Vocational Education and Training (VET) Assessment Guide

The following information is intended to provide ACAP students and educators with guidance when undertaking or marking VET assessment activities. This applies to students and educators taking these courses:

- Diploma of Counselling CHC51708
- Diploma of Community Services (Case Management) CHC52008
- Diploma of Human Resources Management BSB50607

Competency Based Assessment

VET assessment is based on national benchmarks, called competency standards, for the occupation or industry in which an individual is training. A successful result in VET assessment is recorded as ‘Competent’ rather than as a ‘pass’ and indicates that the student has achieved an appropriate standard of work to be employed in the occupation. VET assessment is not graded, and marks and percentages are not used. A student receives one of two results following completion of all assessments for a module – ‘competent’ or ‘not yet competent’. Students receiving a result of ‘not yet competent’ will be provided with one opportunity to re-work assessment tasks in an effort to meet the competency standard required.

Assessment Types

A project is underway to standardise the way different assessment types are described and also to rationalise the titles currently used in order to provide greater clarity and consistency about assessment types used across VET courses at ACAP.

The emphasis in VET assessment is on the student’s ability to perform practical tasks and describe/explain how and why tasks are completed in particular ways. There is less emphasis on academic writing in VET courses than in Higher Education courses, but students are expected to have a good standard of literacy for Diploma level courses and to be able to express themselves clearly in written English.

Assessment Submission Formats

It is acceptable for different students to undertake the same assessment task in different ways and to format their finished work differently – particularly if using formats learned in, and acceptable to, different workplaces.

Students must:

- follow instructions for assessment tasks,
- provide comprehensive answers to assessment tasks, and
- take particular care to answer all parts of assessment tasks.
Tasks can be answered in a variety of ways, appropriate to the specific task, including:

- writing continuous paragraphs of text
- using headings and sub-headings to organise text
- using bullet points rather than (or as well as) continuous text
- providing examples and illustrations from their own experience – particularly their relevant work experience
- providing examples and illustrations from textbooks, journal articles, internet sites and other sources, provided these are appropriately acknowledged
- undertaking role-play or practical activities in class, for example, counselling practice sessions or case management meetings
- submitting video-taped recordings of themselves undertaking tasks at work or in a simulated workplace, for example, counselling practice sessions or case management meetings
- submitting workplace documents that are examples of their own work completed in the workplace
- delivering (in class), or submitting electronically, a presentation, which may or may not include the use of presentation software, for example, Power Point

Referencing

Students must acknowledge the work of others whenever they include it in their assessment tasks, both to acknowledge the work and ideas of the originator and also to enable the reader to follow up the original work if required. This applies to ideas and content taken from all sources including textbooks, journals, web sites and College learning materials.

While it is not essential for VET students to include the ideas and work of others in assessment tasks – particularly practical tasks - it is good practice to do so when appropriate to the task. It is highly likely to be necessary to refer to texts and learning materials when answering questions which focus on knowledge and how to apply it to specific situations. Learning to reference appropriately also helps the student develop skills that will be essential should they decide to go on to higher education later.

It is a form of cheating, known as plagiarism, to use another’s work without appropriate acknowledgment. If plagiarism is evident in a student’s assessment tasks the tasks will be assessed as unsatisfactory and a result of ‘Not yet competent’ recorded for the module. Students will have one opportunity to resubmit the assessment task/s if they can demonstrate that plagiarism was unintentional.

Students must not:

- submit an assessment completed by another person as their own work
- present as their own work information, text, artwork, graphics or other material taken from any source
- quote or paraphrase material from a source without acknowledgment
Students must:

- appropriately acknowledge and reference anything included in an assessment task that is not their own work
- include both a reference at the point of inserting anything that is not a student’s own work in an assessment task, and also a list of all references used at the end of the task

**Referencing style**

While a variety of referencing styles and systems are in use, the College requires all Higher Education students to use the APA Referencing Style. For this reason, VET students should also use this style when referencing, but will not be penalised in their overall assessment result for inconsistency in referencing style. Poor referencing alone will not result in a ‘not yet competent’ result unless referencing has not been attempted, resulting in plagiarism. Students should refer to the Referencing Guide for details and examples of this referencing style.

**Marking of VET Assessment Tasks**

As a student progresses through a module and completes the various assessment tasks, they are assessed on each task as ‘satisfactory’ or ‘not satisfactory’, and, if necessary, given an opportunity to resubmit. Once all tasks for the module have been completed satisfactorily, a result of ‘competent’ or ‘not yet competent’ is recorded.

Educators make decisions about whether a task has been satisfactorily completed based on the following considerations:

- **all parts** of the assessment task have been completed to a standard that satisfactorily meets the requirements set out in **all of the marking criteria** (as set out in the module)
- the student’s work is of a standard to be acceptable in the workplace for an entry-level employee in the occupation in question, including acceptable formatting, expression, language, spelling and grammar
- the assessment task is the student’s own work, except as appropriately acknowledged by the use of referencing

Consistency in assessment marking is achieved through validation and moderation activities held regularly to improve the way assessment tasks are described and explained and to assist educators to interpret and apply marking criteria consistently.

Educators and students should refer all questions about units of competency, assessments and marking criteria to the VET Coordinator.

It may be helpful from time to time for educators and students to refer to the units of competency on which the module assessments are based in order to clarify any issues that arise in interpreting assessment tasks. These can be accessed from the National Training Information Service at [www.ntis.gov.au](http://www.ntis.gov.au)