



PP015 Marking Guide Procedure

1. PURPOSE

SGAE is a Registered Training Organisation. SGAE delivers high quality training to industry and communities.

- This policy relates to the following legislative and compliance requirements:

External to SGAE:

- ASQA Standards for RTOs 2015
- State Funding Agreements

Internal to SGAE

- PP010 Trainer Recruitment and Induction Procedure
- PP013 Assessment procedure
- Access and Equity Policy
- RPL Policy
- Complaints and Appeals Policy and Procedure

2. Scope

- This procedure applies to all Units of Competency assessed to ensure all criteria are met and acceptable responses and observable behaviours meet the required performance standards.

3. Definition

- Marking guides, or Guides to making judgments, accompany summative assessment tasks. They are a tool that supports Assessors in making a judgement about student's competency. Marking guides identify the valued knowledge, understanding and skills to be assessed - the assessable elements/criteria.

Each assessable element/criterion is accompanied by a set of task-specific descriptors or performance criteria. These assist assessors to judge the quality of the student response to the assessment task.

The responses within the marking guide are benchmark responses that reflect evident differences in student performance. They are mapped against the components derived from the Unit of competency. They are a measure of how well the student has demonstrated their knowledge and understanding (of facts, concepts and procedures) application of skills.



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4. Process

- SGAE issues a suite of Learning and Assessment tools for each Unit of Competency to the student; and a Trainers guide to the Trainer/Assessor. The Trainer's guide includes the full Unit of Competency and benchmark responses to the assessment instruments issued to the student:

Assessment Type	Assessment Method
Direct	Question and Answers Skills Observation Scenario/Problem Solving
Indirect Supplementary	Project/Portfolio 3 rd Party Report

- Assessment instruments, also called evidence gathering tools at SGAE contain both the tools and the instructions for gathering and interpreting evidence in an assessment process. They include due dates, organisational details and criteria for assessment. They are used with the Marking Guides.
- The Assessment instruments are made up of methods of assessment whereby a student should complete direct evidence methods of assessment and indirect or supplementary method of assessment. Students are deemed competent once a judgement regarding the successful completion of the assessments is made without input from the assessor (summative assessment). Each method is a formative assessment in which the student is deemed either satisfactory or not satisfactory. A student deemed not satisfactory either agrees to a reassessment or has the right to appeal the decision according to the Complaints and Appeals Policy and Procedure.
- All questions/statements listed under each assessment method must be completed to achieve a satisfactory result. A judgement of competent is deemed once the student has demonstrated against the required criteria. The judgement demonstrates effective workplace performance (not only technical skills), but the knowledge and attitudes to apply those skills in routine and non-routine situations. Student are also considered to be competent when they are able to apply their knowledge and skills to successfully complete work activities in a range of situations and environments.
- Assessors at SGAE are required to understand the capacity of the tools they use, and be able to adapt them to meet the particular requirements of the task at hand
- Assessments at SGAE shall at all times be conducted in a manner that complies with the principles of validity, reliability, fairness and flexibility and the rules of evidence requirements are met:



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Valid: there is a clear relationship between the evidence requirements of the unit of competency and the evidence on which the assessment judgement is made

Sufficient: the performance criteria and evidence guide are addressed; competency over a period of time is demonstrated; all dimensions of competency are addressed; competency in different contexts is demonstrated

Current: the evidence demonstrates the candidate's current knowledge and skills

Authentic: it can be verified that the evidence is the candidate's own work.

Methods of Assessment:

SGAE assessors in preparation select the most appropriate assessment method from the selection of assessment method in the instrument in order to decide upon 'best fit' techniques which may include:

Methods	Examples of methods
Direct observation	Real work/real time activities Work activities in a simulated workplace
Structured assessment activities	Simulation exercises Projects Presentations Activity sheets
Questioning	Written questions Interviews Self-assessment Verbal questioning Questionnaires Oral or written activities
Evidence compiled by the candidate	Portfolios Collections of work samples Products with supporting documentation Historical evidence Journal/log books Information about life experience
Review of products	Products as a result of a project Work samples/products
Third party feedback	Testimonials/reports from employers/supervisors Evidence of training Authenticated prior achievements Interviews with employers, supervisors or peers



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How evidence is assessed as satisfactory:

Assessment tools are assessed using the following categories:

Code	Definition
C	Competent: for students who have achieved all of the learning outcomes specified for that unit/module to the specified standard
NYC	Not Yet Competent: for students who are required to re-enrol in a unit/module in their endeavour to achieve competence
S	Satisfactory: has achieved all the work requirements.
NS	Not Satisfactory: has not achieved all the work requirements
X	Did Not Complete: no longer in attendance but has not officially withdrawn.

4. ASSOCIATED DOCUMENTS

Training and Assessment Resources

Training and Assessment Strategies

5. RELATED STANDARDS

Standard 1, Clauses 1.8 – 1.11

6. RESPONSIBILITY

- EO
- Training Coordinator
- Compliance Officer

Approved by: Erin White

Position: Executive Officer

Signature:

Date:10/04/2020

Version	Created by:	Reason for update	Implementation Date
2	Jayne Mark	Replace old policy	10/04/2020