

## Assessment Policy

### 1. Purpose

To ensure that AIST assessment procedures meet the requirements of the endorsed training packages and outcomes specified in the accredited courses within AIST scope of registration.

### 2. Scope

This policy is designed to ensure AIST assessment practices are consistent with policies and guidelines issued through state and national training authorities, and relevant national training packages.

### 3. Objectives

This policy is designed to:

- a) Meet the needs of clients, staff and stakeholders
- b) Provide guidelines for assessors
- c) Meet obligations to:
  - i. Australian Skills Quality Authority (ASQA)
  - ii. Australian Qualifications Framework (AQF)
- d) Meet organisational commitments and obligations to access and equity
- e) Standardise assessment procedures

### 4. Assessment Model

Assessment involves collecting and interpreting evidence in order to make a decision to determine competency. Competency based assessment is a system of collecting evidence about a person's performance to a pre-set standard. The emphasis is placed on what a person can do (outcome), rather than comparing a person's achievement to others. There is no concept of pass or fail, only competent (C) or not yet competent (NYC). The training is focused and allows for greater participation of the client in the assessment process.

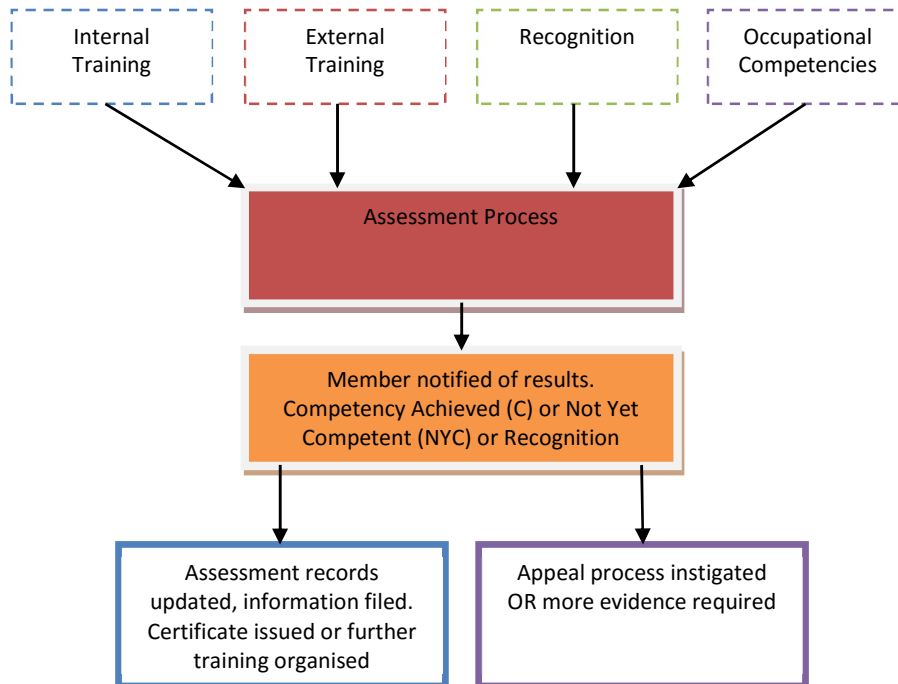
If any of the accredited units has been delivered and/or assessed in a language other than English, a statement that this has occurred will be included on the statement of attainment.

This does not preclude the use of languages other than English for the delivery and/or assessment of accredited units provided that the level of English language proficiency is appropriate for the intended use of the units.

Assessment can take place in many different ways and may include:

- a) On-the-job, On-Site
- b) As part of training
- c) In exercises
- d) As part of recognition of prior learning.

## The Assessment Model



### Three levels of assessment:

**Diagnostic** also known as pre-assessment provides information about prior knowledge and skills. This baseline information may diagnose a problem or training requirement.

**Formative** assessment assists and supports training by monitoring and advising clients of their performance and rate of progress against the training outcomes. This provides feedback to the client, supervisor and trainer on what development activities are needed to achieve the required competencies.

**Summative** is cumulative evaluation of achievement of the Training outcome. Often conducted in the workplace, summative assessment confirms achievement of the competency requirements which will result in the Statement of Attainment or Qualification.

## 5. Principles of Assessment

This policy aims to ensure all staff, clients and clients have their competencies assessed in a non-threatening and accessible environment.

### 5.1 Underpinning Principles

#### 5.1.1 Validity

Validity in assessment is achieved by ensuring that assessments are conducted in accordance with the requirements of the training package. Assessors are to brief the clients and clients on the context and purpose of the assessment. Assessors are to ensure they remain current within their area of expertise and if not they are to organise and or provide a Subject Matter Expert (SME) for the assessment.

Assessors must use AIST assessment instruments and materials to gather sufficient evidence and must report the outcomes on completion of the assessment. At no times are the trainers permitted to introduce assessment materials that have not been validated and approved by AIST.

Assessments will:

- a) Cover the range of skills and knowledge required to demonstrate competency
- b) Be made against performance criteria and or training outcomes

### **5.1.2 Reliability**

Reliability within an assessment is achieved through ensuring that assessments are consistent. Assessors are to seek guidance from other assessors and SME's to ensure that their processes are sufficient.

Assessors are to monitor and review their assessment decisions to ensure continuous improvement in the processes.

Assessors are to be:

- a) Competent in the national competency standards for assessors
- b) Consistent in their assessment practices

### **5.1.3 Flexibility**

Flexibility is achieved by ensuring that all assessments take into consideration the requirements of the client and clients as well as their workplace. Assessors are also to provide the opportunity for Recognition of Prior Learning (RPL).

Assessments shall:

- a) Cover both on and off the job competencies
- b) Recognise competencies regardless of how or where they have been acquired
- c) Meet the needs of members and staff of the organisation

### **5.1.4 Fairness**

Assessment fairness is achieved by ensuring that all requirements of the assessment are communicated to the client and clients prior to the assessment, ensuring that they are understood.

Assessors are to provide for special needs during the assessment process and are required to provide the opportunity for review of the assessment decision.

Assessments shall:

- a) Be equitable to all clients and clients
- b) Have clear criteria which is understood by all clients and clients and is published for each course
- c) Exhibit a pathway for assessments to be appealed and an allowance for reassessments to be made if necessary

## **6. Quality and Continuous Improvement**

Quality and continuous improvement will be achieved through the development, review and continuous assessment of procedures against Registered Training Organisations best practice assessment systems.

We will ensure:

- a) All appointed and authorised Assessors achieve and maintain qualifications at the National Skills Standards Council (NSSC) endorsed standards
- b) All assessments conducted are benchmarked against NSSC endorsed National Industry Standards
- c) Assessors provide information to clients and clients on the assessment process prior to assessments being conducted
- d) Assessors incorporate the key assessment principles including validity, reliability, flexibility and fairness when conducting assessments
- e) Assessment processes provide for Recognition of Prior Learning (RPL) regardless of where these have been acquired

- f) An effective feedback mechanism is established and implemented to inform clients and clients on their assessment progress and results
- g) An effective recording and reporting process of the unit of competency including access to information by clients to their records
- h) Clients have access to an open, equitable and transparent appeals process
- i) Awards of qualifications in accordance with RTO Scope of Registration as listed by TGA ([www.training.gov.au](http://www.training.gov.au))
- j) Ongoing internal monitoring and evaluation of the assessment system for quality control checks at two levels:
  1. Operations level – assessor(s) adherence to national assessment and endorsed training package competency standards
  2. Management level –compliance with ASQA approved Registered Training Organisation specifications
- k) Management and staff participation in an independent (external auditing) quality control process conducted by ASQA or its appointed agents

## 7. Role of the Assessor

The primary role of the assessor is to assess and judge a client's skills and knowledge of competence against a set of standards.

The assessor must:

- a) Ensure that safety of the personnel involved in the assessment is maintained at all times
- b) Interpret and understand the performance criteria and evidence guides
- c) Select appropriate assessment methods
- d) Select and develop appropriate assessment materials
- e) Ensure that evidence meets the standards
- f) Ensure that the evidence is valid, reliable, authentic, consistent, current and sufficient
- g) Make fair and objective judgements

### 7.1 Assessor Requirements

In order to initiate assessment of training outcomes, occupational competencies and recognition of prior training, assessors must have:

- a) Accredited assessment competencies as determined by the NSSC or its successors
- b) Relevant vocational competencies at least to the level being assessed
- c) Demonstrated current industry skills directly relevant to the assessments being performed
- d) Continual development of their Vocational Education Training knowledge and skills as well as their industry currency and assessor competence.

### 7.2 Assessors Code of Conduct

Assessment specialists have developed an international code of ethics and practice (The National Council for Measurement in Education (NCME)). The Code of Practice below is based on the international standards.

Assessors will meet the following standards:

- a) The differing needs of clients will be identified and handled with sensitivity
- b) Conflict of interest in the assessment process will be identified with appropriate referrals made to the operations manager when identified
- c) All forms of harassment will be managed throughout the planning, conduct, reviewing and reporting of the assessment outcomes as per the Access and Equity Policy
- d) The rights of the client are protected during and after the assessment
- e) Personal or interpersonal factors that are not relevant to the assessment of competency must not influence the assessment outcomes as per the Complaints and Appeals Policy
- f) The client is made aware of rights and processes of appeal

- g) Evidence that is gathered during the assessment is verified for validity, reliability, authenticity, sufficiency and currency
- h) Assessment decisions are based on available evidence that can be accessed and verified by another assessor
- i) Assessments are conducted within the boundaries of the assessment system policies and procedures
- j) Formal agreement is obtained from both the client and the assessor that the assessment was carried out in accordance with the procedures briefed before the commencement of the assessment
- k) Assessment tools, systems, and procedures are consistent with equal opportunity legislation
- l) Prior to the assessment the client is informed of all assessment reporting processes and all known potential consequences of decisions arising from the assessment
- m) Confidentiality is maintained regarding assessment results and are only released with the written permission of the client
- n) The assessment results are used consistently with the purpose explained to the client
- o) Self-assessments are periodically conducted to ensure current competencies against the Training and Assessment Competency Standards
- p) Professional development opportunities are identified and sought by assessors
- q) Opportunities for networking amongst assessors are created and maintained with technical assistance in planning, conducting and reviewing assessment procedures and outcomes.

## **8. Recording Assessment Outcomes**

AIST is responsible for recording assessment outcomes and for the maintenance and security of records in a permanent and accessible system.

Assessment records are processed in accordance with Records Management, Privacy and Issuing of Qualifications Policy.

## **9. APPEALS PROCESS**

Appeals will be managed in accordance with the Complaints and Appeals Policy.

## **10. ACCESS AND EQUITY GUARANTEES**

Will be managed in accordance with the Access and Equity Policy.

## **11. RECOGNITION OF PRIOR LEARNING**

Will be managed In accordance with Recognition of Prior Learning Policy.