

Assessment Policy

Policy Ref

PN47

Purpose

The purpose of this policy is to outline the assessment arrangements for AMOSC's International Maritime Organisation (IMO) accredited courses and our "Additional Qualification" courses.

Policy

Competency based training and assessment

AMOSC provides competency based training and assessment. Participants are assessed against a competency standard and criteria related to the relevant accredited course. The course curriculum in the Course Director's Manual describes the discrete work tasks and knowledge, as well as technical skills that a participant needs to perform a task effectively. Competency is assessed by comparing the prescribed course curriculum with the participant's ability to apply their skills and knowledge through a range of routine and non-routine classroom and/or field based situations.

The assessment processes used by AMOSC include the collection of a broad range of evidence for the assessor to base their decision on. Assessment tasks may require participants to:

- a) Respond to oral questioning
- b) Complete written responses to questions, scenarios and case studies
- c) Prepare and deliver a presentation (briefing); and
- d) Being observed using their skills and knowledge in the classroom during simulations, and/or during field deployments and/or simulations and drills.

AMOSC provides clear instructions to assessors on the process of assessment used by AMOSC in its Course Director's Manual and assessor documentation.

'Inter-personal' Skills Assessment

Inter-personal skills are generic skills that are gained throughout work and life experiences. AMOSC has determined as part of its assessment methodology that a participant must demonstrate they have these skills and can perform at a certain level as outlined in the course competency standards. The four (4) inter-personal skills are:

- a) Leadership
- b) Teamwork
- c) Communication
- d) Attitude and Motivation

Recognition of Prior Learning (RPL)

Recognition of Prior Learning is the formal process by which the skills and knowledge gained through work and life experience and outside formal training arrangements are formally recognised.

Role of assessors

The role of an Assessor in assessing participant's work is to objectively assess a participant's evidence and performance against the prescribed set of standards. To do this effectively, the assessor will be skilled in, and have a sound knowledge of, the industry area they are assessing.

The assessor will be a qualified and skilled assessor and will:

- a) Ensure participant work meets the requirements of the accredited course
- b) Ensure that evidence is valid, reliable, sufficient, authentic, current and consistent
- c) Use their expertise to make a fair and objective assessment decision; and
- d) Provide constructive feedback to the participant.

Ensuring Competency

AMOSC ensures that only participants who hold the requisite skills and knowledge, as set out in the Course Director's Manual, are marked as Competent. AMOSC does this by:

- a) ensuring that its assessment processes meet the requirements of the IMO Equivalent accredited course
- b) ensuring its assessment processes are valid, fair, flexible, and reliable
- c) ensuring assessment processes are carried out in a way that is consistent with the Course Director's Manual
- d) providing comprehensive assessment tools and clear information to trainers and assessors
- e) ensuring its assessment processes effectively cover all dimensions of competency as outlined in the competency standards and assessment guidelines of each course
- f) continually reviewing and improving assessment processes, tools and records
- g) having a planned schedule of moderation and validation activities that ensures all units are moderated and validated at least annually; and
- h) ensuring that assessors follow the rules of assessment and sight current, sufficient, authentic and valid evidence when forming their assessment decision.

Moderation and Validation of Assessment

AMOSC ensures its trainers and assessors participate in regular moderation, validation and benchmarking activities to ensure training practices and assessment decisions;

- a) Are consistent between assessors
- b) Are valid, flexible, reliable and fair
- c) Are based on evidence that is sufficient, authentic, valid and current; and
- d) Meet the requirements of the IMO accredited course.

Moderation and validation activities also contribute to ensuring:

- a) AMOSC's training and assessment strategies comply and meet the requirements of the relevant IMO accredited course guidelines.
- b) Staff, facilities, equipment and training and assessment materials are consistent with the requirements of the accredited course guidelines and AMOSC's own training and assessment strategies.

AMOSC courses are moderated/validated after the delivery of each course.

Moderation and validation of assessment occurs in the following ways:

- a) Groups of assessors and trainers meet regularly to compare the processes, assessment tools and judgments made and to compare training and assessment methods with the requirements of the IMO accredited course guidelines.
- b) AMOSC provides standardised training and assessment materials which are used in the delivery of its accredited courses and additional qualification courses. Delivery materials have been developed internally and have been through a rigorous validation process prior to implementation.
- c) Answer benchmarking guides are available for all assessment tasks and are used by assessors to provide guidance about assessment requirements, ensuring consistency.
- d) AMOSC has a mentoring program for new assessors to ensure they are supported in understanding the requirements of assessment.

Reasonable Adjustment

Wherever possible, assessors will make reasonable adjustments to training and assessment processes to ensure that all people are treated equally in the assessment process and that no person is disadvantaged.

Assessment processes may be reasonably adjusted to accommodate the following, but not limited to these, groups:

- a) Participants with English as a second language
- b) Participants with literacy or numeracy difficulties
- c) Indigenous participants
- d) Participants with sensory impairments; and
- e) Participants with physical or intellectual disabilities.

Reasonable adjustment may mean:

- Making training resources and methods accessible
- Adapting physical facilities, environment and/or equipment
- Making changes to the assessment arrangements; and
- Making changes to the way evidence for assessment is gathered.

Assessment Records

AMOSC will operate and maintain a consistent, secure and reliable system for recording and storing all assessment decisions.

Fairness and Equity

Fairness requires that participants understand what they are expected to do and what criteria are being used to assess their competence.

Equity in assessment is the practice of providing fair and impartial opportunities for participants to learn and be assessed.

To ensure this, AMOSC has developed, for all courses:

- a) Clearly set out instructions about the requirements of assessment for participants
- b) Clearly defined assessment criteria
- c) Documented answer benchmarking guides
- d) Clear and easy to follow assessment recording tools
- e) A defined format to be used by participants to submit their assessment tasks
- f) A defined format to be used to provide participants with feedback about their assessments;
and
- g) Effective dispute resolution and assessment appeals processes which will be used to examine and investigate any issue of unfairness or disadvantage that is identified.

AMOSC ensures that participants do not gain an unfair advantage by cheating, plagiarizing or colluding at any time during a course.

Information about assessment

To ensure participants can prepare appropriately for all assessments, participants will be appropriately informed of the assessment arrangements for each AMOSC course. Information about each course's assessment requirements is provided in the participant's portfolio, provided to the participant at the beginning of each course.

Participants will be:

- a) Informed of the arrangements, context and purpose of all assessment tasks at the commencement of the course
- b) Informed of the criteria against which they are being assessed; and
- c) Given advance warning of all assessment arrangements

Feedback

Participants will be given constructive feedback from their assessor on the outcomes of assessment and on opportunities for further development whenever it is identified.

AMOSC collects formal and informal feedback from participants about the training and assessment processes used throughout each course. The feedback collected (verbal and written) will be used to

bring about improvements to the course delivery methods, tools, and processes used by AMOSC.

Participants deemed “Not Yet Competent”

Should AMOSC determine that a participant is not yet competent according to the Key Performance Criteria of a particular course, distance learning resource material can be provided to the participant to facilitate further learning.

If considered “Not Yet Competent”, participants may be re-assessed on their work up to two (2) times. There will be no further fee associated with this assessment. This re-assessment will be performed at a time that coincides with a future identical level AMOSC course being delivered.

If the participant is considered “Not Yet Competent” after the second assessment, they may then re-enrol in the course at full fee or make an appeal about the assessment decision in accordance with the Complaints and Appeals Policy.

This policy differs for the Aerial Surveillance course as there will be one additional re-assessment (1) due to this course involving the use of aircraft. There may be additional fees imposed for the cost of the aircraft. This will be discussed with the participant at the time. This re-assessment should try to be scheduled at a time that coincides with a future AMOSC Aerial Surveillance course being delivered, if possible.

Issuing of Lower-Level Qualification

AMOSC may determine, upon Assessor feedback, that a participant who is deemed “not yet competent” according to the Key Performance Criteria of AMOSC – Course in Oil Spill Response Command & Control (IMO Level 3 Equivalent) may be deemed “competent” to the Key Performance Criteria of the immediate lower-level qualification, AMOSC – Course in Oil Spill Response Management (IMO Level 2 Equivalent). There is no fee associated with this process.

*Note – A participant who is deemed “not yet competent” according to the Key Performance Criteria of AMOSC – Course in Oil Spill Response Management (IMO Level 2 Equivalent) is **ineligible** to be considered “competent” to the Key Performance Criteria of the immediate lower-level qualification, AMOSC – Course in Oil Spill Response Operations (IMO Level 1 Equivalent).*

Should a participant who is considered “not yet competent” according to the Key Performance Criteria of AMOSC – Course in Oil Spill Response Command & Control (IMO Level 3) also be considered “not yet competent” according to the Key Performance Criteria of AMOSC – Course in Oil Spill Response Management (IMO Level 2) choose to part-take in AMOSC – Course in Oil Spill Response Management (IMO Level 2), they will be required to pay the full fee.

Assessment appeals

Participants can appeal an assessment decision up to twenty (20) days after the decision was made. Assessment appeals can be made in accordance with the Complaints and Appeals Policy.

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This document is controlled

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