Assessment Procedure

1.   **Purpose**

1.1   This procedure sets out the principles and framework for the design, implementation, and review of assessment at the Institute of Health & Nursing Australia (IHNA) for measuring learning progress and assess students in a fair and equitable manner aligned with the requirements of the VET courses as outlines in the Standards for Registered Training Organisations (SRTOs 2015).

1.2   The procedure also outlines IHNA's assessment framework and the general principles that guide IHNA's assessment practices for the VET courses.

2.   **Scope**

2.1   This procedure applies to all IHNA courses.

2.2   This procedure applies to all students (potential or actual) who are enrolled in IHNA. IHNA conducts training and assessment against the competency standards in a training package and in accordance with the Principles of Assessment and the Rules of Evidence.

3.   **Definitions**

3.1   Refer to the definitions outlined in the Assessment Policy.

4.   **Responsibility**

4.1   The National Training Manager has the overall responsibility of this procedure. Other responsibilities are outlined within the procedure.

5.   **Procedure**

5.1   IHNA adopts the following steps to develop assessment tools.

a)   Read the units of competency making up the qualification to understand all their requirements. Make notes on any specific requirements like foundation skills not explicit in the performance criteria, assessment conditions and performance frequencies and knowledge evidence.

b)   Develop and document a series of assessment activities that reflect the performance and knowledge demonstrated by a competent person in the industry. Each assessment activity should describe the context of the activities and include clear and comprehensive instructions to the trainer, assessor and student. This will enable a casual reader of the activity document should easily identify what must be done, when, where and to what standard. Assessors are to ensure that assessment tasks are contextualised to vocational scenarios to generate authentic responses which demonstrate vocational competencies. This enables to minimise plagiarism, collusion and cheating by students in completing assessment tasks.

c)   Develop a set of evidence-gathering tools for each assessment activity. Include instructions to the assessor and student on how they are to be used.

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d) Develop a single mapping or benchmarking tool to establish validity for all assessment tools. It will indicate the relationship between the requirements of the unit(s) of competency, the activities and evidence gathered.

5.2 Establish the assessment context

a) The assessor establishes the context and purpose of the assessment by identifying the relevant competency standards, assessment guidelines and qualification framework, identifies the support materials that have been purchased and developed to facilitate the learning and assessment process.

b) Prepare the candidate

c) The assessor meets with the candidate to:

   a. Explain the context and purpose of the assessment and the assessment process;

   b. Explain the Competency Standards to be assessed and the evidence to be collected;

   c. Advise on self-assessment including processes and criteria;

   d. Outline the assessment procedure, the preparation which the candidate should undertake, and answer any questions;

   e. Assess the needs of the candidate and, where applicable, negotiate reasonable adjustment for assessing people with disabilities without compromising the integrity of the competencies;

   f. Seek feedback regarding the candidate's understanding of the competency standards, evidence requirements and assessment process;

   g. Determine if the candidate is ready for assessment and, in consultation with the candidate, decide on the time and place of the assessment;

   h. Implement the assessment plan;

   i. Plan and prepare the evidence gathering process.

d) The assessor must:

   a. Use the assessment tools to gather sufficient and quality evidence about the candidate's performance to make the assessment decision;

   b. Organise equipment or resources required to support the evidence gathering process;

   c. Coordinate and brief other personnel involved in the evidence gathering process.

5.3 Collect the evidence and make the assessment decision

The assessor must:

a) Establish and oversee the evidence gathering process to ensure its validity, reliability, fairness and flexibility;

b) Collect appropriate evidence and assess this against the Elements, Performance Criteria, Knowledge Evidence, Performance Evidence, Assessment Conditions in the relevant Unit/s of Competency;

c) Evaluate evidence in terms of the four dimensions of competency task skills: task management skills, contingency management skills and job/role environment skills;

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d) Incorporate allowable adjustments to the assessment procedure without compromising the integrity of the competencies;

e) Evaluate the evidence in terms of validity, consistency, currency, equity, authenticity and sufficiency;

f) Consult and work with other staff in the assessment process.

5.4 Record details of evidence collected and complete all assessment records

a) Make a judgement about the candidate's competency based on the evidence and the relevant Unit(s) of Competency;

b) Provide feedback on the assessment;

c) The assessor must provide advice to the candidate about the outcomes of the assessment process.

d) This includes providing the candidate with:

    a. clear and constructive feedback on the assessment decision;

    b. information on ways of overcoming any identified gaps in competency revealed by the assessment the opportunity to discuss the assessment process and outcome information on reassessment and the appeals processes;

    c. an opportunity for reassessment if appropriate or requested by the candidate.

5.5 Record and report the result

The assessor must:

a) Record the assessment outcome by noting the date and identifying with an individual mark;

b) Maintain records of the assessment procedure, evidence collected and the outcome;

c) Provide signed and dated assessment outcomes over the system – competencies are achieved for each unit;

d) Maintain the confidentiality of the assessment outcome.

5.6 Review the assessment process

On completion of the assessment process, the assessor must:

a) Review the assessment process;

b) Report on the positive and negative features of the assessment to those responsible for the assessment procedures;

c) Make suggestions (if necessary) on improving the assessment procedures to Course Coordinator.

5.7 Participate in the reassessment and appeals process

The assessor must:

a) Provide feedback and counselling to the candidate, if required, regarding the assessment outcome or process including guidance on further options;

b) Provide the candidate with reassessment and appeals procedure;

c) Report any assessment decision that is disputed by the candidate to the Course Coordinator;

d) Participate in the reassessment or appeal according to the policies and procedures.

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5.8   Reassessment and Learning Contracts

a)   Each student will be given an opportunity for one reassessment for any competencies not achieved on the first attempt. Reassessment fee will be applicable if the student is to take part in the second reassessment attempt and/or removed from a work placement venue.

b)   Learning contracts will be developed for students who do not complete theory assessment and simulation assessment components of a course satisfactorily.

c)   Learning contracts will also be developed and implemented if students do not achieve the required competency during a work placement prior to reassessment.

d)   IHNA will provide additional support sessions to students before reassessment which include theory and laboratory sessions. Additional support sessions are also provided to students before placing them for next placement in case they were removed from first placement due to poor academic performance.

e)   After the second attempt if a Satisfactory outcome is not achieved, students will be required to re-enrol in the units that have not been satisfactorily completed, at their own cost, if they are to continue and fulfil the requirements for the course or study.

f)   A written notice of Intention To Report (ITR) will be issued to the student for unsatisfactory progress to inform the student of the outcome. It will mention that they are able to access IHNA's complaints and appeals process.

g)   The maximum time that a student may take to complete the course is set by IHNA in accordance with regulatory requirements, of which students will be informed prior to enrolment. The maximum time includes time required to complete both theoretical and work experience placement durations of a course wherever applicable. Exceptions may apply to students under exceptional circumstances or conditions as mentioned in the Academic Participation and Progress Policy.

6.   Requirements

6.1   All assessment must:

a)   Comply with the Assessment Guidelines included in the applicable nationally endorsed Training Packages or the assessment requirements specified in accredited courses or other regulatory requirements.

b)   Lead to the issuing of a Statement of Attainment (SoA) or qualification under the AQF when a person is assessed as competent against nationally endorsed unit(s) of competency in the applicable Training Package or modules specified in the applicable accredited course.

c)   Comply with the Principles of Assessment and Rules of Evidence;

d)   Provide for applicants to be informed of the context and purpose of the assessment and the assessment process;

e)   Where relevant, focus on the application of knowledge and skills to the standard of performance required in the workplace and cover all aspects of workplace performance, including task skills, task management skills, contingency management skills and job role environment skills;

f)   Involve the evaluation of sufficient evidence to enable judgements to be made about whether competency has been attained;

g)   Undertake reasonable adjustment process where required;

h)   Provide for feedback to the applicant about the outcomes of the assessment process and guidance on future options;

i)   Be equitable for all students, taking account of cultural and linguistic needs; and

j)   Provide an opportunity for reassessment;

k)   Be subject to validation and moderation activities;

l)   Be subject to continuous improvement activities to ensure assessment tools and processes are improved.

7.   Conduct of Students in Proctored Examination

7.1   Proctors shall have and may exercise all such powers as are necessary to ensure the proper and efficient conduct of the examination.

7.2   If the student fails to comply, the proctor may require the student to leave the examination room.

7.3   Immediately following the conclusion of the examination, the proctor shall make an incident report that includes evidence of alleged cheating or other misconduct. The report will be conveyed to the Course Coordinator who acts according to the Plagiarism and Cheating Policy.

7.4   Online examination will be proctored using a proctoring tool.

8.   Assessment Agreement and Cover Sheet

8.1   Students will be informed at enrolment of the use of an Assessment Agreement for each course/unit of competency. This outlines specific assessment instructions of each course including how work must be presented, extension to assessment dates and cheating and plagiarism declaration.

9.   Associated Information

Related Internal Documents	Academic Participation and Progress Policy Access and Equity Policy Assessment Policy Assessment Validation and Moderation Policy Plagiarism, Collusion and Cheating Policy Student Misconduct Policy Training and Assessment Policy
Related Legislation, Standards, and Codes	Standards for RTOs 2015, Clause 1.8 – 1.12 National Code of Practice for Providers of Education and Training to Overseas Students (2018)
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Change History

Version Control		Version 5.0
Change Summary	Date	Brief description of the change, incl version number, changes, who considered, approved, etc.
	10/03/2021	Separated Assessment Procedure from Assessment Policy, revised and updated with pertinent sections of procedure, Version 5.0, approved by Academic Board on 10/03/2021

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