

Document Control Number	PR04/09
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Date Procedure Approved	1 March 2010
Authorised By	Manager VET Strategies and Product Development
Stakeholders for Procedure	<ul style="list-style-type: none"> ▪ Students; ▪ Employers; ▪ Operational Managers’; ▪ Unit Leaders; and ▪ Trainers and Assessors.
Legislative / Statutory Requirements	Australian Quality Training Framework (AQTF) Standard 2, Element 2.6.
Measurement of Effectiveness of this Procedure	<p>At a minimum, this procedure will be measured for its effectiveness during:</p> <ul style="list-style-type: none"> ▪ internal audits conducted at least annually against the AQTF 2007 Essential Standards for Registration; and ▪ external audits conducted by the Tasmanian Qualifications Authority.
Ramifications for Non Compliance:	The Tasmanian Qualifications Authority may impose sanctions on the Skills Institute for breaches of registration requirements e.g. suspension or cancellation of RTO registration.
Employment Ramifications for Non Compliance	Refer to existing staff behavior policies, in particular the code of conduct
Include During Induction	Yes - 1st day
Review Due	March 2011
Associated Documents	<ul style="list-style-type: none"> ▪ Assessment Appeals: Policy ▪ Assessment Appeals: Form (Student) ▪ Complaints Management: Policy and Procedure.
Definitions & Acronyms	Appeal – A process whereby you or another interested party such as your employer, may dispute a decision made by the Skills Institute in relation to an assessment.
Grounds for Appeal	There are 4 key principles which guide all assessments and these form the basis of the assessment appeals process i.e. Assessments must be fair, flexible, valid and reliable. You can appeal against an

outcome of the assessment if you think one or more of these principles were not applied.

Grounds for Appeal

Fair - Assessments are fair when they do not disadvantage particular students or groups of student's e.g. complex language used during an assessment may prevent a student from displaying competency at the required level.

Flexible - Assessments are flexible when a participative approach is adopted and there is opportunity for a student(s) to negotiate certain aspects of their assessment e.g. where and when the assessment will take place.

Valid - Assessments are valid when they assess what they claim to assess e.g. cover all aspects of the knowledge and skills required in a unit of competency.

Reliable - Assessments are reliable when assessment methods and processes are applied consistently and evidence is always interpreted in a consistent manner e.g. assessment tools are well designed, assessment decisions are not influenced by assessor variations and/or bias.

Ethical Behavior

Any assessment appeal will be treated seriously, sensitively, and impartially. You should be confident that the appeal will not lead to negative consequences, and the procedure followed will be seen as fair by everyone involved. Moreover, confidentiality will be strictly observed by all participants and at all stages of the assessment appeals process.

Responsibility

Procedure

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| <ul style="list-style-type: none"> ▪ Student | <ol style="list-style-type: none"> 1. If you want to appeal against your assessment, you must first discuss the issues with your assessor.
Following this discussion, your assessor may arrange for you to be reassessed by another teacher or a workplace assessor. |
| <ul style="list-style-type: none"> ▪ Student | <ol style="list-style-type: none"> 2. If you are still not satisfied, you must complete an Assessment Appeals Form and send it to the relevant Unit Leader. |
| <ul style="list-style-type: none"> ▪ Unit Leader | <ol style="list-style-type: none"> 3. The Unit Leader will organise for the assessment to be reviewed by a different Skills Institute teacher, or a workplace assessor.
The Unit Leader will then return the Assessment Appeals form to you with a summary of the findings. |
| <ul style="list-style-type: none"> ▪ Student | <ol style="list-style-type: none"> 4. If you are still not satisfied, you must send the Assessment Appeals Form to the Manager - Learning, Product and |

		People Development (LPPD), with a covering letter explaining why you are still not satisfied.
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<ul style="list-style-type: none"> ▪ Manager - Learning, Product and People Development (LPPD) 	5.	<p>The Manager (LPPD) will evaluate all the information and, if necessary, convene a Review Panel to thoroughly examine your case.</p> <p>This panel will be chaired by a Senior Manager who will report back and make recommendations to the Manager (LPPD).</p>
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<ul style="list-style-type: none"> ▪ Manager - Learning, Product and People Development (LPPD) 	6.	<p>The Manager (LPPD) will make a final decision and will advise you of this decision in writing.</p> <p>All other people directly involved in the assessment appeals process will also be advised of the final decision - everyone is bound by this decision.</p>

Additional Notes

1. You are entitled to have an advocate (a support person or friend) to help you throughout the appeals process. However, your advocate is not allowed to speak on your behalf during the Review Panel stage.
 2. The Assessment Appeals Form is available from
 - Teaching Staff
 - Team Administrative Staff
 - Client Services
 - Website
 3. The Skills Institute is committed to dealing with Assessment Appeals promptly. Steps 3-6 should be completed within twenty (20) working days. Information about this process can also be gained from Student Counsellors' in each Region.
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