

Assessment Policy



Institute of Health and
Nursing Australia

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1. Purpose

- 1.1 This policy sets out the principles and framework for the design, implementation, and review of assessment at the Institute of Health & Nursing Australia (IHNA).
- 1.2 This policy ensures IHNA assessment practices comply with the Standards for Registered Training Organisations (SRTOs 2015), provides IHNA assessors with clear information on assessment processes and evidence requirements, and ensures that assessments are conducted in accordance with the Principles of Assessment and Rules of Evidence.

2. Scope

- 2.1 This policy applies to all IHNA courses.
- 2.2 All students, staff, and others associated with who are responsible for assessment for assessment in IHNA courses are subject to this policy.

3. Policy Statement

- 3.1 IHNA is committed to providing quality training and assessment in accordance with the Standards for Registered Training Organisations (SRTOs 2015). As such, IHNA is committed to implementing an assessment system that ensures assessments (including recognition of prior learning) comply with the assessment requirements of national Training Packages and VET Accredited courses within its scope of registration.
- 3.2 IHNA recognises that assessment is a core service offered to students (candidates) and is at the centre of its operation as a Registered Training Organisation. Quality assessment ensures that the skills and knowledge of candidates are assessed using following principal determinants:
 - a) Assessment decisions are based on the assessment of skills and knowledge compared with units of competency drawn from nationally endorsed Training Packages or accredited courses.
 - b) The target industry or enterprise requirements are contextualised and integrated within the assessment.
 - c) Assessment methods are selected and implemented in collaboration with students, industry and teaching staff.
 - d) Evidence is gathered that meets the Rules of Evidence.
 - e) Assessment is conducted in accordance with the Principles of Assessment.

4. Responsibility

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

5. Definitions

Assessment: The process of collecting evidence and making judgements on whether competency has been achieved, to confirm that an individual can perform to the standard expected in the workplace, as expressed by the relevant endorsed industry/enterprise competency standards of a Training Package or by the learning outcomes of an accredited course.

Assessors include both IHNA faculty and external stakeholders (wherever applicable based on the course offered). The role of an assessor is to objectively assess and judge a candidate's evidence against a set of standards. To do this effectively, an assessor must have a sound knowledge of, and be skilled in, the relevant industry area. In addition, the assessor must have acknowledged competency in assessment itself and hold an appropriate qualification (refer to IHNA's compliance documentation for trainers / Assessors Currency (Standards for RTOs Clause 1.13 - 1.16)

Assessment Tool: An assessment tool includes such components as the context and conditions for the assessment, the tasks to be administered to the candidate, an outline of the evidence to be gathered from the candidate and the evidence criteria used to judge the quality of performance (i.e., the assessment decision making rules). It also includes the administration, recording and reporting requirements.

Educator: The Trainer, Assessor or Teacher in charge of a unit or course being undertaken by students.

Competency means the consistent application of knowledge and skill to the standard of performance required in the workplace. It embodies the ability to transfer and apply skills and knowledge to new situations and environments.

Reasonable adjustment refers to the adjustments that can be made to the way in which evidence of student performance can be collected.

Reassessment allows resubmission of assessment tasks outside the regular assessment due dates in the event where a student's original submission was graded as Not Yet Competent (NYC).

Recognition of Prior Learning (RPL) is an assessment process that involves assessment of an individual's relevant prior learning (including formal, non-formal and informal learning) to determine the credit outcomes of an individual application for credit.

- Formal learning refers to the learning that takes place through a structured course of instruction and is linked to the attainment of an AQF qualification or statement of attainment (e.g., a certificate, diploma or university degree);
- Non-formal learning refers to the learning that occurs through a structured course of instruction, but does not lead to the attainment of an AQF qualification or statement of attainment (e.g., in-house professional development programs conducted by a business); and

Informal learning refers to the learning that results through experience of work-related, social, family or leisure activities (e.g., the acquisition of interpersonal skills developed through several years as a customer service representative)

Training is the process used by IHNA to facilitate learning and the acquisition of competencies in relation to the training product on IHNA's scope of registration.

Training Product means AQF qualification, skill set, unit of competency, accredited short course, and module.

Unit of competency means the specification of knowledge and skill, and the application of that knowledge and skill, to the standards of performance required in the workplace as defined in a training package.

6. Assessment Principles

- 6.1 Competency based assessment is a system of collecting evidence, about a person's performance to a pre-set competency standard with emphasis placed on what a person can do (the outcome) rather than comparing a person's achievement to others. There is no concept of pass or fail, only competent (C) or not yet competent (NYC). The training is focused and allows for greater participation of students in the assessment process.
- 6.2 IHNA implements an assessment system that ensures that VET assessment (including Recognition of Prior Learning) complies with the assessment requirements of the relevant training package/skill set conducted in accordance with the Principles of Assessment and the Rules of Evidence contained in the table listed below.

6.3 Principles of Assessment

Principle	Definition	IHNA's approach
<u>Fairness</u> & <u>Equity</u>	Individual student's needs are considered in the assessment process. Where appropriate, reasonable adjustments are applied to consider the individual student's needs.	<p>IHNA ensures this principle of assessment is addressed by:</p> <ul style="list-style-type: none"> • informing students about the assessment process; • providing them with the opportunity to challenge the result of the assessment and be reassessed if necessary; • ensuring the chosen processes and materials within the system of assessment do not disadvantage candidates;

		<ul style="list-style-type: none"> • supporting individual student needs and making reasonable adjustments as required; • providing clear instructions to students about their assessment requirements in the Assessment Tasks; • providing opportunities to appeal an assessment decision following Complaints and Appeals Procedure; <ul style="list-style-type: none"> ○ having students agree to the assessment arrangements in the assessment task.
<u>Flexibility</u>	<p>Assessment is flexible to the individual student by:</p> <ul style="list-style-type: none"> • reflecting individual student's needs • assessing competencies held by the student 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 student. 	<p>IHNA ensures this principle of assessment is addressed by:</p> <ul style="list-style-type: none"> • providing options in the tasks based on their individual situation, drawing on a range of assessment methods suitable to the student's current situation and allowing recognition of existing competencies through a formal RPL process.
<u>Validity</u>	<p>Any assessment decision of IHNA is justified, based on the evidence of performance of the individual student. Validity requires:</p> <ul style="list-style-type: none"> • assessment against the unit/s of competency and the associated assessment requirements covers 	<p>IHNA ensures this principle of assessment is addressed by:</p> <ul style="list-style-type: none"> • designing assessment tasks where all unit competency requirements are covered, several times where possible, (demonstrated through mapping).

	<p>the broad range of skills and knowledge that are essential to competent performance</p> <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 student could demonstrate these skills and knowledge in other similar situations • judgement of competence is based on evidence of student performance that is aligned to the unit/s of competency and associated assessment requirements. 	<ul style="list-style-type: none"> • using several forms of evidence to form assessment decisions – ensuring Validity and Sufficiency. • integrating assessment of knowledge and skills with practical application.
Reliability	<p>Evidence presented for assessment is consistently interpreted and assessment results are comparable irrespective of the assessor conducting the assessment.</p>	<p>IHNA ensures this principle of assessment is addressed by:</p> <ul style="list-style-type: none"> • conducting regular validation, moderation and quality reviews of assessment processes; • provisioning clear, unambiguous, well documented assessment procedures and competency standards; • employing effectively trained, briefed and monitored assessors.

6.4 Rules of Evidence

Principle	Definition	IHNA's approach
<u>Validity</u>	<p>The assessor is assured that the student has the skills, knowledge and attributes as described in the</p>	<p>IHNA ensures this rule of evidence is addressed by:</p>

	module or unit of competency and associated assessment requirements.	<ul style="list-style-type: none"> designing assessment tasks where all unit competency requirements are covered, several times where possible, (demonstrated through mapping). using number of forms of evidence to form assessment decisions – ensuring validity; ensuring the assessor is confident of students' skills, knowledge and attributes required in the unit of competency and assessment.
<u>Sufficiency</u>	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.	<p>IHNA ensures this rule of evidence is addressed by:</p> <ul style="list-style-type: none"> designing assessment tasks where all unit competency requirements are covered, several times where possible, (demonstrated through mapping). using several forms of evidence to form assessment decisions – ensuring sufficiency. clearly advising students regarding the amount and form of evidence, which is sufficient to prove competency; avoiding such a situation where masses of evidence are provided, requiring assessors to spend more time than necessary per student, or too little evidence, making it difficult to judge competence.
<u>Authenticity</u>	The assessor is assured that the evidence presented for assessment is the student's own work.	<p>IHNA ensures this principle of assessment is addressed by:</p>

		<ul style="list-style-type: none"> Ensuring all students submit written assessment tasks with a signed Student Assessment Instruction Declaration Form, either online or hard copy, where students are required to declare the work is their own.
<u>Currency</u>	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.	<p>IHNA ensures this rule of evidence is addressed by:</p> <ul style="list-style-type: none"> Ensuring evidence is current as it relies on evidence collected during the course and includes third party reports and observations of work performance.

7. Recognition of Prior Learning (RPL)

- 7.1 All applicants are offered access to Recognition of Prior Learning (RPL), Recognition of Current Competency upon enrolment. Refer to RPL and Credit Transfer Policy for further information.

8. Assessment Design

- 8.1 Assessments are designed to assess prior knowledge and skills (diagnostic), develop student learning (formative), make judgments about student learning relative to stated learning outcomes (summative) and monitor student learning as a measure of teaching effectiveness. Assessments are to be relevant to the workplace where appropriate and consultation with industry should form part of this process.

9. Training and Assessment Strategy (TAS)

- 9.1 Assessment strategies outlined in this policy should form the basis for the assessment section in the TAS document for each course. Refer to Training and Assessment Strategy Development Policy for further information.

10. Developing Assessment Tools

- 10.1 IHNA adopts the steps as outlined in the ASQA guide to developing assessment tools. At a minimum, each unit should have assessment activity instructions documents (assessment

brief), marking guides or rubrics, observation checklists and a summary assessment mapping guide.

11. Assessment

- a) IHNA adopts assessment methods that include, but are not limited to:
- b) Theory Assessment
- c) Simulation Based Assessment (SBA)
- d) Professional Experience Placement (PEP)
- e) IHNA utilises the following assessment tools (but not limited to):
 - a. Case studies
 - b. Observation of competency in simulated environment and on-the-job
 - c. Laboratory procedures
 - d. Question and answer sessions
 - e. Multiple Choice Questions (MCQs)
 - f. Projects
 - g. Assignments
 - h. Essays
 - i. Presentations
 - j. Role plays
 - k. Written tests
 - Open book examinations
 - Closed book examinations
- f) Literature (article) review
- g) Participation in classroom activities
- h) Integrated assessment of some units/modules.
- i) Integrated assessment of some units/modules may occur.
- j) Advance notice of the assessment will be given to students for all forms of assessment.
- k) Students are required to sign an Assessment Agreement at the commencement of the course. The Assessment Agreement sets out general information and instruction to students.
- l) Student assessment is based upon the achievement of competency by each student. 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 one's tasks;
 - c. Responding and reacting appropriately when things go wrong and;
 - d. Transferring skills and knowledge to new situations and contexts.
- m) IHNA acknowledges that effective and objective assessment is the key to the successful implementation of competency standards in the workplace and in education. This is the judgement of performance and knowledge against the relevant industry competency standards. Assessment is carried out by the comparison of a student's evidence of skills and knowledge, against the requirements of the Standards.

12. Assessment Validation and Moderation

12.1 Assessment validation and moderation is undertaken as part of IHNA's quality assurance and continuous improvement of learning and teaching activities. Assessment validation and moderation activities are undertaken collaboratively and will involve all staff who deliver and assess the relevant unit. These activities will also be informed by the broader spectrum of external benchmarking activities. Refer to Assessment Validation and Moderation Policy for further information.

13. Assessors

13.1 Assessors include both IHNA educators and external stakeholders (wherever applicable based on the course offered). The role of an assessor is to objectively assess and judge a student's evidence against a set of standards. To do this effectively, an assessor must have a sound knowledge of, and be skilled in, the relevant industry area. In addition, the assessor must have acknowledged competency in assessment itself and hold an appropriate qualification (refer to IHNA's compliance documentation for trainers/assessors Currency (in accordance with clauses 1.13 - 1.16 of the Standards for RTOs 2015)).

13.2 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

13.3 Use expertise to make fair and objective judgments.

13.4 The training and ongoing professional development of assessors covers:

- a) Roles, responsibilities and ethics;
- b) Procedural and administrative duties;
- c) Performance and knowledge evidence gathering and presentation;

- d) Interpretation and usage of standards;
- e) Selecting and using appropriate methods of assessment; and
- f) Requirements regarding processing and recording of results, progress and feedback.

13.5 Assessors are responsible for understanding and practising fair, objective, unbiased and flexible assessment processes. Assessors contribute actively to the assessment strategy development and conduct the assessment process cognisant to existing best practice and research in the relevant field.

13.6 Trainers and Assessors maintain a Professional Development log and Industry Currency Register at all times throughout their employment at IHNA. The Human Resource Manager is responsible for monitoring professional development activities and ensuring that all educators participate actively in professional development activities.

13.7 Assessors' work is crucial as the decisions that they make will influence the quality of work that a student will be expected to be able to do. To help understand the importance of this work, and to guide them in the way that they undertake and validate assessment, IHNA follows a Code of Practice, developed by the National Council for Measurement in Education (NCME)¹.

14. Forms of Evidence Other than Assessment Tasks

14.1 The following forms of evidence will be considered by assessors when assessing competency of skills and underpinning knowledge.

14.2 Direct performance evidence current or from an acceptable past period from:

- a) extracted examples within the workplace;
- b) natural observation in the workplace; and
- c) simulations, including competency and skills tests, projects, assessments.

14.3 Supplementary evidence, from:

- a) oral and written questioning;
- b) personal reports; and
- c) witness testimony.

14.4 Appropriate and valid forms of assessment utilised for both skills and knowledge may include:

- a) Evaluation of direct products of work;
- b) Natural observation;

¹ <https://www.ncme.org/resources/library/professional-responsibilities>

- c) Skill tests, simulations and projects;
- d) Evaluation of underpinning knowledge and understanding;
- e) Questioning and discussion;
- f) Video recordings of skills demonstrations; and
- g) Evidence from prior achievement and activity.

15. Assessment Outcomes

15.1 The recognised training and assessment approach in the VET sector is competency-based which emphasises on what an individual can do in the workplace because of completing a course of training. The following table identifies the results awarded for students at IHNA.

Satisfactory (S)	Awarded to a student who has demonstrated that they are competent to the specified standard against each of the elements being assessed.
Not Yet Satisfactory (NYS)	Relates to an assessment outcome when a student has failed to demonstrate that they are competent to the specified standard against each of the elements being assessed.
Competent (C)	Awarded to a student who has achieved all the elements specified for a unit of competency to the specified standard.
Not Yet Competent (NYC)	Relates to an outcome when a student has failed to achieve all the elements specified for a unit of competency to the specified standard.
Credit Transfer (CT)	Relates to the credit received by a student for a unit of competency through recognition of formal learning.
Recognition of Prior Learning (RPL)	Relates to the credit received by a student for a unit of competency through recognition of formal/non-formal/informal learning.

16. Students with Special Needs - Reasonable adjustment

- 16.1 Every student will have access to fair and open assessment. Students with special needs will, where possible, be offered the same opportunities as any other student.
- 16.2 As special needs extend to more than identified physical or learning difficulties, assessors will require to consider a variety of measures to ensure fairness when dealing with students with special needs. For example, students with needs such as low literacy, lack of confidence, mature aged students and students from culturally and linguistically diverse backgrounds may be offered additional time to complete examinations and assessment tasks and will be offered additional academic and personal support.
- 16.3 Assessors will take special needs into consideration when assessing. Depending on any specification given in the standards/training and assessment strategies, the assessor may be able to accept alternative evidence from a candidate with special needs. Each training and assessment strategy will have allowable reasonable adjustment processes identified for the assessor.
- 16.4 If there is uncertainty, the assessor will call on other assessors or a verifier for assistance and guidance, as required. In such a case, the situation and processes implemented will be fully documented, with appropriate feedback being provided to the student at all stages.

17. Feedback

- 17.1 Comments on assessment performance will be noted in the assessment tools and stored electronically. Feedback on assessment will be returned to the students within two weeks after the submission deadline. Where students are assessed as 'not satisfactory', they will be provided with additional feedback on their assessment outcome to assist in achieving the required performance standard on reassessment.

18. Plagiarism, Collusion and Cheating

- 18.1 Plagiarism, Collusion and Cheating is considered to as a serious offence. IHNA defines:
- a) Plagiarism as taking someone's words, ideas or other materials and present them as students' own
 - b) Collusion as an understanding or agreement between two or more people to intentionally cooperate and gain an unfair advantage in assessment and may include:
 - a. unauthorised and unacknowledged joint authorship in an assessment task
 - b. unauthorised and unacknowledged copying or use of material prepared by another person for use in assessment
- 18.2 Cheating as seeking to obtain an unfair advantage in an examination or test.

18.3 Refer to Plagiarism, Collusion and Cheating Policy for further details as well as associated disciplinary procedures.

19. Reassessment and Learning Contracts

19.1 Students are provided with an opportunity of reassessment. Similarly, students will have to enter a learning contract if they do not satisfactorily complete theory assessment and simulation assessment components. The procedure for this is explained in the Assessment Procedure.

20. Associated Information

Related Documents	Internal	<ul style="list-style-type: none"> Academic Participation and Progress Policy Access and Equity Policy Assessment Procedure Assessment Validation and Moderation Policy Plagiarism, Collusion and Cheating Policy Student Misconduct Policy Training and Assessment Policy
Related Standards, and Codes	Legislation,	Standards for RTOs 2015, Clause 1.8 – 1.12 National Code of Practice for Providers of Education and Training to Overseas Students (2018)
Date Approved		10/03/2021
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21. 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 Policy from Assessment Procedure, revised and updated with pertinent sections including Assessment Design, Grading of Assessment and Assessment Validation and Moderation, Version 5.0, approved by Academic Board on 10/03/2021