and/or units of competency requirements.
- f. Assessment tasks are original and innovative, encourage critical thinking and problem solving, and the application of knowledge to reduce the likelihood of academic integrity breaches and uphold academic integrity expectations through emerging challenges.
- g. Different methods for assessment are utilised in accordance with the Students with Disability Policy and Students with Disability Implementation Procedures (e.g., oral assessment) while also upholding academic integrity requirements.

### **3.4 Validity**

- a. Assessment decisions are justified, based on the evidence of performance of learners against the approved marking criteria that takes into account relevant learning outcomes and/or the units of competency requirements.
- b. Assessment of knowledge and skills is integrated with their practical application.
- c. The judgement on student competency is made by sufficient and current quality evidence gathered over a period of time in different contexts.

### **3.5 Reliability**

- a. Assessments are evaluated against approved marking criteria that are applied consistently regardless of who evaluates the assessment. They provide opportunities for learners to be assessed to determine their skills, knowledge, or competency against approved criteria.

### **3.6 Authenticity**

- a. Assessments are authentic and focus on learners using and applying knowledge and skills in real-life settings.
- b. Learners are required to submit their own work in accordance with the Student Conduct and Discipline, Academic Integrity Policy, and Academic Integrity Procedure.
- c. TAFE NSW utilises a range of methods to ensure learners uphold academic integrity expectations as outlined in the Academic Integrity Procedure, including regularly changing the content of assessments to prevent the possibility of assessments being reused.

### **3.7 Feedback**

- a. Learners are provided with timely feedback on their assessment performance to support ongoing learning and progress.

- b. Formative feedback is provided as a means to support learners to improve their skills and knowledge and to advise them on the academic standards and expectations of a unit or course.

### 3.8 Continuous Improvement

- a. Stakeholder feedback and actions for improvements identified through various quality assurance mechanisms are taken into account during the assessment re/design phases and teacher performance evaluations.
- b. Assessments are regularly reviewed through moderation and validation processes in accordance with the Moderation and Validation of Assessment Procedures to ensure assessment supports learning and progression and upholds academic standards.
- c. Assessment is benchmarked against national and discipline comparators to ensure appropriate levels of learning outcomes and assessment.

## 4. Responsibilities

Position	Responsibility
Director Educational Quality	The Director Educational Quality and delegates have oversight of the implementation of this policy.
Education Self-Assurance Sub-Committee	The Education Self-Assurance Committee is responsible for monitoring academic quality and standards across all courses at TAFE NSW.
Teacher Engagement Network (TEN) and Skills Excellence Network (SEN)	The TEN/SEN is responsible for the monitoring and reporting of all assessment outcomes and the review of assessment.
Education teams	Education teams are responsible for moderating, validating, and monitoring assessment at the course level.
Assessment Designers	Assessment Designers are responsible for the design and development of effective assessment at the unit level.
Higher Education Academic Council	The Higher Education Academic Council is responsible for providing advice on policy development.

## 5. Related documents

This policy should be read in conjunction with the following related documents:

- a. [Course Development and Review Policy](#).
- b. Deliver to Learner Policy.
- c. [Diversity and Inclusion Policy](#).
- d. [Students with a Disability Policy](#).
- e. [Social Inclusion and Participation Policy](#).

- f. [Enrolment and Learner Administration Policy.](#)
- g. [Aboriginal Education and Training Policy.](#)
- h. [Learner Code of Conduct Policy.](#)
- i. [Academic Integrity Policy.](#)
- j. [Academic Integrity Procedure.](#)
- k. [Manage Assessment Appeals Policy](#)
- l. [Manage Assessment Appeals Procedure.](#)
- m. [Higher Education Assessment Procedure.](#)
- n. [TAFE NSW Educational Quality Framework.](#)
- o. [Quality Design Standards.](#)
- p. [Skills Excellence Networks \(SEN\).](#)
- q. [Teacher Engagement Networks \(TEN\).](#)

## 6. Contacts

Accountable Officer	Chief Product & Quality Officer
Responsible Officer	Director Education Quality

## 7. Document History

No	Effective	Approved by	Amendment
1	7 November 2023	Margot McNeill, Chief Product and Quality Officer	Nil amendments
1.1	16 February 2024	Director Education Quality	Immaterial updates to links