Assessment

Policy Version Details			
Version Identifier	Last Updated	Author	Approved By
v1.0 December 2016	10 December 2016	Training Manager	CEO

Statutory and regulatory compliance

- Standards for RTOs 2015
    - Clause 1.2
    - Clause 1.8
    - Clause 1.9
    - Clause 1.10
    - Clause 1.11
- National Code Part D Standard 14.1

Related Policies

- **Continuous improvement**
- **Assessment processes**
- **Reasonable adjustment**
- **Developing assessment tools**
- **Panelling, piloting and trialling assessment tools**
- **Assessor guides and learner guides**
- **Assessment validation**
- **Pre-delivery assessment validation**
- **Post-assessment assessment validation**
- **Industry assessment validation**
- **Assessment moderation**
- **Assessment moderation on appeal**
- **Training and assessment Strategies**
- **Recognition of prior Learning**
- **RPL assessment validation**
- **Plagiarism, collusion and cheating**
- **Records management**
- **Document version control**

Related Documents

- Assessment Improvement Register
- Assessor Guide Acknowledgement Register
- Learner Guide Acknowledgement Register
- Reassessment Schedule
- Assessor Guides
- Learner Guides

Policy

The following are the essential tenets of OSAN's approach to assessment:

- Assessment processes and instruments at OSAN are designed to ensure the principles of assessment and to satisfy the rules of evidence.
- All assessment tools are developed or adapted by OSAN, in consultation with appropriate industry advisors, to comply with the assessment guidelines specified in the relevant Training Package
- Assessment tools developed or adapted by OSAN consider the relevant employability skills or key competencies for the qualification being undertaken
- Assessment tools developed or adapted by OSAN are designed to provide candidates with the opportunity to demonstrate skills to function effectively in the workplace according to the dimensions of competency.
- Assessment tools developed or adapted by OSAN consider the cultural and linguistic needs of students.
- Assessment tools are developed or adapted by OSAN trainers/assessors working collaboratively.
- Assessors are required to consult with industry advisors (who are subject matter experts) in the development or adaptation of assessment tools.
- If students believe that they have work or life skills which are appropriate, they are encouraged to seek recognition of prior learning.
- Students with a disability may make reasonable requests for necessary adjustments to be made to assessment tools.

Rules of evidence

Evidence which is collected from candidates in order to make assessment judgements is required to satisfy the rules of evidence. That is, evidence which is collected must be valid, current, sufficient and authentic.

Validity of evidence

Evidence is considered valid if it:

- **addresses the elements and performance criteria of the unit of competency**
- **reflects the skills, knowledge and context described in the competency standard**
- **demonstrates the required skills and knowledge (this takes place at OSAN in simulated workplace environments)**

Currency of evidence

Evidence is considered current if it:

- **demonstrates the candidate's current skills and knowledge**

- **complies with current standards**

Sufficiency of evidence

Evidence is considered to be sufficient if it:

- **demonstrates competence over a period of time (at OSAN, competence is demonstrated over a period of one term.**
- **demonstrate competence that is able to be repeated**
- **complies with language, literacy and numeracy skills which do not exceed those required by the work task**

Authenticity of evidence

Evidence is considered to be authentic if it:

- **is the work of the candidate**
- **is able to be verified as genuine**

The Training Manager is responsible for ensuring that assessment tools are developed in compliance with the rules of evidence.

Principles of assessment

Assessment methods used at OSAN are chosen to comply with the principles of assessment, that is, that they are valid, reliable, flexible fair and sufficient.

Validity of assessment

Validity is concerned with extent to which an assessment decision about a candidate is justified. The assessment must be appropriate in terms of the inferences, use and consequences that result from it.

Reliability of assessment

Reliability is an estimate of how accurate or precise an assessment task is as a measurement instrument.

Flexibility of assessment

To be flexible, assessment needs to reflect the needs of the candidate, provide for recognition of competencies regardless of how, where or when they have been acquired, draw on a range of methods appropriate to the context, the competency and the candidate, and support continuous competency development.

Fairness of assessment

Fairness in assessment requires consideration of the individual candidate's needs and characteristics, and any reasonable adjustments that need to be applied to take account of them. It requires that the candidate is fully informed about the assessment process and is provided with the opportunity to challenge the result of the assessment and be reassessed if necessary.

Sufficiency of assessment

Sufficiency relates to the quality and quantity of evidence assessed. It requires collection of enough appropriate evidence to ensure that all aspects of competency have been satisfied and that competency can be demonstrated repeatedly.

Procedures

Gathering and evaluating sufficient evidence

Various evidence gathering techniques are used for each unit of competency to ensure that assessment instruments evaluate sufficient evidence to enable judgements to be made about whether competency has been attained.

The Learning and Assessment Strategy for each qualification and the Assessor Guide for each unit of competency provide details of the evidence gathering techniques used.

The various assessment validation and moderation policies and procedures are designed to review and improve assessment tools to ensure that they continue to involve the evaluation of sufficient evidence for judgements to be made about competency.

Assessment of employability skills or foundation skills

All assessment tasks are designed to allow candidates to demonstrate attainment of employability skills or foundation skills according to the employability skills or foundations skills summary for the qualification.

Mapping employability skills / foundation skills to assessment tasks

The Assessor Guide for each unit of competency provides a summary for each assessment task of the employability skills or foundation skills which will be demonstrated if the task is completed satisfactorily.

A candidate who satisfactorily completes an assessment task is considered to have satisfactorily demonstrated the employability skills or foundation skills which are mapped to the assessment task according to the mapping in the Assessor Guide.

Dimensions of competency

Each assessment task in each unit of competency is designed to enable candidates to demonstrate the skills to function effectively in the workplace and the knowledge and attitudes to apply those skills in routine and non-routine situations. Candidates are provided with the opportunity to demonstrate these sets of skills and knowledge (the dimensions of competency) in the completion of each assessment task. Each assessment instrument requires candidates to demonstrate task skills, task management skills, contingency management skills and job/role environment skills.

Assessing the dimensions of competency

Each assessment instrument requires candidates to respond to one or more simulated work activities. In each case, the developer of the assessment tool has considered the following questions:

- **What are the individual tasks that are required to complete the work activity? (task skills)**
- **What skills are required to plan and integrate the different tasks associated with this work activity (task management skills)?**
- **What type of problems and irregularities might a person encounter when undertaking this work activity? (contingency management skills)**
- **What skills are required to deal with the responsibilities and expectations of the work environment when undertaking this activity? (job / role environment skills)**

Assessment methods

Multiple methods of assessment are used for each unit of competency to ensure validity, reliability, fairness and flexibility and sufficiency of assessment. By using multiple methods of assessment, variations in the cultural and linguistic needs of students can be accommodated.

The following are amongst the assessment methods are used at OSAN:

- Demonstration of skills in a simulated workplace environment
- **Observation of performance in a simulated situation**
- **Oral questioning**
- **Responses to workplace scenario exercises**
- **Projects**

- **Case studies**
- **Presentations**
- **Written assessments**
- **Role play responses**

Ensuring that assessment tools comply with the rules of evidence and the principles of assessment

For details of the processes used at OSAN to ensure that evidence which is collected complies with the rules of evidence and the principles of assessment, please refer to the following policies and associated procedures:

- **Development of assessment tools**
- **Pre-delivery assessment validation**
- **Post-assessment assessment validation**
- **Industry assessment validation**
- **Assessment moderation**
- **Assessment moderation on appeal**
- **RPL assessment validation**
- **Plagiarism, collusion and cheating**

Information about assessment and required standard of performance

OSAN ensures that students and candidates for RPL understand the requirements of each assessment task and the evidence they need to provide in order for a judgement to be made that they have satisfactorily completed the assessment task.

Students and candidates for RPL are provided with instructions at the start of each unit of competency about what is expected of them in response to each assessment task for that unit of competency.

Trainers/assessors are required to ensure that instructions provided to students regarding assessment tasks are clear, explicit and ordered.

Trainers/assessors are required to ensure that candidates for assessment understand the definitions of plagiarism, collusion and cheating, and that they aware of the consequences and the penalties which may result from, involvement in plagiarism, collusion or cheating.

Candidates are provided with detailed information about the standard of performance required of them and with detailed advice about the criteria by which they will be assessed.

Candidates are provided with this information and advice:

- in writing in the Learner Guide for each unit of competency
- verbally by the trainer/assessor on the first day of classes in the unit
- verbally by the trainer/assessor when describing each assessment task and providing instructions for its completion

The use of "PlagScan" for detecting plagiarism

Assessors are responsible for submitting all written student assessment submissions to PlagScan prior to marking. If PlagScan reports a plagiarism content of greater than 15%, the written submission will not be marked. In such cases, the student will be provided with the opportunity to resubmit the written assessment.

If, upon resubmission of a plagiarised written assessment, PlagScan reports a plagiarism content of greater than 15%, the outcome for the assessment task will be NS (Not Satisfactory) and the outcome for the unit will be NYC ("Not Yet Competent").

Opportunity for students to submit to PlagScan prior to assessment

Assessors are to provide students with one opportunity to submit each written assessment item to PlagScan for checking prior to formal submission to the assessor. It is the responsibility of each student to produce a revised version of the written assessment item should PlagScan identify a level of plagiarism greater than 15%.

Learner guides

At the beginning of each term, all students are provided with a learner guide for each unit of competency they are undertaking in that term. The learner guide for each unit of competency contains clear instructions for students on the assessments they will be undertaking and on the required standards of performance and the criteria by which they will be assessed.

Please refer to "Assessor Guides and Learner Guides" for details of information which is provided in learner guides.

Learner Guide Acknowledgement Register

Upon receiving the Learner Guide for each unit of competency at the beginning of each term, each student is required to sign the Learner Guide Acknowledgement Register to acknowledge having being provided with a copy of the learner guide. There is a Learner Guide Acknowledgement Register for each learner group each term. The Learner Guide Acknowledgement Register is filed in the Learner Guides file for the term. The Training Manager is responsible for the completion of each Learner Guide Acknowledgement Register and its subsequent filing.

Assessor Guides

Trainers/assessors must refer to the Assessor Guide for each unit of competency to gain a clear understanding of the required standard of performance when assessing students and to understand the context and purpose of each assessment instrument. The processes for assessment are also provided in detail in each assessor guide.

Please refer to "Assessor Guides and Learner Guides" for details of information which is provided in assessor guides.

Assessor Guide Acknowledgement Register

Upon receiving the Assessor Guide for each unit of competency at the beginning of each term, each trainer/assessor is required to sign the Assessor Guide Acknowledgement Register to acknowledge having being provided with a copy of the assessor guide. There is a Learner Guide Acknowledgement Register for each learner group each term. The Assessor Guide Acknowledgement Register is filed in the Assessor Guides file for the term. The Training Manager is responsible for the completion of each Assessor Guide Acknowledgement Register and its subsequent filing.

Assessment guidelines

OSAN Assessment tools are developed in reference to the elements of competence and performance criteria as detailed in the unit guide for each unit of competency. The required knowledge and skills, the range statement, and the evidence guide are considered carefully. Detailed assessment guidelines are provided for assessors in the assessor guide for each unit of competency.

Compliance with access and equity legislation

OSAN's assessment tools are developed to comply with current access and equity, and privacy legislation.

The CEO will delegate to an appropriately qualified and skilled member of staff the task of checking all assessment tools prior to use for compliance with access and equity and privacy legislation.

Consultation in assessment development

Assessment tools (the processes and instruments of assessment) at OSAN are developed or adapted in consultation with various groups. These may include:

- **the learner cohort**
- **trainers**
- **assessors responsible for conducting the assessments**
- **technical experts**
- **industry advisors**
- **industry regulators**
- **employer representatives**
- **members of professional associations**

The Training Manager is responsible for ensuring that assessment tools are developed or adapted with appropriate consultation. Please refer to "Developing Assessment Tools" for more information about the consultation process in the development of assessment tools.

Consistent use of resources in training and assessment

OSAN ensures that all trainers and assessors use the resources available for training and assessment consistently.   Trainers and assessors must refer to the relevant training and assessment strategies and assessor guides prior to the scheduled delivery and assessment of each unit of competency. Trainers and assessors are required to check that the required facilities, equipment, and training and assessment resources are available. These details are documented in the session plan that each trainer must produce prior to each session.

The Training Manager is responsible for ensuring that required facilities, equipment, and resources for training and assessment are in place and are being used by training and assessing staff.

Information about the awarding of qualifications

Students are informed that qualifications are awarded only upon successfully completing and being assessed as "competent" in all of the units of competency of the qualification in which the student is enrolled.

Maintaining records of assessment

Details of the processes used to create, maintain, utilise and retain records of assessment at OSAN are documented in OSAN's policy and procedures for records management and document version control.

Retaining information about assessment

Information about the assessment for each unit of competency is retained for two years following completion of the term in which the unit of competency was assessed. Assessment records are kept for thirty years according to the requirements of the Standards for RTOs 2015. Please refer to the Record Retention policy for details of the processes involved.