



CAMDEN HAVEN COMMUNITY COLLEGE INC (RTO 90018)



ASSESSMENT POLICY

BACKGROUND

Camden Haven Community College, RTO 90018, complies with the Standards for Registered Training Organisations (RTOs) 2015. In particular Standard One is relevant to Assessment: The RTO’s training and assessment strategies and practices are responsive to industry and learner needs and meet the requirements of training packages.

- **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 a vocational education and training (VET) accredited course.
- **An 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.

An assessment tool includes the following components - context and conditions of assessment, tasks to be administered to the student, an outline of the evidence to be gathered from the candidate and evidence criteria used to judge the quality of performance (i.e. the assessment decision-making rules). This term also takes in the administration, recording and reporting requirements, and may address a cluster of competencies as applicable for holistic assessment.

POLICY GUIDELINES

Assessment for Nationally Recognised Training and Assessment

- We will comply with all Assessment Guidelines in the nationally endorsed Training Packages relevant to our Scope of Registration.
- Assessments will be conducted by skilled and qualified assessors/trainers who have the skills, competency, currency and knowledge as identified in clauses 1.13-1.16 of the *Standards for RTOs 2015*.
- Camden Haven Community College (RTO 90018) implements an assessment system that ensures that assessment (including Recognition of Prior Learning):
 - complies with the assessment requirements of the relevant training package; and
 - is conducted in accordance with the Principles of Assessment (see Appendix 1 below) and the Rules of Evidence (see Appendix 2 below)
- We will ensure that reasonable adjustment of assessments can be applied to take account of the individual candidate’s needs and characteristics. (See Appendix below explaining reasonable adjustment.)
- At the commencement of the course students will be advised of the purpose of assessment and the criteria and requirements they will need to meet to obtain a qualification.
- Where relevant, assessment will focus on the application of knowledge and skills to the standard of performance required in the workplace.
- Assessment methods may include the following:

Direct observation	<ul style="list-style-type: none"> • Observation of tasks, skills or knowledge demonstration • Assessed in real time in the workplace • Assessed in a simulated off-the-job situation that reflects the workplace
Product based methods	<ul style="list-style-type: none"> • Structured assessment activities such as reports, displays, work samples, role plays, presentations and written tasks

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| Portfolio | <ul style="list-style-type: none"> • A purposeful collection of work samples of annotated and validated pieces of evidence, compiled by the learner • Evidence could include written documents, photographs, videos or logbooks. |
| Questioning | <ul style="list-style-type: none"> • Verbal assessment. Generally more applicable to the assessment of knowledge evidence. • Assessment could be by written or oral questioning, conducting interviews and questionnaires. |
| Third-party evidence | <ul style="list-style-type: none"> • Supervisors, trainers, team members, clients or consumers may report to the assessor. |
- Assessment will be consistent with the training and assessment strategy (TAS), where our training and assessment strategies and practices, including the amount of training they provide, are consistent with the requirements of training packages and enable each learner to meet the requirements for each unit of competency in which they are enrolled.
 - We recognise prior learning achieved through past formal education or life experience (See the 'Recognition of Prior Learning (RPL)' Procedure).
 - We will consider the needs of individual learners and situations in the assessment tasks and contextualise assessments where appropriate.
 - Our assessment process will be equitable for all people, and take account of cultural, individual and group specific needs;
 - We will provide feedback to the applicant about the outcomes of the assessment process, and guidance on future options;
 - We recognise the need for accuracy, efficiency, privacy, and record-keeping in accordance with our Policy Guidelines, when processing VET Certificates and Statements of Attainment.
 - We will maintain an Assessment Record for each student required to undertake assessment.

Appeals Against Assessment

- Students in VET training have the right to appeal against an assessment with which they disagree. Any appeal should be made initially to the trainer delivering course and, if the matter remains unresolved may be taken to the Manager or VET Coordinator.
- Any appeal will be promptly determined and the student and trainer advised of the outcome.
- Requests for an appeal are acknowledged in writing and finalised as soon as possible
- If the process fails to resolve the appeal or at the request of the appellant, a review by an appropriate party independent of CHCC RTO can be provided.

APPENDIX 1: PRINCIPLES OF ASSESSMENT

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.

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 requirements, and the individual.

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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.

Reliability

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

APPENDIX 2: RULES OF EVIDENCE

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.

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.

Authenticity

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

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.

APPENDIX 3: REASONABLE ADJUSTMENT

Reasonable adjustment for assessment means that the assessment process may be modified so that individual participants are not disadvantaged. For example, a learner with a disability, or with issues relating to language, literacy or numeracy may require some adjustment to the assessment process.

In accordance with the Disability Standards for Education, education providers are under a positive obligation to make changes to reasonably accommodate the needs of a learner with a disability. Reasonable adjustments can be made as required, as long as competence is not compromised. For example, such a learner could be asked to demonstrate a work process rather than being asked to explain it in writing.

APPENDIX 4: CHC33015 CERTIFICATE III IN INDIVIDUAL SUPPORT ASSESSMENT

Camden haven Community College best practice for assessment of units from CHC33015 Certificate III in Individual Support in courses will require actual work place assessment for all units except HLTAID003 Provide First Aid. Should other unit/s not currently being taught be identified specifically as not requiring work place assessment for competency, an assessment strategy will be agreed at that time.

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