

## Manage Assessment Appeals

**Written Direction No. WDETG19201**

Approved by: Chief Education and Training Officer

Approval Date: 7 March 2019

Effective From: 22 March 2019

### 1. Introduction

TAFE NSW is required to comply with the assessment requirements of the VET Quality Framework and ensure that assessment processes are fair, valid and flexible. All students enrolled with TAFE NSW are entitled to raise any concerns they have in relation to the manner in which an assessment was conducted and the outcome of the assessment. TAFE NSW is committed to providing a fair and consistent process for requesting the review of decisions relating to the assessment.

### 2. Purpose

This policy outlines the principles of managing Assessment Appeals in a fair, consistent and equitable manner as well as addressing the regulatory requirements relating to Assessment Appeals established under the VET Quality Framework including the Standards for Registered Training Organisations, 2015 (RTOs).

### 3. Scope

Assessment Appeals include an appeal of an internal assessment result, how an assessment was conducted, including who conducted it, as well as an appeal of the outcome of an assessment of evidence provided for recognition of prior learning (RPL).

This policy excludes Higher Education courses and their assessments. Please refer to the [Higher Education Grievance Procedures](#).

### 4. Policy

TAFE NSW must comply with the appeals requirements and principles of the VET Quality Framework, including the Standards for the Registered Training Organisations (RTOs) 2015, and relevant licensing and regulatory requirements.

#### 4.1 Principles of Assessment Appeals

- a) Assessment Appeals made to TAFE NSW are managed in accordance with the principles of natural justice and procedural fairness and addressed in a prompt, objective, transparent and consistent manner.
- b) Assessment Appeals must be managed in accordance with the TAFE NSW Assessment Appeals Procedures.
- c) Assessors and students involved in an assessment appeal must be treated with respect, confidentiality and privacy.
- d) Once a decision has been made, the student must be advised of the outcome in writing and the process for having the decision formally reviewed.

e) Students will receive information regarding the Assessment Appeals procedure at the same time they receive information regarding the assessment event(s) as outlined in Every Student's Guide to Assessment, the Course Assessment Guide and the Unit Assessment Guide. Information regarding the Assessment Appeals procedure is available for students in the TAFE NSW Student Guide and on Academic Transcripts provided by TAFE NSW.

f) Student assessment and assessment appeal evidence is retained in accordance with regulatory requirements and TAFE NSW training contract compliance guidelines.

## 4.2 Records Management

Assessment Appeal records, associated evidence, documents and correspondence relating to individual assessment appeals will be forwarded to the Assessment Appeals Inbox:

[AssessmentAppeals@tafensw.edu.au](mailto:AssessmentAppeals@tafensw.edu.au).

## 5. Responsibilities

The following positions have responsibility for elements of this policy:

Position	Responsibility
Chief Education and Training Officer	Chief Education and Training Officer is accountable for ensuring the management and maintenance of this policy, including ensuring its continued appropriateness to business, compliance with legislation and external requirements.
Regional General Manager	The Regional General Manager is responsible for the administration of the Assessment Appeals Policy in their Region.
Head of Skills Team/Delegate Team Leader	The Head of Skills Team is responsible for the formal review of an Assessment Appeal when the student is dissatisfied with the outcome. This review is conducted with all relevant parties including the Assessor, Peer Reviewer, Head Teacher
Head Teacher/Delegate (if Assessor)	The Head Teacher is responsible for the receipt of the request for appeal from a student and ensuring the response is provided within 10 working days. The Head Teacher is responsible for providing an additional assessment if required and the update of the Student Management System. If the Head Teacher is the Assessor, then the management of the Assessment Appeal will be appropriately delegated, eg: Team Leader.
Peer Teacher/Assessor	The Peer Teacher/Assessor is responsible for the objective review of the assessment result/assessment process.
Teacher/Assessor	The Assessor is responsible for the provision of relevant evidence to support the assessment decision and for ensuring accurate administration of the results.
TAFE NSW Students	Students are responsible for identifying any concerns that they have within 14 working days after the receipt of the assessment outcome.
Student Services Officer	Students may approach Student Services with concerns regarding their results or the assessment process. The Student Services Officer will provide students with information about the Assessment Appeal process and provide the Assessment Appeal form for students to complete. Students can lodge the Assessment Appeal form through Student Services which will be forwarded to the relevant Head Teacher.

## 6. Definitions

Term	Meaning
Assessment	Assessment means the process of collecting evidence and making judgements on whether competency has been achieved, to confirm that a student can perform to the standard required as specified in a training package or a vocational education and training (VET) accredited course. TAFE NSW uses a range of appropriate methods to assess a student's competence in a unit of competency.

Term	Meaning
Assessment Appeal	An assessment appeal is a formal request to review an assessment result, about how an assessment was conducted including who conducted the assessment, and the outcome of an assessment of evidence provided for recognition of prior learning (RPL).
Recognition of Prior Learning	Recognition of Prior Learning is an assessment process that assesses the competencies of an individual that may have been acquired through formal, non-formal and informal learning to determine the extent to which that individual meets the requirements specified in the training packaged or VET accredited courses
VET Quality Framework	The VET Quality Framework comprises the five components for Registered Training Organisations' compliance including: Standards for Registered Training Organisations 2015, Australian Qualifications Framework, Fit and Proper Person Requirements, Financial Viability Risk Assessment Requirements 2011 and Data Provision Requirements 2012

## 7. Related documents

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

- Manage Assessment Appeals Procedure [INSERT LINK](#)
- [TAFE NSW Assessment Guidelines](#)
- [TAFE NSW Managing Recognition of Prior Learning](#)
- [Every Student's Guide to Assessment](#)
- [TAFE NSW Assessment Policy](#)
- [TAFE NSW Procedure - Repeat Enrolment of a Unit of Competency](#)

## 8. Contacts

Accountable Officer                      Chief Education and Training Officer  
 Written Direction Officer              Special Projects Coordinator, Education and Training Strategy

## 9. Document information and review

This policy document will be reviewed in September 2019.

Record No.        DOC19/43951  
 Review Due:     27 SEPTEMBER 2019

### Approval History

No	Effective	Approved by	Amendment
1	7 March 2019	Chief Education and Training Officer	