

**Barton College****Policy Number: BP04****Policy: Assessment Policy and Procedure**

RTO Name: Barton College

RTO Number (TOID): 22048

CRICOS Number: 02908F

Contact Officer: Principle Executive Officer (PEO)

Version Number: 3.0

Refer to "review processes" section below for information on the process for policy review.

Policy context: This policy relates to:

Registration Manager	Australian Skills Quality Authority (ASQA)
Conditions of Registration	VET Quality Framework (VQF)
SRTOs 2015	Standards 1, 2, 3
Context	<p>Standard 1 addresses the need for Learners, employers and industry to have confidence in the integrity, currency and value of certification documents issued by RTOs, through high quality training and assessment practices.</p> <p>It is complemented by Standard 2 which provides for quality assurance and Standard 3 which ensures consistency in certification documentation.</p>
ESOS/National Code	SECTION 8 Work-based training; National Code 2018, STANDARD 2 ; STANDARD 7 STANDARD 9;
Legislation or other requirements	National Vocational Education and Training Regulator Act 2011



Purpose

To outline the policy and procedure Barton College has in relation to the delivery of training and assessment services in order to meet the requirements specified in each training package or VET accredited course.

Barton College will only offer valid, reliable, flexible and fair assessments to all students within the boundaries of the associated Training Package. All assessments must comply with the Assessment Guidelines included in the applicable nationally endorsed Training Packages or the assessment requirements specified in accredited courses.

All assessments will 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 specified in the applicable accredited course.

Objective

The objective of this Policy and Procedure for Barton College is to ensure that Barton College:

- Covers the quality processes used for:
 - Assessment and
 - Writing assessment tools

Scope

This policy applies to all staff involved in the delivery and administration of Australian Qualification Framework (AQF) training packages and VET accredited courses, for or on behalf of Barton College, and Barton College Students.

Terms and definitions

- a. **Assessment** means the process of collecting evidence and making judgements 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.
- b. **Assessment system** is a coordinated set of documented policies and procedures (including assessment materials and tools) that ensure assessments are consistent and are based on the Principles of Assessment and the Rules of Evidence.
- c. **Competency** means the consistent application of knowledge and skill to the standard of performance required in the workplace. It embodies the ability to transfer and apply skills and knowledge to new situations and environments.
- d. **Recognition of Prior Learning (RPL)** means an assessment process that assesses the competency/s of an individual that may have been acquired through formal, non-formal and informal learning to determine the extent to which that individual meets the requirements specified in the training package or VET accredited courses.
 1. formal learning refers to learning that takes place through a structured program of instruction and is linked to the attainment of an AQF qualification or statement of attainment (for example, a certificate, diploma or university degree);
 2. non-formal learning refers to learning that takes place through a structured program of instruction, but does not lead to the attainment of an AQF qualification or statement of attainment (for example, in-house professional development programs conducted by a business); and
 3. informal learning refers to learning that results through experience of work-related, social, family, hobby or leisure activities (for example the acquisition of interpersonal skills developed through several years as a sales representative).
- e. **Australian Core Skills Framework (ACSF)** A framework that describes levels of performance in the five (5) core skills of:
 - Learning
 - Reading
 - Writing
 - Oral Communication
 - Numeracy.These skills are considered essential for people to participate in our society.
- f. **Australian Qualification Framework (AQF)** A framework that defines all qualifications recognised nationally in post compulsory education and training in Australia.

**Policy statement: Our commitment**

Barton College is committed to maintaining compliance with all regulatory, legislative and contractual requirements.

Specifically, we will:

- a. *Comply with the objectives of the Australian Qualifications Framework (AQF)*
- b. *Reflect 'Foundation Skills' including the:*
- c. *Australian Core Skills Framework (ACSF): 5 core skills of Learning, Reading, Writing, Oral Communication and Numeracy*
- d. *Core Skills for Work (CSFW) which incorporates skills such as problem solving, teamwork and digital literacy*
- e. *Respect, recognise and develop student's current knowledge and experiences and provide appropriate opportunities for the formal recognition of prior learning*
- f. *Include a range of training and assessment methods designed to accommodate the diversity of students.*
- g. *Incorporate assessment feedback to student that is prompt and informative*
- h. *Support the validation of assessment tool/s.*

General Process

Topic	Process
Availability of Policy and Procedures	The policy and procedure is made available to all staff by directly contacting Barton College.
Principles	<p>The Assessment Policy and Procedure is committed to and guided by the principles:</p> <ul style="list-style-type: none">• procedures for assessment are explicit, sufficient, valid and reliable• assessment tasks reflect the learning outcomes as stated in the unit outline and unit of competency• students are made aware of assessment requirements in the first week of delivery• internal validation should occur across qualifications at the level of individual unit assessment tasks• Barton College maintains transparent and fair mechanisms for marking, moderating and validating assessments• Validation processes are evaluated informally and formally.
What is Assessment?	<p>Assessment is the process of collecting evidence and making judgments on the extent and nature of performance and other requirements, as described in a set of standards, or learning outcomes, resulting in a judgment of whether or not competency has been demonstrated.</p> <p>Effective and objective assessment is vital to the successful implementation of competency standards in the workplace and in education. This is the judgment of performance and knowledge against the relevant industry competency standards. Assessment is carried out by the comparison of a candidate's evidence of skills and knowledge, against the requirements of the Standards.</p>
What is competency-based assessment?	<p>This is the process of collecting evidence and making judgements on whether competence has been achieved.</p> <p>This confirms that an individual can perform to the standard expected in the workplace as expressed in the nationally endorsed competency standards (where they exist), on competency standards developed by relevant industry, enterprise, community or professional groups, or on outcomes of accredited courses if there are no relevant nationally endorsed competency standards.</p>
What sort of evidence is collected?	<p>Evidence collected may be direct, such as observation of workplace performance, indirect, such as formal testing, or supplementary, such as references from employers.</p> <p>Evidence is used by an assessor to make a judgement about whether a student is competent.</p> <p>It is the responsibility of the assessor to determine what and how much evidence is required to make the assessment judgement. Training packages provide guidance on the types of evidence required, and further advice may be gained through industry consultation.</p>
What is classed as evidence?	<p>In general, basic forms of skills evidence include:</p> <ul style="list-style-type: none">• Direct performance evidence current or from an acceptable past period from:<ul style="list-style-type: none">○ extracted examples within the workplace;○ natural observation in the workplace; and○ simulations, including competency and skills tests, projects, assignments• Supplementary evidence, from:<ul style="list-style-type: none">○ oral and written questioning;○ personal reports; and



	<ul style="list-style-type: none"> ○ Witness testimony • Appropriate and valid forms of assessment utilised for both skills and knowledge may include: <ul style="list-style-type: none"> ○ Evaluation of direct products of work; ○ Natural observation; ○ Skill tests, simulations and projects; ○ Evaluation of underpinning knowledge and understanding; ○ Questioning and discussion; and ○ Evidence from prior achievement and activity. • Barton College ensures that assessment including RPL complies with the assessment requirements of the relevant training package or VET accredited course and it is conducted in accordance with the Principles of Assessment and the Rules of Evidence. • This is done by consulting with industry at the time of assessment resources development and regularly meeting with industry to ensure assessment tools are current and relevant. • Barton College also uses validation activities to ensure that assessment is conducted in accordance with the Principles of Assessment and the Rules of Evidence.
What is "Competent" and "Not yet competent"?	<p>We know whether an individual is "competent" after he/she has completed an assessment that verifies that all aspects of the unit of competency are held and can be applied in an industry context. If a student fails to successfully complete all aspects of the assessment they will be deemed as "not yet competent".</p> <p>Students must demonstrate competence by undergoing an assessment process. Assessment may involve a variety of assessment methods. Individuals can be assessed during their training, at the end of their training, or without even undertaking any training, e.g. if they believe that they are already competent.</p>
What is an Assessment tool?	<p>A tool which contains both the instrument and the instructions for gathering and interpreting evidence:</p> <ul style="list-style-type: none"> • instrument(s) – the specific questions or activities developed from the selected assessment method(s) to be used for the assessment (a profile of acceptable performance and the decision-making rules for the assessor may also be included); and • Procedures – the information/instructions given to the student and/or the assessor regarding conditions under which the assessment should be conducted and recorded.
What is the role of an Assessor?	<p>The role of an assessor 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 Workplace Assessor qualification or equivalent i.e. TAE40116 – Certificate IV in Training and Assessment.</p> <p>An assessor must:</p> <ul style="list-style-type: none"> • Interpret and understand the criteria; • Ensure that evidence meets the standards; • Ensure that evidence is valid, authentic, reliable, consistent, current and sufficient; and • Use expertise to make fair and objective judgements. <p>The training and ongoing professional development of assessors must include such areas as:</p> <ul style="list-style-type: none"> • Roles, responsibilities and ethics; • Procedural and administrative duties; • Performance and knowledge evidence gathering and presentation; • Interpretation and usage of standards; • Selecting and using appropriate methods of assessment; and • Requirements regarding processing and recording of results, progress and feedback. <p>It is crucial that assessors always understand and practice fair, objective, unbiased and flexible assessment processes.</p>
Conducting the assessment	<p>1. Establish the assessment context</p> <p>The trainer/ assessor establishes the context and purpose of the assessment by identifying the relevant competency standards, assessment guidelines and qualification framework, identifies the support materials that have been purchased or developed to facilitate the learning and assessment process.</p> <p>2. Prepare the student</p>



	<p>The trainer/ assessor meets with the student to:</p> <ul style="list-style-type: none">• Explain the context and purpose of the assessment and the assessment process• Explain the competency standards to be assessed and the evidence to be collected• Advise on self-assessment including processes and criteria• Outline the assessment procedure, the preparation which the student should undertake, and answer any questions• Assess the needs of the student and, where applicable, negotiate reasonable adjustment for assessing people with disabilities without compromising the integrity of the competencies• Seek feedback regarding the student's understanding of the competency standards, evidence requirements and assessment process• Determine if the student is ready for assessment and decide on the time and place of the assessment• Implement the assessment plan <p>3. Plan and prepare the evidence gathering process</p> <p>The assessor must:</p> <ul style="list-style-type: none">• Use the correct assessment tools to gather sufficient and quality evidence about the student's performance in order to make the assessment decision• Organise equipment or resources required to support the evidence gathering process <p>4. Collect the evidence and make the assessment decision</p> <p>The assessor must:</p> <ul style="list-style-type: none">• 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 four dimensions of competency: - 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 in the assessment process• Record details of evidence collected• Make a judgment about competency based on the evidence and the relevant Unit[s] of Competency. <p>5. Provide feedback on the assessment</p> <p>The trainer/ assessor must provide advice to the student about the outcomes of the assessment process.</p> <p>This includes providing the candidate with:</p> <ul style="list-style-type: none">• Clear and constructive feedback on the assessment decision• Information on ways of overcoming any identified gaps in competency revealed by the assessment and an opportunity to discuss the assessment process and outcome information on reassessment and the appeals processes.• An opportunity for reassessment if appropriate or requested by the student <p>6. Record and report the result</p>
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	<p>The assessor must:</p> <ul style="list-style-type: none">Record the assessment outcomeMaintain records of the assessment procedure, evidence collected and the outcomeProvide signed and dated assessment outcomes to the Student support officer for updating in the Student management system (SMS).Maintain the confidentiality of the assessment outcome <p>7. Review the assessment process</p> <p>On completion of the assessment process, the assessor must:</p> <ul style="list-style-type: none">Review the assessment processReport on the positive and negative features of the assessment to those responsible for the assessment proceduresMake suggestions (if necessary) on improving the assessment procedures to appropriate staff in Barton College. <p>8. Participate in the reassessment and appeals process</p> <p>The assessor must:</p> <ul style="list-style-type: none">Provide feedback and counselling to the student, if required, regarding the assessment outcome or process including guidance on further optionsProvide the student with information on the reassessment and appeals processReport any assessment decision that is disputed by the student to the Academic Manager.Participate in the reassessment or appeal according to Barton College's policies and procedures
Reporting and recording results	<p>It is the responsibility of the assessor to keep a record of the evidence presented by the student which enables the assessment decision to be made. When the assessment decision has been made, the assessor submits the results and evidence to the Student Support Officer for checking and for updating the results in the Student Management System (VETtrak).</p> <p>The assessor must submit all assessment outcomes within two weeks of the term finishing.</p>
Student feedback and appeals processes	<p>Barton College will ensure that students are provided with feedback that includes details of the assessment outcome, the reasons for the outcome, recommendations for further training, and the appeal and reassessment options. 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.</p>
Reassessments	<p>Students who are dissatisfied with their assessment outcome may apply for reassessment by contacting their trainer or assessor. Students can apply for re-assessment two times at no charge after first assessment, after which there is a fee of \$350 per unit.</p>
RPL (Recognition of prior learning)/ Credit transfer (National recognition)	<p>If students believe that they are already competent in a unit, they can choose one of the two forms of assessment. The first is known as recognition of prior learning (RPL).</p> <p>RPL is the term used to describe a number of assessment processes that formally recognise the competencies an individual has acquired through formal or non-formal learning, work experience and/or life experience.</p> <p>The principles and processes involved in RPL are consistent with other forms of assessment.</p> <p>Credit transfer is exemption from enrolment in a part of a course because of previous study or recognition of a competency currently held. Credit transfer assesses the initial course or subject that a student is using to claim access to, or the award of credit in, a destination course. The assessment determines the extent to which the student's initial course or subject is equivalent to the required learning outcomes, competency outcomes, or standards in a qualification.</p>



Student Support	<p>During the enrolment process, students are required to undertake an LLN test (Language, Literacy and Numeracy). This test helps us to determine whether the learner requires any additional support services in order to meet the requirements of the course they are undertaking.</p> <p>Students are also advised that they can contact the Student Support Officer at any time throughout their enrolment if they require any support or assistance.</p>
Learners with special needs	<p>One fundamental principle of an assessment system is that each student must have access to fair and open assessment. Students with special needs should be offered the same opportunities as any other student.</p> <p>As special needs extend to more than physical or learning difficulties, an assessor will also need to consider the best approach when dealing with students with needs such as low literacy, lack of confidence or non-English speaking background.</p> <p>An assessor must take special needs into consideration from the planning stage onwards and adopt assessment methods as appropriate. Depending on any specification given in the standards, the assessor may be able to accept alternative evidence from a student with special needs.</p> <p>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.</p>

Procedures

Items and Roles	Process	Comments
Staff	<p>All Barton College staff involved with the training and assessment of VET courses must be able to demonstrate that they:</p> <ul style="list-style-type: none">• have the necessary training and assessment competencies as determined by the NSSC or its successors (currently TAE40110)• have the relevant vocational competencies at least to the level being delivered or assessed• can demonstrate current industry skills directly relevant to the training/assessment being undertaken• continue to develop their VET knowledge and skills as well as their industry currency and trainer/assessor competence	<p>The process for selecting, recruiting, inducting and assessing staff is given in Staff Recruitment and Appraisal Policy.</p> <p>Where a member of staff is recruited that cannot meet the requirements outlined in the Staff Recruitment and Appraisal Policy, then they must be supervised while assessing students.</p> <p>They should also embark on training themselves to make up this shortfall. Refer to the Training Supervision Policy and Procedure.</p>
Facilities	<p>Barton College will ensure that the facilities provided will meet or exceed the requirements of the training package.</p> <p>This is to include number of seats and desk space, whiteboards, data projectors (if required), trainers' desks and chairs and any other aids defined in the training package.</p>	<p>For practical and/or specialist classes, the facilities must match or exceed the specific requirements of the Training Package.</p> <p>Often this will cover a "simulated workplace".</p> <p>Barton College will make every attempt to simulate as closely as possible a real live workplace. Reference should be made to the industry advisors to ensure the match and the currency of the environment.</p>
Timing	<p>The training and assessing time should not exceed 8 hours in any day.</p> <p>Classes will NOT start before 8.00 a.m. or go beyond 10.00 p.m. on any day.</p>	
Safety	<p>Barton College will assess each campus prior to courses being conducted to cover safety:</p> <ul style="list-style-type: none">• in the classroom and other facilities• in terms of any simulated training conditions	



Equipment	<p>As with the facilities, specific equipment required must match the requirements of the training package and must be currently used in the industry. All equipment must be checked for safety and should be cycled in line with the asset register requirements for this equipment by Campus operations, Barton College. Thus, the life of the equipment will be determined, by its quality, its amount of use (and thus wear and tear) and its currency.</p>	
Delivery	<p>All qualifications are made up of a number of Units of Competency.</p> <p>Dependent upon the student's enrolment, they may undertake just a single unit through multiple Units of Competency that cover one or more qualifications.</p> <p>Each unit should have a common structure that defines what is to be taught, how it is to be taught (including sequence and timings) and how it is to be assessed.</p> <p>The purpose of the above structure is to ensure consistency of delivery by one or more trainers / assessors.</p> <p>This is not meant to stifle trainer creativity but rather to ensure that all of the requirements of the Training Packages are met. Trainers will add value by applying their industry and worldly experience to customize training delivery to the client group, embellish, underline and clarify any points in the core structure.</p>	
Assessment	<p>Assessments will be conducted strictly in accordance with the requirements of the Training Package.</p> <p>Assessors are NOT at liberty to alter the assessments approved by Barton College. For changes and improvements see Validation below.</p> <p>Assessors are expected to outline to the students: At the beginning of the unit, how many assessments there are, when they will be assessed and how students are to behave – i.e. collaboration, closed book, project work etc.</p> <p>As each assessment is scheduled, the assessor should walk the students through the task and how it is to be assessed and expected outcomes (based on the unit to be delivered).</p> <p>During the assessment, the assessor is to support the students in any way possible without compromising the objectivity of the process or giving unfair advantage.</p> <p>For detail steps on assessment, see Assessment Recording Policy.</p>	
Licensing requirements	<p>Some Training Packages require that Barton College work with the licensing authority or regulator. Barton College will ensure that it obtains full approval from the body in accordance with rules set down in the training package in case such a course is on its scope.</p>	
Legislation and regulatory requirements	<p>All training packages will refer to one or more pieces of legislation or regulations. These are usually defined in the training package. It is the responsibility of all the trainers of that qualification to keep up to date with the current legislation.</p> <p>In addition, as a part of the audit process, the list of legislation and/or regulations related to all training packages will be annually reviewed to check currency, superseded legislation and/or new legislation that have been enacted. Any changes identified will become items in the Continuous Improvement Register for updates to be completed in the Training and/or assessment material.</p>	
Recognition of Prior Learning (RPL)	<p>Barton College will provide, in each qualification package, an RPL kit. This kit is to define how an assessor may award an applicant RPL (or not). It should be a vehicle that clearly sets out to the applicant the type of evidence required and how to get it.</p>	



	<p>The assessor is to work with the student to help clarify responses to assesses whether there is sufficient evidence.</p> <p>If the applicant does not satisfy the assessor, then he/she will be offered the option to enroll. The applicant may also choose to appeal the decision.</p>	
Validation practices	<p>In order to ensure that all qualifications offered and assessed by Barton College are of high quality, Barton College undertakes validation of all material presented and assessed for any given Units of Competency.</p> <p>Barton College will draw up a review list to ensure that all Units of Competency are cycled through and reviewed. This cycle should be a maximum of 5 years, but in practice should be more frequent.</p> <p>In addition, completed assessments are also moderated internally and externally. This process is to ensure that there is consistency across different groups of students and/or assessors within Barton College, and also consistency across different groups from different organisations. The process for Validation is shown in Validation Policy.</p>	
Industry Input	<p>During the development of qualifications and during the life of the qualification, industry input is sought to ensure alignment with local industry needs and currency.</p>	
Transition Planning	<p>As courses become outdated, they are revised and updated. During this process some Units of Competency are changed, some removed, some added, and new version of a qualification released.</p> <p>Barton College subscribes to various information sources to be advised when this will happen. For example:</p> <ul style="list-style-type: none">• TrainingPackages@work• Relevant Industry Skills Councils• Relevant State Industry Training Boards• Relevant State Curriculum Maintenance Managers• Licensing Line <p>Once notification is received, Barton College will build a Transition Plan. This will be different for each qualification, but will cover:</p> <ul style="list-style-type: none">• Scope of changes• List of Units of Competency currently delivered that will remain current• List of Units of Competency that have been deleted• List of Units of Competency that have been substantially modified• Plan to right new units and build new material for the new qualification• Plan to have material externally validated by industry• Time to notify regulator• Plan for existing students which may cover migration / transition, continue on old qualification• Communication plan and agreement with students• De-commissioning old qualification including removing from scope <p>The plan will be built and implemented within 12 months of the notification.</p>	
Up to date with licensing and regulatory requirements	<p>Barton College's website is regularly updated with all up-to-date licensing and regulatory requirements.</p>	
Document management and results recording	<p>Assessors must submit the assessments to administration after the marking.</p> <p>Administration is to record this data in the Student Management System (SMS).</p> <p>ALL student completed scripts are to be stored for a minimum of 2 years following completion of the assessment (this can be in scanned format).</p>	



	In addition, the original version of the assessment and model answers shall be stored so that the students work can be compared against the instructions and questions given at the time.	
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Continuous Improvement

A summary of all assessment related matters and concerns will be presented as a part of the Continuous Improvement policy and procedure at the Management Meeting for review. The purpose of this is to ensure management become aware of:

- Repeat issues
- Common threads relating to the compliance and quality assurance.
- (when viewed collectively) any general adverse trend that needs correcting

Confidentiality and Privacy Statement

For more Information, please refer to our Privacy and Confidentiality Policy. You can obtain this policy by contacting us at admissions@barton.edu.au or read it online via our website www.barton.edu.au.

Publication

This policy, once approved, will be available to all staff and students by visiting the College website.

This policy and procedure will form part of the information distributed and communicated during staff orientation.

Other related policies and procedures

Related policies	Industry Consultation Policy VET Governance Policy Training and Assessment Policy Validation Policy Access and Equity Policy Transition and Teach Out Policy
Forms or other organisational documents	
Documents related to this policy	TAS template Qualification Summary Document Code of practice for trainers (Appendix A) Principles of Assessment (Appendix B) Rules of Evidence (Appendix C)

Review processes

Policy review frequency: Annually	Responsibility for review: Principle Executive Officer (PEO)
Documentation and communication: Describe how the policy decisions will be documented and communicated	
Version 1.0 <ul style="list-style-type: none">• Policy is reviewed for grammatical errors.• Policy is uploaded on the college website.	



Appendix 1 Code of Practice for Assessors

The Code of Practice detailed below is included in the Certificate IV in TAE40110 Training and Assessment Training Package, Assessment Guidelines to support professionally responsible and ethical assessment practice and to guide trainers and 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 (TAE40116) 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 Training and Assessment Training Package (TAA04) 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.

Note: *Code of Practice for Assessors* is from the TAE40116 Training and Assessment Training Package, *Assessment Guidelines*.

Appendix 2 Principles of Assessment

Fairness

- The individual learner's needs are considered and the appropriate support measures are put into place if necessary.
- Learner rights and assessment processes are outlined clearly to students prior to enrolment
- Students have the right to appeal a result if they believe it has been assessed unfairly

Flexibility

- Reflecting the learner's needs
- Assessing competencies held by the learner no matter how or where they have been acquired
- Assessing students in a range of assessment methods

Validity

- Student assessments are undertaken in a manner which covers a broad range of skills and knowledge which are essential to demonstrate competency
- Assessment of knowledge and skills is integrated with the Student's practical application
- Assessments are based on a student's ability to be able to apply the skills and knowledge in a workplace environment
- Judgement is based on evidence of a learner's performance aligned to the unit requirements

Reliability

- Student evidence is consistently interpreted and assessment results are comparable, irrespective of the Assessor



Appendix 3 Rules of Evidence

Validity

Sufficient evidence has been provided to demonstrate that the student has the skills and knowledge outlined in the assessment requirements

Sufficiency

The evidence of the Student's knowledge and skills provides a clear direction of judgement of the Student's competency

Authenticity

The assessor is assured that the evidence presented is the own work of the Student being assessed

Currency

The assessor is assured that the assessment evidence demonstrates current competency. Assessment evidence must be from the present or very recent past.