

Attachment 2 Assessment Definitions

Assessment	The process of collecting evidence and making judgements on whether competency has been achieved or learning outcomes have been met.
Assessment guidelines	The endorsed component of a training package that underpins assessment and sets out the industry's approach to valid, reliable, flexible and fair assessment.
Assessment strategy	The approach to assessment and evidence gathering used in a course and described in the overall course Teaching and Assessment Strategy, and in the appropriate course and learner guides. It outlines the assessment criteria, process, methods, tools, tasks and level of flexibility.
Assessment tools	The instruments and procedures used to gather and interpret evidence relevant to assessment.
Co-assessment	If a person does not have the assessment competencies &/or the relevant vocational competencies at least to the level being assessed, one person with all the assessment competencies, and one or more persons who have the relevant vocational competencies at least to the level being assessed, may work together to conduct the assessments.
Competency	The knowledge and skills, and their application, necessary to meet the standards of performance required in the workplace.
Competency-based assessment	The process of collecting evidence and making judgments about whether competency has been achieved.
Evidence guide	A section in each unit of competency that specifies the required knowledge and skills, and any conditions under which the unit must be assessed. It includes information in regards to assessing for consistent performance over different circumstances.
Formative assessment	Provides students with ongoing feedback as part of their learning. It can also be used for diagnostic purposes to establish learning needs.
Moderation	The process by which assessors agree and share their understanding about the requirements for assessment processes and outcomes of specific training packages. It ensures consistency, fairness, flexibility and reliability in assessment and is part of a course's design and ongoing quality process.
Reasonable adjustment	An approved arrangement for students with disabilities who require adaptations to the conditions of assessment tasks that will allow their performance to be evaluated fairly under the provisions of the Institute's Disability Action Plan. The arrangement should be agreed between the assessor, the student and, if Institute support has been requested, an Institute Disability Support Worker.
Special consideration	An approved arrangement to the conditions of assessment tasks which takes into account the impact of unexpected or extenuating circumstances which have severely affected the student's performance in assessment or prevented them from attempting the assessment. The arrangement should be agreed between the assessor, the student and, if Institute support has been requested, an Institute Counsellor, at or soon after the time of the assessment task.