

Assessment

Purpose

This procedure describes the process of assessment within GoodStart Training College from the design and approval of assessment tools through to the finalisation of results. It aims to ensure all assessment undertaken is valid, reliable, flexible, fair and feasible.

Definitions	
Valid	The assessment tool is designed and implemented so that it measures performance accurately and precisely.
Reliable	The assessment tool is designed and implemented so that the measurements achieved are consistent over a period of time or number of assessment events.
Fair	The assessment tool is designed and implemented so that it is non-discriminatory and unambiguous.
Flexibility	The assessment tool is designed to allow for its application in a range of different contexts and conditions, and uses a range of methodologies.
Feasible	The assessment tool is designed so that it may be undertaken efficiently and is cost effective for the candidate.
Assessment Team	A group of trainers or assessors allocated responsibility for the assessment of modules/units of competency within a course.
Assessor	A person who has been allocated responsibility for the assessment of a module/unit of competency within a course. A qualified assessor is a person who has: <ul style="list-style-type: none"> ○ the following competencies from the Training Package for Assessment and Workplace Training (TAA40104 Certificate IV in Training and Assessment), or demonstrated equivalent competencies: <ul style="list-style-type: none"> ▪ TAAASS401A Plan and organise assessment ▪ TAAASS402A Assess competence ▪ TAAASS403A Develop assessment tools ▪ TAAASS404A Participate in assessment validation ○ relevant vocational competencies, at least to the level being assessed <i>If one person does not have all of the competencies, assessment may be conducted by a team who between them have all of the above competencies.</i>
Validation	Validation involves reviewing, comparing and evaluating assessment processes, tools and evidence contributing to judgements made by a range of assessors against the same standards. Validation strategies may be internal processes undertaken with stakeholder involvement or external validations undertaken with other providers and/or stakeholders.

Scope

This procedure applies to all GoodStart Training College staff involved in determining the competence or capability of a candidate within a GoodStart course of study. The procedure is comprised of several phases. These phases are:

- Developing Assessment Tools
- Advising Candidate of Assessment Policies and Procedures
- Conducting Assessment
- Validating Assessment Strategies

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Procedure

Developing Assessment Tools

Steps	Responsibilities	Actions/Checklist
Modify/develop assessment tools	Trainer/Assessor	All assessment tools are to be developed in accordance with and referenced to the: <ul style="list-style-type: none"> Assessment guidelines in the relevant Training Package/ Curriculum Principles of assessment – Valid, Reliable, Flexible, Fair, Feasible Rules of evidence - validity, sufficiency, currency and authenticity All assessment tools should be appropriate to a target group, cover all aspects of competency.
Implement validation strategy at this stage if appropriate	Trainer/Assessor	Validation may occur at the tool development stage or at the evaluation stage.
File assessment tools	Trainer/Assessor	Trainers and Assessors are to file assessment tools as per the archiving policy and procedure

Advising Candidate of Assessment Policies and Procedures

Steps	Responsibilities	Actions/Checklist
Notify candidate of the assessment policies and procedures applying to their course	Director of Studies or nominee	Candidates are to be advised of: <ul style="list-style-type: none"> flexibility of assessment options number of assessment attempts available for each assessment task result notification process Appeals Policy
Notify candidate of the specific assessment information applying to the module/unit of competency	Trainer/Assessor	Details provided in Module/Unit of Competency Outline distributed to students at first contact session. <p>Details should include:</p> <ul style="list-style-type: none"> context of assessment purpose of assessment

Conducting Assessment

Steps	Responsibilities	Actions/Checklist
Select appropriate assessment tool for each assessment	Trainer/Assessor	

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Advise students of assessment options	Trainer/Assessor	Assessment options may include (but are not limited to): <ul style="list-style-type: none"> time of assessment location of assessment date of assessment
Conduct assessment	Trainer/Assessor	
Advise candidate/s of assessment outcome	Trainer/Assessor	Provide feedback to candidates, including: <ul style="list-style-type: none"> assessment outcome Future options. Where a candidate is unsuccessful in the assessment, courses provide for at least one additional attempt, in a negotiated time frame, to complete the assessment task Students can appeal final assessment results.
Record results of assessment outcome and submit final results to Student Records	Trainer/Assessor	Both on-going formative assessment records and final results must be recorded.

Assessment Validation

Steps	Responsibilities	Actions/Checklist
Select at random samples of assessments for validation process from all assessors appropriate validation	Director of Studies, Assessors	Ensure that you have a range of assessments that covers different areas of the course. You will need to compare the actual results as well as the requirements of the assessments.
Arrange a validation meeting and prepare selected assessments for the meeting	Director of Studies	Conduct a review of the process methods, and results of assessment's ensuring consistency in assessment judgements and that the assessment's have met the requirements within the unit of competency.
Undertake validation	Director of Studies, Assessors, Industry Representative	Evaluate the technique quality of the training and the assessment tools being used (Valid) Develop some benchmark performance (Example of what competent performance looks like) Discuss issues of concern about the training delivery and the assessment process particularly in relation to the fairness and flexibility Suggest improvements for the training delivery process and assessment tool design and systems

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Recommend improvements where required	Director of Studies	The validation process, the outcomes and action taken to improve quality and consistency of assessment must be documented using Validation Proforma Form
Implement changes to assessments tools and training delivery	Director of Studies	Update required information and pass to the designated version control staff member to version control prior to circulation. File as per version control procedure
Record and file assessment validation process and action taken to improvements using Validation Proforma Form	Director of Studies	The Validation process, the outcomes and action taken to improve quality and consistency of assessments must be documented using Validation Proforma Form
Inform appropriate staff of changes	Director of Studies	Send emails, memos to Assessors, Trainers, and Management of the updated changes. Ensure that staff have access to all updated materials