

RTO Assessment Policy & Procedure (P10)

Purpose

This policy outlines how the Australian Institute of Flexible learning (AIFL) will meet the requirements of assessment as outlined in the various documents associated with the issuance of a qualifications under the AQTF 2007 standard.

What is assessment?

Assessment is a planned activity organised on behalf of RTO that allow the opportunity for the student to present evidence of their skills and knowledge when matched against specific National Industry Competency Standards.

The AIFL is committed to implementing valid, reliable, fair and flexible assessment processes that comply with the Australian Quality Training Framework requirements for the implementation of assessment by Registered Education Organisations.

Principles of Assessment

Validity, reliability, flexibility and fairness are the principles underpinning the development of assessment and assessment tools.

Assessment scope and contexts

- Assessment can be presented in a range of contexts. Assessments can be undertaken by the students as part of a process of gaining a qualification, or as an isolated activity so as to achieve recognition and attainment of one or more National Competency Standards for a specific purpose, relevant to the student.
- Assessments can be presented within the following formats:
 - Recognition of Prior Learning procedure (see Recognition of Prior Learning Policy & Procedure)
 - Observation by an assessor of demonstrated skills and knowledge i.e. undertaking work tasks in the workplace, undertaking a simulated work activity or participating in an interview.
 - Research and reflection through the presentation of a written task
 - Response to Question and Answer task, either written or oral that allow knowledge and skills to be demonstrated.

Responsibilities of the student undertaking assessment

The student will take the opportunity to be well informed of the expectations and specific guidelines outlined by the qualification they have elected to study. Students are expected to be aware of all assessments in preparation for participation in the assessment process by the registered education organisation.

The information provided on assessment by the AIFL must be clear and understood by the student and if necessary clarified if the student feels that their role and responsibilities are not clear.

The student needs to clearly indicate to the relevant representative of the Registered Training Organisation any concerns or requests that could potentially disadvantage them in their efforts to demonstrate their competence during the assessment process. It is the responsibility of the student to articulate their needs and to be willing to negotiate a strategy/ outcome that will meet their needs and is acceptable to the AIFL and other parties if relevant.

The student will undertake the assessment process with the intent of demonstrating their own abilities and knowledge, through participating in the activity organised by the assessor to achieve a positive outcome.

Responsibilities of the assessor

The Australian Institute of Flexible Learning (AIFL) is committed to maintaining the quality of staff that prepare, co-ordinate and implement assessment processes on their behalf. All staff employed to undertake assessments comply with the requirements of the Australian Quality Training Framework, and possess current and relevant qualifications and vocational experience to undertake valid, reliable, fair and flexible assessment activities to ensure that all students are offered the opportunity to demonstrate their competence against prescribed National Industry Competency Standards.

Assessors will provide all relevant information relating to the proposed education and assessment to be undertaken prior to the student's participation. Students will be well informed of the nature of assessment and the options that are available to them to allow further planning and negotiation if relevant.

Assessors need to inform a student prior to the assessment process being undertaken, of the appeals procedure that can be utilised if the student wishes to proceed with an appeal or grievance against the assessment outcome.

Assessors will document the results of the assessment process for individual students in line with the Student Records Management Procedure implemented by the AIFL.

The student will be informed of the outcome of the assessment no later than four weeks from the date the assessment was completed by the student.

Prompt feedback is offered to the student on the outcome of the assessment. The feedback is framed around the specific elements of the competencies that the student was assessed against.

Feedback is delivered in written and verbal form to the student. Specific examples to illustrate the nature of performance and suggestions for improvement, if relevant, are offered to the student by the assessor.

Assessors will demonstrate integrity and professionalism by respecting the confidential nature of assessment and the communication and records storage procedures established by the AIFL to protect the privacy of students, their history, their records and related documentation.

Documentation of the assessment process provided to the student

All assessment processes undertaken by the AIFL staff address the specific National Competencies identified in the nationally accredited education being undertaken by the student.

All documentation presented to the student that outlines the assessment activity to be undertaken will also specify the individual National Competencies that the student will be assessed against. This specific detail will correspond to the enrolment and resulting data that the student will also receive.

It is a requirement of the Australian Quality Training Framework and the practice of the AIFL to retain documentation of each student's participation in assessment and the feedback offered to the student by the assessor and outcome of the assessment for thirty years. This documentation includes:

- Copies of written overviews presented to students, which outlines the purpose of assessment and the National Competencies being addressed in the assessment.
- Copies of written comments on organisational proformas; including Student Assessment Forms / Sheets and Workplace Assessment proformas as feedback on student progress or assessment outcomes for individual students.
- Original documentation on feedback received from the student on the education and assessment undertaken that links to the specific National Competencies being assessed.
- Original documentation as feedback from other experienced assessors and Industry representatives on the relevance and effectiveness of assessments undertaken by the AIFL.
- Original record of results in relevant organisational document that records student attendance and participation and/ or results.

Resulting assessment outcomes

Once sufficient evidence is presented to the assessor to determine the competence of the student against prescribed National Competency Standards, a result is recorded into the Student Records Data System as a valid record of the student's progress in achieving the qualification or attaining an outcome for the accredited education undertaken. In meeting Australian Quality Training Framework requirements, results from assessments for students are recorded as either:

- Competent (C), or
- Not Yet Competent (NYC).

All enrolled students will receive a Statement of Results to indicate their progress and assessment outcomes against their qualification within a specified period (4 weeks).

Students can also receive a Statement of Attainment that indicates all National Industry Competency standards achieved by the student within a specified enrolment period.

Assessment appeals process

(See Appeals procedure)

Assessment information for assessors

The AIFL is committed to maintaining and enhancing the professional competence of its staff. All staff are encouraged to undertake professional development opportunities so as to ensure the relevance and effectiveness of their skills in education and assessment.

It is the practice of the AIFL to provide an initial induction into all qualifications and accredited education offered by the organisation.

An induction program provides the opportunity for staff involved to become familiar with the National Competencies being delivered and assessed and the resources available to them to support them in undertaking assessment and education.

Ongoing moderation and validation of assessment practices

It is the responsibility of the staff of the AIFL to seek feedback from colleagues and stakeholders on the assessment activities they plan and implement on behalf of the organisation. From the feedback received, staff can improve their performance and the effectiveness of the assessment offered to further meet the needs of students.

All recommendations for moderation of education and assessment activities are validated by Industry representatives and then incorporated into future education and assessment plans and also assessment and validation forms.

Guidance in assessment

The Assessment Guidelines for assessment for the qualifications offered by the AIFL, together with the Education Package and the Purchasing Guide will form the basis of assessment. The AIFL has developed an assessment model that articulates how the organisation will plan, conduct and review and adapt its assessment practices to keep them current and valid.

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