

Assessment Policy and Procedure

1. Purpose

This policy outlines the policy and procedure in which the assessment process is undertaken and determined at DNA Kingston Training. This policy has been developed in line with the requirements of The National Code of Practice for Registration Authorities and Providers of Education and Training to Overseas Students 2018, the Education Services of Overseas Students Act 2000 (ESOS Act 2000) and Standards for Registered Training Organisations (RTOs) 2015.

2. Scope

2.1 This policy applies to all active / In-Progress students enrolled in any course(s) at DNA Kingston Training. In vocational education and training courses, *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 VET accredited course.

2.2 *Competency* involves the specification of skills and knowledge and their application to a particular standard of performance required in the workplace. Aspects of work performance included in this concept involve:

- a. performance at an acceptable level of technical skill;
- b. organising tasks;
- c. responding and reacting appropriately when things go wrong; and
- d. transferring skills and knowledge to new situations and contexts.

2.3 *Standards* are statements of the required workplace levels of performance.

3. Statement

3.1 Assessment Process and Procedure

3.1.1 DNA Kingston Training's assessment process can be found in **Appendix 1 - Assessment Process Flowchart** found on page 6 of this Policy.

3.1.2 The DNA Kingston Training 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.

Principles of Assessment

Fairness	The individual student's needs are considered in the assessment process. Where appropriate, reasonable adjustments are applied by DNA Kingston Training to take into account the individual student's needs for students with disability or ongoing ill health. DNA Kingston Training informs the student about the assessment process, and provides the student with the opportunity to challenge the result of the assessment and be reassessed if necessary.
Flexibility	Assessment is flexible to the individual student by: <ul style="list-style-type: none"> ○ reflecting the student's needs; ○ assessing competencies held by the student 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 assessment requirements, and the individual.
Validity	Any assessment decision of DNA Kingston Training is justified, based on the evidence of performance of the individual student. Validity requires: <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; ○ assessment of knowledge and skills is integrated with their practical application; ○ assessment to be based on evidence that demonstrates that a student could demonstrate these skills and knowledge in other similar situations; and ○ judgement of competence is based on evidence of student 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 student 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 student's competency.
Authenticity	The assessor is assured that the evidence presented for assessment is the student'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.

3.2 Fairness and Equity

DNA Kingston Training's assessment system must not disadvantage any person or organisation. All eligible students must be guaranteed access to assessment, which does not discriminate on any basis. Assessment guidelines must include an approach for working with students who have special needs.

To achieve these principles, DNA Kingston Training's assessment system aims for the following characteristics:

- a. the standards, assessment processes and all associated information are straight forward and understandable;
- b. the characteristics of potential students are identified, to enable all potential assessment issues to be identified and catered for;
- c. the chosen processes and materials within the system of assessment do not disadvantage students;
- d. an appropriate and effective review and dispute resolution mechanism is in place to investigate, examine and redress any issue of unfairness or disadvantage identified, involving access, assessment, certification or any other related issue; and
- e. where potential disadvantages are identified, the system is amended to avoid or counter them, or appropriate steps taken to overcome them including reassessment if required.

3.3 Assessors

The role of DNA Kingston Training’s assessors is to objectively assess and judge a student's evidence against a set of standards. In order to do this effectively, DNA Kingston Training assessors must have a sound knowledge of, and be skilled in, the relevant industry area. In addition, the assessors must have acknowledged competency in assessment itself and hold the currently required Training and Assessment qualification.

An assessor must:

- a. interpret and understand the criteria;
- b. ensure that evidence meets the standards;
- c. ensure that evidence is valid, authentic, reliable, consistent, current and sufficient; and
- d. use expertise to make fair and objective judgements.

It is expected that assessors practise fair, objective, unbiased and flexible assessment processes.

3.4 Assessment Validation

DNA Kingston Training facilitates regular assessment validation opportunities to maintain quality assessment and to continuously improve assessment tools and strategies

3.5 Assessment Methods

Appropriate and valid forms of assessment utilised for both skills and knowledge at DNA Kingston Training include:

Assessment Methods	Reference Key
	<p>1. Knowledge test A test of knowledge, may be conducted under timed conditions, although this is not mandatory. It may be written, oral or open-book and consist of multiple choice questions, short answer or essay.</p>
	<p>2. Practical Demonstration This is a practical display of skill that happens away from the workplace.</p>
	<p>3. Case Study A case study is a puzzle that has to be solved. The case should have enough information in it that the candidate can understand what the problem is and, after thinking about it and analysing the information, the candidate should be able to come up with a proposed solution.</p>
	<p>4. Simulation A simulation requires the candidate to carry out a task in an environment that is as close as possible to a real workplace. The key element to a simulated assessment environment is that it must closely resemble the workplace. Equipment and other facilities must be as close as possible to those in use in industry and in some instances the simulated environment may be the actual workplace when it is not operational.</p>
	<p>5. Report A report is an account of something that someone has done, observed, heard, or investigated. Although it can be delivered verbally, a report is usually a written document. This assessment method is best used at the higher AQF levels to ascertain a candidate’s skills and abilities, especially in analytical thinking, decision making and problem solving at work.</p>

	6.	<p>Role play</p> <p>The focus of a role play is the situation and how the candidate operates in that situation. Usually participants have pre-defined roles that are clearly outlined on role-cards. Role plays may be simple or complex and are usually scenario based. The key to role play as a valid assessment method is a realistic scenario that will enable the assessor to observe sufficient evidence that the candidate has the required skill at the appropriate AQF level. It is best to prepare several scenarios for the one assessment if working with a group. This ensures validity as use of the same scenario many times could advantage candidates who are assessed later.</p>
	7.	<p>Presentation</p> <p>A presentation may be made to a live audience, or it can be documented in some way such as a PowerPoint presentation, a video or other digital option.</p> <p>A presentation differs from a demonstration as it is not actually demonstrating a skill, although it may be referring to one.</p>
	8.	<p>Project</p> <p>A project is usually a collaborative sequence of tasks which is bounded by time, resources and required results.</p> <p>Candidates will work in groups to prepare a project, but the final outcome must be assessed on an individual basis to ensure that each candidate is competent in all aspects of the project.</p>
	9.	<p>Work observation</p> <p>The assessor observes the candidate in the actual work environment to see that they are completing the tasks appropriately. This is sometimes referred to as on-the-job assessment. Usually this is done in person, by a qualified workplace assessor, but in some circumstances videoed evidence is also acceptable.</p>
	10.	<p>Third party evidence</p> <p>A third party report is evidence gathered from another person that relates to the candidate's skills and abilities. The person providing the evidence is not assessing the candidate but is simply providing further evidence for the assessor. In a work environment the third party is usually a supervisor or line manager but in some circumstances may also be a colleague or subject expert.</p> <p>The person providing the third party evidence must be in a position to provide an independent, fair and informed opinion of the candidate's performance, based on their knowledge and experience of their work. They must also be able to communicate and liaise with the assessor and the candidate during the process. If one person cannot verify all aspects, then it is appropriate for a second person to provide further evidence.</p>

3.6 Reasonable Adjustment

3.6.1 Reasonable adjustment ensures equity in assessment for everyone, including people with disabilities. Reasonable adjustments are made to ensure that the student is not presented with artificial barriers to demonstrating achievement in the program of study. The guiding principle underlying the concept of reasonable adjustment is inclusive practice. Such practice includes the following:

- a. It recognises differences among students.
- b. It caters for differences in individual interests, experiences, learning styles and preferences.
- c. It develops students' ability to take control of their own learning.
- d. It uses authentic tasks that require thought and allow time for exploration.
- e. It emphasises the development of meaning and understanding, rather than simply the completion of tasks.
- f. It involves cooperation, communication and negotiation.
- g. It ensures that no student is excluded.

3.6.2 Reasonable adjustments include any changes to the assessment process or context that meet the individual needs of the person with a particular need, but do not change competency outcomes.

3.6.3 Reasonable adjustments may include the use of adaptive technology, extending or modifying timeframes for assessment, and alternative methods of assessment such as oral assessment as an alternative to a written task.

3.6.4 As special needs extend to more than identified physical or learning difficulties, an assessor will also need to consider the best approach when dealing with students with needs such as mental health issues or long term illness.

3.6.5 An assessor will take special needs into consideration from the planning stage onwards and adopt particular assessment methods as appropriate. Depending on any specification given in the standards, the assessor may be able to accept alternative evidence from a student with special needs and this will be recorded on the Assessment Form.

3.6.6 If there is uncertainty, the assessor should call on other assessors or a verifier for assistance and guidance, as required. In such a case, the situation must be documented, with appropriate feedback being provided to the student.

3.7 Feedback

Where students are assessed as not yet satisfactory on an assessment task they will be provided with additional feedback on their assessment outcome to assist in achieving the required performance standard on reassessment.

3.8 Reassessment

Every student has a total of 4 attempts (fourth attempt incurs an additional fee) to gain competency in an assessment task. After the fourth attempt, the result is finalised. See Course Progress Policy and Procedure on our website.

3.8.1 Students are emailed in advance for any upcoming assessments that are due, giving a student plenty of time to discuss any questions or concerns they may have with their assessor before the due date. All assessments are to be submitted by the due date, this is counted as the first attempt.

3.8.2 Once the assessment is marked, and if the assessment task is not satisfactory, or the student did not submit on time the student is given a due date for the second attempt. Once the second attempt assessment is marked, and if the assessment task is not satisfactory, or the student did not submit on time the student is given a due date for the third attempt. This process will be repeated a final time if the assessment task is still not satisfactory, or the assessment task has still not been submitted. This is counted as the fourth and final attempt.

After the 4th attempt for all assessments in a unit (or earlier), students are given the finalised result of Competent (CO) or Not Yet Competent (NYC).

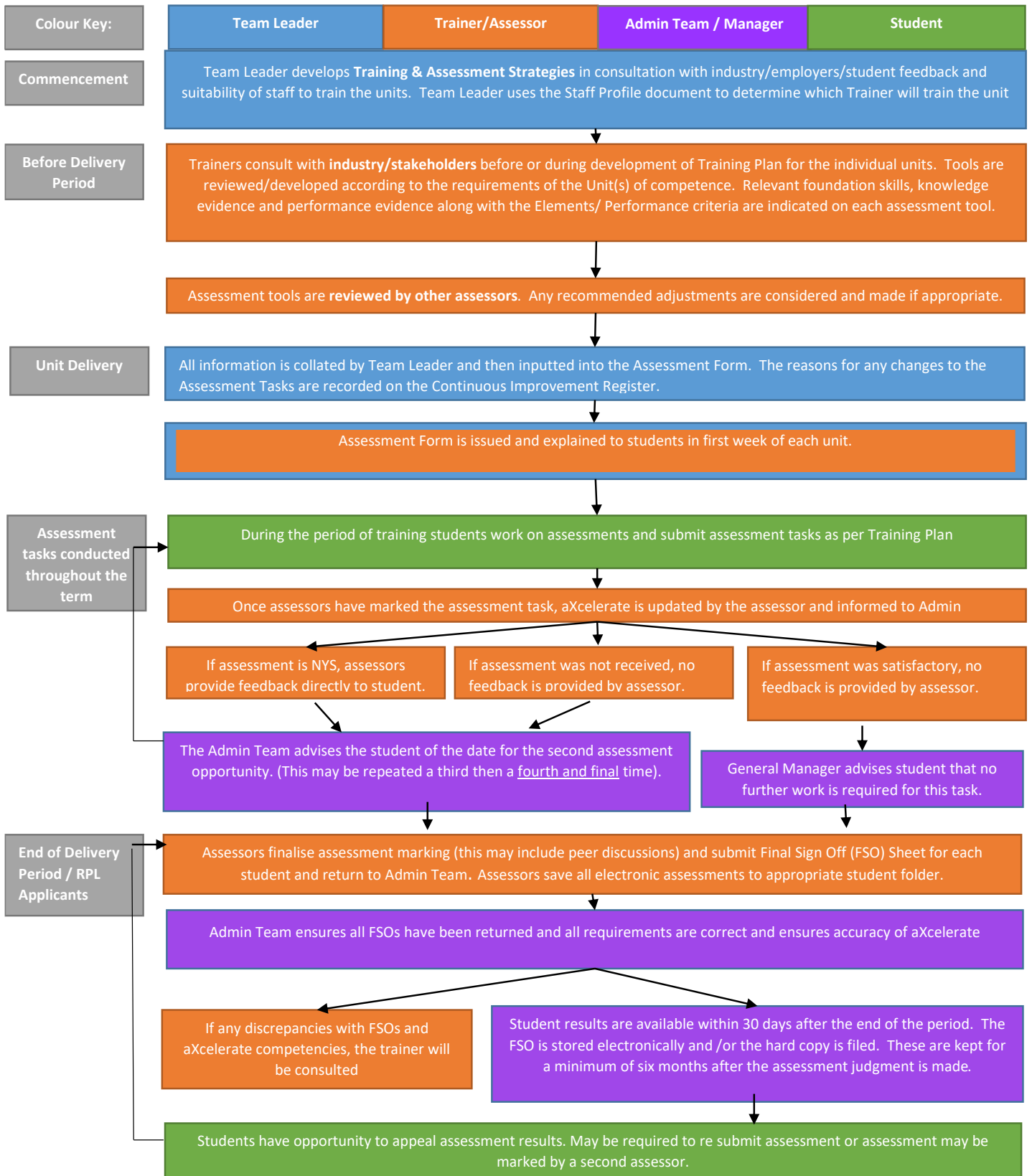
3.9 Assessment Appeal

Students who are dissatisfied with their assessment outcome may apply for reassessment. Please refer to our Complaints and Appeals Policy and Procedure.

3.10 Reassessment Currency

For the purpose of reassessment, there is a currency period of 4 months from initial resulting. After this time, re-attempts will not be accepted.

3.1.1 Appendix 1 – Assessment Process Flow Chart



Kingston Training and Employment Pty Ltd

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Policy Title	Assessment Policy and Procedure
Policy Renewal	Every 2 years
Responsibility	Compliance Manager

Record of updates and changes

Version No.	Issue Date	Nature of Amendment
Version 01	Sept 2024	Materials Designed