

1) PLANNING:

When **planning** an assessment activity, the assessor needs to ensure:

- The student is ready for assessment.
- The assessment tools or materials have been trialled with an appropriate sample of people in advance
- Assessment procedures have been ratified with appropriate personnel in the industry / workplace or training organisation where appropriate.
- Reasonable or allowable adjustments have been made to the assessment
- All appropriate personnel are advised of the assessment.

2) PREPARING:

When **preparing** the student, the assessor needs to ensure:

- The context and purpose of assessment have been agreed with the student
- The student has seen the assessment plan and any other appropriate documentation
- The relevant performance standards have been provided and explained to the candidate
- The assessment procedure and expectations of the student have been clarified and agreed between student and assessor
- Any legal or ethical responsibilities associated with the assessment are explained to the student or other relevant parties
- The appeals process is explained to the student
- Information is conveyed using language and techniques to communicate effectively
- With the student and other relevant parties
- The need for any additional evidence gathering is identified.

3) CONDUCTING:

When **conducting** the assessment activity, the assessor needs to ensure:

- The assessment is conducted in accordance with the assessment plan
- Evidence specified in the assessment procedure is gathered using the agreed tools or materials
- Evidence is gathered in accordance with reasonable or allowable adjustments where applicable
- Evidence is evaluated in terms of validity, authenticity, sufficiency, currency, and consistency
- Evidence is evaluated according to the elements, performance criteria, and evidence guide from the unit/s of competency, all four dimensions of competency, the key competencies, and the ability to transfer and apply skills and knowledge to new contexts

- Assistance from more experienced assessors or industry experts is sought if appropriate

- The assessment decision is made in accordance with the specified criteria. The evidence is documented and recorded appropriately, in accordance with the ANC policy

4) FEEDBACK

- Clear and constructive feedback is given to the student using appropriate language and strategies
- Feedback includes guidance on overcoming gaps in competency or further goals or training opportunities if appropriate
- The student is given information on reassessment opportunities and the appeals process
- Any assessment decision dispute is reported to the appropriate personnel within the ANC.

5) APPEALS POLICY

ANC has an Complaint and Appeals Policy which allows students to challenge the assessment decision and enables them to be reassessed. The grounds for an appeal are:

- The judgement as to whether competency has been achieved and demonstrated was made incorrectly, and
- The judgement was not made in accordance with the assessment plan.

6) RECORDING

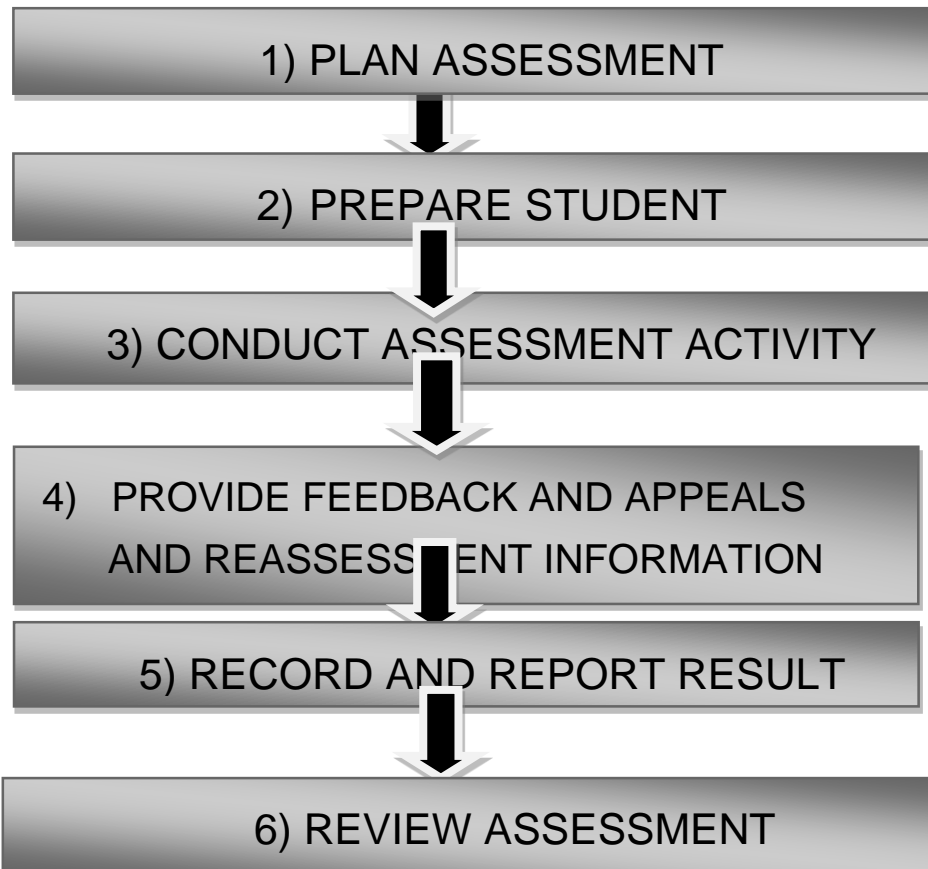
- Assessment results are recorded accurately and follow ANC record keeping policies and procedures
- Confidentiality of assessment outcomes is maintained
- Appropriate documentation (e.g. Training Record Book and/or evidence pro-forma) is completed.

7) REVIEWING

- The student's feedback on the assessment activity is sought
- Positive and negative features experienced in conducting the assessment are conveyed to those responsible for the assessment procedure
- Suggestions for improving the assessment process are made to appropriate personnel or changes are made to the assessment process and materials for future students.
- Validation and moderation processes are implemented in accord with ANC policy.

APPENDIX- A

Planning and Conducting the Assessment Activity Flow Chart



Steps in planning and conduct