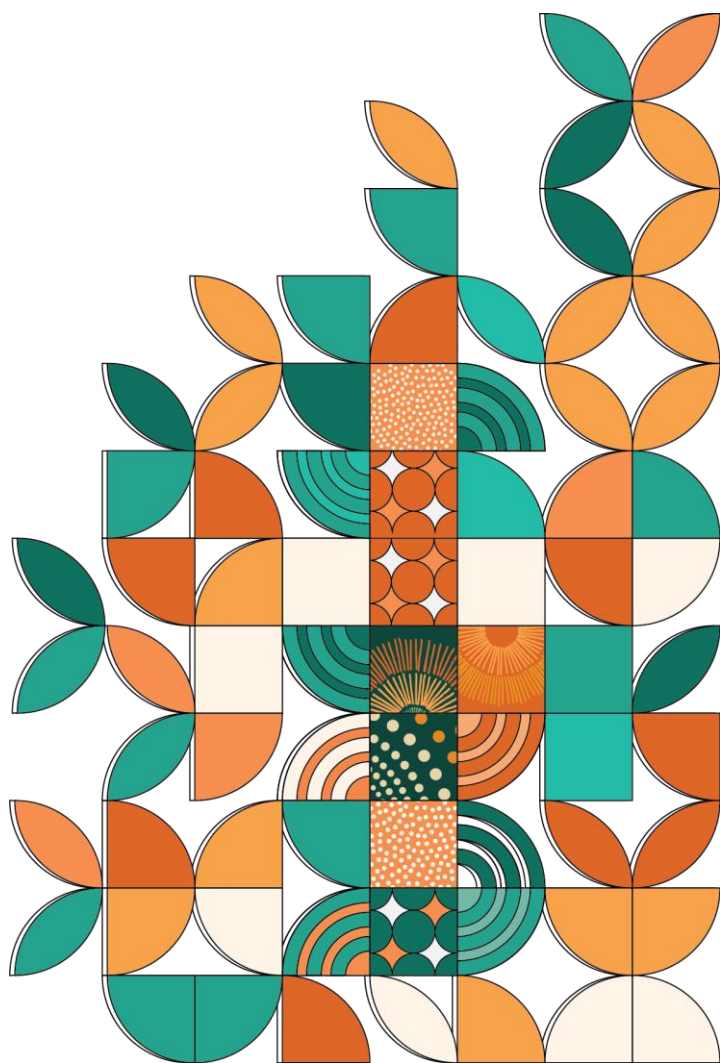


# Assessment Procedure



## SECTION 1

### 1. Purpose

- 1.1 This procedure outlines the principles, guidelines and procedures governing the assessment of student learning at the Institute of Health and Nursing Australia (IHNA). It is designed to ensure the fair, equitable, valid and reliable evaluation of student performance across various programs and courses adhering to the requirements of the VET courses as outlined in the Standards for Registered Training Organisations 2015 and Enrolled Nurses Accreditation Standard 5, focusing on student assessment, principles of assessment and rule of evidence.
- 1.2 The procedure also outlines IHNA's assessment framework and the general principles that guide IHNA's assessment practices for VET courses.

### 2. Scope

- 2.1 This procedure applies to all academic programs, courses and assessments offered by IHNA. It encompasses assessments for AQF levels 1 to 6, as well as any non-degree or continuing education programs unless otherwise specified in program-specific assessment policies.
- 2.2 All students, staff and other individuals involved in assessment within IHNA courses are subject to this policy.

### 3. Definitions

- 3.1 Refer to the definitions outlined in the Assessment Policy.

## SECTION 2

### 4. Procedure

#### 4.1 IHNA adopts the following steps to develop assessment instruments:

- a. Review the units of competency making up the course to understand all requirements. Make notes on any specific requirements such as foundation skills not explicit in performance criteria, assessment conditions, 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 trainers, assessors and students. This will enable a casual reader of a document that describes the activity to easily identify what must be done, when, where and to what standard. Assessors are to ensure that assessment tasks are contextualised to vocational scenarios, allowing for generation of authentic responses and demonstration of vocational competencies. This enables minimisation of plagiarism, collusion and cheating by students completing assessment tasks.

- c. Develop a set of evidence-gathering tools for each assessment activity. Include instructions to the Assessors and students on how the tools are to be used.
- 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 the evidence gathered.

#### **4.2 Establish the assessment context**

- a. The Assessor establishes the context and purpose of the assessment by identifying the relevant competency standards, assessment guidelines, qualification framework and 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:
  - i. Explain the context and purpose of the assessment and the assessment process;
  - ii. Explain the Competency Standards to be assessed and the evidence to be collected;
  - iii. Advise on self-assessment including processes and criteria;
  - iv. Outline the assessment procedure, preparation which the candidate should undertake and answer any questions;
  - v. Assess the needs of the candidate and where applicable, negotiate reasonable adjustment for assessing people with disabilities without compromising the integrity of the competencies. Seek feedback regarding the candidate's understanding of the competency standards, evidence requirements and assessment process;
  - vi. Determine if the candidate is ready for assessment and in consultation with the candidate, decide on the time and place of the assessment;
  - vii. Implement the assessment plan;
  - viii. Plan and prepare the evidence-gathering process.
- d. The Assessor must:
  - i. Use the assessment instruments to gather sufficient and quality evidence about the candidate's performance to make the assessment decision;
  - ii. Organise equipment or resources required to support the evidence-gathering process;
  - iii. Coordinate and brief other personnel involved in the evidence-gathering process.

#### **4.3 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 and 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/environment role skills.
- 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.

#### **4.4 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:
  - i. Clear and constructive feedback on the assessment decision;
  - ii. Information on ways of overcoming any identified gaps in competency revealed by the assessment and the opportunity to discuss the assessment process and outcome information on reassessment and on the appeals processes;
  - iii. An opportunity for reassessment if appropriate or requested by the candidate.

#### **4.5 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—include competencies achieved for each unit;
- d. Maintain the confidentiality of the assessment outcome.

#### **4.6 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 the Course Coordinator.

#### **4.7 Participate in the Reassessment and Appeals Process**

The Assessor must:

- a. Provide feedback and counselling to the candidate, regarding the assessment outcome or process including guidance on further options.
- b. Provide the candidate with information about reassessment and appeals procedures.
- c. Report any assessment decision that is disputed by the candidate to the Course Coordinator.
- d. Participate in the reassessment or appeal process according to IHNA's policies and procedures.

#### **4.8 Reassessment and learning contracts**

- a. Each student will be given an opportunity for reassessment for any competencies not achieved on the first attempt to a maximum of three attempts.
- b. If a Satisfactory Outcome is not achieved after a second attempt, students may be required (at their own cost), to re-enrol in the units that have not been satisfactorily completed if they are to continue on and fulfil the requirements for the course or study.
- c. During work placement, the student should notify the Course Coordinator and Educator/Preceptor of short term or long-term absenteeism.
- d. Learning contracts will be developed for students who do not satisfactorily complete the theory and simulation assessment components of a course.
- e. Learning contracts will also be developed and implemented if students do not achieve the required competency during a work placement prior to reassessment.
- f. 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 assigning them to their next placement (in the event that they were removed from the first placement due to poor academic performance.)
- g. A written notice of Intention to Report (ITR) for unsatisfactory progress will be issued to international students, (on visa), to inform the student of the outcome. It will state that they are able to access IHNA's Complaints and Appeals process.
- h. 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 duration includes the time required to complete both theoretical and work experience placement of a course wherever applicable. Exceptions may apply to students under exceptional circumstances or conditions as mentioned in the Academic Participation and Progress Policy.

## **5. Requirements**

5.1 All assessments must:

- a. Comply with the Assessment Guidelines included in the applicable nationally endorsed Training Packages, or with the assessment requirements specified in accredited courses or other regulations.
- b. Lead to the issuing of a Statement of Attainment (SoA) or qualification under the AQF when a person is assessed as competent against the 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 processes (where required), in line with the reasonable adjustment policy and with other relevant policies.
- h. Provide feedback to the applicant about the outcomes of the assessment process and guidance about future options.
- i. Be equitable in dealings with all students, recognising cultural and linguistic needs.
- 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.

## **6. Conduct of Students in Proctored Examinations**

- 6.1 Proctors shall have and may exercise all such powers as are necessary to ensure the proper and efficient conduct of the examination.
- 6.2 If a student fails to comply, the proctor may require the student to leave the examination room.
- 6.3 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.
- 6.4 Online examinations will be proctored using a proctoring tool.

## 7. Assessment Agreement and Cover Sheet

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

## 8. Continuous Improvement

8.1 Assessment practices are regularly reviewed and evaluated during validation and moderation sessions to identify areas for improvement and ensure alignment with industry standards and best practices.

8.2 Feedback from students, assessors and stakeholders is sought and incorporated into ongoing assessment development and refinement efforts.

## 9. Responsibility

9.1 The Academic Director along with National Training Managers has the overall responsibility for this procedure. The procedure establishes the roles and responsibilities in the assessment process of key stakeholders, including, but not limited to; IHNA educators, students, academic administrators, course coordinators and relevant support personnel. Other responsibilities are outlined within the procedure.

## SECTION 3

### 10. Associated Information

<b>Related Internal Documents</b>	<ul style="list-style-type: none"> <li>• Assessment Policy</li> <li>• Academic Participation and Progress Policy</li> <li>• Access and Equity Policy</li> <li>• Assessment Validation Policy</li> <li>• Plagiarism, Collusion and Cheating Policy</li> <li>• Student Misconduct Policy</li> <li>• Training and Assessment Policy</li> </ul>
<b>Related Legislation, Standards, and Codes</b>	<ul style="list-style-type: none"> <li>• Standards for RTOs 2015, Clause 1.8 – 1.12</li> <li>• National Code of Practice for Providers of Education and Training to Overseas Students (2018)</li> </ul>
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<b>SRT02015 Stds and sub-standards</b>	Standards for RTOs 2015 - Clause 1.8 – 1.12

## 11. Change History

<b>Version Control</b>		Version 6.0
<b>Version No.</b>	<b>Date</b>	<b>Brief description of the change, incl. version number, changes, who considered, approved, etc.</b>
V.5.0	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
V.5.1	06/04/2022	Point added regarding placement payment if they are not going for allocated placement.
V.6.0	23/11/2023	Updated in the new template and logo