

TEACHING AND ASSESSMENT

POLICY

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Purpose

The document details policy and procedures to ensure that ELICOS assessments are valid, reliable, fair and flexible.

This policy exists in conjunction with other policies to provide overall high quality and continuous improvement at The Green Academy, including the Complaints and Appeals Policy and Procedure.

Scope

Relevant for all staff involved in the delivery, training, and assessment of all training programs with The Green Academy. This particularly applies to Teachers.

Policy

The Green Academy is committed to ongoing and regular evaluation and review of assessments, so as to reflect current standards of teaching, maintain staff and student satisfaction, ensure compliance with industry regulations / guidelines, and maintain the ongoing achievement of learning outcomes.

To this end it undertakes:

1. Yearly Validation processes of course resources.
2. Twice yearly Moderation processes of course resources.
3. Twice yearly Teacher and Student Feedback surveys.

The Green Academy strives to uphold the values of excellence, vision, good organization, and rigor at all levels of its operations, and the assessment framework is no exception.

Assessment processes and systems that conform to this plan will be appropriate, just, consistent, and accurate. The guidelines and frameworks for assessment at The Green Academy have been developed in line with Australian and industry best practices and are based on the insight of educators with ample credentials and the input of a well-constituted advisory board.

Principles of Assessment

The following principles will be applied by The Green Academy to all assessments:

- Validity – the assessment decision is justified and is supported by evidence of the performance of the individual learner that is all assessment methods utilized are valid and they will assess what they claim to assess.
- Reliability – ensuring that assessments are conducted consistently with different groups or individuals with consistent outcomes, regardless of the assessor conducting the assessment.
- Flexibility – adjustments are allowed, taking into account the varying situations and circumstances of students. E.g. the opportunity for students to negotiate timing with their assessor but maintaining a consistent standard.

- Fairness – ensuring that the assessment does not advantage or disadvantage particular students or groups of students. This may mean that assessment methods are adjusted for particular students (such as those with disabilities or cultural differences) to ensure that the methods do not disadvantage them because of their situation.

In conducting assessments, the following Rules of Evidence will be applied and satisfied:

- Valid – clearly satisfies the required standard. A checklist may be used, as well as questioning for the assessor to confirm that the learner has the skills, knowledge, and attributes described in the module or unit of competency and the associated assessment requirements.
- Sufficient – enough quantity and variety of evidence to make a judgment to confirm the learner’s competency.
- Authentic – the assessor is assured that the evidence presented is the learner’s own work. This can be tested/confirmed by asking oral questions or having students do a presentation.
- Current – the evidence reflects that the learner’s work is recent enough to show that the skills and knowledge are still able to be applied to a current work situation.

Promotion and demotion of students

Students are assigned to a class and level based on their performance on the Placement Test they complete upon enrolment. Teachers are to monitor students on a weekly basis and determine whether students are placed in the appropriate class or level. This is to ensure that students are placed in the best position to succeed in their studies.

Students can generally change classes and levels at the start of any study week. But the most logical times to make changes are (1) the half-way point after Mid-term test or (2) the end of each 12 week study cycle after the End of Term test.

Students are promoted on the basis that they demonstrate a commitment to their studies and have generally achieved the learning outcomes of their current ELICOS level. Students are demoted on the basis that they are unable to keep up with the content of study. The Director of Studies is informed of any changes.

Students are not to be promoted in their final 2 weeks of study unless there is overwhelming reason to do so. This is to prevent students from trying to “cheat” the system e.g. study in elementary for 10 weeks and then after 2 weeks in the new level, they “exit” as a pre-intermediate student.

Reassessments

Formative assessments are not be reassessed for any reason. If students miss any formative assessments, their result will be marked as “Absent” but the result will not

be considered when calculating the final result. Summative assessments can be requested to be reassessed if students are able to provide a medical certificate or any other similar documents in which compassionate grounds can be established. If students miss any summative assessments, their result will be marked as “Absent” and the result will be considered as a failed grade when calculating the final result.

Procedures

1. Formal validation of resources are done annually. The validation process involves ensuring that resources (especially assessments) are valid, reliable, fair and flexible. Assessments and other resources might be reviewed and updated at this time. This is done to review any aspect of the program that can improve the quality of the course. Teachers might be asked to work during this time for this reason. Teacher and student feedback is undertaken twice a year, in equal intervals. This is done to identify any areas in the ELICOS program that is in need of improvement and/or adjustments.
2. Moderation processes are done twice a year, in equal intervals. The moderation process involves teachers discussing how they would award grades to several sample student work. This is done to ensure there are no instances of teachers marking too softly or too strictly.
3. Student Feedback surveys are done in class time, administered by a Director of studies. The classroom teacher cannot be present during this time, except in cases where students require further explanation about the purpose of the activity.
4. Teacher Feedback surveys are done either during the teacher’s preparation time or in the teacher’s own time.
5. Both teacher and student surveys are cloud-based (Google/Zoho forms). They are to be stored and reviewed by management.
6. All feedback is anonymous in that the forms do not prompt for name and the addition of name is optional.
7. The survey data is collated by the Director of Studies, along with informal feedback and resolved or ongoing complaints. At least two staff members in a managerial role discuss the findings and material and then seek strategies to improve the ELICOS program where necessary.

Other Feedback

8. Unsolicited and solicited feedback received by any member of the team is to be raised at staff meetings, and entered into the agenda and actioned as appropriate. If a member cannot attend they shall pass the feedback onto the meeting organizer to raise on their behalf.
9. Staff are encouraged to raise their concerns and issues. Individual student or class feedback should be raised with the manager, and larger departmental

issues should be raised at staff meetings, and entered into the agenda and actioned.

10. The manager is to present any other formal feedback collected (such as student numbers, overall assessment performance etc.) for discussion and taking action as appropriate.



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