



Assessment Policy and Procedure

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Purpose

The purpose of the *Assessment Policy and Procedure* is to ensure that all assessment undertaken by the Australia-International Institute of Workplace Training (AIWT) meet the requirements of the relevant training package as published on training.gov.au. Additionally, the *Assessment Policy and Procedure* is designed to ensure that all assessment undertaken by AIWT is delivered in a manner consistent with the Principles of Assessment and Rules of Evidence.

Scope

The *Assessment Policy and Procedure* applies to all assessment undertaken by AIWT toward nationally recognised units of competency or qualifications. This includes predesigned assessment procedures and RPL assessments as well as including assessment undertaken by staff, contractors and other third-party providers who work on behalf of the RTO.

Responsibilities

Responsibility for the delivery of assessment begins with the CEO of AIWT and moves through the reporting hierarchy to ultimately rest with the assessor. The CEO is responsible for ensuring that the RTO uses an assessment system which will allow all assessments to meet the requirements of the relevant Training Package, the Principles of Assessment and the Rules of Evidence. Management is responsible for ensuring that all staff understand the nature of the assessment system and their role within it. The Assessor is responsible for the delivery of assessment following the instructions detailed within the assessment tool.

Definitions

"Assessment" means the process of collecting evidence and making judgements on whether competency has been achieved, to confirm that an individual can perform to the standard required in the workplace, as specified in a training package or VET accredited course.

"Assessment system" is a co-ordinated set of documented policies and procedures (including assessment materials and tools) that ensure assessments are consistent and are based on the Principles of Assessment and the Rules of Evidence.

Principles of Assessment

"Fairness"

The individual student's needs are considered in the assessment process and, where appropriate, reasonable adjustments are applied by the RTO to take into account the individual student's needs.

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The RTO informs the student about the assessment process, and provides the student with the opportunity to challenge the result of the assessment and be reassessed if necessary.

“Flexibility”

Assessment is flexible to the individual student by:

- Reflecting the student's needs;
- Assessing competencies held by the student no matter how or where they have been acquired; and
- Drawing from a range of assessment methods and using those that are appropriate to the context, the unit of competency and associated assessment requirements and the individual.

“Validity”

Any assessment decision of the RTO is justified, based on the evidence of performance of the individual student.

Validity requires:

- Assessment against the unit/s of competency and the associated assessment requirements covers the broad range of skills and knowledge that are essential to competent performance;
- Assessment of knowledge and skills is integrated with their practical application;
- Assessment to be based on evidence that demonstrates that a student could demonstrate these skills and knowledge in other similar situations; and
- Judgement of competence is based on evidence of student performance that is aligned to the unit/s of competency and associated assessment requirements.

“Reliability”

Evidence presented for assessment is consistently interpreted and assessment results are comparable irrespective of the assessor conducting the assessment.

Rules of Evidence

“Validity”

The assessor is assured that the student has the skills, knowledge and attributes as described in the module or unit of competency and associated assessment requirements.

“Sufficiency”

The assessor is assured that the quality, quantity and relevance of the assessment evidence enables a judgement to be made of a student's competency.

“Authenticity”

The assessor is assured that the evidence presented for assessment is the student's own work.

“Currency”

The assessor is assured that the assessment evidence demonstrates current competency. This requires the assessment evidence to be from the present or the very recent past.

Alignment

AQTF 2010	
Conditions:	3, 9
Standards:	1.1, 1.2, 1.3, 1.4, 1.5, 3.1, 3.2, 3.3, 3.4
Standards NVR Registered Training Organisations 2012	
4.1, 4.2, 4.3, 4.4, 4.5, 6.1, 6.2, 6.3, 6.4, 9.1, 9.2, 14.1, 14.2, 20.1, 20.2, 25.1, 25.2	

Standards NVR Registered Training Organisations 2015

Clause 1.8

Policy Statement

The Assessment System

The CEO of AIWT will ensure, through the implementation of a consistent and systematic assessment system, that:

- All assessments meets the Training Package, Accredited Course, Unit of Competency or Skill Set requirements as published on training.gov.au and that all assessments are consistent with the organisation's *Training & Assessment Strategies Procedure*;
- The assessment meets workplace performance standards as defined in the Training Package and refined by liaison with industry;
- Assessment tools meet the requirements of the Principles of Assessment and are valid, reliable, flexible and fair;
- The assessment evidence collected and analysed meets the requirements of the Rules of Evidence and is sufficient, valid, authentic and current; and
- All evidence submitted as part of applications for RPL meet all assessment requirements, including the requirements of the training package, the Principles of Assessment and the Rules of Evidence.

The assessment system will be consistent with the *Training and Assessment Policy* and the *Training Package Requirements Procedure* of AIWT.

Procedure

Principles of Assessment

Training and assessment staff must ensure that assessment tools and processes are valid, reliable, flexible and fair.

To confirm the validity of an assessment, trainers and assessors must ensure that:

- All assessment tasks:
 - Are thoroughly mapped against the entire requirements of the unit of competency;
 - Cover the broader range of skills and knowledge that are essential to job performance; and
 - Are demonstrated in documented form;
- Assessment tools are designed to include integration of knowledge and skills assessment into a cohesive task performance which the student could repeat in the workplace in similar situations; and
- The assessment tools which a student is required to complete to be deemed competent in a unit of competency are clearly detailed with no ambiguity around the requirements of competence.

To confirm the reliability of an assessment, trainers and assessors must ensure that:

- All assessment tools have an associated marking guide which clearly describes the required

task performance or knowledge response and ensures that all assessors are able to make consistent judgements regarding competency;

- The moderation procedures of AIWT are consistently applied and any inconsistencies in assessment decisions identified are notified as described in the *Moderation Policy and Procedure* and the *Continuous Improvement of Training and Assessment Policy*.

To confirm fairness, trainers and assessors must:

- Consider the student's needs and characteristics and make any reasonable adjustments which are required by the student and allowed by AIWT's *Recognition of Student Needs / Reasonable Adjustment Procedure*;
- Communicate clearly with the student regarding the *Recognition of Student Needs / Reasonable Adjustment Procedure* and how the procedure applies to them and their assessment;
- Inform the student fully regarding the assessment process:
 - Confirming that they understand the assessment process;
 - Confirming that they can participate in the assessment process;
 - Confirming that they agree to an appropriate assessment process; and
- Inform the student of how to challenge the assessment result under the AIWT's *Complaints and Appeals Procedure* and be reassessed if necessary.

To confirm flexibility, trainers and assessors must ensure that the assessment:

- Reflects the student's ongoing professional development intentions and employment requirements;
- Is appropriate to the student's current level of competency, including offering RPL assessment where it would be most suitable and National Recognition where students have already been formally certified in units or qualifications; and
- Drawing from a range of assessment methods and using those that are appropriate to the context, the unit of competency and associated assessment requirements and the individual.

Rules of Evidence

Trainers and assessors must ensure that assessment evidence is sufficient, valid, authentic and current.

The rules of evidence are provided for when the assessment process is being designed, which will take place in advance of assessment of any student. The mapping document for the unit of competency in question will detail how the assessment process ensures that the evidence generated through assessment is sufficient, valid, authentic and current.

It is the responsibility of the trainer and assessor to ensure that all assessment tools detailed in the mapping document and the training and assessment strategy are implemented exactly as they are designed. This will ensure that the rules of evidence are met.

Trainers and assessors must moderate assessment processes and outcomes against the same unit(s) of competency regularly and in accordance with the *Moderation Policy and Procedure*.

Trainers and assessors must integrate assessment moderation within the continuous improvement cycle and in accordance with the *Management Systems Procedure* and the *Continuous Improvement of Training and Assessment Procedure*.

The Dimensions of Competency

The assessment system must ensure that assessment addresses the dimensions of competency in a fashion suitable for the level of the qualification, accredited course and unit of competency or skill set.

The dimensions of competency are:

- Task skills - the basic skills required to perform the task accurately and within the required timeframe;
- Task management skills - the skills which are required to manage multiple tasks simultaneously, including the management of sub-tasks and movement between tasks;
- Contingency management skills - the skills required to manage unexpected circumstances which occurred during the performance of the task;
- Environmental skills - the skills required to perform the task within the usual environment, including but not limited to, skills such as communication and working with others, following standard procedure and using standard workplace equipment; and
- Transfer skills - the skills required to transfer standard operating tasks between different environments or tools.

The level to which the student must demonstrate capability in the dimensions of competency is dependent on the Australian Qualifications Framework (AQF) level at which the student is training. A student studying at the Certificate I level will be required to demonstrate a lower level of task management, contingency management, environmental skills and particularly transfer skills than that of a student training at the Diploma level.

The assessment system should ensure that assessment design takes into account the AQF level in which the student is training and incorporates the dimensions of competency to the appropriate depth. This should be guided by the AQF.

Training Package, Accredited Course, Unit of Competency or Skill Set Requirements

The CEO must confirm that the relevant Training Package requirements are met in the development and delivery of each training and assessment strategy by ensuring there is a process which requires training and assessment staff to:

- Confirm that the Training Package, Accredited Course, Unit of Competency or Skill Set is up-to-date prior to developing or delivering any nationally accredited training and assessment;
- Training and assessment staff must confirm that the program structure meets the qualification packaging rules and, where relevant, licensing and registration requirements;

Training and assessment staff must confirm that the strategy is consistent with the entire requirements of the unit of competency or accredited course including, but not limited to, the following:

- For units which have not been streamlined:
 - Evidence guide;
 - Assessment guidelines;
 - Units of competency;
 - Elements;
 - Performance criteria; and
 - Range statements.
- For streamlined units of competence:
 - The unit of competency; and

- The assessment requirements;

Management must confirm that trainers and assessors have the competencies specified in the Training Package, Accredited Course, Unit of Competency or Skill Set.

National Recognition and RPL

Training and assessment staff must confirm that claimed qualifications are consistent with Training Package, Accredited Course, Unit of Competence or Skill Set specifications as described in the *RPL and National Recognition Procedure*.

Certification

Training and assessment staff must confirm that all competencies required for the qualification have been demonstrated according to the Training Package, Accredited Course, Unit of Competency or Skill Set requirements prior to the issuing of any Qualification or Statement of Attainment.

Assessment Records

It is the responsibility of the CEO to ensure that the assessment system maintains effective records in accordance with the *Records Management Procedure*.

Documenting Improvements

Management must ensure that all training and assessment staff are engaged in the moderation and validation of assessment and that they implement any follow up action required in accordance with the *Moderation Policy and Procedure* and the *Validation Policy and Procedure*.

All systems, processes, tools and practices are subject to monitoring and review and continuous improvement as detailed in the *Monitoring and Review Procedure* and the *Management Systems Procedure*.

Evidence of improvements to assessment must be documented, including all of the following:

- Consultation with students, enterprise clients, industry organisations and licensing bodies;
- Revised assessment tools, processes and practices;
- Professional development on assessment practices undertaken by assessors;
- Records of assessment validation; and
- Benchmarking with other RTOs.

Related Documents

Related Policy

- Training & Assessment Policy;

Related Procedure

- Moderation Procedure;
- Continuous Improvement of Training and Assessment Procedure;
- Recognition of Student Needs / Reasonable Adjustment Procedure;
- Complaints and Appeals Procedure;
- Industry & Enterprise Liaison Procedure;
- Validation Policy and Procedure;
- Monitoring & Review Procedure;
- Management Systems Procedure;
- RPL & National Recognition Procedure;

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- Records Management Procedure;
- Training and Assessment Strategies Procedure;

Related Documents

- Assessment Tool Mapping and Mapping Guide;
- Assessment Register;
- Assessment Cover Sheet;
- Competency Record Book Template; and
- RPL Kit Editable Version.