Assessment

The purpose of this policy is for PERTH COLLEGE OF BEAUTY THERAPY to determine whether a learner who is participating in a PERTH COLLEGE OF BEAUTY THERAPY course has acquired the required competencies of the course by establishing whether or not they have achieved the standards of performance required.

1. Assessment Policy and Plan

At PERTH COLLEGE OF BEAUTY THERAPY we recognise that assessment is a core service offered to our learners and is at the centre of our operation as a Registered Training Organisation. Quality assessment requires an assessment plan approach that ensures that the process and documentation used allows skills and knowledge of learners to be assessed using four principal determinants:

* That assessment decisions are based on the assessment of skills and knowledge required by units of competence drawn from industry Training Packages.
* That the target industry or enterprise requirements are contextualised and integrated within the assessment if required.
* That evidence is gathered that meets the rules of evidence.
* That assessment is conducted in accordance with the principles of assessment.

**Principles of Assessment**

In the delivery of assessment services, PERTH COLLEGE OF BEAUTY THERAPY applies the Principles of Assessment. Assessment strategies have been designed to ensure:

Validity.

• 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 to be based on evidence that demonstrates that a learner could demonstrate these skills and knowledge in other similar situations; and

• Judgement of competence is based on evidence of learner performance that is aligned to the unit/s of competency and associated assessment requirements.

Reliability.

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

Flexibility.

• Reflecting the learner’s needs; assessing competencies held by the learner no matter how or 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.

Fairness.

• The individual learner’s needs are considered in the assessment process.

• Where appropriate, reasonable adjustments are applied by the RTO to take into account the individual learner’s needs.

• The RTO informs the learner about the assessment process, and provides the learner with the opportunity to challenge the result of the assessment and be reassessed if necessary.

An ongoing continuous improvement process is applied to the PERTH COLLEGE OF BEAUTY THERAPY assessment process and materials.

PERTH COLLEGE OF BEAUTY THERAPY uses units of competence drawn from nationally endorsed industry Training Packages as our primary benchmark for assessment. Supporting this 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, we apply a methodology of unpacking a unit of competence in order to assess the full scope of the unit including elements of competence and performance criteria, incorporating range statement information and the specific requirements of the evidence guide. This process ensures that our assessment strategies accurately reflect the requirements of the relevant training package.

2. Engagement with industry

PERTH COLLEGE OF BEAUTY THERAPY has many industry connections that allow it to incorporate industry requirements into the assessment process. Consultation with industry provides information about current assessment requirements relevant to workplaces. Regulatory requirements that relate to specific units of competence will be incorporated to ensure our learners are well prepared for their workplace duties. We will engage with industry in the ongoing validation of our assessment tools and process.

3. Collecting evidence that counts — the Rules of Evidence

In collecting evidence, PERTH COLLEGE OF BEAUTY THERAPY applies the rules of evidence to inform the assessment strategy. Assessment strategies have been designed to ensure:

• **Sufficiency**. The assessor is assured that the quality, quantity and relevance of the assessment evidence enables a judgement to be made of a learner’s competency.

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

• **Authenticity**. The assessor is assured that the evidence presented for assessment is the learner’s own work.

• **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.

4. Assessment context

PERTH COLLEGE OF BEAUTY THERAPY recognises the importance of establishing the right context for learners during their assessment. Assessment context refers to the physical and non-physical environment in which skills and knowledge are assessed. The non-physical environment refers to things such as workplace policy and procedure, workplace tempo and culture. Many units of competence may be applied in any workplace such as skills and knowledge relating to workplace safety or leadership.

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

* Information provided to learners regarding the expectations of assessors in the evidence required.
* Conduct of the assessment performing real workplace tasks.
* Integration of relevant industry codes of practice and other industry information into the assessment activity.
* Incorporation of industry job requirements for learners to align with during realistic workplace tasks and case studies.
* Ensuring the learner understands the requirements and feels ready for assessment.
* Creating assessment activities which require the learners to conduct specific research relating to industry situations and occurrences.
* Provide a real workplace within PERTH COLLEGE OF BEAUTY THERAPY facilities for assessment to occur.

5. Late submission fees

Any assessment material, such as knowledge assessments, evidence of treatment or portfolios, is to be submitted by a **due date**.

If a student fails to submit the work on this date there may be a late fee of $150 imposed. This fee is per piece of assessment evidence.

Where a student doesn’t submit a piece of work on a due date a meeting will be held between the student and the Education Coordinator. This may be face to face or over the telephone. During this meeting the student will have the opportunity to explain the reasons for the late submission. A date will be set for submission of the assessment and the late fee discussed.

The fee will not be charged in the following extenuating circumstances or compassionate cases:

* Significant medical or personal circumstances
* Partial or total incapacitation
* Death of a close family member including parent, guardian, sibling, spouse, child.

6. Plagiarism

In all work, learners are required to reference others work that they may include in their assessments. To acknowledge such work, referencing is very important.

Not using referencing in assessment work will result in action being taken. All need to know that the act of plagiarism would also be a breach of the original author’s moral rights (the right to be correctly attributed as the original author) which is a legal requirement under the Copyright Act 1968.

Where there are reasonable grounds for believing that intentional plagiarism has occurred in a learner’s assessment, this will be reported to the RTO Manager. Depending on the seriousness of the case the RTO Manager may either require the learner to undertake additional work which may result in failure of a unit or disallowing the work concerned by prohibiting the work to be used for assessment.

While PERTH COLLEGE OF BEAUTY THERAPY does not require full academic referencing, all learners must indicate reference to the work of others, both in text and in a reference list.

7. Recognition of prior learning

PERTH COLLEGE OF BEAUTY THERAPY will provide all learners the opportunity to seek recognition of their prior learning. Recognition is viewed simply as another method of assessment and therefore is conducted in accordance with this policy. Further information on RPL can be found in our dedicated RPL & Credit transfer policy.

8. Credit transfer

PERTH COLLEGE OF BEAUTY THERAPY will recognise and award credit for learners presenting with current competence. Where a learner is seeking credit for a unit of competence that is on our scope of registration and the learner can provide satisfactory evidence that the unit has been previously awarded to the learner by another RTO, credit will be awarded. Further information on Credit Transfer can be found in our dedicated RPL & Credit Transfer Policy.

9. Competence of assessors

PERTH COLLEGE OF BEAUTY THERAPY 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 2015. All assessors must maintain assessor qualifications as outlined in the Standards.

Where an assessor does not hold the required training and assessment competence, but is a recognised industry expert, we will put appropriate supervision arrangements in place to support the gathering of valid evidence.

10. Review & retention

PERTH COLLEGE OF BEAUTY THERAPY will undertake an annual review of its assessment systems and procedures and the outcomes of assessment (including Recognition of Prior Learning process) to ensure that they are appropriate and current and in line with the requirements of the relevant industry groups. This review process is essential in maintaining the integrity of PERTH COLLEGE OF BEAUTY THERAPY assessment system.

Aligned with ASQA General Direction of 20 February 2013, we keep all assessment material and documentation for a period of six (6) months from the date of the final assessment decision was made.

11. Assessment appeals

If a learner is not satisfied with the outcome of an assessment they may appeal the decision within 5 days of receiving the assessment outcome by speaking to the assessor or RTO Manager to request a review of the evidence. The assessor may require the learner to provide further evidence.

Learners appealing an assessment outcome are welcome to bring a third party to any interview or discussion relating to the appeal. If the learner is under 18 years old, a parent or guardian is requested to attend the interview/discussion.

Where an appeal is granted, a new assessment outcome is issued and validated by the RTO Manager. Where an agreement cannot be reached, the RTO Manager may appoint an independent external assessor to review the evidence. The learner may be required to contribute towards the costs of the external assessor.

12. Assessment validation

Please refer to the Assessment Validation Policy and Procedure for details of how we undertake validation of our assessment practice and materials.

This policy relates to Standards for RTOs 2015: 1.8