ASSESSMENT PROCEDURES

These procedures relate to planning, conducting and reviewing assessment events and re-assessments.

This procedure complies with Standards:

S8.1 The RTO must ensure that assessments comply with the requirements of endorsed Training Packages and the outcomes of accredited courses within its scope of registration.

PROCEDURES FOR ASSESSORS

Design of assessment events

- Design assessment events that comply with the assessment guidelines in the applicable Training Package or accredited course.
- Design assessment events that assess clients against the performance criteria for each learning outcome and/or elements of competence.
- Design assessment events that assess all dimensions of competence including task skills, task management skills, contingency management skills, job role environment skills and transfer skills.
- Design assessment events that integrate knowledge and skills with their practical application across a range of learning outcomes and/or units of competence where relevant.
- Make sure that assessment events are valid, flexible, reliable and fair for all clients.
- Design assessment events that gather evidence which is valid, current, authentic, and sufficient to infer competence
- Design assessment events which allow for candidates self-assessment of their ability to meet the required standards
- Establish special needs of individual clients prior to assessment as well as the need to make reasonable adjustment regarding the assessment process
- Provide copies of assessment tools *(e.g. written assignment questions, test questions, exam papers, performance checklists, etc.)* to office for their records.
- Keep all original assessment tools in secure place until required.

Explanation of course/program assessment events to clients

- Hand out *Program/Module information sheet* to each client at the start of first class
- Discuss the course/module content, learning outcomes and assessment events including percentage weighting and due date for each assessment event
- Outline the assessment process that will be followed during the assessment of the module
- Advise clients of their right to appeal assessment decisions (see *Client appeal against assessment decision* heading below*)*
- Inform clients of assessment requirements in practical aspects of course/modules
- Circulate *Assessment Received form* for clients to sign to show that they have received and understood information on assessment events for the course/module.
- Return signed *Assessment Received form* to office for their records

Conduct of assessment events

- Provide clients with materials and resources necessary for them to carry out assessment tasks *(e.g. written assignments, case studies, research projects, etc.)* by due date
- Use a detailed performance checklist to record clients competence during practical assessments
- Advise clients of conditions under which exams and tests will be conducted
- Provide following conditions for written exams and tests:
    - ➢ quiet room ensuring no interruptions

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- tables and chairs set at a distance from each other
- visible clock with start and finish times of exam/test written on whiteboard
- writing paper

- Use the *Client Assessment Record* as the principal tool for recording assessment outcomes.
- Gather sufficient evidence *(valid, current, authentic evidence)* to demonstrate competence
- Make assessment decision

Advise clients of assessment outcomes

- Advise clients of assessment outcomes
- Provide feedback to clients on their assessment performance
- Advise clients where improvements are required to meet the standard of competence where necessary
- Advise clients where practical demonstrations did not provide sufficient evidence of competence and need to be repeated
- Invite clients to resubmit written assignments or repeat practical demonstrations to meet the standard of competence.
- Negotiate with clients new date for assessment or re-submission of assignments.

Record of assessment outcomes

- Use the *Client Assessment Record* as the principal tool for recording assessment outcomes
- Record results against each learning outcome
- Record outcome on individual client's assignment or test papers
- Select completed assessment tasks and take copies for office files
- Return assignments or test papers to individual clients
- Obtain client and assessor signature at bottom of *Client Assessment Record* when the client has successfully completed the module
- Return completed *Client Assessment Record* with samples of completed assessment tasks to office for their records

Assessment Review

- Complete *Assessment Review form* and return forms to the office for filing.

Client appeal against assessment decision

- Provide a *Request for re-assessment form* to client if requested
- Request client to complete and return form as soon as possible to the office with relevant assessment documents
- Obtain written report from assessor on the assessment process for the client in question
- Arrange for re-assessment by a second qualified assessor
- Provide assessment evidence *(e.g. written assignments, exam papers, performance checklists)* together with original *Client Assessment record* or *Client Workplace Assessment record*
- Arrange re-assessment of practical assessment tasks as required
- Notify client in writing of assessment appeal decision
- Refer any further appeal to *Complaints, grievances and appeals procedure*

Workplace Assessment process

- Identify the assessment candidate's workplace requirements. *(What is the job? What are the competency standards that relate to the job? How are the competencies used in the job?)*
- Gather evidence about the job from a variety of sources. *(Job descriptions, performance reviews, workplace policies and procedures, employer requirements, workplace culture)*
- Analyse the relevant competency standards and match them to the candidate's job.
- Work with the candidate to develop a picture of competency.
- Conduct a pre-assessment interview with the candidate
- Provide a self-assessment checklist which allows the candidate to identify evidence they can provide to demonstrate their competence in the job. *(See S8.F7 Self assessment form)*
- Identify types of workplace evidence to collect e.g. Direct, Indirect, and Supplementary. *(See S8.F8 Evidence Matrix)*
- Design appropriate assessment methods and assessment tools *(See S8.F9 Assessment methods checklist)*

- Make sure that evidence gathered from workplace performance meets the competency standard required. *(See S8.F10 Evidence checklist)*
- Use the *S4.F1 Client Assessment Record* as the principal tool for recording workplace assessment outcomes

Policies influencing this procedure:

- Assessment Policy
- Service Delivery Policy
- Assessment Validation Policy
- Qualifications Policy
- Code of Practice

Other procedures which relate directly to this procedure:

- Complaints, Grievance and Appeals procedure
- RPL and Credit Transfer procedures
- Service Delivery procedure
- Assessment Validation procedure
- Issuance of Qualifications procedures

Review Date

This procedure should be periodically reviewed and revised. Revisions should be made as and when required. The period between reviews must not exceed 3 yrs.

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