

PURPOSE

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

SCOPE

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

OBJECTIVES

This policy is designed to:

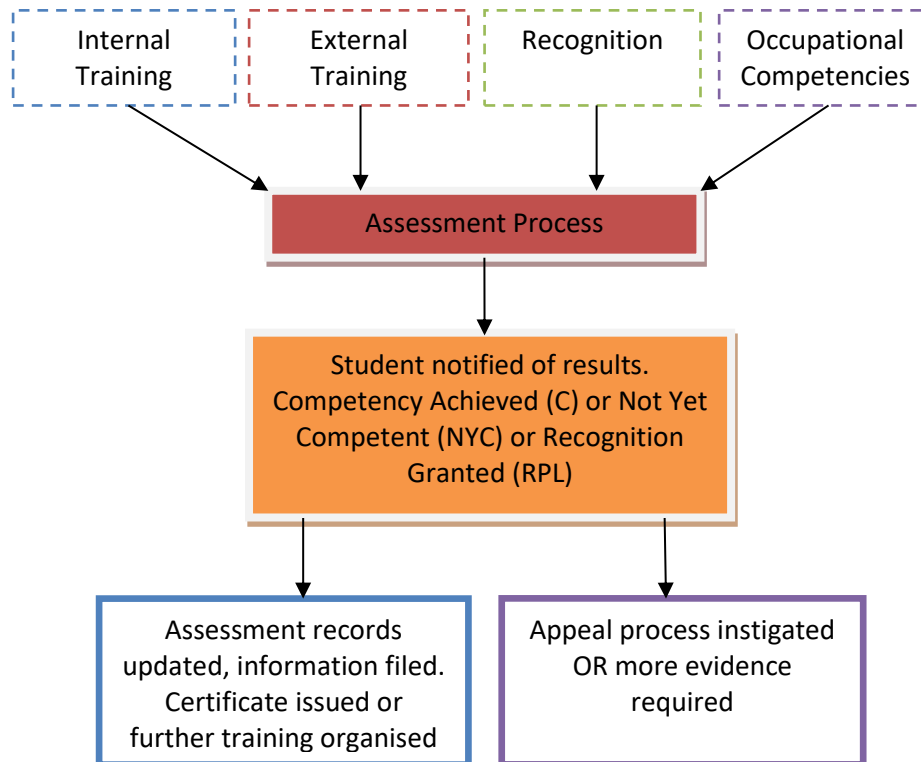
- Meet the needs of students, staff and stakeholders
- Provide guidelines for assessors
- Meet obligations to:
 - Australian Skills Quality Authority (ASQA)
 - Australian Quality Training Framework (AQTF)
 - Australian Qualifications Framework (AQF)
- Meet organisational commitments and obligations to access and equity
- Standardise assessment procedures

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 student in the assessment process.

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

- On-the-job, On-Site
- As part of training
- In exercises
- As part of recognition of prior learning.



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 students of their performance and rate of progress against the training outcomes. This provides feedback to the student, 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.

PRINCIPLES OF ASSESSMENT

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

UNDERPINNING PRINCIPLES

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 students and students 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 Life International Training 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 Life International Training.

Assessments will:

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

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:

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

FLEXIBILITY

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

Assessments shall:

- Cover both on and off the job competencies as may be applicable
- Recognise competencies regardless of how or where they have been acquired
- Meet the needs of members and staff of the organisation

FAIRNESS

Assessment fairness is achieved by ensuring that all requirements of the assessment are communicated to the student and students 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:

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

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:

- All appointed and authorised Assessors achieve and maintain qualifications at the National Skills Standards Council (NSSC) endorsed standards
- Assessors provide information to students on the assessment process prior to assessments being conducted
- Assessors incorporate the key assessment principles including validity, reliability, flexibility and fairness when conducting assessments
- Assessment processes provide for Recognition of Prior Learning (RPL) regardless of where these have been acquired
- An effective recording and reporting process of the unit of competency including access to information by students to their records
- Students have access to an open, equitable and transparent appeals process
- Awards and qualifications are in accordance with RTO Scope of Registration as listed at (www.training.gov.au)
- Ongoing internal monitoring and evaluation of the assessment system for quality control checks at two levels:
 - a. Operations level – assessor(s) adherence to national assessment and endorsed training package competency standards
 - b. Management level – compliance with *ASQAs' Standards for Registered Training Organisations 2015*
- Management and staff participation in an independent (external auditing) quality control process conducted by ASQA or its appointed agents

ROLE OF THE ASSESSOR

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

The assessor must:

- Ensure that safety of the personnel involved in the assessment is maintained at all times
- Interpret and understand the performance criteria and evidence guides
- Select appropriate assessment methods

Use only approved assessment materials

- Ensure that evidence meets the standards
- Ensure that the evidence is valid, reliable, authentic, consistent, current and sufficient
- Make fair and objective judgments

ASSESSOR REQUIREMENTS

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

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

ASSESSORS CODE OF CONDUCT

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

Assessors will meet the following standards:

- The differing needs of students will be identified and handled with sensitivity
- Conflict of interest in the assessment process will be identified with appropriate referrals made to the Training Manager when identified
- 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 and Procedure*
- The rights of the student are protected during and after the assessment
- 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*
- The student is made aware of rights and processes of appeal
- Evidence that is gathered during the assessment is verified for validity, reliability, authenticity, sufficiency and currency
- Assessment decisions are based on available evidence that can be accessed and verified by another assessor
- Assessments are conducted within the boundaries of the assessment system policies and procedures
- Formal agreement is obtained from both the student and the assessor that the assessment was carried out in accordance with the procedures briefed before the commencement of the assessment
- Assessment tools, systems, and procedures are consistent with equal opportunity legislation
- Prior to the assessment the student is informed of all assessment reporting processes and all known potential consequences of decisions arising from the assessment
- Confidentiality is maintained regarding assessment results and are only released with the written permission of the student
- The assessment results are used consistently with the purpose explained to the student
- Self-assessments are periodically conducted to ensure current competencies against the Training and Assessment Competency Standards

- Professional development opportunities are identified and sought by assessors
- Opportunities for networking amongst assessors are created and maintained with technical assistance in planning, conducting and reviewing assessment procedures and outcomes.

RECORDING ASSESSMENT OUTCOMES

Life International Training 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 and Procedure*.

APPEALS PROCESS

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

ACCESS AND EQUITY GUARANTEES

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

RECOGNITION OF PRIOR LEARNING

Will be managed in accordance with the *Recognition of Prior Learning Policy*.