



Sailingworld Pty Ltd

ACN:092 478 718



POLICY AND PROCEDURE ASSESSMENT

Status	Current
Version	1-2024
Last review date	30 August 2024
Reviewed by	Sailingworld CEO
Summary of changes from previous version	Minor amendments post-annual review



ASSESSMENT POLICY

PURPOSE AND SCOPE

- 1.1** The purpose of the Assessment Policy is to place assessment as integral to teaching and the students' learning experience at Sailingworld. It sets out the principles that underpin Sailingworld's approach to assessment.
- 1.2** The policy recognises that assessment has a number of legitimate purposes and acknowledges the diverse forms of assessment.
- 1.3** This policy provides a framework for the application and management of effective assessment practices by Sailingworld. Under the Vocational Education and Training (VET) Quality Framework, assessments are competency based and designed to determine whether a student can demonstrate the targeted competencies that result in the judgement of a competent result.
- 1.4** This policy provides a framework for reviewing the assessment process and ensuring the suitability and effectiveness of assessment tools.
- 1.5** This policy provides a framework for reviewing the quality and efficacy of assessment decisions based on a statistically calculated samples.
- 1.6** The Policy applies to all students enrolled in, and all staff involved in, the delivery of VET accredited qualifications and units.

POLICY STATEMENT

- 1.7** The approach to assessment at Sailingworld is underpinned by various principles for assessment. These principles establish the basis for a deliberate process of assessment design, implementation, evaluation and improvement.
- 1.8** Assessment plays a key role in certification and the purpose is to ensure students are able to monitor their progress.

PRINCIPLES

- 1.9** Sailingworld recognises that assessment is a core activity offered to students and is at the centre of the delivery model of Sailingworld.
- Assessment is a planned activity that provides a student the opportunity to present evidence of their skills and knowledge. An assessment judgment is made when collected evidence is matched against the specific requirements of a qualification or unit, drawn from nationally endorsed Training Packages or accredited qualification or unit.
 - Assessment is only for qualifications or units listed on Sailingworld's Scope of Registration.
 - Assessment is conducted using assessment tools and practices that have been developed and approved in accordance with Sailingworld's Curriculum Development and Management Policy.
 - Assessment is contextualised based on consultation with industry while maintaining the prescribed assessment conditions within the qualification or unit. Mapping documents are used to outline the required evidence of the assessment tasks and ensure that students are assessed against the entire qualification and/or unit requirements.
 - Sailingworld acknowledges the Principles of Assessment and Rules of Evidence



contained in The Standards for RTOs (2015). Sailingworld is committed to providing students and assessors with an assessment system that is as reliable, valid, fair, and flexible.

- Students must be enrolled in a qualification or unit to access assessments through a process of training and assessment, or recognition. Quality assessment materials and resources, staff and equipment (where relevant) will be made available to ensure the assessment tasks and processes are conducive to the success of each student.

1.10 In the delivery of assessment activities, Sailingworld applies the Principles of Assessment. All Training and Assessment Strategies (TAS) are designed to ensure:

- **Validity.** All assessment, including Recognition of Prior Learning (RPL), is conducted incorporating the Elements, Performance Criteria, Foundation Skills, Knowledge Evidence, Performance Evidence, Assessment Conditions of any given unit. Assessment tools integrate the performance of workplace tasks, ensuring that the assessment is transferable to different contexts and situations. All components of the unit are assessed, and evidence is gathered to support a judgement of competency.
- **Reliability.** Sailingworld gathers and interprets evidence in a consistent manner that provides for reliable assessment both for the student and for assessors. Sailingworld achieves this by using assessors who have the required discipline, subject matter and vocational competencies. Assessment resources also provide for standardised outcomes, supported by model answers, to guide assessors in their judgements. Reliability is also supported by the moderation of assessment.
- **Flexibility.** Sailingworld strives to provide assessment opportunities that reflect a student's needs. The chosen assessment strategies provide for recognition of a student's current competency, employ a range of methods appropriate to the context of the industry, the unit of competency and the student themselves.
- **Fairness.** The assessment approach encourages fairness and inclusivity in assessment through consideration of the student's needs and characteristics, and making reasonable adjustments where required. Assessors achieve this through clear communication with a student to ensure that the student is fully informed about, understands and is able to participate in the assessment process, and agrees that the process is appropriate.

1.11 In collecting assessment evidence from the student, Sailingworld applies the following Rules of Evidence as a basis for all decisions made about the student's competence:

- **Sufficiency.** Sailingworld ensures the collection of valid assessment evidence in such quantity to ensure that all aspects of the competency have been satisfied and can be demonstrated repeatedly. The collection of sufficient assessment evidence will be supported through the use of a range of assessment methods, which leads to the collection of evidence over time, based on a range of performances.
- **Validity.** Sailingworld collects evidence that directly aligns with all the components of a unit of competency. The collected assessment evidence must replicate tasks as though they were being performed within an actual workplace. Assessment is based on realistic or simulated work environments, using typical workplace conditions, practices and documentation. A range of assessment methods will be used and applied to a variety of contexts to ensure a valid judgment can be made
- **Authenticity.** Sailingworld seeks evidence of authenticity. To support this, assessors must be assured that the evidence presented is the student's own work. Where documentary evidence is relied upon, it must be certified or supported by



other forms of evidence, which demonstrate the same skill/s or knowledge. In all instances, where assessment tasks are submitted externally to Sailingworld (i.e.; electronically, via distance, online) there must be a signed authenticity statement by the student that they certify the work is their own.

- Currency. Sailingworld must be satisfied that the student currently holds the skills and knowledge relating to a specific unit of competency. Assessment evidence is to be based on the student's performance either at the time of the assessment decision or in the recent past.

1.12 Assessment validation is a quality review process designed to check that the assessment is conducted in accordance with the Rules of Evidence, the Principles of Assessment and aligns with the requirements of the training package. The Assessment Validation model used at Sailingworld relies on the review of quantitative data and qualitative questions, framed around the Principles of Assessment and the Rules of Evidence to examine how assessment for a particular unit is occurring or has occurred.

- In terms of The Standards for RTOs (2015), assessment validation includes reviewing a statistically valid sample of completed assessments.
- Assessment tools undergo a pre-use validation process to determine they are fit for purpose as part of the course development process. See the Sailingworld Course and Curriculum Development Policy.
- The Sailingworld validates all training products on its scope of registration at least once every five years. The Sailingworld complies with the minimum requirement of validating at least 50% of the training products within the first three years of each five-year cycle. Assessment Validation is conducted in a systematic manner.
- An Assessment Validation Schedule is developed and adhered to which schedules the conduct of regular assessment validation activities conducted on a quarterly cycle. The order of training products to be validated is informed by Validation Risk Rating Scale, which can be found in the Sailingworld Assessment Procedure.
- Assessment validation outcomes are reviewed and recorded as part of Sailingworld's Continuous Improvement process.

ROLES AND RESPONSIBILITIES

1.13 The Sailingworld CEO is responsible for the application of this Policy

1.14 The Sailingworld CEO is responsible for:

1. Reviewing and approving the assessment methods for qualifications and units.
2. Reviewing and approving the final outcomes in the qualification or unit for each student
3. Overall quality assurance of assessment practices in Sailingworld.
4. Facilitating coherence and scaffolding in assessment design and implementation across qualifications and units.
5. Providing opportunities for assessors to contribute in a meaningful way to assessment design.
6. Maintaining oversight of the assessment workload for students and trainers across the qualifications and units.



7. Implementing assessment in the subject in accordance with Sailingworld's assessment principles and procedures.
8. Designing or redesigning assessment in the qualification or unit where required.





ASSESSMENT PROCEDURE

PURPOSE AND SCOPE

2.1 This procedure outlines how Sailingworld meets its obligations to the principles of assessment, the rules of evidence and the Training Package requirements when conducting assessment.

2.2 This procedure also outlines how Sailingworld conducts assessment validation to ensure quality in relation to assessment tools and processes.

2.3 The Assessment Procedure, including Validation, applies to all staff, trainers/Assessors, contractors and consultants working on assessment related activities at Sailingworld.

ASSESSMENT CONTEXT

2.4 Sailingworld establishes the correct context for candidates to undertake their assessment. To achieve this, Sailingworld may apply the following strategies:

- Incorporation of the candidate's own workplace policies and procedures into the assessment scenario or task.
- Conduct of the assessment in the candidate's workplace performing real workplace tasks, where possible and provide alternatives where not possible.
- Integration of relevant industry codes of practice and other relevant information into the assessment activity.
- Alignment of industry job descriptions with realistic workplace scenarios and case studies.
- Incorporation of regulatory information relating to licensing (where applicable to the unit of competency).
- Tailoring the assessment to meet an organisation's goals without compromising the Training Package requirements.
- Creating assessment activities which require the student to conduct specific research relating to industry situations and occurrences, where applicable.
- Providing a simulated workplace within Sailingworld's facilities if not able to conduct in real environment.

2.5 When establishing the context for assessment, the transferability of the unit should not be affected. When the candidate is assessed as competent, they can transfer the applicable skills and knowledge between different workplaces and contexts.

REASONABLE ADJUSTMENT

2.6 Sailingworld provides equal opportunity to all candidates attempting their assessments and promotes inclusive practices to integrate the principles of access and equity into all assessment strategies.

2.7 Reasonable adjustment strategies ensure all students can participate in assessment activities equally. Reasonable adjustment does not give some students an advantage over others, change course standards or outcomes, or guarantee success. A reasonable adjustment in assessment activities needs to be justifiable and uphold the integrity of the unit of competency/ qualification.

Examples of reasonable adjustment in assessment include:

- Extend or modify timeframes for assessment.
- Extra reading/writing/performance time for completion. Where speed is an



important component of the learning outcome, approval for extra time should be sought from the Lead Trainer/Assessor.

- Extend break times during an assessment task or workplace assessment.
- Use of a scribe for those requiring assistance when they have difficulty with writing.
- Use an Interpreter for students who are deaf or who have a hearing impairment.
- Allow adaptive technology equipment (for example digital audio and video recordings or files, speech recognition software, ergonomic furniture, etc).
- View video evidence of a student undertaking a task.
- Seek evidence from an independent party to demonstrate competence (Note: independent evidence is supplementary and should be used to support direct evidence gathered by the assessor).
- Ensure the language used in the formulation of assessment instruments does not create barriers (for example, plain, understandable English is to be used, suitably matched to the level of the learners).
- Questions in electronic format such as USB flash drive (where a candidate's internet connection is poor).
- Enlarged text would be required should there be visual impairment.
- Altered fonts on learning and assessment material (e.g. easier fonts to read for people with dyslexia).

RULES OF EVIDENCE

2.8 The Rules of Evidence are the basis for all decision making in assessment. Assessors consider the Rules of Evidence when identifying, gathering, and analysing evidence.

2.9 These Rules define 'quality' assessment evidence as:

- Valid – that the learner has the skills, knowledge and attributes as described in the module or unit of competency and associated assessment requirements.
- Sufficient – that the quality, quantity and relevance of the assessment evidence enables a judgement to be made of a learner's competency.
- Authentic – that the evidence presented for assessment is the learner's own work.
- Current – that the assessment evidence demonstrates current competency. This requires the assessment evidence to be from the present or the very recent past.

2.10 The aim is to gather evidence which meets all four of the above Rules.

Types of assessment evidence

2.11 Training and Assessment Strategies (TAS) outlines the types of assessment evidence required to assess each unit of competency. The types of assessment evidence are:

Direct evidence: this is where an assessor can see or hear the candidate 'do the work'. Evidence that can be observed or witnessed by the assessor includes, but is not limited to:

- Observation of workplace performance;
- Oral questioning;
- Demonstration; and
- Challenge test.

Indirect evidence: an assessor can review work the candidate has completed. Evidence of a candidate's work that can be reviewed or examined by the assessor



includes, but is not limited to:

- Finished products.
- Written assessments or tests.
- A portfolio of previous work performed.

Supplementary evidence: this is where additional evidence presented to assessors to support a candidate's claim of competence. For example:

- Reports from supervisors, colleagues and/or clients.
- Testimonials from employers.
- Work diaries.
- Evidence of training.

Employers and other parties contributing to assessment evidence: Assessment evidence gathered from a candidate's workplace supervisor or employer supplements and confirms other direct/indirect forms of assessment evidence gathered. Supplementary evidence is not to be used as primary evidence of a candidate's competence.

Engagement with Industry: Consultation with enterprises or industry provides information about assessment requirements relevant to workplaces. Regulatory requirements that relate to specific units of competency are incorporated to ensure students are assessed in the context of workplace duties.

DETERMINING AND RECORDING ASSESSMENT OUTCOMES

2.12 Assessments are marked by qualified Assessors using approved marking guides/benchmarks for marking.

2.13 Students are entitled to two (2) attempts for each assessment within the due dates for submission.

2.14 Where a student satisfies the requirements of an assessment task and is assessed as meeting the related criteria from the unit of competency, a result of Satisfactory (S) is recorded.

2.15 Where a Satisfactory (S) result is achieved for all assessment tasks associated with a unit of competency, the final result of Competent (C) is recorded for the unit.

2.16 Where a result does not meet the requirements of the assessment task and related criteria, a result of Not Yet Satisfactory (NYS) is recorded with feedback. Where appropriate the candidate is offered a second opportunity to gain a Satisfactory (S) result for the assessment task.

2.17 If the resubmission is still assessed as NYS, the student receives a final result of NYS for the assessment task and a final result of Not Yet Competent (NYC) for the unit.

2.18 Any further opportunities for assessment outside of this two-attempt model must be approved by the Sailingworld CEO.

RECOGNITION OF PRIOR LEARNING (RPL)

2.19 Sailingworld provides all students the opportunity to seek recognition of their prior learning. Recognition is another method of assessment and is therefore conducted in accordance within the Sailingworld Assessment Policy and Procedure.

2.20 Assessment outcomes determined through RPL is recorded accordingly for the unit of



competency where this applies. Only whole units of competency can be granted RPL.

2.21 Further information can be found the Sailingworld Recognition of Prior Learning and Credit Transfer Procedure.

ASSESSMENT ONLY (AO)

2.22 Assessment Only (AO) is offered to students where they are unable to gather sufficient evidence to support an RPL application for a unit of competency. AO allows a student to bypass the learning content and class attendance and attempt the assessment tasks for the unit. The student is assessed for AO suitability through a process of proving their prior knowledge and workplace experience. This is conducted through a verbal conversation by an Assessor and documented on the Assessment Only Application, in consultation with the Lead Trainer/Assessor.

2.23 Assessment outcomes is recorded as Satisfactory/ Not Yet Satisfactory and final Competent and Not Yet Competent outcomes for the unit. Only whole units can be granted AO.

2.24 Further information can be found in the Sailingworld Recognition of Prior Learning and Credit Transfer Procedure.

CREDIT TRANSFER (CT)

2.25 Sailingworld recognises and grants credit transfer/s where:

- An enrolled student presents a Statement of Attainment confirming a competent outcome for the unit of competence.
- The issuing RTO confirms the student's completion and issuance of the unit of competency to the student.

2.26 Credit transfer is not an assessment. It is an administrative function that determines the equivalence of a unit of competency that the candidate has been previously awarded, to the unit of competency incorporated into courses being delivered by Sailingworld.

2.27 If the unit is the same or is equivalent, then the unit may be issued as a credit transfer.

2.28 Assessment outcomes determined through CT are recorded as such for the unit where this applies. Only whole units can be granted CT.

2.29 Further information can be found in the Sailingworld Recognition of Prior Learning and Credit Transfer Procedure.

TRAINER AND ASSESSOR COMPETENCE

2.30 Trainers and Assessors are required to hold as a minimum:

- The relevant Training and Education (TAE) qualifications as outlined in the Standards for RTOs 2015 or, if they do not meet this requirement, work under the direct supervision of a qualified trainer.
- The vocational competencies at least to the Australian Qualifications Framework (AQF) level being assessed.

2.31 Sailingworld has systems in place to ensure that all staff members are appropriately qualified to meet our requirement under the Standards for Registered Training Organisations (2015). Further information can be found within Sailingworld Trainer Management Policy and Procedure.



2.32 Where an assessor does not hold the required training and assessment competence but is a subject matter expert Sailingworld puts appropriate supervision arrangements in place to support the gathering and judgement of assessment evidence. Further guidance on supporting these assessors can be found in the Sailingworld Training Management Policy and Procedure.

ASSESSMENT TOOLS AND INSTRUMENTS

2.33 Assessment tools gather evidence about a candidate's competence. Sailingworld uses assessment tools which support the assessment of applicable units of competency in accordance with the requirements of industry Training Packages.

2.34 Assessment tools must be contextualised to reflect the needs of our clients or target industry group. Sailingworld uses tools for assessment that fit with the requirements of the target industry and enterprise requirements.

2.35 Some units of competency are associated with licensing requirements and, whilst this is not always stipulated in the unit, Sailingworld incorporates these additional requirements in the assessments.

2.36 The following are examples of Assessment Instruments which may be incorporated into an assessment strategy to meet the Training Package and industry requirements, the Rules of Evidence and the Principles of Assessment:

- Direct observation checklists with instructions for demonstration;
- Simulation exercises or role-plays;
- Projects;
- Case studies;
- Written and / or verbal questions;
- Presentations;
- Portfolios (for example, collections of work samples by the candidate);
- Products with supporting documentation;
- Journal/log book entries detailing the process of development;
- Workplace samples/products;
- Industry/workplace evidence reports.

2.37 Completed assessment tools are to be retained within the student record in accordance with the Sailingworld Records Policy.

Assessment information

2.38 Information about assessment is provided to both candidates and assessors to guide their conduct of the assessment and the completion of assessment activities.

2.39 Examples of assessment information can include:

- Clear and complete instructions for the assessment activity.
- The expected outcomes of the assessment.
- Scenarios for role-plays and simulated assessment activities. It is important to note that the higher the AQF level, the greater the requirement to analyse and apply cognitive skills to produce workplace outcomes. Scenario information used to support assessment at a Diploma level, for example, should be relatively deep and complex to allow the candidate to exercise their analytical skills and produce viable workplace products and outcomes.
- Industry information including documents such as codes of practice, policies and



procedures, legislation and regulations. Whilst this may not be provided in hard copy to every candidate, they should be provided contacts, web sites or hyperlinks to access this information.

2.40 Sailingworld conducts assessments with clear assessment information to ensure reliable assessment.

RE-ASSESSMENT

2.41 Students who are assessed as Not Yet Competent are provided with detailed written feedback to assist them in identifying the gaps in their knowledge and skills. These gaps can be addressed through further training. Students are provided with additional training and learning support to target their specific gaps in knowledge and/or skills and prepare them for additional assessment.

2.42 It is the policy of Sailingworld to provide student with two (2) opportunities to submit assessments for each unit/cluster.

2.43 Students requiring additional training and re-assessment after they have exhausted their two (2) opportunities are required to re-enrol in a unit for training and re-assessment.

2.44 Students requiring additional learning support are brought to the attention of Sailingworld CEO and/or Lead Trainer/Assessor to enable the progress of the student to be monitored closely, and additional support provided. Where students repeatedly do not demonstrate competence following significant learning and assessment support, a student's enrolment can be withdrawn.

2.45 Assessment due dates: Assessment due dates for each unit or cluster of units are provided to students in advance of the assessment activities, preferably in a schedule of assessments. These assessment due dates are unique to each delivery of a course and correspond with dates set for each course in the Student Management System and in the Learner Management System.

2.46 Assessment turnaround times: Assessors are required to complete the assessment of written assessments within 14 days of the assessment being due. Where an Assessor is unlikely to be able to meet this benchmark, they must seek formal approval from the Sailingworld CEO to extend this time; and only after such approval is granted (documented, e.g. email exchange), students should be advised by email of the delay and revised assessment turnaround date.

2.47 Failure to submit: Students who fail to submit an assessment on the date it is due may be subject to penalty as follows:

- First attempt defaults to Not Yet Satisfactory (NYS) and automatically triggers a second attempt
- Second attempt is provided to student.
- Third / final attempt unless a discretionary decision is made by the Sailingworld CEO to facilitate reasonable adjustment (this should be documented, e.g. email exchange between trainer and CEO)

ASSESSMENT PROCEDURE

2.48 The following procedure is to be applied for conducting assessments:

Step 1: Prepare for assessment. The assessor is to:

- Establish the context and purpose of the evidence to be collected.
- Identify and analyse the units, Training Package and assessment strategy to identify



the evidence requirements.

- Review the assessment instruments/tool and confirm their currency and adequacy in meeting the Principles of Assessment and the Rules of Evidence.

Step 2: Prepare the candidate. The assessor informs the candidate to:

- Explain the context and purpose of the assessment and the assessment process.
- Explain the unit to be assessed and the evidence to be collected.
- Outline the assessment procedure and the preparation the candidate should undertake, and answer any questions.
- Assess the needs of the candidate and, where applicable, negotiate reasonable adjustment without compromising the competency outcomes.
- Seek feedback regarding the candidate's understanding of the units, evidence requirements and assessment process.
- Determine if the candidate is ready for assessment and, in consultation with the candidate, decide on the time and place of the assessment.

Step 3: Plan and prepare the evidence-gathering process. The assessor must:

- Plan to gather sufficient and quality evidence about the student's performance in order to make the assessment decision.
- Source or develop assessment materials to assist the evidence-gathering process.
- Organise equipment or resources required to support the evidence-gathering process.
- Coordinate and brief other personnel involved in the evidence-gathering process.

Step 4: Collect the evidence and make the assessment decision. The assessor must:

- Establish and oversee the evidence-gathering process to ensure its validity, reliability, fairness and flexibility.
- Collect appropriate evidence and match compatibility to the elements, performance criteria, assessment requirements for the relevant unit.
- Evaluate evidence in terms of the four dimensions of competency – task skills, task management skills, contingency management skills and job/role environment skills.
- Incorporate reasonable adjustments to the assessment procedure without compromising the integrity of the competencies.
- Consult and work with other staff, assessment panel members or technical experts involved (where applicable) in the assessment process.
- Record details of evidence collected.
- Make a judgement about the candidate's competence based on the evidence and the relevant unit(s).

Step 5: Provide feedback on the assessment. The assessor must provide advice to the student about the outcomes of the assessment process. This includes providing the candidate with:

- Clear and constructive feedback on the assessment decision.
- Information on ways of overcoming any identified gaps in competency revealed by the assessment.
- The opportunity to discuss the assessment process and outcome.
- Information on reassessment and the appeals process where applicable.

Step 6: Record and report the result. The assessor must:

- Record the assessment outcome according to the policies and procedures of Sailingworld.



- Maintain records of the assessment procedure, evidence collected and the outcome.
- Maintain confidentiality of the assessment outcome.
- All completed assessments must be returned to the Sailingworld office for processing within five (5) working days from the date the assessment was completed. Assessors must comply with this requirement to allow sufficient time for the results to be recorded into Student Management System and the certificate to be produced and dispatched to the student.
- Issuance of Statements of Attainments or Qualifications according to the Sailingworld Qualifications and Statements Issuance Policy.

To comply with the requirement under the Standards for Registered Training Organisations (2015) certificates must be issued within 30 calendar days of the student being assessed as meeting the requirements of the training product.

All unit results must be entered into the Student Management System within 10 working days from the date the final assessment was completed (final determination).

Refer to the Sailingworld Records and the Sailingworld Qualifications and Statements Issuance Policies for further guidance in requirements.

Step 7: Management of written assessment documents. Protecting the security of assessment evidence is an essential part of maintaining integrity of the assessment process. After marking assessments, where students have submitted written /word-processed assessments in hard copy, Trainers/Assessors are required to return the marked assessments to the Sailingworld office for secure storage/filing at the end of the teaching session. Where the Trainer/Assessor is operating from a site other than the Sailingworld's office, the completed assessments MUST be:

- scan and email marked assessments to the Sailingworld CEO within 14 business days or where the time periods are governed by regulatory body; and
- send marked assessments by regular Australian Post service to Sailingworld PO BOX 2903 Taren Point NSW

Step 8: Review the assessment process. On completion of the assessment process, the Assessor must:

- Review the assessment process.
- Report on the features of the assessment to those responsible for the assessment procedures.
- If necessary, suggest to Sailingworld ways of improving the assessment procedures through raising a Continuous Improvement Report or by providing input to the next scheduled assessment validation.

Step 9: Participate in the reassessment and appeals process. The assessor must:

- Provide feedback and counselling to the candidate, if required, regarding the assessment outcome or process, including guidance on further options.
- Provide the candidate with information on the reassessment and appeals process.
- Report any assessment decision that is disputed by the candidate to Sailingworld CEO.
- Participate in the reassessment or appeal according to the policies and procedures of Sailingworld.

DECISIONS, NOTIFICATION AND RECORD KEEPING



2.49 All assessment related documentation outcomes must be filed in the student file on Student Management System. Where appropriate, the student submits their assessments via the Learner Management System, and their submissions are graded in the usual manner by the course assessor.

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