



POLICY 19

Assessment Policy

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REVIEWED BY:	Tom Floyd
APPROVED BY:	Peggy Millios, Peter Millios
RELEVANT STANDARDS FOR RTO'S:	1.1, 1.3 – 1.12, 3.5 and 5.2
POSITION DESCRIPTION(S):	Principal Educators Compliance Officer Student Service Officer
REFERENCE MATERIAL:	Standards for Registered Training Organisations (RTOs) 2015 Policy 1 – Quality Training and Assessment/RTO Operations Policy 17 – Human Resources Policy

Purpose

As a Registered Training Organisation (RTO), Paraskevi International is committed to providing quality training and assessment services in accordance with the Standards for Registered Training Organisations 2015. It is important that Paraskevi International determine whether a person undertaking one of its training courses has acquired the necessary competencies required by the course and by establishing whether or not they have achieved the standards of performance required as an outcome of that course.

Paraskevi International will at all times comply with the Assessment Guidelines contained within the nationally endorsed Training Package or the assessment requirements specified within accredited courses curriculum documents for courses and qualifications listed on their scope of registration.

Policy Statement

Paraskevi International offers assessment opportunities to all enrolled learners. Paraskevi International is committed to ensuring that all assessment is conducted in a fair and equitable manner, meeting the requirements of the relevant Training Package, industry expectations and standards.

Paraskevi International will apply a flexible assessment approach which recognises the diversity of individual learner needs and circumstances and will ensure that:

- All assessment are conducted in compliance with competency based assessment and Training Package requirements
- All assessments ensure integrity of the VET system
- Assessment complies with the Principles of Assessment
- Evidence submitted is assessed in accordance with the Rules of Evidence

Definitions

Assessment means the process of collecting evidence and making judgement 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 that ensure assessments are consistent and are based on the Principles of Assessment and Rules of Evidence.

Competency means the consistent application of knowledge and skills to a standard required in the workplace in accordance with the Dimensions of Competency and Foundation Skills.

Recognition of Prior Learning (RPL) is an assessment process that assesses the competency of individual whereby their knowledge and skills may have been acquired through formal, non-formal and informal learning to determine the extent to which their knowledge and skills meet the requirements of the learning program.

Principles of Assessment

Paraskevi International will ensure that all assessments are conducted in accordance with the Principles of Assessment:

Validity

Assessments should cover the range of skills and knowledge needed to demonstrate competency.

Assessment of competence should be a process, which integrates knowledge and skills with their practical application.

Assessment of a learner's competence should be judged on evidence gathered on a number of occasions and in a variety of contexts or situations. The evidence should be collected from activities and tasks that can be clearly related to the unit of competency or learning outcomes specified and demonstrate that the performance criteria have been met.

(Note: Assessments are valid when they assess what they claim to assess.)

Reliability

Assessment practices should be monitored and reviewed to ensure that there is consistency in the interpretation of evidence.

Assessors should be competent in terms of the national competency standards for assessors.

Assessors should have adequate knowledge of the area of competence they are assessing.

(Note: Without reliable assessments there can be no comparability of credentials)

Flexibility

Assessment should cover both the on and off-the-job components of training.

Assessment procedures should provide for the recognition of competencies no matter how, where or when they have been acquired.

- or TAEASN401A, and
- TAEASS502 (or its successor) or TAEASS502A or TAEASS502B, or
- A diploma or higher level qualification in adult education

In addition to the requirements identified above, training and assessment can only be delivered by people who have:

- Vocational competencies at least to the level being delivered or assessed.
- Current industry skills directly relevant to the training and assessment being provided.
- Current knowledge and skills in vocational training and learning that informs their training and assessment.

Vocational competence

Vocational competency is defined as broad industry knowledge and experience, usually combined with a relevant industry qualification. A person who has vocational competency will be familiar with the content of the vocation and will have relevant current experience in the industry. Vocational competency must be considered on an industry-by-industry basis and with reference to any guidance provided in the relevant Training Package or Accredited Course.

Training Packages or Accredited Courses include advice specific to the industry related to the vocational competencies of trainers and assessors. This may include advice on relevant industry qualifications and experience required for training and assessing against the Training Package or Accredited Course. The Training Package or Accredited Course may also provide specific industry advice outlining what it sees as acceptable forms of evidence to demonstrate the maintenance of currency of vocational competency.

Assessment process

Paraskevi International's assessment process will be equitable for all learners and will take into account the cultural, linguistic and other individual participants needs in relation to assessment tasks.

All participants of Paraskevi International programs will be informed of the assessments to be conducted throughout the program. Learners will be provided with a course schedule that clearly identifies assessment dates, allowing them ample time for preparation and practice.

All completed assessments are to be treated as strictly confidential and Paraskevi International will provide feedback to all learners about the outcomes of the assessment and provide further guidance on future options.

All assessments will be marked as either Competent (C) or Not Yet Competent (NYC).

Reassessment

In the situation where an assessment is marked as NYC, learners will be provided with an opportunity to undertake re-assessment at a mutually agreeable time. Learners will be provided with two opportunities for re-assessment. After this time, the learner will have to attend further tuition and/or training prior to further attempts at the assessment.

If the learner has to attend further training prior to undertaking further attempts at the assessment, they may be charged an additional fee. This will be at the discretion of Paraskevi International management.

Appeals

If a learner is dissatisfied with the outcomes of an assessment they have the right to lodge an appeal. Further information regarding this process can be found in the Appeals Policy.

Validation

Paraskevi International will undertake regular reviews of its assessment systems, procedures and outcomes of assessments to ensure they are relevant and current with Training Package and client requirements. This validation and moderation process is essential in maintaining the integrity of the assessment system.

Validation of all assessment materials will occur over a five year period and will be conducted in accordance with the Validation Schedule. Validation sessions will occur every two months where a number of units will be validated on each occasion. The validation sessions will be chaired by the Compliance Officer and attended by available Educators. The outcomes of each validation session will be documented and amendments to the relevant documentation will occur at the earliest opportunity.

Contextualisation or customisation of assessments

Paraskevi International will contextualise units of competency and/or assessments to accommodate specific industry or learner requirements by providing training and assessment that is specialised to the enterprise or individual. It is essential when contextualising a unit that the whole evidence guide is covered.

Once the unit has been contextualised the RTO will ensure that the integrity of the Training Package is maintained and that the outcome of the standard remains unchanged.

This means Paraskevi International can create learning and assessment opportunities that are more relevant to our learners by including language that they are familiar with and the unit can be delivered and assessed in a variety of contexts.

Code of Practice for Workplace Assessors

Paraskevi International will ensure that all personnel involved in the assessment process adhere to the Code of Practice for Assessors as identified at Attachment A.

Code of Practice for Assessors

This Code of Practice detailed below is included in this Assessment Policy to support professionally responsible and ethical assessment practice and to guide workplace assessors in the responsibilities of their work. This code is loosely based on an international code developed by the National Council for Measurement in Education.

The code reinforces the performance outcomes of the Training and Assessment Training Package assessment units.

- The differing needs and requirements of the candidates, the local enterprise/s and/or industry are identified and handled with sensitivity.
- Potential forms of conflict of interest in the assessment process and/or outcomes are identified, and appropriate referrals are made, if necessary.
- All forms of harassment are avoided throughout the assessment process and in the review and reporting of assessment outcomes.
- The rights of candidates are protected during and after the assessment process.
- Candidates are made aware of their rights and processes of appeal.
- Personal or interpersonal factors that are irrelevant to the assessment of competence must not influence the assessment outcomes.
- Evidence is verified against the rules of evidence
- Assessment decisions are based on available evidence that can be produced and verified by another assessor.
- Assessments are conducted within the boundaries of the assessment system policies and procedures.
- Formal agreement is obtained from candidates and the assessor that the assessment was carried out in accordance with agreed procedures.
- Assessment systems and tools are consistent with equal opportunity legislation.
- Candidates are informed of all assessment reporting processes prior to the assessment.
- Candidates are informed of all known potential consequences of assessment decisions, prior to the assessment.
- Confidentiality is maintained regarding assessment decisions/outcomes and records of individual assessment outcomes which identify personal details are only released with the written permission of the candidate/s.
- Assessment outcomes are used consistently with the purposes explained to candidates.
- Self-assessments are periodically conducted to ensure current competence against the most current Training and Assessment Training Package competency standards.
- Professional development opportunities are identified and sought.
- Opportunities for networking amongst assessors are created and maintained.
- Opportunities are created for technical assistance in planning, conducting and reviewing assessment practice and participating in validation.