Policy and Procedure

Name:	Assessment Policy and Procedure
Approved by:	Director, Customer Success
Date Approved:	21/06/2016
Approved by:	Head of Compliance, VET
Date Approved:	21/06/2016
Implementation Owner	Head of Student Engagement
Maintenance Owner	Head of Compliance VET
Review Date	01/06/2017

CONTENTS

SECTION 1 – INTRODUCTION

PURPOSE

This document provides policies and procedures to guide staff and students of the Australian Institute of Management Education and Training (AIMET) in assessment process, including validation, in order to ensure compliance with the *Standards for Registered Training Organisations 2015* (the Standards).

SCOPE

This Policy and Procedure applies to all AIMET staff and students.

SECTION 2 – POLICY

PRINCIPLES

The Assessment Policy and Procedure is committed to and guided by the following principles:

- procedures for assessment are explicit, sufficient, valid and reliable
- assessment tasks reflect the learning outcomes as stated in the unit outline and unit of competency
- students are made aware of assessment requirements when they are given access to their course materials upon enrolment
- internal validation should occur across qualifications at the level of individual unit assessment tasks
- AIMET maintains transparent and fair mechanisms for marking and moderating assessments
- validation processes are evaluated informally and formally.

POLICY

As a Registered Training Organisation AIMET is committed to operating within a competency-based training system which encompasses competency-based assessment in compliance with the Standards.

SECTION 3 – PROCEDURE

ASSESSMENT STRATEGY

The assessment strategy is an important component of the training program strategy. It will define how evidence will be gathered from learners and demonstrate how the assessment will meet the Training Package requirements, meet the rules of evidence and be conducted in accordance with the principles of assessment. The following points characterise the general requirements of best practice assessment applied by AIMET:

- Evidence is gathered over time involving a number of assessments rather than on one assessment occasion.

- Evidence is gathered using a range of assessment methods to allow for differences in candidate performance.

- Evidence is gathered in the holistic performance of workplace tasks not on isolated performance which does not realistically reflect the way tasks are performed in the workplace.

- Evidence is gathered based on the candidate's own performance in a real or a simulated workplace.

Validation. The validation of assessment practices is an important process which must be closely managed by AIMET. The validation process ensures that assessment strategies, resources and tools are continuously improved and meeting the needs of industry.

Recognition of Prior Learning (RPL). AIMET uses RPL Kits to assess students' RPL applications. Please refer to the kit for more information.

Reasonable adjustment. This section should outline the relationship of reasonable adjustments to the assessment process.

Reasonable adjustment may take into account the following:
- Learner's language, literacy, numeracy requirements;
- Provision of personal support services, for example, reader, interpreter, scribe, support person;
- Use of adaptive technology or special equipment;
- Flexible assessment sessions to allow for fatigue or administering of medication;
- Adjustment of assessment materials, for example, verbal questions instead of written, use of audiotape/videotape;
- Adjustments to the physical environment or venue;
- Considerations relating to age and gender; and
- Considerations relating to cultural beliefs, traditional practices and religious observances.

INDUSTRY CONSULTATION

After the major sections relating to training and assessment, the last area (but no less important) to be included in AIMET's strategy is information relating to the industry consultation conducted during the development of the strategy. AIMET is committed to delivering training programs that build industry capacity. It is important to demonstrate that AIMET's strategy has been developed in direct consultation with employers. This not only supports AIMET's strategy to deliver workplace relevant skills and knowledge, but is also important to capture a record of the consultation we have conducted for compliance purposes. This section of the strategy will be updated continuously as industry engagement occurs and informs the ongoing development of training.

ASSESSMENT METHODOLOGY

AIMET recognises that assessment is a core service offered to our learners (candidates) and is at the centre of our operation as a Registered Training Organisation. Quality assessment ensures that the skills and knowledge of candidates are assessed using four principal determinants:

- That 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.

- That the target industry or enterprise requirements are contextualised and integrated within the assessment.

- That evidence is gathered that meets the rules of evidence.

- That assessment is conducted in accordance with the principles of assessment.

Assessing the Unit of Competency

AIMET uses units of competency drawn from nationally endorsed Training Packages as the primary benchmark for assessment. Supporting these sometimes are industry standards or codes of practice. These and other industry specific publications inform the context and standard of performance during assessment.

In order to identify the precise assessment criteria, AIMET apply a methodology of unpacking a unit of competency in order to assess the full scope of the unit including elements of competence, performance evidence, knowledge evidence and the requirements of the evidence conditions. This process ensures that our assessment strategies accurately reflect the requirements of the relevant training package and are valid. To ensure alignment with all components of a unit of competency, unit mapping must be undertaken during the design and development of assessment. Unit mapping must also be undertaken when carrying out assessment validation.

Unit mapping will show the relationship between the planned assessment activities and each component of the unit. This must be conducted at a micro level of detail to allow the mapping to be useful late on as a reference to demonstrate the validity of the assessment. An assessment mapping document is available for this purpose.

ASSESSMENT CONTEXT

AIMET recognises the importance of establishing the right context for candidates during their assessment. Assessment context refers to the physical and non-physical environment in which skills and knowledge are assessed. This may be a workplace such as an office setting or a manufacturing workshop. The non-physical environment refers to things such as workplace policy and procedure, workplace tempo and culture. Many units of competency may be applied in any workplace such as skills and knowledge relating to workplace safety or leadership.

It is our responsibility to ensure that candidates are provided with the right context to undertake their assessment activities. To achieve this, we will apply the following strategies:

− Incorporation of the candidate's own workplace policies and procedures into the assessment scenario or activity.

− Conduct of the assessment in the candidate's workplace performing real workplace tasks where possible.

− Integration of relevant industry codes of practice and other industry information into the assessment activity.

− Incorporation of industry job descriptions for learners to align with during realistic simulated workplace scenarios and case studies.

− Incorporation of regulatory information relating to licensing which applies to the unit of competency.

− Tailoring the program outcomes to meet the organisational training needs of the enterprise without compromising the Training Package requirements.

− Creating assessment activities which require the learner to conduct specific research relating to industry situations and occurrences where applicable.

− Provide a realistic simulated workplace within AIMET facilities.

While applying these strategies it is important to ensure that in establishing the context for assessment AIMET do not affect the transferability of the unit of competency. When the candidate is assessed as competent, this also means that the candidate can transfer the applicable skills and knowledge between different workplaces and context. This means that the competency is transferable and is a fundamental element of competency based training and assessment.

Principles of assessment

In the delivery of assessment services, Australian Institute of Management applies the principles of assessment. Assessment strategies have been designed to ensure:

−   **Validity.** AIMET conduct assessment against the broad range of skills and knowledge identified within each unit of competency and which is integrated with the performance of workplace tasks. AIMET ensure that the assessment is transferable to different context and situations and all components of the unit of competency are being assessed.

−   **Reliability.** AIMET seek to gather and interpret evidence in a consistent manner that provides for reliable assessment both for the candidate and for assessors. AIMET achieve this by using assessors who have the required competencies in assessment and the relevant vocational competencies. The assessment resources also provide for standardised outcomes supported by model answers to guide assessors in their judgements. Reliability is also supported by the validation of assessment judgements across our assessors.

−   **Flexibility.** AIMET strive to provide assessment opportunities that reflect a candidate's needs. The chosen assessment strategies provide for recognition of a candidate's current competency, employ a range of methods appropriate to the context of the industry, the unit of competency and the candidate themselves.

−   **Fairness.** AIMET assessment approach encourages fairness in assessment through consideration of the candidate's needs and characteristics and through making reasonable adjustments when it is required. Assessors achieve this through clear communication with a candidate to ensure that the candidate is fully informed about, understands and is able to participate in, the assessment process, and agrees that the process is appropriate.

Collecting evidence that counts – the rules of evidence

In collecting evidence, AIMET applies the rules of evidence to inform the assessment strategy. Assessment strategies have been designed to ensure:

−   **Sufficiency.** AIMET ensures the collection of valid assessment evidence in such quantity to ensure that all aspects of competency have been satisfied and that competency can be demonstrated repeatedly. The collection of sufficient assessment evidence will be supported by using a range of assessment methods which lead to the collection of evidence over time based on a range of performances.

−   **Validity.** AIMET collect evidence that directly aligns with the components documented within each unit of competency. The collected assessment evidence must replicate the outputs of the task as though it were being performed within an actual workplace. This may include the observation of the candidate performing the tasks relevant to the unit of competency or the collection of a completed workplace products. Assessment evidence that is purely academic in nature should be given a lesser priority to the collection of evidence that relates directly to the candidate performing the tasks indicative to the unit of competency.

−   **Authenticity.** AIMET seek evidence that is authentic. To support this, assessors must be assured that the evidence presented for assessment is the candidate's own work. Where documentary evidence is relied on it must be certified or supported by two other forms of evidence which demonstrate the same skill or knowledge. In all instances, where work is submitted external to AIMET (i.e.; electronically, distance assignments, online) this is to include a signed authenticity statement by the candidate that they certify the work as their own.

— **Currency.** AIMET must be satisfied that the candidate currently holds the skills and knowledge relating to a particular unit of competency. Assessment evidence is to be based on the candidate's performance either at the time of the assessment decision or in the very recent past. Questions of evidence currency will mostly relate to recognition of prior learning applications where a candidate has been in the workplace for many years and is seeking recognition of skills and knowledge obtained through workplace experience or previous training. In all situations, assessors must validate the currency of a candidate's knowledge and skills.

Employers and other parties contributing to assessment evidence

Where industry representatives are engaged to contribute toward assessment evidence, AIMET will use a standard approach to collect this evidence. AIMET place a high value on the assessment evidence that is gathered by supervisors or employers in the workplace. This evidence is usually very current and valid and contributes to the assessment decisions made by a qualified assessor. AIMET do not however advocate the use of industry evidence (also referred to as third party evidence) as a substitute for the gathering of direct evidence by an assessor. In all areas of our operation, industry evidence is only to be used to complement and support the evidence being gathered by an assessor and is not to be used as primary evidence.

During the development of assessment tools, assessors are to ensure that the observation criteria used in industry evidence reports is wholly task orientated. These observation criteria should reflect the tasks that the supervisor would expect to issue to an employee and monitor during normal workplace duties.

Engagement with industry

AIMET is well placed to leverage off current industry associations to incorporate industry requirements into the assessment process. Consultation with enterprises or industry will provide information about assessment requirements relevant to workplaces. Regulatory requirements that relate to specific units of competency will be incorporated to ensure our learners are well prepared for their workplace duties. Further information on industry engagement can be found in the Industry Engagement Policy.

Recognition of prior learning

AIMET will provide all learners the opportunity to seek recognition of their prior learning. RPL is viewed simply as another method of assessment and therefore is conducted in accordance with this policy. Further information can be found in this manual in the sections on Recognition of prior learning.

Credit transfer

AIMET will recognise and award credit transfer for candidates presenting with current competence. Where a candidate is seeking credit transfer for a unit of competency that is on our scope of registration and the candidate can provide documentary evidence that the unit has been previously awarded to the candidate, credit transfer will be awarded. It is important to note that credit transfer is not an assessment. It is an administrative function that determines the equivalence of a unit of competency the candidate has been previously awarded to units of competency incorporated into courses being delivered by AIMET. If the unit is the same or is equivalent, then the unit may be issued as a credit transfer. This is not to be confused with the recognition of prior learning which is a method of assessment. Please refer to the Credit transfer policy for further guidance.

Competence of assessors

In accordance with the Standards for Registered Training Organisations, assessors are required to hold the minimum competencies for training assessment and the vocational competencies at least to the level being

assessed. AIMET has appropriate systems in place to ensure that all staff members are appropriately qualified to meet our requirement under the Standards for Registered Training Organisations. Further information can be found in this manual within the Trainer Competency Requirements policy.

Where an assessor does not hold the required training and assessment competence, but is a recognised industry expert, AIMET will put appropriate supervision arrangements in place to support the gathering of valid evidence. Further guidance on supporting these assessors can be found in this manual in the policy on Assessment Partnerships.

Assessment validation

Assessment validation is the process where assessors compare and evaluate their assessment methods, assessment procedures and assessment decisions. AIMET will facilitate regular assessment validation opportunities to maintain a quality assessment and to continuously improve assessment strategies. Further information can be found in this manual in the policy on Assessment Validation.

Assessment tools

Assessment tools are the media (electronic or hard copy) used to gather evidence about a candidate's competence. AIMET have developed assessment tools which support the assessment of applicable units of competency in accordance with the requirements of industry Training Packages. It is important for AIMET staff members to acknowledge that these are generic tools which provide us with a starting point for the development of other supporting tools which will reflect the needs of our clients or target industry group. AIMET staff members must be satisfied that tools developed for assessment fit with the requirements of the target industry and enterprise requirements. Some units of competency are associated with licensing requirements and whilst this is not always stipulated in the unit of competency, AIMET will need to be informed of the additional requirements this imposes during assessment.

The following are examples of assessment tools which may be incorporated into an assessment strategy to meet the Training Package and industry requirements, the rules of evidence and the principles of assessment:

− Direct observation checklist;

− Simulation exercises or role-plays;

− Project outlines and explanation sheets;

− Workplace templates;

− Written questionnaires;

− Verbal questionnaires;

− Portfolios, for example collections of work samples by the candidate;

− Product with supporting documentation or journal/log book;

− Workplace samples/products; and

— Industry/workplace evidence reports.

This list of assessment tools identifies only a small number of assessment tools which are in use. These are however the more common tools and support holistic assessment methods favoured by AIMET.

Completed assessment tools are to be retained within the learner record in accordance with the Records Retention and Management policy.

Assessment information

Assessment information is the information provided to both candidates and assessors to guide their conduct of the assessment and the completion of assessment activities. This information is used to draw out a response from a candidate.

Examples of assessment information include:

— Instructions to set the framework for the activity such as who, what, where, when and how. The expected outcomes of the assessment should be included in these instructions and it is critical that they are straight forward and in line with the candidate's preparation during learning or through other competency development pathways.

— Scenario information includes information that sets the context for a simulated assessment activity. This may be a simple case study or a deep scenario which requires analysis and interpretation. It is important to note that the higher the AQF qualification level, the greater the requirement to analyse and apply cognitive skills to produce workplace outcomes. Scenario information used to support assessment at a Diploma level, for example, should be relatively deep and complex to allow the candidate to exercise their analytical skills and produce viable workplace products and outcomes.

— Industry information includes items such as codes of practice, policies and procedures, legislation and regulations. Whilst this may not be provided in hard copy to every candidate, they should be provided contacts, web sites or hyperlinks to access this information. Electronic copies of industry information are also acceptable.

AIMET's assessment activities are to be supported by clear assessment information that will ensure a reliable assessment across our operation. Ultimately, the quality of assessment outcomes produced by a candidate will be directly affected by the quality of the information provided at the commencement of the activity. AIMET staff are to prepare suitable assessment information for all assessment activities and are to gain approval from the Head of Teaching and Learning - VET for the use of assessment resources.

ASSESSMENT PROCEDURE

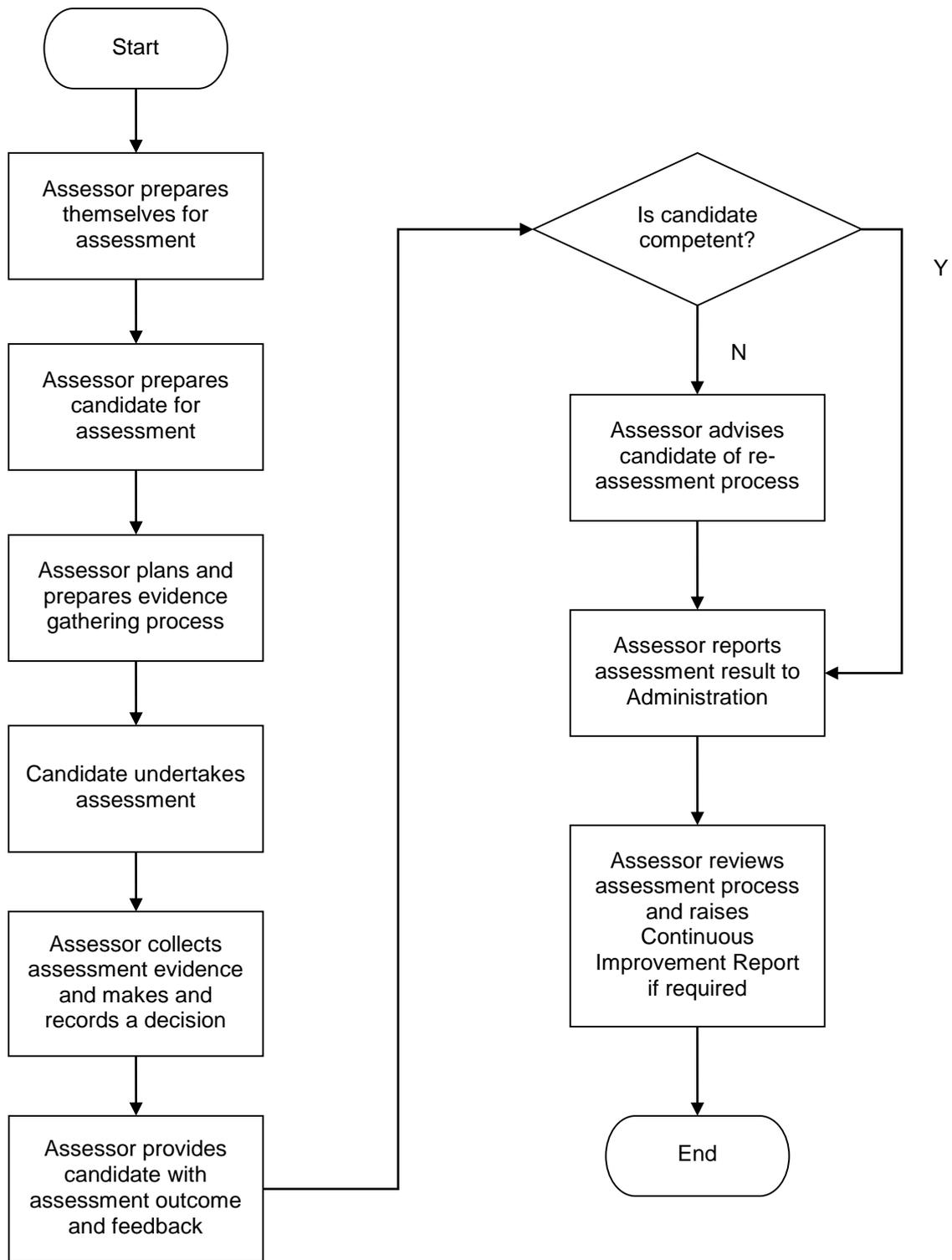The following procedure is to be applied for conducting assessments:

— **Step 1: Prepare for assessment.** The assessor is to:

  ▪ Establish the context and purpose of the evidence to be collected;

- Identify and analyse the units of competency, Training Package and AIMET assessment strategy to identify the evidence requirements; and

- Review the assessment tools and confirm their currency and adequacy in meeting the rules of evidence.

– **Step 2: Prepare the candidate.** The assessor meets with the candidate to:

- Explain the context and purpose of the assessment and the assessment process;

- Explain the units of competency to be assessed and the evidence to be collected;

- Outline the assessment procedure and the preparation the candidate should undertake, and answer any questions;

- Assess the needs of the candidate and, where applicable, negotiate reasonable adjustment for assessing people with disabilities without compromising the competency outcomes;

- Seek feedback regarding the candidate's understanding of the units of competency, evidence requirements and assessment process; and

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

– **Step 3: Plan and prepare the evidence-gathering process.** The assessor must:

- Establish a plan for gathering sufficient quality evidence about the learner's consistent performance in order to make the assessment decision;

- Source or develop assessment materials to assist the evidence-gathering process;

- Organise equipment or resources required to support the evidence-gathering process; and

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

– **Step 4: Collect the evidence and make the assessment decision.** The assessor must:

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

- Collect appropriate evidence and match compatibility to the elements, performance criteria, range statement and evidence guide in the relevant units of competency;

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

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

- Evaluate the evidence in terms of validity, consistency, currency, authenticity and sufficiency;

- Consult and work with other staff, assessment panel members or technical experts involved in the assessment process;

- Record details of evidence collected; and

- Make a judgement about the candidate's competence based on the evidence and the relevant unit(s) of competency.

- **Step 5: Provide feedback on the assessment.** The assessor must provide advice to the learner about the outcomes of the assessment process. This includes providing the candidate with:

  - Clear and constructive feedback on the assessment decision;

  - Information on ways of overcoming any identified gaps in competency revealed by the assessment;

  - The opportunity to discuss the assessment process and outcome; and

  - Information on reassessment and the appeals process if applicable.

- **Step 6: Record and report the result.** The assessor must:

  - Record the assessment outcome according to the policies and procedures of AIMET;

  - Maintain records of the assessment procedure, evidence collected and the outcome according to the policies and procedures of AIMET;

  - Maintain the confidentiality of the assessment outcome; and

  - Organise the issuance of statements of attainment according to the policies and procedures of AIMET

- **Step 7: Review the assessment process.** On completion of the assessment process, the assessor must:

  - Review the assessment process;

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

  - If necessary, suggest to an appropriate AIMET personnel ways of improving the assessment procedures through raising a Continuous Improvement Report or by providing input to the next scheduled assessment validation.

- **Step 8: Participate in the reassessment and appeals process**. The assessor must:

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

  - Provide the candidate with information on the reassessment and appeals process;

- Report any assessment decision that is disputed by the candidate to appropriate AIMET personnel; and

- Participate in the reassessment or appeal according to the policies and procedures of AIMET.

ASSESSMENT PROCESS MAP

```
                Start
                  │
                  ▼
        ┌──────────────────┐
        │ Assessor prepares│                        ┌──────────────────┐
        │ themselves for   │                       ╱   Is candidate    ╲
        │ assessment       │      ────────────────▶   competent?        ──── Y
        └──────────────────┘                        ╲                  ╱      │
                  │                                   └────────┬───────┘      │
                  ▼                                          N │              │
        ┌──────────────────┐                                   ▼              │
        │ Assessor prepares│                        ┌──────────────────┐      │
        │ candidate for    │                        │ Assessor advises │      │
        │ assessment       │                        │ candidate of re- │      │
        └──────────────────┘                        │ assessment       │      │
                  │                                  │ process          │      │
                  ▼                                  └──────────────────┘      │
        ┌──────────────────┐                                   │              │
        │ Assessor plans   │                                   ▼              │
        │ and prepares     │                        ┌──────────────────┐      │
        │ evidence         │                        │ Assessor reports │      │
        │ gathering process│                        │ assessment result│◀─────┘
        └──────────────────┘                        │ to Administration│
                  │                                  └──────────────────┘
                  ▼                                           │
        ┌──────────────────┐                                  ▼
        │ Candidate        │                        ┌──────────────────┐
        │ undertakes       │                        │ Assessor reviews │
        │ assessment       │                        │ assessment       │
        └──────────────────┘                        │ process and      │
                  │                                  │ raises Continuous│
                  ▼                                  │ Improvement      │
        ┌──────────────────┐                        │ Report if        │
        │ Assessor collects│                        │ required         │
        │ assessment       │                        └──────────────────┘
        │ evidence and     │                                  │
        │ makes and records│                                  ▼
        │ a decision       │                              ╭────────╮
        └──────────────────┘                              │  End   │
                  │                                        ╰────────╯
                  ▼
        ┌──────────────────┐
        │ Assessor provides│
        │ candidate with   │──────────────┐
        │ assessment       │              │
        │ outcome and      │              │
        │ feedback         │              │
        └──────────────────┘              │
                                          ▲
```

WORKPLACE ASSESSMENTS

Some units are best assessed in the workplace or in a realistic simulated workplace setting under the normal range of workplace conditions, as prescribed in the relevant National Training Package.

Students currently employed, or undertaking a work placement, may be assessed following observation of their workplace performance by a workplace supervisor/manager. Students must submit a Nominated Workplace Supervisor form in advance to allow AIMET Student Support Manager the opportunity to verify the suitability and qualifications of the nominated supervisor/manager. If approved, both the student and the nominated supervisor/manager will be formally notified by Student Support and provided with the necessary documentation and instructions.

To request a simulated workplace assessment conducted by an AIMET assessor students should complete the Simulated Workplace Assessment Request Form.

RE-ASSESSMENT

Re-assessment refers to the opportunity provided to candidates for a second assessment attempt after a 'Not Yet Competent' result was received from the first assessment attempt or where the student has failed to submit an assessment task within the specified time-frames.

Students receiving an assessment result of 'Not Yet Competent' will be provided with feedback and additional training then arrangements will be made for re-attempting the assessment. Such second attempts must be within 10 working days of the release of the original result.

If the student is again deemed 'Not Yet Competent', immediate counselling will occur and assistance will be offered in the form of a course progression plan.

ASSESSMENT APPEALS PROCESS

Sufficient evidence must be maintained to ensure that the assessment outcomes can be appealed. Information of this process is covered within AIMET's Assessment Appeals policy and procedure.

CHEATING

Cheating is the taking of any unauthorised material or electronic device into an assessment activity, irrespective of whether or not this is used by the student to assist him/her to complete that assessment.

After investigation, any student found to be cheating will have his/her assessment activity cancelled, and no re-submission of assessment will be accepted. The assessment outcome of 'Not Yet Competent' will be recorded for that unit, and he/she will be placed on probation. He/she will be scheduled to re-commence that full unit, and additional fees will be applied.

Any further incidence of proven cheating or other unacceptable behaviour will result in cancellation of the student's enrolment. In the event that this occurs, no refund of fees will be possible, and AIMET will not assist with work placement.

The written notice of AIMET's decision will inform the student that he or she is able to access AIMET's Complaints, Grievances and Appeals Process and has 20 working days from the nominated date in which to do so.

PLAGIARISM

Plagiarism occurs when someone presents the thoughts or writings of another person as his/her own. Students are, therefore, required to acknowledge all direct quotations, ideas, paraphrased writings and statistical information.

Plagiarism is a form of cheating, and is one of the most serious offences any writer can make. Any student found to be plagiarising will be regarded as having cheated, and the same conditions will be applied as recorded in the Cheating section above.

SUBMISSION OF ASSESSMENT TASKS

All assessment tasks required for completion of a unit are to be completed and submitted by the scheduled due date and following the instructions contained in the course assessment kit.

To safeguard against accidental loss of assignments, it is expected that students will keep a copy of each assignment either soft copy (on computer) or a hard copy. Students are reminded to save their work on an ongoing basis when logged in to the Learning Management System (LMS). In the event of loss occurring, the student will be required to submit a new copy of the assignment concerned.

SATISFACTORY ACADEMIC PROCESS

AIMET expects each student to progress through his/her course at a rate that will enable the student to complete the course in the nominated duration. AIMET learning management system generates reports of students' academic progress, enabling Student Support to monitor, record and assess every student's progress.

To assist in this process Student Support may generate the following LMS reports:
- Students that have not submitted assessment tasks by their due date
- Students that have not logged in within 14 days
- Students at risk of falling behind. This is based on the due date set for students undertaking a particular qualification and how many answers they have input, and whether or not they are likely to answer all questions before the due date.
- Students with active enrolments that have never logged in

Where a student is identified to be 'at risk' of not completing their course on time Student Support may intervene and provide counselling, together with a plan for course progression. It is the student's responsibility to follow this plan and complete their studies within the nominated duration.

SECTION 4 – REFERENCE AND SUPPORTING INFORMATION

DEFINITIONS

ASSESSMENT

Assessment is the process of collecting evidence and making judgements as to whether competency has been achieved and also making judgement as to whether the collected evidence can been authenticated as being the work of the student. This must be conducted in accordance with statutory requirements, such as mandated within the AQTF.

Formative Assessment - evaluation occurring during the provision of the training and education service to ascertain areas of learning difficulty as a basis for further instruction.

Summative Assessment - used at the end of an AIMET unit to give a final indication of a learner's progress. It is an appraisal of the extent to which the total competency outcomes have been achieved.

Holistic Assessment (also known as Integrated Assessment) – covers the 'whole of job' role or function that draws on a number of units of competency.

ASSESSMENT INSTRUMENT(S) / TOOLS

This consists of the specific questions or activity developed to allow the candidate to clearly demonstrate the attainment of competency. Each assessment instrument must be supported by objective criteria on which the assessor will base the assessment decision, such as model answers, listing the key points.
Assessment instruments may address a cluster of competencies as applicable for holistic assessment.

ASSESSMENT PROCESS

The agreed series of steps that is undertaken within the assessment delivery, recording and reporting cycle.

COMPETENCY

Competency is the ability to perform particular tasks and duties to the standards of performance required in employment. Competency requires the application of specified skills and knowledge relevant to effective participation in an industry, industry sector or enterprise.

COMPETENCY STANDARDS

Competency standards are national standards that define the work skills and underpinning knowledge required for effective performance in the workplace. The standards, otherwise known as *units of competency*,

are determined by industry and form a fundamental component of AIMET courses and training products (national units of competency, qualifications or accredited courses).

COMPLETED ASSESSMENT ITEMS

The actual piece(s) of work completed and submitted by the student for the purposes of assessment.

ELEMENTS

An element is the basic component of each unit of competency that describes the tasks that make up the broader function or job described by the unit.

PERFORMANCE CRITERIA

These are evaluative statements that specify the components and required level of performance of each element that occurs within each endorsed unit of competency.

VALIDATION

Validation involves reviewing, comparing and evaluating assessment processes, tools and evidence contributing to judgements made, and also the judgements that were made, by a range of assessors against the same standards and documenting any action taken to improve the quality and consistency of assessment.

SUPPORTING DOCUMENTATION

Document name	Document type	Location
Validation form	Form	Internal location
Assessment Appeals	Policy and Procedure	External Website

SECTION 5 – GOVERNANCE

CHANGE HISTORY

Version	Approval date	Approved by	Approved by	Change
1.0	22/06/2016	Director Customer Success	Head of Compliance, VET	Updated policy into new template Updated to reflect RTO and AQF standards Updated to reflect Scentia Organsiational Structure

Please note:
- Printing this document may make it obsolete
- For the latest version of this policy always check the Policy site located here
  http://www.aim.com.au/training/student-information