

ASSESSMENT POLICY AND PROCEDURE

INITIAL DATE:	16/11/2022
APPROVAL AUTHORITY:	Chief Executive Officer
DATE FOR REVIEW:	This policy is due for review two years from its date of last review or earlier if required by legislative or regulatory changes.
Version:	1.0

POLICY

The purpose of the Assessment Policy and Procedure is to provide all IPWEA stakeholders with the rules and principles of IPWEA's assessment system that ensures full compliance with the ASQA Standards 2015 which states:

"The RTO's training and assessment strategies and practices are responsive to industry and learner needs and meet the requirements of training packages and VET accredited courses." Standard 1

"The RTO implements an assessment system that ensures that assessment (including recognition of prior learning):

- complies with the assessment requirements of the relevant training package or VET accredited course; and*
- is conducted in accordance with the Principles of Assessment contained in Table 1.8-1 and the Rules of Evidence contained in Table 1.8-2." Standard 1.8 - 1.1.*

The Policy outlines organisational training and assessment strategies and practices, that ensure consistency with the requirements of training packages and VET accredited courses and enable each learner to meet the requirements for each unit of competency or module in which they are enrolled.

This policy and related procedures ensure that assessment conducted meets the Rules of Evidence and the Principles of Assessment.

PRINCIPLES OF ASSESSMENT

FAIRNESS

The individual participant's needs are considered in the assessment process.

Where appropriate, reasonable adjustments are applied by the RTO to take into account the individual participant's needs.

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

- At enrolment or prior to commencement of training, make recognition of prior learning available to all participants. Ensure any required adjustments are made to the training and assessment program for that participant.
- Consider the participant's needs in the assessment process and make reasonable adjustments to accommodate the participant (such as providing oral rather than written assessment). However, don't compromise the rigour of the assessment process (e.g. if there is a requirement to complete documentation in a unit of competency, oral assessment would not be appropriate).
- Ensure the participant is fully informed of the assessment process and performance expectations prior to the assessment being undertaken.
- If a participant is unable to complete the required task to the level described in the assessment requirements, consider whether they need further training before being reassessed. Sound enrolment processes will help to identify the needs of participants and avoid participants being enrolled in a course that they will not be able to complete.
- Have an appeals process to provide an avenue for participants to challenge an assessment decision and have it reviewed objectively.

FLEXIBILITY

Assessment is flexible to the individual participant by:

- reflecting the participant's needs.
- recognising competencies held by the participant 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.
- At enrolment or prior to commencement of training, make recognition of prior learning available to all participants. Ensure any required adjustments are made to the training and assessment program for that participant.
- Take the participant into account in the assessment process and recognise that they may already have demonstrated some aspects of the unit through other means. If individual participants have demonstrated current skills and knowledge, they should not be required to be reassessed in those areas, unless the previous demonstration of skills or knowledge is in a significantly different context or environment.
- Use a range of assessment methods to help produce valid decisions and recognise that participants demonstrate competence in a variety of ways.

VALIDITY

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

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 participant could demonstrate these skills and knowledge in other similar situations
- judgement of competence is based on evidence of participant performance that is aligned to the unit(s) of competency and associated assessment requirements.

- As part of your assessment, require participants to demonstrate skills and knowledge across a range of environments and contexts relevant to the unit or module. Assessing in a variety of contexts shows that the participant is able to apply the skills and knowledge in other situations and can apply their knowledge in a practical way.

RELIABILITY

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

- Make assessment decisions consistently across different participants and different assessors in the same unit or module.
- Have a well-designed assessment system that includes measures to minimise variation between assessors. The same evidence presented by different participants or to different assessors should result in the same decision.
- Develop evidence criteria (i.e. decision-making rules) to judge the quality of performance. This will help assessors make consistent judgements about competence. Evidence criteria could include:
 - model answers (where appropriate)
 - descriptions of observations needed to assess skills and application of knowledge in a practical activity.
 - Benchmarks for practical activities must necessarily be broad enough to allow for variations in the precise task being undertaken and any variations in the context, but must include 'observable behaviours'—the behaviours which must be exhibited by the participant when carrying out the task.

RULES OF EVIDENCE

VALIDITY

The assessor must be assured that the participant has the skills, knowledge and attributes as described in the unit of competency and associated assessment requirements

- Ensure that evidence is directly related to the competency being assessed.
- Ensure there is a direct relationship between the assessment tasks or activities participants undertake, the evidence presented and the assessment requirements

SUFFICIENCY

- The assessor must be assured that the quality, quantity and relevance of the assessment evidence enables a judgement to be made of a participant's competency.
- The performance criteria and evidence guide are addressed; competence over a period of time is demonstrated; all dimensions of competency are addressed; competence in different contexts is demonstrated
- The quantity of evidence may vary between participants. Some may take longer or need to complete a greater number of tasks to demonstrate competence. Others may, despite repeated opportunities, not be able to achieve competence.

AUTHENTICITY

The assessor must be assured that the evidence presented for assessment is the participant's own work.

- Ensure that evidence gathered 'belongs' to the participant being assessed and provides evidence of that person's skills and knowledge.
- Verify that the person you are enrolling, training and assessing is the same person that will be issued with a qualification or statement of attainment. This can be particularly challenging if you deliver distance training, including through online methods, where there are more opportunities for participants to submit the work of others than there are in a 'traditional' classroom setting. This does not remove your responsibility to verify the identity of a participant enrolled in a face-to-face course, but it is clearly easier to do this through direct interaction with the participant. Regardless of the delivery method, you must be able to demonstrate how you have verified the identity of the participant.
- If substantial portions of the evidence submitted are gathered through independent study (e.g. assignments or projects) rather than direct observation, consider using online systems to check work submissions for plagiarism and identical content in other submissions.

CURRENCY

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

- Decide how valid the evidence is, given the time that has passed since the evidence was generated. Currency is important in determining if a participant is competent. Currency is a particular risk with recognition of prior learning, as you may be presented with a range of evidence gathered over a number of years. This does not mean evidence that is not recent is not valid; however an Assessor must ensure there is sufficient evidence of the person's competence at the time you make the assessment decision.
- Determine whether the evidence is recent enough to show the participant is competent at the time you make an assessment decision.
- This varies to some extent between industries and as a person with current industry skills and knowledge, an assessor is well placed to make this judgement

DETERMINING AND RECORDING ASSESSMENT

- Assessments are marked by qualified Assessors using approved marking guides/benchmarks for marking.
- Participants are entitled to three (3) attempts for each assessment within the due dates for submission.
- Where a participant 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.
- 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.
- 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 and third opportunity to gain a Satisfactory (S) result for the assessment task.

- If the third attempt (the final resubmission) is still assessed as NYS, the participant receives a final result of NYS for the assessment task and a final result of Not Yet Competent (NYC) for the unit.
- Any further opportunities for assessment outside these three (3) attempts must be approved by IPWEA Professional Development Manager.

TRAINER AND ASSESSOR COMPETENCE

Trainers and Assessors must hold:

- TAE40116 Certificate IV in Training and Assessment or its successor **or**
- TAE40110 Certificate IV in Training and Assessment plus the following units:
- TAELLN411 (or its successor) or TAELLN401A, and
- TAEASS502 (or its successor) or TAEASS502A or TAEASS502B **or**
- a diploma or higher level qualification in adult education.

Revision Date	Version	Summary of changes	Staff name