

## 4. Assessment policy

### 7.0 Purpose

The purpose of this policy is to:

- 7.1 outline the principles to be used to conduct assessments to ensure all assessment undertaken are valid, flexible, reliable, fair and feasible.
- 7.2 identify and describe the Institute's approach to assessment;
- 7.3 articulate the Institute's commitment to creating effective and meaningful assessment opportunities and experiences that enhance learning and teaching;
- 7.4 encourage the Institute community to reflect on contemporary assessment practices to better meet the diverse needs of the broad range of learners now and in the future; and
- 7.5 provide a clear framework for making coordinated course design decisions in relation to assessment across the Institute.

### 8.0 Scope

This policy applies to all assessable learning activities, units and courses offered at the Institute.

### 9.0 Responsibility

- 9.1 The CEO is responsible for ensuring that the Training Manager implements this policy
- 9.2 The training manager has full responsibility for oversight of this policy and to ensure that training staff, and students are aware of its application and its requirements

### 10.0 Definitions

#### 10.1 **Competency**

Competency involves the specification of skills and knowledge and their application to a particular standard of performance required in the workplace. Aspects of work performance included in this concept involve:

- Performance at an acceptable level of technical skill;
- Organising one's tasks;
- Responding and reacting appropriately when things go wrong; and
- Transferring skills and knowledge to new situations and contexts.

#### 10.2 **Assessment**

Assessment is the process of gathering and analysing information in order to guide and make judgements about students' learning in relation to curriculum goals and/or competency standards. This process recognises the benefits to students of making sense of, reflecting on and developing their own contributions to knowledge.

Assessment guides learning and teaching by providing mutual constructive feedback to all participants in teaching/learning processes and informs judgements about student achievement.

#### 10.3 **Plagiarism**

Plagiarism is the presentation of the works of another person or persons as if they are your own by failing to properly acknowledge that person or persons

#### 10.4 **Cheating**

Any of the following acts by a student is regarded as cheating

- copying another students work during an assessment or a test
- copying any section of another student's assignment work
- allowing another student access to one's assignment work for the purpose of copying content
- plagiarising content from any printed material or website without adequate attribution.

### 11.0 **Policy statement:**

#### **Assessment Principles**

- 11.1 Assessment should support student engagement in learning and the creation of supportive learning communities. It should also provide students with recognition of their achievements against specified criteria.
- 11.2 All assessment should:
- Comply with the Assessment Guidelines included in the applicable nationally endorsed Training Packages or the assessment requirements specified in accredited courses;
  - Lead to the issuing of a Statement of Attainment or qualification under the AQF when a person is assessed as competent against nationally endorsed unit(s) of competency in the applicable Training Package or modules specified in the applicable accredited course.
  - Comply with the principles of validity, reliability, fairness and flexibility and incorporate clearly defined assessment criteria and acknowledge equity and cultural diversity.
  - Provide for applicants to be informed of the context and purpose of the assessment and the assessment process;
  - respect, recognise and develop students' current knowledge and experiences and provide appropriate opportunities for the formal recognition of prior learning.
  - Where relevant, focus on the application of knowledge and skill to the standard of performance required in the workplace and cover all aspects of workplace performance, including task skills, task management skills, contingency management skills and job role environment skills;

#### **Form of Evidence**

- 11.3 A range of assessment practices or methods will be used to accommodate the diversity of students and allows them to develop learning styles and demonstrate their achievement as learners. These assessment methods, as appropriate to units or modules, will usually include, but not restricted to:
- a. written assessments
  - b. written examinations
  - c. one-on-one examinations
  - d. physical demonstration
  - e. teacher observation
  - f. project work
  - g. reflective work journals
  - h. oral presentations
  - i. class participation
  - j. discussions
  - k. role-plays
  - l. performing practical tasks
  - k. work-based training or practical placement

#### **Assessors**

- 11.4 The role of an assessor is to objectively assess and judge a student's evidence against a set of standards. In order to do this effectively, an assessor must have a sound knowledge of, and be skilled in, the relevant industry area. In addition, the assessor must have acknowledged competency in assessment itself and hold an appropriate training and assessment qualification or equivalent
- 11.5 The assessor must comply with the assessment guidelines and the Institute's assessment policy
- 11.6 All assessments will be conducted by a qualified assessors who has the assessor competencies (TAAASS401, TAASSS402 and TAAASS404) from the Certificate IV in Training and Assessment or who has the 3 equivalent assessor competencies from the Certificate IV in Assessment and Workplace Training

## Student complaints and appeals procedure

- 11.7 If one assessor does not have all of the competencies, assessment may be conducted by a joint assessment team, which will involve a minimum of two assessors who between them have all of the above competencies to conduct assessment

At least one trainer must have demonstrated the relevant vocational competencies at least to the level being assessed.

Both assessors must sign off the final assessment.

### Penalties for Plagiarism and Cheating

- 11.8 If a student is found cheating or reported for plagiarism on any form of assessment:
- Students will be deemed Not Yet Competent for the relevant Unit of Competency. The student will be issued with a written warning and will be required to repeat the Unit of Competency as per the scheduled delivery of the course. Repeat of Unit of Competency/Stage will attract additional charges as per the relevant policy
  - Students who are found cheating or guilty of plagiarism for a second time will be suspended upon the discretion of the Training Manager.
  - Continued behaviour of this kind may result in the student being expelled from the Institute.

### Reassessment

- 11.9 If a student has been awarded **Not Yet Competent** in a Unit of Competency during a semester, subject to the Institute's reassessment conditions, they will be given an opportunity for a reassessment during the semester. For each unit, students will be given two reassessment opportunities to demonstrate their competencies.
- 11.10 If the student is still deemed **Not Yet Competent** after two reassessments in a particular Unit of Competency, the student will be required to repeat the unit as per the scheduled delivery of the course.
- 11.11 All reassessments are subject to following conditions:
- All reassessments must be approved by the Training Manger
  - Students will not be charged additional fees if:
    - the student is being reassessed for the first time for a particular Unit of Competency
    - the reassessment is being conducted as a result of an appeal.
  - Students will be charged reassessment fees if the student is being reassessed for the second time for the same Unit of Competency (refer to the fees and charges schedule)

### Benchmark for Competency

- 11.12 All students enrolled at the Institute must successfully achieve competency in all units included in every stage of their course to obtain their appropriate certification.

## 12.0 Associated Policy/Documents

- 12.1 Assessment Procedures

## 13.0 Revision History

This policy will be reviewed annually by the Institute

Revision	Date	Description of modifications
1	June 2008	Original
2		

## 5. Assessment procedures

### 1.0 Purpose

1.1 The purpose of this procedure is to outline the system used to conduct assessments.

### 2.0 Scope

This policy applies to all assessable learning activities, units and courses offered at the Institute.

### 3.0 Responsibility

3.1 The CEO is responsible for ensuring that the Training Manager implements this policy

3.2 The training manager has full responsibility for oversight of this policy and to ensure that training staff, and students are aware of its application and its requirements

### 4.0 Requirements

4.1 The method section defines the procedure used for conducting assessments. The method applies to assessments conducted for the purposes of national recognition in both institutional and workplace contexts. Equally it applies to assessment only pathways, training and assessment pathways or Recognition of Prior Learning.

4.2 All assessment must:

- Comply with the Assessment Guidelines included in the applicable nationally endorsed Training Packages or the assessment requirements specified in accredited courses;
- Lead to the issuing of a Statement of Attainment or qualification under the AQF when a person is assessed as competent against nationally endorsed unit(s) of competency in the applicable Training Package or modules specified in the applicable accredited course.
- Comply with the principles of validity, reliability, fairness and flexibility;
- Provide for applicants to be informed of the context and purpose of the assessment and the assessment process;
- Where relevant, focus on the application of knowledge and skill to the standard of performance required in the workplace and cover all aspects of workplace performance, including task skills, task management skills, contingency management skills and job role environment skills;
- Involve the evaluation of sufficient evidence to enable judgements to be made about whether competency has been attained;
- Provide for feedback to the applicant about the outcomes of the assessment process and guidance on future options;
- Be equitable for all persons, taking account of cultural and linguistic needs; and
- Provide for reassessment on appeal

### 5.0 Definitions

5.1 N/A

### 6.0 Method

#### 6.1 **Establish the assessment context**

The assessor establishes the context and purpose of the assessment by identifying the relevant competency standards, assessment guidelines and qualification framework, identifies the Institute support materials that have been purchased and developed to facilitate the learning and assessment process.

#### 6.2 **Prepare the candidate**

The assessor meets with the candidate to:

- Explain the context and purpose of the assessment and the assessment process
- Explain the Competency Standards to be assessed and the evidence to be collected
- Advise on self-assessment including processes and criteria

## Student complaints and appeals procedure

- Outline the assessment procedure, the preparation which the candidate should undertake, and answer any questions
- Assess the needs of the candidate and, where applicable, negotiate reasonable adjustment for assessing people with disabilities without compromising the integrity of the competencies
- Seek feedback regarding the candidate's understanding of the competency standards, 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
- Implement the Institute assessment plan.

### 6.3 Plan and prepare the evidence gathering process

The assessor must:

- Use the Institute assessment tools to gather sufficient and quality evidence about the candidate's performance in order to make the assessment decision
- Organise equipment or resources required to support the evidence gathering process
- Coordinate and brief other personnel involved in the evidence gathering process.

### 6.4 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 assess this against the Elements, Performance Criteria, Range Statement and Evidence Guide in the relevant Units of Competency
- Evaluate evidence in terms of the four dimensions of competency - task skills, task management skills, contingency management skills and job/role environment skills
- Incorporate allowable adjustments to the assessment procedure without compromising the integrity of the competencies
- Evaluate the evidence in terms of validity, consistency, equity, authenticity and sufficiency
- Consult and work with other staff in the assessment process
- Record details of evidence collected
- Make a judgement about the candidate's competency based on the evidence and the relevant Unit[s] of Competency.

### 6.5 Provide feedback on the assessment

The assessor must provide advice to the candidate 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 processes.
- An opportunity for reassessment if appropriate or requested by the candidate

### 6.6 Record and report the result

The assessor must:

- Record the assessment outcome for each unit
- Maintain records of the assessment procedure, evidence collected and the outcome
- Provide signed and dated assessment outcomes to the Administrative Office
- Maintain the confidentiality of the assessment outcome

### 6.7 Review the assessment process

On completion of the assessment process, the assessor must:

- Review the assessment process
- Report on the positive and negative features of the assessment to those responsible for the assessment procedures
- Make suggestions (if necessary) on improving the assessment procedures to appropriate personnel in the Institute.

## Student complaints and appeals procedure

### 6.8 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 the Training Manager
- Participate in the reassessment or appeal according to the policies and procedures of the Institute.

### 7.0 Associated Documents

7.1 Assessment Policy

### 8.0 Revision history

Revision	Date	Description of modifications
1	June 2008	Original
2		
3		
4		
5		