

2023

# Novaskill Assessment Standard



## Welcome to your training!

Novaskill is committed to consistently providing high quality training and assessment services to our clients. We hope you gain a great deal from learning with us.

This Assessment Standard provides you and your assessor with a guide to the standard of skills and knowledge required to be deemed competent at a particular qualification level and the standard of evidence to be submitted.

The purpose of assessment is to determine competence on the basis of performance. A student's performance is judged as being either competent or not yet competent against a prescribed standard. The judgement is made on the basis of evidence which can be in a variety of forms.



## Competency Based Assessment

Competency based assessment is a process where an assessor works with a student to collect evidence of competence, using the benchmarks provided by the unit of competency that comprise a training package qualification.

Competency standards are expressed in outcome terms and aim to reflect the standards of performance required in the workplace. They are a measure of what you **KNOW** and what you **CAN DO**. Competency standards have a standard format and are also referred to as units, units of competency, competencies and competency specifications.

It is more than just sitting a test or a project and is focused more on the ability to complete a task than about passing or failing. During training activities, a student may be required to undertake a series of tasks for assessment purposes such as assignments, projects, tests, exams, role plays, practical scenarios and work experience. It is the sum of all these assessments together that determines if a student is competent (or not).

The competency-based training system is comprised of knowledge acquisition and skill development – it is learner focused. The two key components are:

- ★ **Skill** – a task or group of tasks performed to a specified level of proficiency which typically involves the manipulation of tools and equipment, or expertise that is knowledge or attitude-based.
- ★ **Competency** – a skill performed to a specified standard under specific conditions.

The assessment process is considered to be part of the learning process where learning and skill development opportunities are identified. It is a collaborative process with the student and not a one-off event that is imposed.

## Benefits

- Allows students to build on skills gained in a natural progression within a timeframe.
- Is part of a constructive and cooperative approach to developing the skills of students and it can identify the training needed to address gaps in competence; and
- Students can gain a nationally recognised qualification



## Reasonable Adjustment

The process of adjusting or changing the assessment process to meet the needs and characteristics of the students being assessed and any equity requirements is referred to as **Reasonable Adjustment**. The determination of 'reasonableness' requires judgement that must take into account the impact on the organisation and the need to maintain the integrity of the unit of competency.

## Assessment Evidence Requirements

During your training, you will be provided with many opportunities to demonstrate your skills. The assessment process will allow for the capturing and recording of these demonstrations in the way of evidence. This evidence collection is to support the competency judgement that is made. The evidence collected must meet the rules of evidence.

Evidence must be

- ★ **Valid:** there is a clear relationship between the evidence requirements of the unit of competency and the evidence on which the assessment judgement is made
- ★ **Sufficient:** the performance criteria and evidence guide are addressed; competency is demonstrated over a period of time and in different contexts and all dimensions of competency are addressed
- ★ **Current:** the evidence demonstrates the candidate's current knowledge and skills
- ★ **Authentic:** it can be verified that the evidence is the candidate's own work.

## Formative and Summative Assessment

Judgement of competence can take two forms – formative assessment and summative assessment.

- ★ **Formative assessment** is assessment for learning and is used by assessors to form a picture of the skills and knowledge development of their student. It also provided students with ongoing feedback as part of their learning journey. (*Supplementary evidence*).
- ★ **Summative assessment** is the assessment of learning and relates to the tools and processes used to gather evidence to make the decision of a student's competence. It usually takes place over several events that can measure different aspects of competence.



Summative assessment should not be a single event on completion of a component of study, but rather several events as per the requirements of the unit/s of competency. (*Primary (direct) Evidence*).

All assessment evidence submitted by a student must include a Student Assessment Coversheet for each unit of competency. This coversheet includes the declaration that the assessment being submitted is the student's own work. All assessments must be submitted by the due date unless an extension has been granted by the assessor. Students must maintain a copy of the work submitted for their own records as proof in case the original is misplaced, damaged or destroyed.

A red circular stamp with a distressed, ink-like texture. Inside the circle, the words "TRUST THE EVIDENCE!" are written in a bold, sans-serif font, stacked vertically. The exclamation mark is large and prominent at the bottom.

All written assessments must be submitted in a word processing system such as Microsoft Word or PDF format. Hand written assessments will be accepted, however, it is preferred that assessment evidence is submitted in a word processing form.

- BSBITU202 Create and use  
spreadsheets  
Assessment Task 2  
Jennifer Watson

Don't use white out. Cross out errors to show the assessor how you have altered your answer.

Audio visual assessments (e.g. role-play sessions) are required to be submitted electronically or performed under the observation of the assessor. Students must be aware of the following when submitting electronic assessments:

- Page 4

## Practical Assessments

Most assessments will involve a practical activity to be undertaken in a scenario situation and even in a real workplace. In these instances, students will be required to demonstrate these practical skills in front of an assessor or a third party. The assessor or third party will complete an observation report that will be used to determine competence. They may also take a video recording or photographs of you performing the task.

- ★ Photographs and/or video recordings must include a statement with the following information:
  - Unit Code and Unit title
  - Your full name (not "Jen M")
  - The assessment task name and/or number (e.g. 'Project', 'Research Assignment', 'Assessment Task 2, etc.)
  - Your assessor's name.

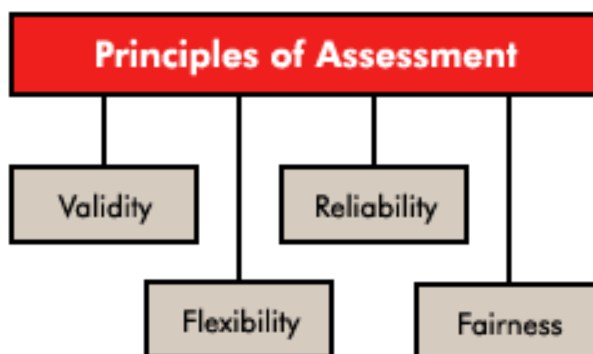
## Oral Questioning

In some cases, you may be required to provide your assessment responses orally. Your assessor may voice record your responses or record these using a scribe.

- ★ Must include a statement including the following information:
  - Unit Code and Unit title
  - Your full name (not "Jen M")
  - The assessment task name and/or number (e.g. 'Project', 'Research Assignment', 'Assessment Task 2, etc.)
  - Your assessor's name.

## Assessment must:

- ★ Meet the requirements of the training package (This includes the full range of performance criteria, the specific conditions set for assessment and the number of repetitions (or hours) required before competency is judged as achieved.)
- ★ Be in accordance with the principles of assessment- that is, be valid, reliable, flexible and fair
- ★ Be conducted according to the rules of evidence - that is, for sufficient, valid, authentic and current evidence to be collected
- ★ Meet workplace requirements and be systematically validated (your work will be compared to other students doing the same course to determine how well the training package rules are being met.).



## Assessment Marking

As a student progresses through their learning and completes the various assessment tasks and collects the required evidence, they are assessed on each task as 'satisfactory' or 'not satisfactory'. If a student is assessed as 'not satisfactory' they are given the opportunity to resubmit. Once all tasks for the unit of competency have been completed satisfactorily, the outcome result of 'competent' or 'not yet competent' is recorded.

Your assessor will mark the evidence you submit to indicate satisfactory and/or unsatisfactory responses to assessment questions. They will also provide you feedback. They will make a decision about whether a task has been satisfactorily completed based on the following considerations:

- ★ All parts of the assessment task/s have been completed to a standard that satisfactorily meets the requirements set out in all of the marking criteria of the unit of competency
- ★ The assessment work is of a standard to be acceptable in the workplace for an entry-level employee in the occupation in question, including acceptable formatting, expression, language, spelling and grammar
- ★ the assessment and assessment tasks are your own work, except as appropriately acknowledged by the use of referencing

### Note to Assessors:

All Novaskill Trainers/Assessors will work with their students to ensure that these standards are met and maintained. All assessment evidence will clearly show how it has been assessed (ticks or crosses or similar) and contain formative comments where applicable.

All student completed assessments must be covered by a [Student Assessment Coversheet](#) and submitted for processing accompanied by the student's Training Plan.

## What is Plagiarism?

Plagiarism is defined as taking, using, and passing off the ideas or words of another person as your own, by failing to give appropriate acknowledgement. This includes material from any source, staff, students, the Internet - published and unpublished works. Examples of plagiarism include:

- ★ using another author's work which is paraphrased or presented without a reference to that author
- ★ copying other students' work; including items of the assessment which are written in conjunction with other students (without prior permission)
- ★ submitting work which has already been submitted for assessment previously in another course
- ★ re-presenting the same assessment for more than one module in the course
- ★ presenting an assessment completed by another person
- ★ presenting information, text, figures, statistics, artwork, graphics or other material taken from any source and claiming to be their own work
- ★ quoting or paraphrasing material from a source without acknowledgment



### The best way to avoid plagiarism

Students are advised to make notes of where information is sources and to acknowledge that source to avoid plagiarism. Such work may include sections of text, quotations, original ideas, graphics, diagrams, charts, tables and figures. It is the student's responsibility to ensure that full acknowledgement is given to the use of another person's work, thoughts and/or intellectual property.



## For Assessors - Assessment Notes:

- ★ Oral Questions or Professional Conversations must be transcribed in full (either in the assessor's handwriting or typed or keyed into a digital file or oral interview template) or digitally recorded (audio or video) and the digital file of these types of assessments must be included in the assessment submission via SharePoint.
  - All digital assessment files must have a Matrix/Mapping attached to indicate exactly what has been assessed and how it relates to the performance criteria of the unit of competency.
- ★ Where more than one student contributes to the assessment, each candidate must be identified on the assessment evidence.
- ★ Where assessment is conducted via a group discussion, debate or other intangible process it is essential that an observation record or summary, signed by all involved, is submitted as evidence.
  - Assessors must also submit an outline of the topic, task or guidelines that led to the activity for post assessment validation reference.
- ★ Competency should be demonstrated OVER TIME meaning more than one attempt, unless one attempt is sufficient as outlined in the unit of competency assessment conditions or performance evidence.
- ★ If a Unit of Competency and/or course requires work placement a relevant Work Experience Logbook MUST be completed.

## Australian Qualifications Framework

The following guide is drawn from the national AQF (Australian Qualifications Framework) levels which apply across all aspects of education and training. It provides a guide to standards and degrees of difficulty, suggested word lengths and the level of responsibility in your occupation you can expect depending on the level of the qualification you complete.



### Certificate II Qualification

The Certificate II qualifies individuals to undertake mainly routine work and as a pathway to further learning. Certificate II expects an individual to carry out tasks in the workplace under a fair degree of supervision. Certificate II should articulate how procedure is followed.

Students should be able to take directions and make minor decisions.

Knowledge	Skills	Application of Knowledge and Skills	Volume of Learning
Graduates of a Certificate II will have basic factual, technical and procedural knowledge in a defined area of work and learning.	Graduates of a Certificate II will have: <ul style="list-style-type: none"> <li>★ Cognitive skills to access, record and act on a defined range of information from a range of sources.</li> <li>★ Cognitive and communication skills to apply and communicate known solutions to a limited range of predictable problems.</li> <li>★ Technical skills to use a limited range of equipment to complete tasks involving known routines and procedures with a limited range of options</li> </ul>	Graduates of a Certificate II will demonstrate the application of knowledge and skills: <ul style="list-style-type: none"> <li>★ With some accountability for the quality of own outcomes and some responsibility for own outputs in work and learning.</li> <li>★ With limited autonomy and judgment in the completion of own defined and routine tasks in known and stable contexts.</li> <li>★ With limited autonomy and judgement to complete routine but variable tasks in collaboration with others in a team environment.</li> </ul>	The volume of learning of a Certificate II is typically 0.5 – 1 year.  Suggested word length for a written project response: 250 – 500 words (Unless specified in Assessment)

★ A Certificate II assessment must demonstrate the AQF learning outcomes as listed above.



## Certificate III Qualification

The Certificate III qualifies individuals who apply a broad range of knowledge and skills in varied contexts to undertake skills work and as a pathway for further learning.

Certificate III expects an individual to carry out tasks in the workplace under some supervision, with a degree of independence.

Certificate III should follow procedures.

Students should be able to give assistance to colleagues who are not familiar with the procedure

Knowledge	Skills	Application of Knowledge and Skills	Volume of Learning
Graduates of a Certificate III will have factual, technical, procedural and theoretical knowledge in an area of work and learning.	Graduates of a Certificate III will have: <ul style="list-style-type: none"> <li>★ Cognitive, technical and communication skills to interpret and act on available information</li> <li>★ Cognitive and communication skills to apply and communicate known solutions to a variety of predictable problems and to deal with unforeseen contingencies using known solutions</li> <li>★ Technical and communication skills to provide technical information to a variety of specialist and non-specialist audiences</li> <li>★ Technical skills to undertake routine and non- routine task in a range of skilled operations</li> </ul>	Graduates of a Certificate III will demonstrate the application of knowledge and skills: <ul style="list-style-type: none"> <li>★ With discretion and judgement in the selection of equipment, services or contingency measures.</li> <li>★ To adopt and transfer skills and knowledge within known routines, methods, procedures and time constraints.</li> <li>★ In contexts that include taking responsibility for own outputs in work and learning, including participating in teams and taking limited responsibility for the output of others within established parameters.</li> </ul>	The volume of learning of a Certificate III is typically 1 -2 years. Up to 4 years may be required to achieve the learning outcome through a program of indentured training/employment.  Suggested word length for a written project response: 500 – 1000 words (Unless specified in Assessment)

★ A Certificate III assessment must demonstrate the AQF learning outcomes as listed above.

## Certificate IV Qualification

The Certificate IV qualifies individuals who apply a broad range of specialised knowledge and skills in varied contexts to undertake skilled work and as a pathway to further learning.

Certificate IV expects an individual to carry out tasks in the workplace under little or no supervision, with a fair degree of independence and some supervision of co-workers.

Students should be able to implement procedures as well as analyse and contribute to changes of the procedure.

Knowledge	Skills	Application of Knowledge and Skills	Volume of Learning
<p>Graduates of a Certificate IV will have factual, technical, procedural and theoretical knowledge in an area of work and learning.</p>	<p>Graduates of a Certificate IV will have:</p> <ul style="list-style-type: none"> <li>★ Cognitive skills to identify, analyse, compare and act on information from a range of sources.</li> <li>★ Cognitive, technical and communication skills to apply and communicate technical solutions of a non-routine or contingency nature to a defined range of predictable problems.</li> <li>★ Specialist technical skills to complete routine and non-routine tasks and functions</li> <li>★ Communication skills to guide activities and provide technical advice in the area of work and learning.</li> </ul>	<p>Graduates of a Certificate IV will demonstrate the application of knowledge and skills:</p> <ul style="list-style-type: none"> <li>★ To specialised tasks or functions in known or changing contexts</li> <li>★ With responsibility for own functions and outputs, and may have limited responsibility for organisation of others</li> <li>★ With limited responsibility for the quantity and quality of the output of others in a team within limited parameters.</li> </ul>	<p>The volume of learning of a Certificate IV is typically 0.5 – 2 years. There may be variations between short duration specialist qualifications that build on knowledge and skills already acquired and longer duration qualifications that are designed as entry level requirements for work.</p> <p>Suggested word length for a written project response: 1000 - 1500 words (Unless specified in Assessment) Occasionally major research may require longer responses, up to about 2500 words. Generally these will be integrated or holistic assessments.</p>

★ A Certificate IV assessment must demonstrate the AQF learning outcomes as listed above.

## Diploma Qualification

The Diploma qualifies individuals who apply integrated technical and theoretical concepts in a broad range of contexts to undertake advanced skilled or paraprofessional work and as a pathway for further learning.

Diploma students can expect to carry out tasks in the workplace without supervision, acting independently and with responsibility for co-workers, projects and budgets.

Students should be able to implement procedures as well as analyse and contribute to changes of the procedure. Research in depth legislative requirements and coordinate stakeholders.

Knowledge	Skills	Application of Knowledge and Skills	Volume of Learning
<p>Graduates of a Diploma will have technical and theoretical knowledge and concepts, with depth in some areas within a field of work and learning.</p>	<p>Graduates of the Diploma will have:</p> <ul style="list-style-type: none"> <li>★ Cognitive and communication skills to identify, analyse, synthesise and act on information from a range of sources</li> <li>★ Cognitive, technical and communication skills to analyse, plan, design and evaluate approaches to unpredictable problems and / or management requirements</li> <li>★ Specialist technical and creative skills to express ideas and perspectives</li> <li>★ Communication skills to transfer knowledge and specialised skills to others and demonstrate understanding of knowledge</li> </ul>	<p>Graduates of a Diploma will demonstrate the application of knowledge and skills:</p> <ul style="list-style-type: none"> <li>★ With depth in some areas of specialisation, in known or changing contexts.</li> <li>★ To transfer and apply theoretical concepts and/or technical and/or creative skills in a range of situations</li> <li>★ With personal responsibility and autonomy in performing complex technical operations with responsibility for own outputs in relation to broad parameters for quantity and quality</li> <li>★ With initiative and judgement to organise the work of self and others and plan, coordinate and evaluate the work of teams within broad but generally well defined parameters</li> </ul>	<p>The volume of learning of a Diploma is typically 1 – 3 years.</p> <p>Suggested word length for a written project response: 1500 - 2000 words (Unless specified in Assessment) Occasionally major research may require longer responses, up to about 2500 words. Generally these will be integrated or holistic assessments.</p>

★ A Diploma assessment must demonstrate the AQF learning outcomes as listed above.