

AGA Assessment Guidelines

Assessment Details:

Assessment requirements

Assessment tasks are completed in order to demonstrate competence across the Performance and Knowledge criteria of the unit. These may include a variety of questions, projects, observations or role plays to record successful performance of the task/s.

To be deemed competent, students must achieve a satisfactory result for each assessment task in the unit which will assess students' understanding of the unit as well as their underpinning knowledge.

Within each assessment, the instructions are clearly outlined for you to advise what resources are required and how to complete the assessment.

Assessment submission

All assessments are to be completed within a Learning Management System as per individual assessment instructions. We use the following systems at AGA:

- Cloud Assess
- Catapult
- Lighthouse

Assessment methods

A variety of assessment methods are used across AGA to determine competency for each unit and these vary from qualification to qualification.

Within each unit, the number of assessments and the type of assessments are outlined to provide you with a clear guide of what is required to be completed. The assessment types are made up of a combination of the below:

- Knowledge Assessment
 - In Lighthouse it's referred to as Unit Knowledge Test
 - In Catapult it's referred to as Knowledge Questions
- Project/s
 - In Catapult it's referred to as Performance Tasks
- Observation task/s
 - In Lighthouse it's referred to as Unit Skills Test
 - In Catapult it's referred to as Practical Assessment
- Role play/s
- Third-Party Report/s
 - In Lighthouse it's referred to as Profiling unit

Reasonable adjustment

The assessment principle of fairness allows for reasonable adjustment to be applied by the Training Organisation to allow for the consideration of individual students' needs, where appropriate.

Following are some examples of reasonable adjustment. Before reasonable adjustment is applied, the assessor must consider whether or not the adjustment impacts on the integrity of the unit outcome.

- Adapting or adjusting the height of equipment or facilities.
- Allowing more time for assessment.
- Changing the assessment gathering method from written to oral, provided that written skills are not a requirement of the unit.

A student may request reasonable adjustment for assessment tasks if necessary. Note: These adjustments are applied at the assessor's discretion based on any identified need/s. However, the evidence collected must still fully demonstrate all the unit requirements.

Special consideration

A student can apply for special consideration in the event of unforeseen circumstances that impact on their ability to complete their assessment at the scheduled time.

If applying for special consideration, a student will be required to provide documentation to support their application (e.g. Medical Statement, Statutory Declaration, police report, etc.).

If a student requires special consideration they should speak to their trainer /assessor in the first instance. If they are unable to reach a satisfactory agreement with their assessor, they have the option of escalating to the training manager.

Work, health and safety

It is important that students listen carefully to assessor instructions and act responsibly at all times when completing practical tasks.

Students must wear the appropriate PPE (if required) and perform all tasks without risk to themselves or others.

Should the assessor identify any unsafe practices or behaviour they will speak to the student and if warranted, stop the assessment.

Assessment outcomes

If an assessor is not satisfied with a student's performance due to them not meeting the knowledge or practical assessment requirements of the unit, they will provide feedback to the student.

The student will have opportunities to repeat these aspect/s. However, if they are still unable to satisfactorily demonstrate knowledge or performance in all required criteria, their work will be deemed unsatisfactory and the overall unit outcome will be graded as Not Yet Competent (NYC).

Reviews and appeals

Once completed, if an assessment task is deemed Not Satisfactory (NS), the assessor will speak with the student regarding the task outcome/s. Students are provided with 2 additional attempts to demonstrate competence, within the unit delivery time frame.

If the student is still unable to demonstrate competence, and after speaking to their assessor they disagree with the assessment result, they have the right to lodge an appeal.

The appeals process involves a formal request in writing outlining the reason(s) for the appeal. This is forwarded to the Training Manager who will take responsibility for implementing the appeals process and will record the appeal in writing.

AGA's time period for the acceptance of appeals is 28 days after the student has been issued with the results of their assessment. Every effort is made to settle the appeal to both the student and AGA's satisfaction. The student has an opportunity to formally present his or her case. A formal response will be issued, providing a written statement of the appeal outcomes, including reasons for the decision and possible further recourse.

Refer to AGA's Grievance, Complaints and Appeals Policy:

<https://www.aga.com.au/contact-us/grievance-complaints-appeals/>

Responsible Persons

Administration & Systems Manager

Instructional Design Manager

Training Manager

Trainer & Assessor

Document Control

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