

ASSESSMENT POLICY

PRINCIPLES OF ASSESSMENT

The assessment principles of validity, reliability, fairness and sufficiency will be met through the delivery of assessment in real time and as a combination of Written Assignments, Oral Assignments, Practical Assessments, Written and Summative Assessments as each student undertakes the particular unit of study.

The competency standards as set in the relevant training package, shall be the benchmarks for assessment.

On-the-job assessment requirements will be met through consultation with the student and employer to ensure all necessary equipment and time is allocated for thorough assessment to be made.

Trainers are responsible for ensuring that assessments are conducted practically and ethically and that competency is confirmed and evidence is relevant and available. Students are responsible for ensuring that they have the evidence to support their application for competency in a unit of study.

The assessment process will be managed through the timely and accurate auditing of assessment documentation, observation of assessment practices and auditing of the assessment process and documentation by the Industry Validation and Moderation groups.

ASSESSMENT STANDARDS

All assessments conducted by us will:

1. Comply with the assessment guidelines defined in the relevant nationally endorsed training package. In the case of our qualifications we will ensure that the competency assessment is determined by a vocationally competent assessor who holds the TAE40110 or TAE40116 Certificate IV in Training and Assessment or its successor.
2. All of our assessments within our RTO will lead to the issuing of a certificate or statement of attainment under the Australian Qualifications Framework (AQF) where a person is assessed as competent against the National Endorsed units of competency in the applicable training package.
3. All of our Assessments will be:
 - Valid - Assessment methods will be valid, that is, they will assess what they claim to assess,
 - Reliable - Assessment procedures must be reliable, that is, they must result in consistent interpretation of evidence from the student and from context to context,
 - Fair - Assessment procedures will be fair, so as not disadvantage any students.Assessment procedures will:
 - be equitable, culturally and linguistically appropriate,
 - involve procedures in which criteria for judging performance are made clear to all participants;
 - employ a participatory approach;
 - provide for participants to undertake assessments at appropriate times and, where required, in appropriate locations.
 - Flexible - Assessment procedures will be flexible, that is they should involve a variety of methods that depend on the circumstances surrounding the assessment,

We will achieve this through:

- careful design of the assessments,
- validation and moderation of the assessment materials conducted in our annual review,

ASSESSMENT TASK CRITERIA

All our assessment tasks will provide for applicants to be informed of the context and purpose of the assessment and the assessment process and methods e.g. quiz, project, case study etc.

This will include information regarding assessment methods or alternative assessment methods if required to accommodate special needs or circumstances. Information will also be included at the start of each unit or course as to the assessment processes, number of assessments and types of assessment.

ASSESSMENT METHODS

Our assessments and assessment methods will ensure that we:

- Focus on the application of the skill and knowledge as required in the workplace, including:
 - Task skills (actually doing the job)
 - Task management skills (managing the job)
 - Contingency management skills (what happens if something goes wrong)
 - Job Role environments skills (managing your job and its interaction with others around you)
- We will ensure that we assess you in sufficient detail to ensure that we can determine that you have attained competency.
- Staff are available to discuss and provide limited professional advice as to the outcomes of the assessment process and guidance on future options.
- All assessment tasks must consider any language and literacy issues, cultural issues or any other individual needs related to the assessment.
- Re-assessment is available on appeal, see further details in the appeal process section.

ASSESSMENT TOOLS

Our assessment tools are:

1. Written assessment – requires the learner to answer a series of written questions used to capture evidence of a student acquiring the knowledge required to be successful in the work outcomes of the unit of competency.
2. Practical assessment – requires the student to be observed completing a task or series of tasks to demonstrate they have acquired the required skills to be successful in the work outcomes of the unit of competency.

Oral questioning may be used to:

1. Enhance or clarify answers provided in the written assessment; and
2. Clarify actions undertaken or omitted during the practical demonstration.

RE-ASSESSMENT OPPORTUNITES

Students not successful at the first attempt of an assessment task will be afforded:

- Opportunities to re-attempt the assessment task;
- Student Support for additional training if required with one final assessment attempt.

If the student is still not successful at completion of the above process, they are to be deemed Not Yet Competent (NYC) and advised of their appeal rights.