



AUSTRALIAN NATIONAL COLLEGE

PLANNING AND CONDUCTING POLICY AND PROCEDURES

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PURPOSE:

ANC implements an assessment system that ensures that assessment (including recognition of prior learning), complies with the assessment requirements of the relevant training package or VET accredited course is conducted in accordance with the Principles of Assessment and Rule of Evidence contained in Table below.

ANC ensures that:

- assessment judgments' are consistently made on a sound basis
- Validation of assessment judgments' is carried out.

PRINCIPLES OF ASSESSMENT	
Fairness	<p>The individual learner's needs are considered in the assessment process.</p> <p>Where appropriate, reasonable adjustments are applied by the RTO to take into account the individual learner's needs.</p> <p>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.</p>
Flexibility	<p>Assessment is flexible to the individual learner by:</p> <ul style="list-style-type: none"> • reflecting the learner's needs • assessing competencies held by the learner no matter how or where they have been acquired • 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.
Validity	<p>Any assessment decision of the RTO is justified, based on the evidence of performance of the individual learner.</p> <p>Validity requires:</p> <ul style="list-style-type: none"> • 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

	<ul style="list-style-type: none"> • 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 • judgment 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.
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.

Standard for Registered training Organisation 2015 <https://www.asqa.gov.au/standards>

SCOPE:

This policy applies to:

- Students enrolled at **ANC**.
- **ANC** Marketing, Admissions, Academic, Student Services, Trainers/Assessors and Administrative staff.

All staff are made aware of the requirements of this policy through regular meetings, Staff Induction, staff updates and continuous improvement practices. Students are made aware of the academic progress requirements through Student Handbook, during the enrolment and orientation processes and also throughout the course.

PROCEDURE:

For a student to be assessed as competent, **ANC** trainer's/assessors ensure the student has:

- absorbed the knowledge
- developed the skills
- can combine the knowledge and skills to demonstrate:
 - ability to perform relevant tasks in a variety of workplace situations, or accurately simulated workplace situations
 - consistency in performance and a consistent ability to demonstrate skills when performing tasks
 - understanding of what they are doing, and why, when performing tasks
 - ability to integrate performance with understanding, to show they are able to
 - adapt to different contexts and environments.

A STUDENT MUST:

- be assessed against all of the tasks identified in the elements of the unit or module
- Demonstrate they are capable of performing these tasks to an acceptable level.

This will ensure the student has:

- actually undertaken all the required tasks
- Demonstrated their ability to do so in different contexts and environments.

STAGES:-

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.

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.

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

FEEDBACK

While providing the **feedback**, assessor needs to ensure:

- 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**.

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.

RECORDING

When **recording** results, the assessor needs to ensure:

- 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.

REVIEWING

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

- 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.

REFERENCE:

This policy/procedure supports:

National Vocational Education and Training Regulator Act (2011), Standard 1 of Standards for Registered Training Organisations (RTOs) 2015,(The RTO's training and assessment strategies and practices are responsive to industry and learner needs and meet the requirements of training packages and VET accredited courses.)

DOCUMENT/FORM:

- Assessment Plan
- Validation/Moderation Form
- Outcome Record Sheet

APPENDIX - A

PLANNING AND CONDUCTING THE ASSESSMENT ACTIVITY FLOW CHART

