

# Australian Pipe Band Association Inc

A00335346S



## **POLICY** **Assessment and Accreditation** **2006**

**Adopted on 10 December 2006 with immediate effect.**

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## **Assessment and Accreditation Policy.**

1. Instruments of assessment or accreditation will be constructed according to the Principles of Assessment and Accreditation.
2. Responsibility for the construction of an instrument of assessment or accreditation will lie with the Principal of the Division of the College to which the instrument of assessment pertains. In respect of Ensemble, the Principals of Piping and Drumming will be jointly responsible.
3. A candidate for an award may be credited with all or part of that award through Recognition of Prior Learning as detailed in the Principles of Assessment and Accreditation.
4. Responsibility for determining the extent of Recognition of Prior Learning toward an award will lie with the Principal of the Division of the College to which the award pertains. In respect of Ensemble, the Principals of Piping and Drumming will be jointly responsible. The Principal(s) shall make a recommendation to the Adjudication Committee for adoption and subsequent reporting to the Association.

# Principles of Assessment and Accreditation

Term	Detail
1 Types of assessment	<p data-bbox="537 323 1395 354"><b>Summative assessment</b></p> <p data-bbox="631 363 1395 537">This refers to assessment carried out at the end of a training programme to assess individuals' competence and the success of training leading to the award of formal qualifications. Most assessment performed by the College is summative in nature.</p> <p data-bbox="537 581 1395 613"><b>Assessment as a recognition process</b></p> <p data-bbox="631 621 1395 835">Recognition assessment allows candidates to have their current skills, previous learning and work experience formally recognised so that national qualifications can be awarded. It is frequently used to grant full or partial recognition towards the requirements of a training programme.</p> <p data-bbox="631 844 1395 1050">The term used for assessment as a recognition process is <b>Recognition of Prior Learning (RPL)</b>. Recognition assessment involves examining the evidence a candidate presents of their <u>current skills and knowledge</u> that have been gained over time through a range of work, study and other life experiences.</p>
2 Principles by which assessment should be conducted	<p data-bbox="537 1094 1395 1125">Assessment processes shall be valid, reliable, flexible and fair.</p> <p data-bbox="537 1134 1395 1165"><b>Validity</b></p> <p data-bbox="631 1173 1395 1241">Assessments are valid when they assess what they claim to assess.</p> <p data-bbox="537 1249 1395 1281"><b>Reliability</b></p> <p data-bbox="631 1289 1395 1356">Assessments are reliable when interpretations of evidence and judgements of competence are consistent.</p> <p data-bbox="537 1365 1395 1396"><b>Flexibility</b></p> <p data-bbox="631 1404 1395 1472">Flexible assessments are appropriate to the needs of the situation, the candidate, and the task to be performed.</p> <p data-bbox="537 1480 1395 1512"><b>Fairness</b></p> <p data-bbox="631 1520 1395 1587">Assessments are fair if they do not disadvantage particular candidates.</p>

Term	Detail
3 Reasonable adjustments in assessment	<p>Reasonable adjustments are made to accommodate the special circumstances and individual needs of candidates. This could mean:</p> <ul style="list-style-type: none"> <li>• Providing interpreters for candidates from non-English speaking backgrounds;</li> <li>• Providing wheelchair access and adjustable desks for people with physical disabilities;</li> <li>• Making allowance for people with disabilities, such as allowing extra time or personal assistance to complete activities;</li> <li>• Providing on-line assessment for candidates in remote locations;</li> <li>• Making adjustments to assessment tasks for candidates with low literacy or numeracy skills. Examples could include using oral rather than written questioning; audio or video recorded answers instead of written answers.</li> </ul>
4 Competence.	<p>Competence refers to the state or quality of being at least adequately able to meet specified requirements or standards. When used in the context of assessment it refers to a form of objective assessment.</p> <p>A person is assessed as competent when they are able to <u>consistently demonstrate</u> that they have the skills, knowledge and appropriate attitudes necessary to perform specified tasks.</p>

Term	Detail
5 Dimensions of competence	<p>The idea of competence embraces more than just the ability to carry out a task in accordance with the elements of competence. There are a number of dimensions to the idea of competence.</p> <p><b>Task skills</b></p> <p>These are the specific skills a candidate is required to demonstrate to complete the whole task to the required standard.</p> <p><b>Task management skills</b></p> <p>These are the skills a candidate needs to manage a number of related tasks within the job. They include such things as the ability to prioritise tasks, manage time, meet deadlines, and move smoothly between tasks.</p> <p><b>Contingency skills</b></p> <p>These are the skills a candidate needs in order to be able to respond to problems, difficulties, breakdowns, the unexpected, and changes in routine while carrying out the task.</p> <p><b>Job/role environment skills</b></p> <p>These are the skills a candidate needs to work harmoniously and efficiently with others, to follow accepted procedures, and to comply with regulatory requirements.</p>

Term	Detail
6 Rules of evidence	<p>The four basic rules of evidence must be met in order to ensure a quality assessment process. The assessor must collect:</p> <p><b>Valid evidence</b></p> <p>Valid evidence does the job. To ensure validity, the candidate's evidence of competence must relate directly to the competency standards being assessed and should embrace all dimensions of competency.</p> <p><b>Sufficient evidence</b></p> <p>Sufficient evidence is enough to confirm competency. To ensure sufficiency, evidence must cover the full range of task performance identified in the unit of competency. The evidence should demonstrate consistent performance by the candidate over a period of time and in different contexts.</p> <p><b>Current evidence</b></p> <p>Current evidence is up to date. To ensure currency the evidence must show that the candidate is currently able to apply skills and knowledge necessary to demonstrate competency at the task. Currency of evidence can be an issue in recognition processes where the candidate is providing historical evidence of competence.</p> <p><b>Authentic evidence</b></p> <p>Authentic evidence is the candidate's own work. To ensure authenticity, evidence must be checked to prove that it is the work of the candidate. The assessor may need to get confirmation from supervisors, trainers, educational institutions and employers to check the authenticity of qualifications, references and licences.</p>

Term	Detail
7 Forms of evidence	<p><b>Direct evidence</b></p> <p>This is evidence collected by the assessor while observing real-time activities or performance. It includes observation of the candidate carrying out tasks, verbal questioning about practices, and witnessing the demonstration of specific skills needed to complete a task. Direct evidence also includes observing simulated activities or performance when it is not possible or appropriate to observe real-time, on-the-job activities or performance.</p> <p><b>Indirect evidence</b></p> <p>This is evidence of the candidate’s work that is examined by the assessor outside of observing real-time activities. It could include examination of the qualities of performance or a review of previous performance. It may also include written tests, assignments, or quizzes of underpinning knowledge relating to performance of a task.</p> <p><b>Supplementary evidence</b></p> <p>This is additional evidence presented to the assessors to support the candidate’s claim of competence. It could include testimonials from employers, reports from colleagues and/or supervisors, evidence of previous training, examples of reports or other documents.</p>
8 Sources of evidence	<p>A candidate can provide evidence of their task abilities by:</p> <p><b>Speaking</b></p> <p>Discussing, describing, or explaining how a task is carried out. Analysing ideas and concepts, solving problems and difficulties, answering questions that relate to the performance of the task.</p> <p><b>Writing</b></p> <p>Completing documents or reports that form part of the role. The candidate can also produce written assignments, projects, quizzes, tests, essays or case studies that relate to their knowledge of the tasks.</p> <p><b>Doing</b></p> <p>Practically demonstrating and performing tasks and processes, following correct procedures and practices, dealing with difficulties and problems, achieving required outcomes and goals.</p> <p><b>Another source of evidence is that provided by third parties who have knowledge of a candidate’s abilities.</b></p>