

Assessment Policy and Procedures

1. Purpose

The Assessment Policy and Procedures outline the principles that underpin Global Healthcare Management College Pty Ltd The Trustee for GHMC Trust's (herein referred to as "GHMC") approach to assessments.

The purpose of this policy is to meet the requirements of the Standards for Registered Training Organisations 2015 and to comply with these standards.

2. Scope

This document applies to all assessable learning activities, units and courses offered at the Institute.

3. Responsibility

The CEO and Operations/Administration Manager will be responsible for the implementation of this policy and procedures along with the delivery of training and assessment.

4. Definition

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.

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.

Assessment tools are the instruments and procedures that are used to gather and interpret evidence of competence for the chosen assessment method.

Competency: The consistent application of knowledge and skill to the standard of performance required in the workplace. Aspects of work performance included in this concept involve:

- Performance of technical and managerial/business skills at an acceptable level
- Ability to transfer and apply skills and knowledge to new situations and environments.
- Organising one's tasks.
- Responding and reacting appropriately when things go wrong.

Validation: Validation is a quality review process that confirms the RTO's assessment system can consistently produce valid assessment judgements.

5. Policy

Assessments will support student's engagement in learning and the creation of supportive learning communities. GHMC's assessment system will ensure that assessments (including RPL) will comply with the assessment requirements of the training product and meet the principles of assessment and rules of evidence.

All assessments will:

- comply with the assessment guidelines included in the applicable nationally endorsed Training Packages or the assessment requirements specified in accredited courses.
- Include cover sheets that contain student declaration with respect to the student's name, Student ID and assessor's name, date, and signature.
- Lead to the issuing of a Statement of Attainment or Award under the Australian Qualification Framework (AQF) when a person is assessed as competent against the nationally endorsed unit(s) of competency in the applicable Training Packages.
- Respect, recognise and develop student's current knowledge and experiences and provide appropriate opportunities for the formal recognition of prior learning's.
- be equitable for all learners, considering cultural and linguistic needs.
- Have provision for reassessment on appeal.

All assessments including knowledge tests and questions, at GHMC, must be submitted electronically in a soft copy. All the assessments must be typed by the Learner. However, flexible arrangements can be made if students are unable to submit their assessments electronically due to compassionate or compelling circumstances.

At GHMC, assessments are conducted in accordance with the Principles of Assessment and the Rules of Evidence.

Principles of Assessment

i. Fairness:

The individual learner's needs are considered in the assessment process. Where appropriate, reasonable adjustments will be applied by the GHMC to consider the individual learner's needs.

GHMC will inform the learners about the assessment process and provide the learner with the opportunity to challenge the result of the assessment and be reassessed if necessary.

ii. Flexibility:

Assessment is flexible to the individual learner by:

- reflecting the learner's needs
- assessing competencies held by the learner no matter how and 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.

iii. Validity:

Any assessment decision of GHMC is justified, based on the evidence of performance of the individual learner. Validity requires:

- 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 is based on evidence that demonstrates that a learner could demonstrate these skills and knowledge in other similar situations.
- Judgement of competence is based on evidence of learner performance that is aligned to the unit(s) of competency and associated assessment requirements.

iv. **Reliability:**

Evidence presented for assessment is consistently interpreted and assessment results are comparable irrespective of the assessor conducting the assessment.

Rules of Evidence

v. **Validity**

The assessor is assured that the learner has the skills, knowledge, and attributes as described in the unit of competency and associated assessment requirements.

vi. **Sufficiency**

The assessor is assured that the quality, quantity, and relevance of the assessment evidence enable a judgement to be made of a learner's competency.

vii. **Authenticity**

The assessor is assured that the evidence presented for assessment is the learner's own work.

viii. **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.

Forms of evidence

A range of assessment methods will be used to accommodate the diversity in students' learning styles and preferences. These assessment methods include:

- Case studies
- Projects
- Reports
- Presentations
- Role plays and
- Knowledge Test
- Practical demonstrations

Assessors

The assessor's role is to objectively assess and judge a student's evidence against a set of standards. The assessor will have current knowledge and skills in the relevant industry area and at least to the level being taught.

All assessments will be conducted by qualified assessors who have the assessor competencies.

- TAESS00011 Assessor Skill Set or its successor
- or
- TAESS00001 Assessor Skill set plus one of the following:
 - TAEASS502 Design and Develop Assessment Tools or
 - TAEASS502A Design and Develop Assessment Tools or
 - TAEASS502B Design and Develop Assessment Tools
- or
- a diploma or higher level qualification in adult education
- or
- a credential issued by a higher education provider (as defined by section 16-1 of the Higher Education Support Act 2003) which would enable the individual to satisfy the academic requirements for registration as a secondary school teacher in accordance with the registration requirements in at least one State or Territory, and one of the following credentials or the successor to one of the following credentials:
 - TAESS00011/TAESS00019 Assessor Skill Set or
 - TAESS00024 VET Delivered to School Students Teacher Enhancement Skill Set.

In addition to these requirements specified above, GHMC's training and assessment will be delivered only by persons who have:

- Vocational competencies at least to the level being delivered and assessed.
- Current industry skills directly relevant to the training and assessment being provided.
- Current knowledge and skills in vocational training and learning that informs their training and assessment.

The assessor will and must comply with the minimum assessment guidelines and the requirements of this policy and procedures.

6. Benchmark for Competency

All students enrolled at the Institute must successfully achieve competency in all units included in every stage of their course to obtain their appropriate certification.

7. Penalties for Plagiarism, collusion, and cheating

Acts of plagiarism, collusion and cheating are not permitted in any work completed for assessment and will result in a written warning and repeating the VET unit of competency, as well as incurring any associated charges. If a student is found cheating or reported for plagiarism or collusion on any form of assessment, their assessment will be deemed Not Yet Competent. If a student engages in such an act for a second time, they may be suspended or expelled from the course. All work submitted must be an accurate reflection of the student's level of competence.

Information on Plagiarism, cheating and collusion is defined in GHMC's student handbook or refer to detailed information on Plagiarism and cheating Policy available on GHMC's website www.ghmc.edu.au.

All plagiarism is unacceptable, and each case of plagiarism should be treated on its own merits. Educational procedures will be in place to assist students to avoid submitting assessment work that does not meet the required standards of evidence-based writing.

Inappropriate practices in the use of referencing, citations, quotations, or attributions for formative assessment may be dealt with and by the assessor, who may refer students to appropriate resources to improve their academic skills.

Evidence of plagiarism and cheating is treated on a case-by-case basis, and the consequences for students engaging in such practices may include failure of the assessment or unit or exclusion from the course.

Suspected incidents of plagiarism involving summative assessments will be dealt with seriously:

- The student's assessment will be deemed Not Yet Competent (NYC). The student will be given a warning and will be required to redo the assessment. Additional charges may apply for reassessments.
- If students are engaged in such an act for a second time, they may be suspended or expelled from the course.
- All work submitted must be an accurate reflection of the student's level of competence. The evidence used to decide at GHMC about competence will be valid, sufficient, authentic, and current.
- For the conditions not mentioned here, refer to the Plagiarism and Cheating Policy and Procedures.

Note: GHMC will use plagiarism software to check the authenticity of student's work.

8. Reassessment

Learners unsuccessful at achieving competency at the first attempt will be given two further opportunities for re-assessment at a mutually agreed time and date (total 3 attempts including original). If a learner fails the re-assessment after three attempts, they will be advised to re-enrol in the unit.

Students will be given a total of 3 attempts including 1 original plus 2 reassessments.

Cost of reassessment will be as follows:

- 1st Original submission: Free of cost
- 2nd Reassessment fee: Free of cost
- 3rd Reassessment fee: \$300

If a student fails in the 3rd reassessment, then students will have to repeat the unit. Repeat unit fee- \$300.

Not attending for an assessment will be counted as one assessment attempt for each occurrence unless:

- the student can provide a certificate from a registered medical practitioner indicating that the student was medically unable to attend the assessment; or
- the student can provide independent evidence of exceptional compassionate circumstances beyond the student's control, such as serious illness or death of a close family member to explain the non-attendance at the assessment.

9. Procedures

This section defines the procedures used for conducting assessments. The procedure applies to all assessments conducted for the purposes of national recognition. Equally, it applies to assessment-only pathways, training and assessment pathways or Recognition of Prior Learning (RPL) as GHMC offers RPL to learners.

Step 1. Establish the assessment context.

The Assessor will establish the context and purpose of the assessment by identifying the relevant competency standards, assessment guidelines and qualifications framework.

Step 2. Prepare the learners.

The Assessor will discuss and explain to the learners about:

- the context and purpose of the assessment process
- the competency standards to be assessed and the evidence to be collected.
- assessing the needs of the learners and, where applicable, negotiating reasonable adjustments for assessing people with disabilities without compromising the integrity of the competencies.
- seeking feedback regarding the learner's understanding of the competency standards, evidence requirements and assessment process
- determine if the learner is ready for assessment and, in consultation with the learner, decide on the time and place of the assessment.

Step 3: Plan and prepare the evidence gathering process.

The Assessor will:

- Use GHMC's assessment tools to gather sufficient and valid evidence about the learner's performance to make the assessment decision regarding principles of assessment and rules of evidence.
- Organise equipment or resources required to support the evidence gathering process.
- Coordinate and brief other personnel involved in the evidence gathering process.

Step 4: Collect the evidence and make the assessment decision.

The assessor will:

- Establish and oversee the evidence gathering process to ensure its validity, reliability, fairness, and flexibility.
- Collect appropriate evidence and assess this against the Elements, Performance Criteria 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, sufficiency, authenticity, currency, consistency, and equity.
- record details of evidence collected.
- make a judgement about the learner's competency based on the evidence and the relevant Unit[s] of Competency.

Step 5: Review the assessment for each unit of competency.

As requested by the Institute, the trainer/assessor must:

- participate in a review of the assessment process, including participating in validation and moderation meetings.

Step 6: Double-check the assessment decision

Assessment that has been evaluated by the trainer/assessors will be double-checked and quality assured. Assessments will be randomly picked and reviewed by:

- Cross trainer/ assessor who has not assessed those assessments or
- Operations/Administration Manager

To ensure effective monitoring of assessments from submitting assessments to the completion of the qualification by students. Assessment will be reviewed as per the Assessment Monitoring Strategy*using the Assessment Quality Checklist (Appendix 1). Monitoring strategy has been compiled to ensure that assessments are conducted effectively in accordance with the principles of assessment and Rules of evidence.

Assessment Monitoring Strategy*

“Assessment Monitoring Strategy” outlines the provision of checks on the quality of the assessment at every stage of the assessment journey from assessment tools to the issuance of certification including:

- Pre-assessment validation and moderation of assessment tools against training package requirements.
- Monitoring assessment methods, procedure, context, and assessment resources when assessment is being conducted to ensure assessment is conducted in line with the principle of assessment and evidence is being collected in line with the rules of evidence.
- Monitoring assessment as handed by students to the trainer if completed student assessment work meets rules of evidence.
- Using an “Assessment Quality Checklist (Appendix 1)” to ensure student work meets the principle of assessment.
- Validating samples of completed student work before finalising results.
- Final check of completed assessment before issuing any statement of attainment or certification using certificate issuance checklist.

Step 7: Provide feedback on the assessment.

Trainer/assessor will and must provide advice to the learner about the outcomes of the assessment process. This includes providing the learners 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 information on reassessment and the appeals processes.
- An opportunity for reassessment.

Step 8: Record and report the result.

The trainer/assessor will provide signed and dated assessment outcomes to the Student Administration. Student administration will:

- Record the assessment outcomes for each unit.
- Maintain records of the assessment procedures, evidence collected and the outcome.
- Maintain the confidentiality of the assessment outcome.

Step 9: Participate in the reassessment and appeals process.

The trainer/assessor will:

- Provide feedback and counselling to the learner, if required, regarding the assessment outcome or process including guidance on further options.
- Provide the learners with information on the reassessment and appeals process.
- Report any assessment decision that is disputed by the learner to the Operations/Administration Manager and/or Administration Officer.
- Participate in the reassessment or complaints and appeal according to the policies and procedures of GHMC. The process and policy for complaints and appeals and reassessment are available on GHMC's website www.ghmc.edu.au.

9. Validation

GHMC will validate each training product at least once every five years, with at least 50 per cent of products validated within the first three years of each five-year cycle, considering the relative risks of all the training products on GHMC's scope of registration.

Systematic Validation of GHMC's assessment practices and judgements will be undertaken by one or more persons who are not directly involved in the instance of delivery and assessment of the training product being validated, and who collectively have:

- vocational competencies and current industry skills are relevant to the assessment being validated.
- current knowledge and skills in vocational teaching and learning; and
- the training and assessment credential

Please refer to the Validation Policy for more information available from GHMC's reception.

APPENDIX 1

Assessment Quality Review Checklist

The following document is to be used to review the candidate assessment tool assessed by the assessor in accordance with the Principles of Assessment and Rules of Evidence (clause 1.8 of the Standards for RTO's 2015).

Please complete all areas.

ASSESSMENT QUALITY REVIEW CHECKLIST	
Qualification	
Trainer name	



ASSESSMENT QUALITY REVIEW CHECKLIST

Unit code and name		
Student name		
Student ID		
List all the evidence that are to be reviewed as part of this process.		
<input type="checkbox"/> Candidate assessment tool <input type="checkbox"/> Evidence provided by the student (student work) <input type="checkbox"/> Observation/Demonstration Checklist		
Review Question	Y/N/NA	Comments and suggestions
• Has the student's name and ID recorded on the assessment evidence.		
• Is there any evidence of plagiarism in the student's work?		
• Is there any sign of copying and collusion in the student work?		
• Has the student response been of sufficient length (number of words)?		
• Has the student provided accurate information to answer each of the questions and align with model answers?		
• Have all questions been completed by the student?		
• Has student provided all the required task responses?		
• Is the assessment outcome (C/NYC) recorded on the summary sheet and has the productive feedback been provided?		
• Does the assessor sign off the assessment project/ observation checklist?		
• Does the assessor date the assessment project/ observation checklist?		
• Has the student signed and dated the evidence of assessment provided wherever required?		



ASSESSMENT QUALITY REVIEW CHECKLIST

Reviewer signature:			
Reviewer name:		Date:	
IMPROVEMENTS/ACTIONS TO BE TAKEN Complete this section detailing any improvements or actions required			
Action	Responsibility	Due Date	

