



Authenticity Strategy

CTAS Education is committed to providing high quality training and assessment and implements an assessment system that is conducted in accordance with the principles of assessment and the rules of evidence. Therefore, CTAS Education will ensure that all assessments conducted are fair, flexible, valid, and reliable and that all evidence gathered is valid, sufficient, authentic, and current.

To demonstrate **authenticity**, CTAS Education Assessor's must be assured that the evidence presented for assessment is the learner's own work. Authentication involves evaluating the evidence that has been provided by a learner, that has not been gathered under direct supervision, to confirm that it is genuine and accurately reflects the learner's skills and knowledge.

Evidence that is directly observed by or gathered under direct supervision of a CTAS Education Assessor does not require authentication. Examples of this evidence include demonstrating skills in the workplace, role-play scenarios and verbal questioning assessments.

Learners are required to complete the below authenticity declaration within each assessment.

Authenticity Declaration

It is important that you sign and date the Authenticity Declaration below to confirm that the responses to questions presented for assessment are your own work.

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ATTENTION

You **MUST** sign on this page as your signature is required to verify the authenticity of your work.

Plagiarism is taking someone else's work and/or ideas and passing them off as your own. It is a form of cheating and is taken seriously by CTAS Education. To help you understand, the following are examples that constitute plagiarism:

- Copying sections of text and not acknowledging where the information has come from
- Cutting and pasting together multiple sections, without properly referencing them, to form an assessment response
- Presenting work that was done as part of a group as your own
- Using information (pictures, text, designs, ideas etc.) and not citing the original author(s)
- Unintentionally failing to cite where information has come from

Plagiarism and cheating are serious offences. Students engaging in this behaviour will face disciplinary action.

- I understand the assessment conditions and how to effectively participate in assessment
- I understand my responsibility to provide assessment responses that are my own.
- I understand that, at any time, if it is shown that in this assessment task, I have plagiarised or misrepresented assessment responses, the assessment outcome may be revoked.

Student Signature *

[Click to Sign](#)

Throughout the duration of the enrolled qualification, authenticating students learning is completed by a CTAS Education Trainer/Assessor. This is done through asking verbal questions to the learner to confirm that unsupervised learning and assessment evidence, provided by the learner, is genuine and accurately reflects your knowledge and skills.

If the learners' responses to the verbal questions are consistent to the evidence provided but not necessarily exact, no further action will be required.

If the learners responses to the verbal questions are inconsistent to the evidence provided, the Assessor will need to make a judgement on the authenticity of the submitted evidence.

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There could be a number of contributing factors, including:

- The learner has not retained the information.
- The learner's knowledge has continue to develop in relation to the topic.
- The change in the assessment method; from written to verbal. Some learners may be unable to articulate what they can write or vice versa.
- The evidence provided was not the learner's work.

Based on the reason for the learner's inconsistent answers, the Assessor will determine what further action is required to demonstrate authenticity.

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