

ASSESSMENT POLICY

(IN ACCORDANCE WITH H&H REGULATIONS)

Scope:

This policy applies to all H&H Accredited Training (H&H) students and courses. It covers assessments conducted in all accredited courses delivered by H&H, including workplace assessments. All assessments are reviewed using the competency standards relevant to the individual training.

Purpose:

Acknowledging the importance of authentic, relevant and meaningful assessments, means that quality assessments are an integral part of the learning process. Further, H&H aims to assess each student in a manner that is fair and equitable, as stated in the Standards for Registered Training Organisations (RTO) 2015.

Guidelines:

The trainers and assessors employed with H&H must have the necessary qualifications and industry experience, as stated by the Australian Skills Quality Authority (ASQA). All trainers and assessors have provided evidence that they possess the level of competency to assess their students work (TAE40110 Cert IV in Training), and that they have committed to updating their vocational knowledge and skills through industry validation activities.

H&H strives to ensure that each student has:

- Information of the relationship of each assessment task, to the training package which they are studying
- Links to learning outcomes
- An understanding of the criteria on which they are being assessed
- Received constructive and timely feedback, to measure their progress
- Been supported throughout the assessment process
- An informed knowledge of the assessment appeals process

Each assessment is based on the following:

- Being valid, reliable, flexible and fair
- Promoting interactions with trainers/assessors through communication in class or via email/phone or meeting
- Developing each student's ability to self-assess their work
- Inclusion of material that is easy to follow

H&H Governance structure enables:

- Continuous improvement relating back to student feedback data on assessments
- Current industry information is included in assessments
- Training package changes are implemented when required

Definitions:

Access: Students are encouraged towards a successful completion of their studies, using a wide variety of teaching methods that address student's individual needs. Giving student's access to the performance criteria, the performance and knowledge evidence and the relevant unit elements, produces competent student's well informed of what is required to produce a competent outcome.

Assessment: This is collecting evidence and making judgements on competencies by the student. This is achieved by the student submitting the required information to support employability skills, knowledge and demonstrated skills required, as stated in the relevant training package. There must be evidence that the assessment is being completed within the framework of these training packages. Each student receives a Student Workbook for an individual unit; this workbook has background information, and 'role model' information for the student's reference.

Authenticity: The work completed by the individual student and the evidence provided is confirmed as the student's own work.

Course: Specified units made up from the National Training Package, consisting of core and elective units and applicable work experience placement. These, together, make up the course. Upon successful completion, this may lead to a nationally recognised qualification or a Statement of Attainment (when one or more of the units have been deemed competent). The duration of the course prepares each student for their assessment; they are given current learning materials and progress reports throughout their studies.

Fairness: Fairness in assessment requires deliberation on the students' needs. This includes any reasonable adjustment that may be required to determine a result. It necessitates clear communication between the student and the assessor to ensure that the student is aware of the complete assessment process. It also presents a chance for the student to appeal the assessment result, or request further support prior to commencing the assessment.

Flexibility: Flexibility should reflect the student's individual needs, providing acknowledgement of competencies that are appropriate to the background of the learning.

Moderation: The process of bringing assessment judgements and standards into alignment. It is the process that ensures the same standards are applied to all assessments results within the same units of competency. It is an active process in that adjustments to assessor judgments are made to overcome differences of the difficulty in the tool, or the severity of the judgements.

Reasonable Adjustment: Adjustments that can be made to the way in which evidence of student performance can be collected. While reasonable adjustments can be made in the manner in which evidence of performance is gathered, the evidence criteria for making competent/not yet competent decisions and awarding outcomes, should not be altered in any way. The standards of assessment need to remain the same, but the method of assessing can include reasonable adjustments; always ensuring the standards of the training package are not compromised.

Reliability: This is an estimate of how precise, or accurate, the task is. Reliability covers with how much 'error' is included in the evidence, and that the assessment can be interpreted through the evidence provided, regardless of which trainer/assessor is undertaking the assessment.

Unit of Competence: Specification of industry knowledge and skill required to achieve the standard expected within the said industry.

Validation: The tool used to ensure that all aspects of assessment remain fair, valid, reliable and flexible. It is the collaborative planning, development, conduct and review of all aspects of assessment to ensure that the training package rules are being met, while remaining current within industry standards.

Validity: Validity requires that the assessment is valid, when the process assesses what it claims to assess. Validity requires the covering of the broad range of skills and knowledge that are essential for competence. The judgement of competence must be based on sufficient evidence.

Version Dates	Policy Version 1 approved 7 December 2012 / Version 2 approved 14 March 2018
Approved by	CEO / General Manager
Relevant to	All staff; trainers and assessors; students

Risk Rating (Please highlight the appropriate risk level):

5 = High Risk

4 = Medium Risk

3 = Medium to Low Risk

2 = Low Risk

1 = Very Low Risk or N/A