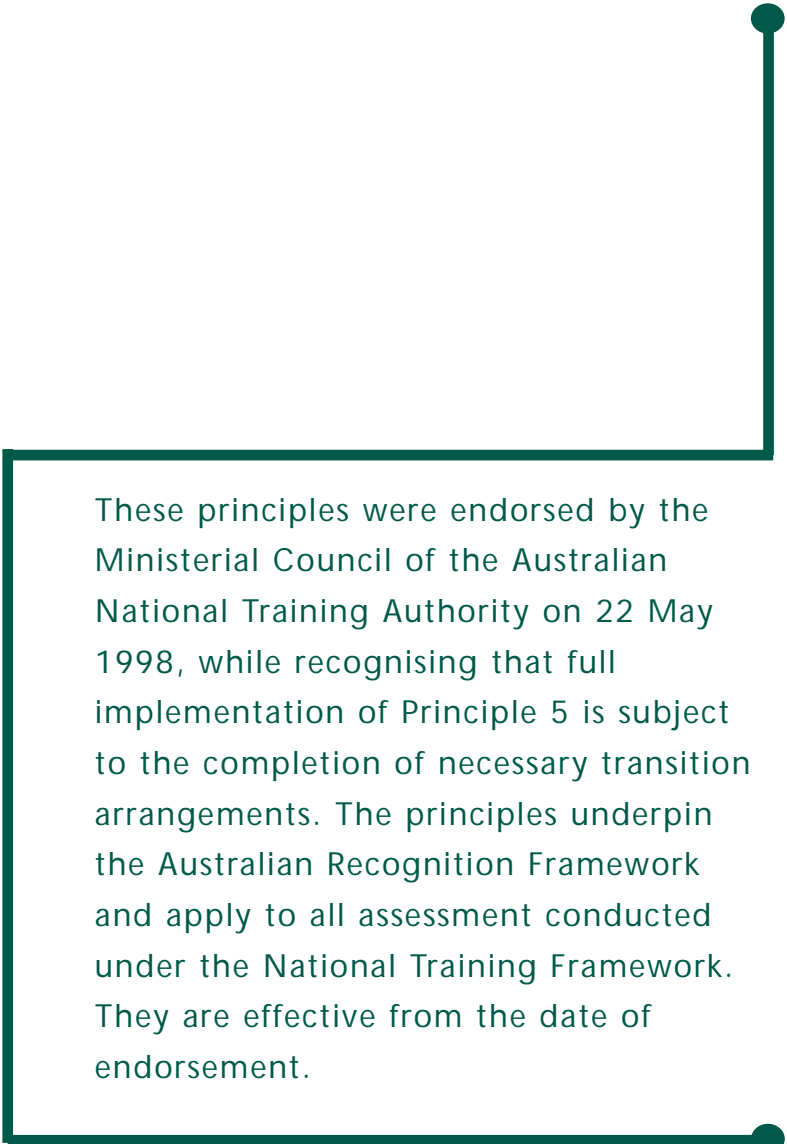

National Assessment Principles

Australian
Recognition
Framework





These principles were endorsed by the Ministerial Council of the Australian National Training Authority on 22 May 1998, while recognising that full implementation of Principle 5 is subject to the completion of necessary transition arrangements. The principles underpin the Australian Recognition Framework and apply to all assessment conducted under the National Training Framework. They are effective from the date of endorsement.

Principle	Essential Features
<p>1. Endorsed industry/enterprise standards are the benchmarks for assessment, where they exist</p>	<p>1.1 Endorsed industry/enterprise competency standards are the benchmarks for all assessment activity conducted for the purposes of national recognition, regardless of whether this is through a training and assessment pathway or an assessment only pathway.</p> <p>1.2 Where national industry/enterprise endorsed standards do not exist, specified competencies agreed to by the appropriate industry, enterprise, professional or community group are the benchmarks for assessment.</p>
<p>2. Assessment guidelines within endorsed Training Packages provide the framework for assessment of the units of competence within that industry, industry sector or enterprise.</p>	<p>2.1 Where a relevant endorsed Training Package exists, assessment will be conducted in accordance with the assessment guidelines and competency standards of the endorsed Training Package.</p>
<p>3. Endorsed industry/enterprise standards form the basis of qualifications and Statements of Attainment in the vocational education and training sector, where they exist.</p>	<p>3.1 Qualifications within the vocational education and training sector of the Australian Qualifications Framework are based on endorsed packages of national industry/enterprise competency standards.</p> <p>3.2 Where national industry/enterprise endorsed standards do not exist, qualifications or Statements of Attainment must be based on specified competencies agreed to by the appropriate industry, enterprise, professional or community group.</p> <p>3.3 A qualification or Statement of Attainment under the Australian Qualifications Framework may be attained through a variety of pathways, including training and assessment pathways as well as assessment only pathways.</p>

Principle	Essential Features
<p>4. Assessment conducted for the purposes of national recognition should lead to a qualification or Statement of Attainment under the Australian Qualifications Framework.</p>	<p>4.1 All assessment activity that is conducted for the purposes of national recognition, regardless of whether this is through a training and assessment pathway or an assessment only pathway, should lead to the issuing of a qualification or Statement of Attainment under the Australian Qualifications Framework.</p> <p>4.2 A qualification or Statement of Attainment, recognised under the Australian Qualifications Framework, should be issued when an individual is assessed as competent against endorsed competency standards.</p> <p>Assessment for national recognition purposes is underwritten by effective mutual recognition arrangements under the Australian Recognition Framework (ARF) which requires all Registered Training Organisations throughout Australia to fully recognise and credit qualifications and Statements of Attainment issued by all other Registered Training Organisations.</p>
<p>5. Assessment should be undertaken by, or auspiced through, a Registered Training Organisation.</p>	<p>5.1 Assessment for national recognition purposes should be undertaken by, or auspiced through, a Registered Training Organisation.</p>
<p>6. Assessment for national recognition purposes shall be conducted within a quality assurance framework.</p>	<p>6.1 Assessment for national recognition purposes, regardless of whether this is through a training and assessment pathway or an assessment only pathway, should be undertaken by qualified assessors, involve the use of industry-endorsed assessment guidelines and be underpinned by an appeals process.</p> <p>Assessment against competencies in a Training Package will be carried out in accordance with the endorsed assessment guidelines within the Training Package. The endorsed assessment guidelines include the necessary qualifications for those conducting assessment and provide for those situations where more than one person may contribute to the assessment and where the required technical and assessment competencies may not all be held by any one person.</p>

Principle	Essential Features
6. (Continued)	<p>6.2 All assessments require the application of the following endorsed competency standards:</p> <ul style="list-style-type: none"> • the Assessment Competency Standards: 'Conduct Assessment in Accordance with an Established Assessment Procedure' and 'Extension Unit: Plan and Review Assessment' from the Competency Standards for Assessment¹; and • the relevant vocational competencies, at least to the level being assessed. <p>6.3 Assessment carried out by or under the auspices of a Registered Training Organisation will be subject to audit, consistent with Australian Recognition Framework requirements.</p> <p>External audit procedures should focus on improving both the operation and outputs of assessment processes.</p>
7. Responsibility for assessment resides with the body that issues the qualification or Statement of Attainment under the Australian Qualifications Framework.	<p>7.1 Responsibility for assessment resides with the body that issues the qualification or Statement of Attainment.</p> <p>7.2 Partnership arrangements involving Registered Training Organisations can be developed to establish assessment arrangements that enable individuals to gain national recognition under the Australian Qualifications Framework.</p>
8. Assessment processes shall be valid, reliable, flexible and fair.	<p>8.1 Assessment processes must cover the broad range of skills and knowledge needed to demonstrate competency.</p> <p>8.2 Assessment of competence should be a process which integrates knowledge and skills with their practical application.</p> <p>8.3 During assessment, judgements to determine an individual's competence should, wherever practicable, be made on evidence gathered on a number of occasions and in a variety of contexts or situations.</p> <p>8.4 Assessment processes should be monitored and reviewed to ensure that there is consistency in the interpretation of evidence.</p> <p>8.5 Assessment should cover both the on- and off-the-job components of training.</p> <p>8.6 Assessment processes should provide for the recognition of competencies no matter how, where or when they have been acquired.</p>

¹The Training Package for Assessment and Workplace Training was endorsed by the NTFC on 22 October 1998 and approved by Commonwealth, State and Territory Ministers on 11 November 1998 on the basis that the following three competency standards from the Training Package - BSZ401A 'Plan Assessment', BSZ402A 'Conduct Assessment' and BSZ403A 'Review Assessment' - are equivalent to the two Assessment Competency Standards identified in the National Assessment Principles.

Principle	Essential Features
8. (Continued)	<p>8.7 Assessment processes should be made accessible to individuals so that they can proceed readily from one competency standard unit to another.</p> <p>8.8 Assessment practices must be equitable for all groups or individuals.</p> <p>8.9 Assessment procedures and the criteria for judging performance must be made clear to all individuals seeking assessment.</p> <p>8.10 There should be a participatory approach to assessment. The process of assessment should be jointly developed/ agreed between the assessor and the assessee.</p> <p>8.11 Opportunities must be provided to allow individuals to challenge assessment decisions, with provision for reassessment.</p>
9. Assessment systems must incorporate mechanisms for recording, storing and accessing assessment outcomes.	<p>9.1 Assessment systems must incorporate mechanisms for recording, storing and accessing assessment outcomes</p> <p>9.2 The body that is responsible for issuing the qualification or Statement of Attainment under the Australian Qualifications Framework should also be responsible for maintaining and operating a secure, permanent and reliable system for recording and storing assessment outcomes.</p>
10. Assessment reporting systems should indicate the units of competence that the individual has attained.	<p>10.1 Qualifications and Statements of Attainment issued under the Australian Qualifications Framework should indicate the units of competency that the individual has attained.</p> <p>10.2 Assessment reporting systems should conform with any national nomenclature developed for reporting assessment outcomes.</p> <p>10.3 Statements of Attainment issued under the Australian Qualifications Framework should have a nationally consistent format and include common categories of information.</p>
11. Assessment systems should incorporate ongoing monitoring and review processes.	<p>11.1 Assessment systems should incorporate ongoing monitoring and review processes.</p>

Principle	Essential Features
<p>12. Assessment processes shall provide for the recognition of prior learning regardless of where this has been acquired.</p>	<p>12.1 Recognition of prior learning focuses on identifying the endorsed industry/enterprise competency units currently held by individuals as a result of formal and informal training, not how, when or where the learning occurred.</p> <p>12.2 Recognition of prior learning underpins any system of competency based training. It is essential that Registered Training Organisations have a demonstrable commitment to recognising the prior learning of individuals.</p> <p>12.3 Recognition of prior learning shall be available to all potential applicants.</p> <p>12.4 Recognition of prior learning shall involve processes that are fair to all parties involved.</p> <p>12.5 Recognition of prior learning shall involve the provision of adequate support to potential applicants.</p>

Contact Details

State and Territory Training/Recognition Authorities

New South Wales

Vocational Education Training and Accreditation Board

Locked Bag 21
DARLINGHURST NSW 1300
Ph: (02) 9244 5335
Fax: (02) 9244 5344
<http://www.det.nsw.gov.au>

South Australia

Department of Education, Training and Employment Training Recognition Branch

GPO Box 1152
ADELAIDE SA 5001
Ph: (08) 8226 3398
Fax: (08) 8226 3383
http://www.tafe.sa.edu.au/vet_div

Victoria

Office of Training and Further Education

PO BOX 266D
MELBOURNE VIC 3001
Ph: (03) 9637 2762
Fax: (03) 9637 2520
<http://www.otfe.vic.gov.au>

Tasmania

Office of Vocational Education and Training

GPO Box 301
HOBART TAS 7001
Ph: (03) 6233 7708
Fax: (03) 6234 4358
<http://www.dvet.tas.gov.au>

Queensland

Vocational Education, Training and Employment Commission

c/- Department of Employment, Training and Industrial Relations
Locked Mail Bag 527
GPO BRISBANE QLD 4001
Ph: (07) 3247 5477
Fax: (07) 3247 5488
<http://www.detir.qld.gov.au>

Australian Capital Territory

ACT Accreditation and Registration Council Education and Community Services

PO Box 985
Civic Square
ACT 2608
Ph: (02) 6205 7066
Fax: (02) 6205 7045
<http://www.dpa.act.gov.au/education/vetbranch/index.htm>

Western Australia

WA Department of Training

151 Royal Street
EAST PERTH WA 6004
Ph: (08) 9235 6035
Fax: (08) 9235 6142
<http://www.training.wa.gov.au>

Northern Territory

Northern Territory Employment and Training Authority

GPO Box 2925
DARWIN NT 0801
Ph: (08) 8999 4222
Fax: (08) 8999 4223
<http://www.nt.gov.au>

Australian National Training Authority

GPO Box 5347BB MELBOURNE VIC 3001 Ph: (03) 9630 9800 Fax: (03) 9630 9888
<http://www.anta.gov.au>