

Information for trainers and assessors and learners

Assessment

Relevant clauses: 1.3, 1.8

1. Introduction

The purpose of this procedure is to detail the process to be followed for conducting competency based assessment.

2. Scope

This procedure covers all assessments conducted by the RTO (not including RPL).

The objective of this procedure is to ensure that all students are advised about competency based assessment, and that processes are followed to ensure consistent quality assessment outcomes.

3. Definitions

Standards for Registered Training Organisations (RTOs) 2015 is a set of nationally agreed quality assurance arrangements for training and assessment services delivered by Registered Training Organisations (RTOs).

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 coordinated 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.

Assessors are persons who assess a learner's competence in accordance with Clauses 1.13 – 1.16.

Australian Qualifications Framework (AQF) means the framework for regulated qualifications in the Australian education and training system, as agreed by the Commonwealth, State and Territory ministerial council with responsibility for higher education.

Competency means the consistent application of knowledge and skill to the standard of performance required in the workplace. It embodies the ability to transfer and apply skills and knowledge to new situations and environments.

Principles of Assessment relates to the assessment process itself and is outlined in the table below:

Fairness	<p>The individual learner's needs are considered in the assessment process.</p> <p>Where appropriate, reasonable adjustments are applied by the RTO to take into account the individual learner's needs.</p> <p>The RTO informs the learner about the assessment process, and provides the learner with the opportunity to challenge the result of the assessment and be reassessed if necessary.</p>
Flexibility	<p>Assessment is flexible to the individual learner by:</p> <ul style="list-style-type: none">• reflecting the learner's needs;• assessing competencies held by the learner 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.

Bracken Ridge State High School

Validity	Any assessment decision of the RTO is justified, based on the evidence of performance of the individual learner. Validity requires: <ul style="list-style-type: none">• 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 learner could demonstrate these skills and knowledge in other similar situations; and• judgement of competence is based on evidence of learner 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.

Record means a written, printed, or electronic document providing evidence that activities have been performed.

Rules of Evidence are about the evidence provided by the learner in relation to the table below:

Validity	The assessor is assured that the learner 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 learner's competency.
Authenticity	The assessor is assured that the evidence presented for assessment is the learner'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.

Scope of registration means the training products for which an RTO is registered to issue AQF certification documentation. It allows the RTO to:

- a) both provide training delivery and assessment resulting in the issuance of AQF certification documentation by the RTO; or
- b) provide assessment resulting in the issuance of AQF certification documentation by the RTO.

Training and assessment strategies and practices are the approach of, and method adopted by, an RTO with respect to training and assessment designed to enable learners to meet the requirements of the training package or accredited course.

Validation is the quality review of the assessment process. Validation involves checking that the assessment tool/s produce/s valid, reliable, sufficient, current and authentic evidence to enable reasonable judgements to be made as to whether the requirements of the training package or VET accredited courses are met. It includes reviewing a statistically valid sample of the assessments and making recommendations for future improvements to the assessment tool, process and/or outcomes and acting upon such recommendations.

4. Roles and responsibilities

The *Chief Executive Officer* (Principal) is responsible for:

- Ensuring the correct implementation of this procedure.

The *RTO Manager* is responsible for:

- Informing Trainers and Assessors as well as Heads of Faculty about the process for assessment

Bracken Ridge State High School

- Ensuring assessment information is included in the Student Handbook that is provided to students upon commencement of the course;
- Ensure students receive information regarding assessment (and how to appeal a decision) in their student induction as well as reminding students of this process at the start of each calendar year.

The *Head of Faculty* is responsible for:

- Providing assistance to the Trainer and Assessor in developing competency based assessment tools;
- Organising the validation schedule and activities including industry contacts in line with the Procedure for Validation;
- Approving all assessment tools, ensuring they align with the Training and Assessment Strategy document and the scope of registration of the RTO; and
- Overseeing and organising moderation and reporting of results.

The *Trainer and Assessor* is responsible for:

- Ensure the student is informed about assessment at the commencement of the course along with the [Complaints and Appeals Policy and Procedure](#);
- Conducting the assessment;
- Notify the student of their outcomes from the assessment process;
- Develop and assess any alternative methods of assessment required for learners to demonstrate competence if they are unsuccessful in initial attempts;
- Provide students with written and verbal feedback;
- Participate in moderation as scheduled by the Head of Faculty;
- Update the student's records with progress results and provide to the RTO Manager as requested; and
- Retain documented evidence of the assessment process in line with the [Retention of Student Records Procedure](#).

5. Procedure

Developing assessment

The Trainers and Assessors will be responsible for developing assessment tools for all qualifications on the scope of registration. All pre-existing assessment tools must be reviewed annually prior to use to ensure currency and accuracy.

The Trainer and Assessor will develop assessment tools that align with the Principles of Assessment, the Rules of Evidence and the Training and Assessment Strategies. The tools will consist of the following components at a minimum:

- Assessment instruments
- Assessor guidelines and assessment procedures
- Marking guide
- Mapping to the unit/s of competency

Once the Trainer and Assessor has developed the assessment tools the documentation will be provided to the Head of Faculty for review and approval. The Head of Faculty will email the Trainer and Assessor when the assessment tools have been approved for use and a PDF copy of this email

Bracken Ridge State High School

will be kept in the folder with the assessment tools. These tools will also be included in the schedule for validation with a peer and industry relevance (see Validation Procedure and Industry Engagement Procedure).

Assessment tools and all related documentation will be saved in the relevant qualification folder on the network in the following location: [../Vocational Training Areas](#)

Conducting assessment

Only qualified assessors will conduct assessment. For arrangements when there is a trainer working under supervision refer to the Policy and Procedure: Trainers and Assessors.

Assessors will pre-determine the specific needs of any learners in relation to assessment and reasonable adjustment. When reasonable adjustment is used this will be recorded on the cover of the assessment instrument.

Assessors will also evaluate the facilities and physical resources of the RTO to ensure students have access to the required equipment to undertake assessment, at a reasonable student:equipment ratio. Any areas requiring attention will be reported to the Head of Faculty who will take appropriate steps with the RTO management to address issues related to facilities and equipment.

The Assessor will conduct assessment with students in alignment with the training package (or VET accredited course) requirements. This may require a simulated work environment or assessment in the actual workplace. The RTO will ensure the required simulations or release time are made available to students where required.

When assessment is conducted there will be a documented record of the activity (hard copy or electronic) that includes a clear record of what the learner has demonstrated along with feedback.

A moderation schedule will be developed by the Head of Faculty to ensure results are moderated prior to communication with learners. If there is only one Assessor then the results will be moderated with the Head of Faculty or another nominated teacher on staff. The Rules of Evidence will be of particular focus for moderation sessions.

Progress results (ie satisfactory/not satisfactory, working towards competence, etc) will be recorded on the assessment instrument and overall progress tracked on a learner profile. These results will be submitted to the RTO Manager as outlined in the Policy and Procedure: Certification.

All assessment records for each learner must be kept for a minimum of 6 months from the determination of competence. This RTO requires that this date be from the learner completing or exiting the course.

6. Records and documentation

Assessment tools and templates

[Validation Procedure](#)

[Industry Engagement Procedure](#)

[Retention of Student Records Procedure](#)

Training package/VET accredited course

Document title: Assessment

Version date: 08/08/2018
Ownership: Bracken Ridge State High School

Review date: February 2019
Approved by: RTO Manager