

# P42 Assessment of Competencies Policy

## 1.0 Purpose

1.1 The purpose of this policy is to outline the system used to conduct assessments.

## 2.0 Responsibility

2.1 The Training Manager is responsible for the implementation of this procedure and to ensure that staff and students are aware of its application and that staff implement its requirements

## 3.0 Definitions

### 3.1 **Principles of Assessment**

#### i. **Fairness**

The individual learner's needs are considered in the assessment process. Where appropriate, reasonable adjustments are applied by the RTO to take into account the individual learner's needs. The RTO informs the learner about the assessment process, and provides the learner with the opportunity to challenge the result of the assessment and be reassessed if necessary

#### ii. **Flexibility**

Assessment is flexible to the individual learner by:  
reflecting the learner's needs; assessing competencies held by the learner no matter how or where they have been acquired; and drawing from a range of assessment methods and using those that are appropriate to the context, the unit of competency and associated assessment requirements, and the individual

#### iii. **Validity**

Any assessment decision of the RTO is justified, based on the evidence of performance of the individual learner.

Validity requires: assessment against the unit(s) of competency and the associated assessment requirements covers the broad range of skills and knowledge that are essential to competent performance; assessment of knowledge and skills is integrated with their practical application; assessment to be based on evidence that demonstrates that a learner could demonstrate these skills and knowledge in other similar situations; and Judgement of competence is based on evidence of learner performance that is aligned to the unit/s of competency and associated assessment requirements.

#### iv. **Reliability**

Evidence presented for assessment is consistently interpreted and assessment results are comparable irrespective of the assessor conducting the assessment.

### 3.2 **Rules of Evidence**

#### i. **Validity**

The assessor is assured that the learner has the skills, knowledge and attributes as described in the module or unit of competency and associated assessment requirements.

#### ii. **Sufficiency**

The assessor is assured that the quality, quantity and relevance of the assessment evidence enables a judgement to be made of a learner's competency.

#### iii. **Authenticity**

The assessor is assured that the evidence presented for assessment is the learner's own work.

#### iv. **Currency**

The assessor is assured that the assessment evidence demonstrates current competency. This requires the assessment evidence to be from the present or the very recent past.

#### **4.0 Requirements**

- 4.1** The method section defines the procedure used for conducting assessments. The method applies to assessments conducted for the purposes of national recognition in contexts only. Equally it applies to assessment only pathways, training and assessment pathways or Recognition of Prior Learning.
- 4.2** All assessment must:
- i. Meet all requirements of the Central Melbourne Institute Assessment Policy;
  - ii. Comply with the assessment requirements of the relevant training package or VET accredited course
  - iii. 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 or modules specified in the applicable accredited course.
  - iv. Be conducted in accordance with Principles of Assessment:
    - Fairness
    - Flexibility
    - Validity
    - Reliability
  - v. Be conducted in accordance with the Rules of Evidence:
    - Validity
    - Sufficiency
    - Currency
    - Authenticity
  - vi. Provide for applicants to be informed of the context and purpose of the assessment and the assessment process;
  - vii. 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;
  - viii. Involve the evaluation of sufficient evidence to enable judgements to be made about whether competency has been attained;
  - ix. Provide for feedback to the applicant about the outcomes of the assessment process and guidance on future options;
  - x. Be equitable for all persons, taking account of cultural and linguistic needs; and
  - xi. Provide for reassessment on appeal

#### **5.0 Method**

##### **5.1 Establish the assessment context**

The assessor establishes the context and purpose of the assessment by identifying the relevant competency standards, assessment guidelines and qualification framework, identifies the Central Melbourne Institute support materials that have been purchased and developed to facilitate the learning and assessment process.

##### **5.2 Prepare the candidate**

The assessor meets with the candidate to:

- i. Explain the context and purpose of the assessment and the assessment process
- ii. Explain the Competency Standards to be assessed and the evidence to be collected
- iii. Advise on self-assessment including processes and criteria

- iv. Outline the assessment procedure, the preparation which the candidate should undertake, and answer any questions
- v. Assess the needs of the candidate and, where applicable, negotiate reasonable adjustment for assessing people with disabilities without compromising the integrity of the competencies
- vi. Seek feedback regarding the candidate's understanding of the competency standards, evidence requirements and assessment process
- vii. Determine if the candidate is ready for assessment and, in consultation with the candidate, decide on the time and place of the assessment
- viii. Implement the Institute's assessment plan.
- ix. Ensure that the student is provided with 'General Guideline to undertake the assessment' at the time of commencement of every unit.

### 5.3 Plan and prepare the evidence gathering process

The assessor must:

- i. Use the Institute assessment tools to gather sufficient and quality evidence about the candidate's performance in order to make the assessment decision
- ii. Organise equipment or resources required to support the evidence gathering process
- iii. Coordinate and brief other personnel involved in the evidence gathering process.

### 5.4 Collect the evidence and make the assessment decision

The assessor must:

- i. Establish and oversee the evidence gathering process to ensure its validity, reliability, fairness and flexibility
- ii. Collect appropriate evidence and assess this against the Elements, Performance Criteria, Range Statement and Evidence Guide in the relevant Units of Competency
- iii. Evaluate evidence in terms of the four dimensions of competency - task skills, task management skills, contingency management skills and job/role environment skills
- iv. Incorporate allowable adjustments to the assessment procedure without compromising the integrity of the competencies
- v. Evaluate the evidence in terms of validity, consistency, currency, equity, authenticity and sufficiency
- vi. Consult and work with other staff in the assessment process
- vii. Record details of evidence collected
- viii. Make a judgement about the candidate's competency based on the evidence and the relevant Unit[s] of Competency.

### 5.5 Provide feedback on the assessment

The assessor must provide advice to the candidate about the outcomes of the assessment process. This includes providing the candidate with:

- i. Clear and constructive feedback on the assessment decision
- ii. Information on ways of overcoming any identified gaps in competency revealed by the assessment the opportunity to discuss the assessment process and outcome information on reassessment and the appeals processes.
- iii. An opportunity for reassessment if appropriate or requested by the candidate

### 5.6 Record and report the result

The assessor must:

- i. Record the assessment outcome
- ii. Maintain records of the assessment procedure, evidence collected and the outcome
- iii. Provide signed and dated assessment outcomes to the Training Manager within 14 of end date of unit
- iv. Maintain the confidentiality of the assessment outcome

#### **5.7 Review the assessment process**

On completion of the assessment process, the assessor must:

- i. Review the assessment process
- ii. Report on the positive and negative features of the assessment to those responsible for the assessment procedures
- iii. Make suggestions (if necessary) on improving the assessment procedures to appropriate personnel in the Institute.

#### **5.8 Participate in the reassessment and appeals process**

The assessor must:

- i. Provide feedback and counselling to the candidate, if required, regarding the assessment outcome or process including guidance on further options
- ii. Provide the candidate with information on the reassessment and appeals process
- iii. Report any assessment decision that is disputed by the candidate to the Training Manager
- iv. Participate in the reassessment or appeal according to the policies and procedures of the Institute.
- v. If the student has answered less than 50% of the written assessment questions correctly. The student is then required to repeat the entire assessment for their next attempt.
- vi. If the student has answered more than 50% of the written questions correct, the student is only required to answer the questions that were incomplete for the reassessment.
- vii. A maximum of 3 attempts for assessments are allowed, each 'Not Satisfactory' attempt will be reviewed by the Assessor and areas to focus on for further study will be recommended. If after the 3rd attempt the student still cannot complete the assessment task satisfactorily, the student will be required to repeat the unit and bear the re-enrolment costs.

#### **5.9 Conducting the reassessment**

- i. Students who receive a 'NYC' may re-submit the assessment twice at free of charge
- ii. The first resit must be completed within 14 days of the first assessment outcome
- iii. If the student still does not pass or obtain competency in the first resit, the student must resit/resubmit the assessment within 14 days from the first resit outcome.
- iv. If the student still does not pass or obtain 'Competent' for the Unit of Competency, he/she must enrol in the entire unit and pay a repeat unit fee of \$300 per unit.

#### **6.0 Reasonable Adjustment**

- i. To meet the needs of all learners', adjustments can be made to the way assessments are conducted but not to the requirements of the assessment. The purpose of these adjustments is to enhance fairness and flexibility so that the specific needs of students can be met.

Examples of reasonable adjustments may include but are not limited to:

- providing additional time for student to practice the assessment tasks
- presenting questions orally for students with literacy issues

- asking questions in a relevant practical context
  - adapting machinery and equipment to make it more easily used
  - presenting work instructions in diagrammatic or pictorial form instead of words and sentences
  - simplifying the design of job tasks
- ii. It is the responsibility of each trainer/assessor to assess student needs and make whatever reasonable adjustments are practicable to maximise a students' opportunity to demonstrate their competence. Assessors may also consider contacting their colleagues or their supervisor to assist in the development of reasonable adjustments to the assessment requirements of this unit.
- iii. In case a student requires reasonable adjustment, Assessor will be provided with '*student reasonable adjustment form*' before the course commences or during the course duration to lodge any reasonable adjustments to make to gather alternative evidence.