Assessment

Policy

Learner assessment is a vital part of the learning process. Assessment is the process of collecting evidence and making judgments as to how well learners have achieved the intended learning outcomes. It is the means by which progress or achievement in a unit is evaluated. Assessment is a key part of the teaching and learning environment.

The following general principles underpin Guild Training's Assessment Policy:
- Assessment should be an aid to successful learning and should encourage learners to apply their knowledge and skills in an analytical and critical manner
- Modes of assessment should be specifically linked to the learning outcomes of a unit and a course
- Assessment requirements should be based on pre-determined and clearly articulated criteria that describe standards of knowledge, skills, competencies and/or capabilities
- Learners should receive feedback on their work in a timely manner that assists them to monitor their progress towards the achievement of specified learning outcomes and to improve the quality of their work
- Assessment should be inclusive and equitable for all learners
- Assessments should be valid, reliable, fair and flexible

The purpose of assessment for learners is to:
- Provide feedback on how effectively they are learning
- Engage them in learning
- Provide evidence that they have reached the required standard
- Provide evidence to show other people of their learning achievements

This policy and procedure has been developed by the Pharmacy Guild of Australia as an all-inclusive document for delivery of training and assessment services in the state/territory Branches and should be read in conjunction with the individual state/territory Branch policies and procedures.

Procedure: actions and responsibilities

Action	Responsibility
The National Secretariat oversees the management, review and monitoring of assessment systems and procedures. Any assessment task developed and delivered by Guild Training must be authorised by the National Secretariat. The National Secretariat delegates responsibility for conducting assessments to Branches and Guild Trainers and ensures that assessment tasks are consistent with the aims, objectives and content of a qualification or unit of competency.	National Secretariat State Branches
National Assessment Principles The National Secretariat is responsible for ensuring that all assessments conducted by Guild Training comply with the principles of validity, reliability, fairness and flexibility. • Reliable – all assessment methods and procedures will ensure that competency standards are applied consistently and that there is always consistency in the interpretation of evidence. • Flexible – assessment will be offered in the workplace, in the training environment, in a combination of both or via recognition of prior learning/recognition of current competence. Guild Training will ensure that all assessment methods and practices allow for diversity with regard to how, where and when competency has been/will be achieved. • Fair – assessment activities methods and procedures will not, under any circumstances disadvantage any client. • Valid – assessment activities will always meet the requirements as specified in the unit of competence. Sufficient evidence will always be collected and will be relevant to the standard being assessed.	National Secretariat State Branches

Assessment methodology Assessments for all vocational programs are developed according to the rules outlined in each of the Training Package and accredited course unit. Assessment activities undertaken by Guild Training always follow the methodology outlined: • Assessment procedures are fully explained to learners. Throughout all training, learners and employers are regularly reminded of the ongoing availability of assessment • Opportunities for Recognition of Prior Learning are also discussed as are any available flexible methods of assessment • The assessment requirements of the units of competence are outlined and any particular arrangements for the workplace/training environment are arranged • All evidence-gathering methods remain reliable, flexible, fair and valid • As assessments are undertaken Guild Trainers record individual learner assessment results. Copies of all assessments are retained as per the requirements of the National VET Regulator or State Training Authority • Post-assessment guidance is always provided to the learner • A fair and impartial appeals process is always available • Evaluation of assessment processes and procedures is gathered on an on-going basis.	National Secretariat State Branches
Evidence Evidence gathering methods commonly utilised by Guild Training include, but in no way are limited to: • Demonstration • Questioning • Workplace performance • Role play • Simulation • Oral presentation • Graphic presentation • Projects and assignments • Audio/visual display • Written tests • Skills portfolio • Completion of workbooks • Oral Assessment / Competency Conversation The National Secretariat is responsible for ensuring that sufficient evidence is collected during the assessment process to enable judgments to be made about whether competency has been obtained. The Guild Trainer is responsible for collecting evidence for the assessment process. This evidence includes: • Assessment activities • Supervisors Evidence Report • Practical Activities. From these assessment tools the Guild Trainer is able to determine whether sufficient evidence has been supplied to judge whether competency has been obtained. This can be verified by the use of mapping documentation which has been developed for all units of competency. Once sufficient evidence has been gathered and the Guild Trainer believes that the evidence meets the principles of assessment then the assessment decision is made.	National Secretariat State Branches

Assessment results Each unit of competence is allocated a result as follows: Competent – C – is awarded for a learner who has achieved all of the learning outcomes specified for that unit of competency to the specified standard. Not Yet Competent – NYC – is applied to a learner who has not achieved all of the learning outcomes specified for that unit of competency to the specified standard. Satisfactory – is applied when using an assessment tool e.g. assessing the written responses to the Learner Guide. 'Satisfactory' is applied with the learner has completed the assessment task to a satisfactory standard. Not Yet Satisfactory - is applied when using an assessment tool e.g. assessing the written responses to the Learner Guide. 'Not Yet Satisfactory' is applied when the learner has not completed the assessment task to a satisfactory standard and is given an opportunity to provide additional evidence through re-submission or the provision of additional assessment during the verbal assessment.	Guild Trainers State Branches
Cultural and linguistic needs The National Secretariat is responsible for ensuring that all assessments conducted by Guild Training are equitable for all persons, taking into account of cultural and linguistic needs. Guild Trainers are made aware of a learner's individual needs or requirements upon enrolment. Guild Trainers are aware of the strategies and resources that can be used to assist a learner with individual needs. If a learner has Individual needs the Guild Trainer will inform the learner of strategies that can be used to assist with the assessment process. These strategies can include: • Completing assessments using an audio recorder • Undertaking workplace assessments through demonstration • Asking for another pharmacy assistant/friend/family member to check work before submission and assist with language, literacy or numeracy issues. If a learner has individual needs the Guild Trainer will inform the learner of resources that can be used to assist with the assessment process. These resources include: • Use of an interpreter service • Use of a workplace mentor • Use of recording equipment	National Secretariat State Branches
Responsibilities – learners Learners also have roles and responsibilities within the assessment framework. It is the responsibility of learners to: • Be aware of all the requirements to achieve successful completion of a unit of competency • Engage actively in the learning process and participate according to unit and assessment requirements • Complete assessment tasks diligently and honestly to provide evidence of learning achievements in a unit • Meet assessment requirements as specified in the unit outline, including submission of work by the due date • Discuss any concerns they have regarding their progress in the completion of units and assessment with their Guild Trainer • Consult their Guild Trainer if personal circumstances are affecting participation or performance in assessment • To practice academic integrity and avoid plagiarism, cheating and collusion • To accept fair, helpful and timely feedback on assessment tasks including evaluation of performance and progress in a unit of study/competency.	Learners

Responsibilities – Guild Trainers Guild Trainers have responsibilities within the assessment framework. It is the responsibility of Guild Trainers to: • Participate in the assessment of learners • Liaise with the National Secretariat and other Branch Guild Trainers to ensure that assessment practices are conducted in a consistent and coherent manner • Be available for learner consultation and the provision of advice and support to learners • Keep a secure record of each learner's results, both electronically and paper-based • Provide data relating to results in assessment tasks and attendance to Guild Training administration • Provide constructive and timely feedback on assessments submitted by learners • Adhere to assessment strategies and their submission timeframes • Report on learner progress and achievement in an honest, clear and objective manner and based only on relevant data.	Guild Trainers
Feedback Guild Trainers are responsible for providing feedback to learners on the outcomes of their assessments. This feedback is provided in a number of ways: **In-Centre Education** • Verbal feedback provided as a result of observation, role plays, demonstrations, etc. • Written feedback provided on Assessment Records on completion of written assessments • Verbal feedback provided after Practical activities are conducted **Distance Education** • Verbal feedback provided as a result of workplace assessments. • Written feedback provided on the Assessment Records on completion of written assessment. • Verbal feedback provided after Practical activities are conducted. **On-line Learning** • Feedback provided upon review of assessment activities • Verbal feedback provided after Practical Activities are conducted.	Guild Trainers
Compliance The National Secretariat is responsible for ensuring all assessments undertaken by Guild Training comply with the assessment guidelines from the Community Pharmacy Training Package and the Learning and Assessment Strategy as issued by Guild Training. Guild Trainers are provided with access to the Assessment Guidelines from the Community Pharmacy Training Package. Guild Trainers are required to adhere to these guidelines when conducting assessments. Guild Trainers are also provided with copies of assessment information which is provided by the National Secretariat as well as relevant documentation which is made available through Alfresco. This documentation includes: • Assessment Activities • Suggested Answers • Practical Activities • Mapping documentation • Results of moderation/validation activities Guild Trainers discuss assessment issues and ensure consistency during informal discussion held during the completion of daily assessment tasks. Moderation/validation meetings are held both within a state Branch and on a national level. Please see the Assessment Validation policy/procedure for further details.	National Secretariat State Branches
Demonstrable experience and skill All Guild Trainers have the required training and assessment qualifications as specified by the VET Quality Framework and the NVR Standards. This training ensures that they have an understanding of the assessment process and assessment principles. Further professional development is undertaken as required and as a result of discussions during the performance review process.	Guild Trainers State Branches

Information for clients The National Secretariat and State Branches are responsible for ensuring that learners receive adequate information regarding the assessment process as well as the context and purpose of the assessment. Learners and employers receive information about the assessment process and the context and purpose of assessment from the following sources: • Learner handbook • Learner Guides • Workplace supervisor handbook • The Pharmacy Guild of Australia – website • Induction process • Pre-training visit (if conducted) • Monthly contact with Guild Trainer • Prior to assessments • Workplace visits conducted by Guild Trainer (if conducted) As part of the induction process the Guild Trainer outlines the assessment process and the responsibilities of the workplace supervisor, learner and Guild Trainer. The Guild Trainer will, prior to assessment, explain how the assessment will occur, skills and knowledge that needs to be demonstrated, how the assessment decision is made and what will occur if the learner is considered to be 'Not Yet Competent'. Assessment information is posted on the Guild Training website.	National Secretariat State Branches
Quality assurance, adjustment, moderation and validation The National Secretariat is responsible for the regular review of assessment practices and activities. Guild Training has in place a variety of quality assurance systems and mechanisms to ensure that feedback and input from Guild Trainers, learners and external advisers is collated, analysed and acted upon. Information received in relation to a course and/or unit of study/competency is analysed and improvements incorporated into training and assessment materials.	National Secretariat State Branches
Confidentiality and Privacy Guild Training regards assessment as a confidential matter. No person involved in the process should divulge to any unauthorised person any information related to an individual learner's assessment. Guild staff should apply the Guild's Privacy Policy/Procedure and the National Privacy Principles to their approach to assessment.	National Secretariat State Branches

Associated documentation
Learner handbooks
Workplace Supervisor handbook
Learner Guides
Guild Training website
The Pharmacy Guild of Australia – websites
Training and assessment strategy

Related topics

References

Authority
National Training Manager – 12.01.2009
National Training Manager – 15.06.2010
National Training Manager – 29.07.2011
Academy Compliance Manager – 21.10.2013
Academy Compliance Manager – 17.06.2014
Head – Guild Pharmacy Academy – 09.07.2016
Head – Guild Learning and Development – 04.05.2017