



Assessment Policy/Procedures (VET)

1. Policy statements and contents

- a. This policy governs the processes of developing, validating, conducting and improving Crown Institute's assessments for all vocational qualifications.
- b. Assessment is the means by which the Institute determines whether or not a student has achieved competency.
- c. The institute defines it as a process of collecting evidence and making judgements on the extent to which a student demonstrates the knowledge and skills set out in the standards or learning outcomes of a unit of competency as reflected in the relevant training package.
- d. The assessments developed by the Institute must be Valid, Authentic, Reliable, Consistent, Current, Sufficient, Fair, Equitable and Flexible. Definition of these concepts are as follows:

1. **Validity** means that the assessments must actually assess what they claim to assess. To create valid assessment the assessors must be fully aware of what is to be assessed, as indicated by the unit descriptor, elements of competency, performance criteria, range statements, critical aspects of assessments and recommended methods of assessment as described in the relevant training package.

2. **Authenticity** means the assessments must be directly attributable and linked to the skills and knowledge being assessed.

3. **Reliability** means the assessments must use the methods and procedures that ensure that the competency standards are correctly interpreted and consistently applied for all students and in all contexts.

The following are important to ensure that assessment produces reliable outcomes:

- I. That there are clear, unambiguous, well documented assessment procedures;
- II. There are clear, consistent and specific assessment criteria;
- III. There are properly trained and effectively briefed and monitored assessors;
- IV. There is a hierarchy of assessments which ensures consistent outcomes;
- V. Assessments are carried out within a system which is flexible enough to collect multiple and diverse forms of evidences.

4. **Consistency.** The assessment system must ensure that evidence collected and provided for judgement is consistent.

5. **Currency.** Assessment must evaluate students' current skills and knowledge which can be applied in today's workplace. As a general rule, competencies that have not been demonstrated within the past 3 years are not usually accepted as "current".

However, an assessor, under some circumstances, may make exceptions to this period.

6. **Sufficiency.** Assessment evidence must be sufficient to cover all the elements, performance criteria and required range of variables specified in the standards. The evidence must be sufficient to judge a candidate's competence.

Moreover, the assessment system must evaluate the scope of knowledge and skills required by the unit of competency including all critical aspects of assessments.



7. **Flexibility.** Assessors will take a flexible approach to collect and assess evidence of competence. This means a candidate should be allowed to demonstrate his/her competence with different approaches and forms of evidences. Clearly, this approach must always take the Institute's time and cost into account.

8. **Fairness and Equity.** The Institute's assessment system and its processes must not disadvantage any person. All eligible candidates must be guaranteed access to assessment, assessment resources and facilities without any discrimination. Assessment guidelines must include an approach for working with candidates who have special needs.

e. The assessment system must exhibit following characteristics:

1. The standards, assessment processes and all associated information must be straight forward and understandable;
2. The chosen processes and materials within the system of assessment must not disadvantage candidates;
3. An appropriate and effective review and dispute resolution mechanism must be in place to investigate, examine and redress any issue of unfairness or disadvantage identified, involving access, assessment, certification or any other related issue;
4. Where potential disadvantages are identified, the system must be amended to avoid or counter them, or appropriate steps taken to overcome them including reassessment, if required;
5. The assessments must strictly and fully follow the requirements of the units of competency and address all elements of competence, performance criteria, critical skills and knowledge as provided in the endorsed training package.
6. The assessments must be validated to ensure that they are current, sufficient, fair, flexible etc (See above) and they represent the workplace and industry requirements (See Assessment Validation Procedures);
8. The assessments must lead to the issuing of a Statement of Attainment or qualification under the AQF when a person is assessed as competent against nationally endorsed unit(s) of competency in the applicable Training Package;
9. The assessments must provide for applicants to be informed of the context and purpose of the assessment and the assessment process;
10. The assessments must focus on the application of knowledge and skill to the standard of performance required in the workplace and cover all aspects of workplace performance, including task skills, task management skills, contingency management skills and job role environment skills and employability skills ;
11. The assessment system must include evaluation of sufficient evidence to enable judgements to be made about whether competency has been attained;
12. The assessment system must provide for feedback to the applicant about the outcomes of the assessment process indicating whether the student is deemed Competent or Not Yet Competent and guidance on future options if required;
13. The assessments must be equitable for all persons, taking account of linguistic and numeracy needs as far as practicable, and
14. Provide for reassessment on appeal.

f. The **role of an assessor** in assessment undertaking is to objectively assess and judge a candidate's evidence against a set of standards. In order to do this effectively, an assessor must have a sound knowledge of, and be skilled in, the relevant industry area. In addition, the assessor must have acknowledged competency in assessment itself and hold an appropriate Certificate IV in Assessment and Workplace Training or Certificate IV in Training and Assessment. An assessor must be able to:

- (i) Interpret and understand the assessment criteria;
- (ii) Ensure that assessment or assessment evidence meets the standards;



- (iii) Ensure that evidence is valid, authentic, reliable, consistent, current and sufficient; and
- (iv) Use professional skills to make fair and objective judgements on the candidate's performance.

g. To improve reliability of assessments **trainers** may receive on-going induction. The training and ongoing professional development of assessors may include such areas as:

- Roles, responsibilities and ethics in assessing students;
- Procedural and administrative duties in assessment marking , validating and recording;
- Performance and knowledge evidence gathering and presentation techniques;
- Interpretation and usage of standards;
- Selecting and using appropriate methods of assessment; and
- Requirements regarding processing and recording of results, progress and feedback.

The Institute may see that the assessors always understand and practice fair, objective, unbiased and flexible assessment processes.

h. The assessor **should collect evidence** of both skills and knowledge based on the guidelines of the training package and units of competence.

In general, **basic forms** of skills evidence should include either or, a combination these:

- (i) Direct performance evidence;
- (ii) Extracted examples of work done in the workplace;
- (iii) Observation in the workplace; and
- (iv) Simulations, including competency and skills tests, projects and assignments.

Supplementary form of evidence may include:

- (i) Oral and written questioning;
- (ii) Personal reports; and
- (iii) Witness testimony.

Appropriate and valid forms of assessment utilised for both skills and knowledge may include:

- (i) Evaluation of direct products of work;
- (ii) Natural observation;
- (iii) Skill tests, simulations and projects;
- (iv) Evaluation of underpinning knowledge and understanding;
- (v) Questioning and discussion; and
- (vi) Evidence from prior activity.

h. Crown Institute does not like assessments to be a stressful activity. They should be conducted in a relaxed and friendly atmosphere. Assessor should make this policy known to the student.

i. **Candidates with Special Needs.** One fundamental principle of an assessment system is that each candidate must have access to fair and open assessment. Candidates with special needs should be offered the same opportunities as any other candidate.

As special needs extend to more than identified physical or learning difficulties, an assessor will also need to consider the best approach when dealing with candidates with needs such as low literacy, lack of confidence or, those who have a non-English speaking background.

An assessor must take special needs into consideration from the planning stage onwards and adopt particular assessment methods as appropriate. Depending on any specification given in the standards, the assessor may be able to accept alternative evidence from a candidate with special needs.

If there is uncertainty, the assessor should call on other assessors or a verifier for assistance and guidance, as required. In such a case, the situation must be fully documented, with appropriate feedback being provided to the candidate at all stages.



j. **Feedback.** Where students are assessed as not competent they will be provided with additional feedback on their assessment outcome to assist in achieving the required performance standard on reassessment. There must be feedback for all candidates as far as practicable.

k. **Reassessment.** Students who are dissatisfied with their assessment outcome may apply for reassessment by contacting their trainer or assessor. Students may repeat an assessment up to two times.

l. **Intervention.** If a student's assessment and academic performance indicates problems they will be counseled and assisted to improve (See Intervention Strategies, Policies and Procedures).

m. **Assessment validation.** All Institute assessments will be reviewed annually as far as practicable.

n. **Appealing an Assessment.** If a student is not satisfied with the assessment or any of the processes relating to assessment he/she may appeal. Appeals must be submitted within two weeks of the original assessment decision being advised to the student.

o. **Language, Literacy and Numeracy (LLN) Support.** Crown Institute aims to provide a positive and rewarding learning experience for all students.

In the event of LLN becoming an issue, the trainer will contact the student to discuss the requirements.

Where language, literacy and numeracy competency is essential for the course, the Institute requires students to complete a literacy and numeracy test. Students unable to complete the assessment because of LLN deficiency will be referred to the LLN support service.

The Institute will make every effort to ensure that the students are adequately provided LLN support to complete their training. Some examples of the type of support include:

Literacy

- (i) Providing only essential writing tasks;
- (ii) Considering the use of group work;
- (iii) Providing examples and models of completed tasks;
- (iv) Ensuring that documents and forms are written and formatted in plain English;
- (v) Using clear headings, highlighting certain key words or phrases;
- (vi) Providing explanations of all technical terms used;

Language

- (i) Presenting information in small chunks and speaking clearly, concisely and not too quickly;
- (ii) Giving clear instructions in a logical sequence;
- (iii) Giving lots of practical examples;
- (iv) Encouraging students to ask questions;
- (v) Asking questions to ensure students understand.

Numeracy

- (i) Showing students how to do basic calculations through step by step instructions;
- (ii) Helping students to work out what maths calculations and measurements are required to complete the task;
- (iii) Encouraging the use of calculators and demonstrating how to use them.

2. Policy scope

a. This policy relates to students, trainers, other staff, relevant training package Standards for RTOs 2015 requirements.



3. Legislation

a, This policy is governed by the requirements of relevant training package and Standards for RTOs 2015.

4. Policy approval history

a. This policy is approved by the Executive Officer and it will be executed by VET Director of Studies. The policy will be reviewed every year to make necessary adjustments/improvements.

Part B: Assessment Procedures

1. Overview

The assessment system must exhibit following characteristics:

- a) The standards, assessment processes and all associated information are straight forward and understandable;
- b) The characteristics of potential candidates are identified to enable all potential assessment issues to be identified and catered for;
- c) The chosen processes and materials within the system of assessment do not disadvantage candidates;
- d) An appropriate and effective review and dispute resolution mechanism is in place to investigate, examine and redress any issue of unfairness or disadvantage identified, involving access, assessment, certification or any other related issue;
- e) Where potential disadvantages are identified, the system is amended to avoid or counter them, or appropriate steps taken to overcome them including reassessment, if required;
- f) The assessments strictly and fully follow the requirements of the units of competency and address all elements of competence, performance criteria, critical skills and knowledge as provided in the endorsed training package.
 - a. The assessments are validated to ensure that they are current, sufficient, fair, flexible etc (See above) and they represent the workplace and industry requirements;
- g) 8. Lead to the issuing of a Statement of Attainment or qualification under the AQF
- h) when a person is assessed as competent against nationally endorsed unit(s) of
- i) competency in the applicable Training Package;
 - a. Provide for applicants to be informed of the context and purpose of the assessment and the assessment process;
- j) Where relevant, focus on the application of knowledge and skill to the standard of performance required in the workplace and cover all aspects of workplace performance, including task skills, task management skills, contingency management skills and job role environment skills;
- k) Involve the evaluation of sufficient evidence to enable judgements to be made about whether competency has been attained;
- l) Provide for feedback to the applicant about the outcomes of the assessment process and guidance on future options;
- m) Be equitable for all persons, taking account of cultural and linguistic needs; and
- n) Provide for reassessment on appeal.

2. Procedures



- (i) The assessor establishes the context and purpose of assessment and identifies the relevant competency standards, assessment guidelines and qualification framework in the appropriate Training Package and noted support materials that have been developed to facilitate the assessment process.
- (ii) The assessor analyses the competency standards and identifies the evidence requirements;
- (iii) The assessor prepares the candidate and undertakes following:
- Explains the context and purpose of assessment and the assessment process;
 - Explains the competency standards to be assessed and the evidence to be collected;
 - Outlines the assessment procedure, the preparation which the candidate should undertake, and answer any questions a candidate has;
 - Assesses the needs of the candidate and, where applicable, negotiates reasonable adjustment for assessing people with disabilities without compromising the integrity of the competencies
 - Seeks feedback regarding the candidate's understanding of the competency standards, evidence requirements and assessment process;
 - Determines if the candidate is ready for assessment and, in consultation with the candidate, decides on the time and place of the assessment.
- (iv) The assessor plans for the evidence gathering process and undertakes following:
- Gathers sufficient, quality evidence about the candidate's performance in order to make the assessment decision (and involve industry representatives in the development of plans for the validation of assessment);
 - Develops assessment materials to assist the evidence gathering process;
 - Organises equipment or resources required to support the evidence gathering process;
 - Coordinates and briefs other personnel involved in the evidence gathering process.
- (vi) The assessor collects the evidence and makes the assessment decision. The assessor must:
- Establish and oversee the evidence gathering process to ensure its validity, reliability, fairness and flexibility;
 - Collect appropriate evidence and assess this against the Elements, Performance Criteria, Range Statement and Evidence Guide in the relevant Units of Competency;
 - Evaluate evidence in terms of the five dimensions of competency – employability skills, task skills, task management skills, contingency management skills and job/role environment skills;
 - Incorporate allowable adjustments to the assessment procedure without compromising the integrity of the competencies;
 - Evaluate the evidence in terms of validity, consistency, currency, equity, authenticity and sufficiency;
 - Consult and work with other staff, assessment panel members or technical experts involved in the assessment process;
- Record details of evidence collected;
 - Make a judgement about the candidate's competency based on the evidence and the relevant Unit[s] of Competency.
- (vii) The assessor must provide advice to the candidate about the outcomes of the assessment process. This includes providing the candidate with:
- Notification of the outcome of the assessment as Competent or Not Yet Competent;
 - Information on ways of overcoming any identified gaps in the competency revealed by the assessment the opportunity to discuss the assessment process and outcome information on reassessment and the appeals processes;
 - An opportunity for reassessment on appeal by the candidate



(viii) The assessor must:

- Record the assessment outcome according to the policies and procedures of the Institute;
- Maintain records of the assessment performance;
- Provide signed and dated assessment outcomes to the RTO Managers assessments are completed;
- Maintain the confidentiality of the assessment outcome

(ix) On completion of the assessment process, the assessor must:

- Review the assessment process;
- Report on the positive and negative features of the assessment to those responsible for the assessment procedures;
- Make suggestions (if necessary) on improving the assessment procedures to the appropriate personnel in CIBT;

(x) Participate in the reassessment and appeals process

The assessor must:

- Provide feedback and counselling to the candidate, if required, regarding the assessment outcome or process including guidance on further options;
- Provide the candidate with information on the reassessment and appeals process;
- Report any assessment decision that is disputed by the candidate to the VET Director of Studies;
- Participate in the reassessment or appeal according to the Institute's policies and procedures.

3. Procedure - Assessment strategy validation

a. The purpose of this procedure is to ensure that assessment strategies are validated annually and improvement actions recorded.

b. The RTO Managers responsible for this procedure.

c. The process should at least involve:

- Reviewing, comparing and evaluating the assessment processes, tools and evidence contributing to judgements made by a range of assessors against the same competency standards, at least annually; and
- Documenting any action taken to improve the quality and consistency of assessment

c. Assessment validation will be conducted on units delivered and assessed in that year.

d. All qualifications on CIBT scope of registration must undergo assessment validation at least once every year

c. Validation methods may include:

- Moderation activities;
- An assessment panel;
- A lead assessor;
- An independent validator;
- Standardised assessment tools;
- Benchmarked evidence guides for assessors;

d. Trainers and assessors are to prepare for assessment validation by collecting examples of assessment processes used, assessment tools used and evidence used to conduct assessment.



- e. Trainers will meet at least once a year to ‘workshop’ assessment processes, assessment tools and evidence used to conduct assessments.
- f. Agreed improvement activities are to be documented in an action plan which assigns activities to specific people or groups of people and indicates completion dates.
- g. The Compliance/Academic Manager is to maintain a log of assessment validation activities and improvement actions.
- h. Up to date copies of the assessment validation log are to be sent by Compliance/Academic Manager to the Registrar/Compliance Manager
- i. A summary of the assessment strategy validation actions is to be recorded in the Improvement Action Log by the Compliance/Academic Manager and a copy sent to PEO.