

**Kaplan Professional
Assessment Policy**

Vocational Education



Scope

This policy is applicable to Kaplan Education Pty Ltd trading as Kaplan Professional (referred to as 'Kaplan Professional'). The policy refers to the assessment of Vocational Education qualifications, skill sets and units of competency delivered by Kaplan Professional. The policy applies to all Kaplan Professional students and staff involved in the provision of Vocational Education training products and services for students and clients, including contractors (practitioners) providing those services on Kaplan Professional's behalf.

Purpose

The Assessment Policy:

- guides the means by which a student's competence is assessed fairly and equitably, in accordance with relevant training package or course requirements, and the requirements of the *Standards for Registered Training Organisations 2015* (RTO Standards).
- provides information to students about their obligations when undertaking assessments leading to the award of a nationally recognised qualification, skill set or statement of attainment
- articulates Kaplan Professional's roles and responsibilities in the assessment process.

Policy Statement

This policy addresses **summative** assessment. Summative assessment is that which is reported at the end of a training program and is used to decide whether a student has achieved the competencies required.

Summative assessment usually involves the collection and evaluation of more than one form or item of evidence to make the final assessment decision.

Summative assessment is different from **formative** assessment.

Formative assessment is part of the learning process and is intended to help students learn or to check their progress. Formative assessment does not contribute to the competency decision.

Definitions

Accredited short course	means a course accredited by the VET Regulator in accordance with the Standards for VET Accredited Courses that leads to an Australian Qualifications Framework (AQF) statement of attainment.
Australian Qualifications Framework (AQF)	means the framework for regulated qualifications in the Australian education and training system, as agreed by the Commonwealth, State and Territory ministerial council with responsibility for higher education.
Australian Skills Quality Authority (ASQA)	is the regulator of Vocational Education in Australia.
Assessment	means the process of collecting evidence and making judgements on whether competency has been achieved, to confirm that an individual can perform to the standard required in the workplace, as specified in a training package or VET accredited course.



Assessment validation	is the quality review of the assessment process. Validation involves checking that the assessment tool/s produce/s valid, reliable, sufficient, current and authentic evidence to enable reasonable judgements to be made as to whether the requirements of the training package or VET accredited courses are met. It includes reviewing a statistically valid sample of the assessments and recommending improvements to the assessment tool, process and/or outcomes and acting on the recommendations.
Competency-based training	means the consistent application of knowledge and skill to the standard of performance required in the workplace. It embodies the ability to transfer and apply skills and knowledge to new situations and environments.
Mode of delivery	means the method adopted to deliver training and assessment, including online, distance, or blended methods.
Recognition of Prior Learning (RPL)	means an assessment process that assesses the competency/s 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 package or VET accredited courses.
RTO Standards 2015 and Users' Guide	The Standards for Registered Training Organisations (RTOs) 2015 ('the Standards') set out the requirements for an organisation to be registered as a training provider. The Users' Guide aims to help RTOs make sure their practices deliver a quality experience for every student at each stage of their 'journey' through the VET system.
Third party	means any party that provides services on behalf of the RTO but does not include a contract of employment between an RTO and its employee.
Training	is the process used by an RTO or a third-party delivering services on its behalf, to facilitate learning and the acquisition of competencies in relation to the training product on the RTO's scope of registration.
Training and Assessment Strategy (TAS)	is the approach and method of an RTO to training and assessment designed to enable students to meet the requirements of the training package or accredited course. There is at least one TAS for each training product offered by the RTO.
Training package	The endorsed components of a Training Package are units of competency; assessment requirements (associated with each unit of competency); qualifications; and credit arrangements. The endorsed components form part of the requirements that an RTO must meet under the Standards. A training package also consists of a non-endorsed, quality assured companion volume/s which contains industry advice to RTOs on implementation.
Training product	means an AQF qualification, skill set, unit of competency, accredited short course or module.



Policy Principles

The importance of assessment

RTOs must provide training products that meet all the requirements of the units of competency (RTO Standard 1.8), including the following components:

- performance evidence
- knowledge evidence
- elements
- performance criteria
- foundation skills
- assessment conditions
- licensing requirements (if applicable).

RTOs must also provide training products that meet the requirements of the Principles of Assessment and Rules of Evidence (RTO Standards 1.8). The Principles of Assessment include fairness, flexibility, validity and reliability. The Rules of Evidence include validity, sufficiency, authenticity and currency. For more information see Attachment 1.

It's imperative for RTOs to meet these requirements to assure the reputation of the VET training sector is maintained and provide employer confidence.

Kaplan's assessment system

The following outlines the Vocational Education assessment system applied by Kaplan Professional:

- Assessment at Kaplan Professional occurs within the Australian vocational education and training (VET) framework and meets national training and assessment standards as articulated in relevant training packages and the Standards.
- Information about the assessment processes of a course will be provided to students prior to enrolment or before the start of the course, whichever comes first.
- Assessment tasks will be designed to be student friendly and will be developed to be clear and consistent. The assessment and the criteria against which assessment decisions are made will be freely available to students.
- Assessment activities, student results and feedback form part of the systematic continuous improvement cycle embedded in Kaplan Professional's Continuous Improvement Policy.
- Assessors will be expected to provide constructive feedback to students to: (1) confirm demonstrated performance; (2) help students to achieve demonstrated performance where the required standard has not been met. When each of the assessments have met the required performance, then the student may be awarded the unit of competency.
- Assessments will be aligned to the course's vocational outcome. Assessments allow students to provide evidence of their competency in a way that is relevant to their current work and career aspirations and meet the standards of performance required by the workplace.
- Assessment schedules will be prepared for each course to facilitate productive, workplace-oriented outcomes that minimise the assessment load on students, without compromising the integrity of the assessment.
- The Training and Assessment Strategy Policy describes the template for TAS documents to ensure a consistent approach for the assessment strategy of every training product.

Assessment standards

The following points outline the requirements placed on RTOs under the VET Quality Framework (which includes the RTO Standards 2015) and Kaplan Professional's internal assessment standards:

- Assessment materials and results will be validated according to the RTO Standards 2015 (1.9, 1.10 and 1.11).



- Moderation of assessment decisions will be conducted internally on a regular basis to ensure consistency of assessment.
- Assessment tools and processes will comply with the requirements of the relevant endorsed Training Package or course, and Kaplan Professional's TAS.
- Students will be provided with information about the assessment process, the context and purpose of the assessment tasks and the procedures for reassessment and appeal of assessment results.
- Assessment will focus on the application of knowledge and skills to the standard of performance specified in each unit of competency and the requirements of the workplace and industry.
- Assessment tools and processes will be designed to provide sufficient evidence to enable a judgment to be made about whether competency has been attained. Evidence may be gathered across several assessment items, as necessary.
- The assessment process will provide for quality constructive feedback to the student about the outcomes of the assessment and guidance on future options.
- The assessment process will provide for credit transfer and RPL consistent with Kaplan Professional's Credit Transfer and Recognition of Prior Learning Policy.
- Assessment results identifying that a student has successfully achieved the requirements of one or more units of competency will lead to the issuing of a statement of attainment, or qualification where applicable, under the Australian Qualifications Framework (AQF).

Kaplan Professional's commitment to students

Kaplan Professional will provide students with:

- an overview of the assessment process and assessment items required for each course of study they undertake
- clear guidelines about the assessment submission process
- the criteria against which their submissions will be assessed
- constructive feedback on their assessment submissions
- opportunities for resubmission, if necessary, in accordance with the course rules and terms and conditions
- reasonable assessment adjustment to accommodate any special needs
- opportunity for special consideration of their assessment submission should unique circumstances have existed at the time of the assessment that may have prevented them from fully demonstrating competency in a particular subject/course.

Reasonable adjustment

Reasonable adjustment refers to adjustments that can be made to the way in which evidence of the student's performance can be collected for assessment (RTO Standards 1.7). Whilst such adjustments are permissible, they must not compromise the integrity of the overall assessment, and assessors must ensure that the requirements of the units of competency, the Rules of Evidence and Principles of Assessment (in Attachment 1) are met (RTO Standards 1.8).

Examples of reasonable adjustment include, but are not limited to, the following:

- extending or modifying time frames for assessment
- considering the impact of the type of assessment task on the student with a disability or special need
- presenting information in a range of media thereby enhancing accessibility
- using oral assessments (presentations, recorded responses, and telephone interviews) as alternatives to written tasks
- ensuring the language of assessment instruments does not create barriers (e.g., use of plain English).



Any student who considers they need or may need reasonable adjustment to assessments for any reason should contact a Kaplan Professional Student Services Representative on 1300 662 203.

Students are also encouraged to identify any special needs they may have during the enrolment process.

Student obligations in assessment

Students have certain obligations with regard to assessment and the assessment process, which are described below. It is the students' responsibility to familiarise themselves with these obligations and ensure they are met.

- Assessment submissions must be the student's own work. Students must agree to the declaration as they submit their assessment confirming that the assessment is their own work and that they are aware of the requirements relating to collusion, contract cheating, plagiarism and other forms of academic misconduct, including the penalties.
- Complying with Kaplan Professional's rules, regulations and relevant policies.
- Providing their own exam supervisor, if necessary, and giving Kaplan Professional that person's contact details.
- Submitting assessments on time. Please refer to the section 'Assessment submission and completion', below.

Academic misconduct

Students are expected to observe all assessment rules and procedures. Proven acts of academic misconduct will incur penalties under Kaplan Professional's Student Misconduct Policy.

Assessment submission and completion

It is the responsibility of students to submit their assessments by the due date specified for their subject in Kaplan Professional's Learning Management System (KapLearn).

Assignments can be submitted up to midnight (AEST/AEDT) on the due date.

Extensions and special consideration

Extensions for assessments are granted to students in accordance with the Kaplan Professional Extension Policy.

Special consideration may be granted if through misadventure (e.g., illness, bereavement, personal trauma or increased workload at their place of work) a student is prevented from completing an assessment or sitting an examination or believes that their performance in an assessment event was affected by an incident.

Students can seek special consideration by emailing a completed [Special Consideration Application form](#). Students will be required to specify their reason for applying and include supporting evidence such as medical practitioners' certificate or any other relevant documentation.

Upon receipt, Kaplan's Head of Student Experience will review and notify the student in writing of the outcome within five working days. Students may use the Grievances, Complaints and Appeals Policy to formally appeal a decision.

The Extension Policy and the Diversity, Inclusion and Equity Policy can be viewed on the Kaplan Professional website.



Awarding competency and assessment results

A unit of competency is the smallest component in which competency can be assessed and determined. Depending on how a course is structured, a subject may contain one or more units of competency. A whole qualification is made up of many units, with the exact number varying depending on the particular qualification. There will usually be multiple assessments for one or more units of competency.

For example, a student has three assessments to complete to be awarded a unit of competency.

Assessment results are recorded as shown below.

Result	Definition
Demonstrated	A 'Demonstrated' result indicates that an associated assessment required for the unit of competency has been met.
Not Yet Demonstrated	A 'Not Yet Demonstrated' result indicates that the student needs to make another attempt for the particular assessment to meet the required performance.

A unit of competency is recorded and reported when the student has a 'Demonstrated' result for each of the assessments required to achieve the unit.

Result	Definition
Competent	A 'Competent' result indicates that all of the assessment requirements for the unit of competency have been met.
Not Yet Competent	A 'Not Yet Competent' result indicates that all of the assessment requirements for the unit of competency have not yet been met.

Other competency result codes

Result	Definition
RPL	This code indicates that a student has achieved all of the assessment requirements for the unit of competency through an RPL process, formerly known as an exemption. Please refer to the Credit and Recognition of Prior Learning Policy for further information, available on the Kaplan Professional website.
CT	This code indicates that a student has achieved all of the assessment requirements for the unit of competency through a credit transfer (CT) process, formerly known as mutual recognition. Please refer to the Credit and Recognition of Prior Learning Policy for further information, available on the Kaplan Professional website.



Guiding procedures

Demonstrating compliance with the units of competency

Although no method is mandated for demonstrating how the requirements of qualifications and units are met, assessment mapping is used by Kaplan Professional to demonstrate that the components of units, performance criteria and assessment requirements have been met. Robust project development and validation processes are used to check that assessment mapping is compliant for training products.

Kaplan Professional provides its assessors with assessment mapping for the qualifications and courses they assess.

Demonstrating compliance with the Principles of Assessment and Rules of Evidence

The Principles of Assessment and Rules of Evidence are reviewed as part of the validation conducted for all training products.

The Principles of Assessment and Rules of Evidence are also used in the following processes:

- developing TASs
- during the process of writing or updating assessments
- training sessions for Kaplan Professional staff
- induction training for assessors
- marking assessments.

Demonstration of compliance in the assessment process

Marking guides provide assessors with a standard response/checklist for assessments. Assessors use their professional judgment to determine if the answer meets the standard.

Spot checks are conducted to check that assessors are following the requirements of Kaplan Professional's assessment system, assessment standards, unit of competency requirements and Kaplan Professional's commitment to students.

For information on the currency and competency of assessors, see the Trainer, Tutor and Assessor Policy.

Issuing certificates and other documentation

Refer to the Certification Issuance Policy for information about when certificates, statements of attainment and other course documents are issued.

Complaints and Appeals

Any complaint or appeal in relation to the implementation of this policy will be managed in accordance with the Grievances, Complaints and Appeals Policy.



Relevant Legislation

As a registered training organisation (RTO), Kaplan Professional operates under strict legislation and regulations. Policies and procedures are in place to ensure compliance with the legislative instruments referenced below.

- Australian Qualifications Framework (AQF)
- Standards for Registered Training Organisations 2015 – Clauses 5.2, 1.7, 1.8, 2.2, 3.1

Related Policies

This policy should be read in conjunction with the following Kaplan Professional policies and documents:

- Continuous Improvement Policy
- Credit Transfer and RPL Policy
- Diversity, Inclusion and Equity Policy
- Extension Policy
- Grievances, Complaints and Appeals Policy
- Learning Facilities and Resources Policy
- Student Misconduct Policy and Procedures
- Trainer, Tutor and Assessor Policy
- Training and Assessment Strategy Policy
- Training Product Transition Policy.

Version Control and Accountable Officers

It is the joint responsibility of the Implementation Officer and Responsible Officer to ensure compliance with this Policy.

Policy Category	Academic			
Responsible Officers	General Manager, Teaching and Learning			
Implementation Officers	Senior Manager, Teaching and Learning Programs			
Review Date	June 2025			
Approved by				
Policy Committee				
Version	Authored by	Brief Description of the changes	Date Approved	Effective Date
2.1	Head of Student Experience	Special consideration criteria updated to include increased workload	10.05.2019	13.05.2019
2.2	Quality Regulations and Standards team	Immaterial changes to job titles and business name on cover	26.08.2021	02.09.2021
3.0	Quality Regulations and Standards team	Update policy template and review policy requirements	19.05.2022	26.05.2022



Attachment 1

Principles of Assessment and Rules of Evidence *(from the RTO Standards 2015)*

Principles of Assessment

Fairness

The individual learner's needs are considered in the assessment process.

Where appropriate, reasonable adjustments assessment can be made to assessments to consider the individual student's needs.

The RTO informs the learner about the assessment process and provides the learner with the opportunity to challenge the result of the assessment and be reassessed if necessary.

Flexibility

Flexibility in assessment allows for assessment either on or off the job and at mutually convenient times and situations. Assessment is flexible to the individual learner by:

- reflecting the student's needs
- assessing competencies held by the learner no matter how or where they have been acquired
- drawing from a range of assessment methods and using those that are appropriate to the context, the unit of competency and associated assessment requirements, and the individual.

Validity

Any assessment decision of the RTO is justified, based on the evidence of performance of the individual learner.

Validity requires:

- assessment against the unit/s of competency and the associated assessment requirements covers the broad range of skills and knowledge that are essential to competent performance
- assessment of knowledge and skills is integrated with their practical application
- assessment to be based on evidence that demonstrates that a learner could demonstrate these skills and knowledge in other similar situations
- judgement of competence is based on evidence of learner performance that is aligned to the unit/s of competency and associated assessment requirements.

Reliability

Evidence presented for assessment is consistently interpreted and assessment results are comparable irrespective of the assessor conducting the assessment.

Reliability refers to the consistency of the interpretation of the evidence and the assessment outcome. To make reliable assessments, assessors must be competent in terms of their own assessor competencies, have relevant technical competencies or have access to a subject matter expert who can advise the assessor on the relevant vocational competencies at least to the level being assessed.



Rules of Evidence

Validity

The assessor is assured that the learner has the skills, knowledge and attributes as described in the module or unit of competency and associated assessment requirements.

Sufficiency

The assessor is assured that the quality, quantity and relevance of the assessment evidence enable a judgement to be made of a learner's competency.

Authenticity

The assessor is assured that the evidence presented for assessment is the learner's own work.

Currency

The assessor is assured that the assessment evidence demonstrates current competency. This requires the assessment evidence to be from the present or the very recent past.