VPS20 CONDUCT OF ASSESSMENT POLICY AND PROCEDURE

Abbreviations:

ATMC (The Company)	Australian Technical and Management College
LLN	Language, Literacy and Numeracy
LMS	Learning Management System
RPL	Recognition of Prior Learning
RTO	Registered Training Organisation
SMS	Student Management System
UoC	Unit of Competency
VET	Vocational Education and Training
WHS	Work, Health and Safety

Policy

1   Purpose

1.1   This policy applies to all assessable programs/modules/units within Australian Technical and Management College (ATMC) training and assessment activities.

1.2   Assessment is central to the vision, mission, culture, activities, practices and future development of students' competence.

1.3   The purpose of this policy is to:

1.3.1   Identify and describe ATMC's approach to assessment;

1.3.2   Articulate ATMC's commitment to creating effective and meaningful assessment opportunities and experiences that enhance learning and teaching;

1.3.3   Encourage ATMCs assessors, trainers, and stakeholders to reflect on contemporary assessment practices to better meet the diverse needs of the broad range of students now and in the future;

1.3.4   Provide a clear framework for making design decisions in relation to assessment across ATMC.

1.3.5   Assessment complies with the assessment requirements of the relevant training package or VET accredited programs.

1.3.6   Assessment is conducted in accordance with the 'Principles of Assessment' – Table 1.8-1 (p.17) and the 'Rules of Evidence' – Table 1.8-2 (p.17-18) of the 2015 Standards for RTO's.

2   Scope

2.1   This Policy and Procedure applies to how assessments are conducted in regard to:

2.1.1   Formative assessments of learning outcome assessments for curriculum based programmes.

2.1.2   Summative final assessment practices for certification and qualifications for all accredited programmes on the scope of registration.

3 Assessment Policy Statements

3.1 ATMC uses a range of assessment methodologies to ensure students have a positive experience and successful outcomes whilst undertaking their competency-based training and assessment.

3.2 Students are encouraged to engage in their learning to maximise learning opportunities in all programmes.

3.3 Student Assessments

3.3.1 The delivery of student assessment tasks is conducted in accordance with the Training Package requirements. Assessment task/s varies from competency to competency but will reflect the Training Package assessment requirements.

3.3.2 A student is deemed to have successfully achieved a Unit of Competency (UoC) when they have demonstrated competence in all the assessment requirements for that UoC.

3.3.3 Students will only be assessed against UoC's that they have commenced and progressed in.

3.4 Examples of types of Assessments, not limited to:

3.4.1 Questioning including oral and written assessments

3.4.2 Demonstration of structured assessment activities in simulated or real workplace settings

3.4.3 Observation of structured assessment activities in simulated or real workplace settings

3.4.4 Portfolio of evidence gathering over time

3.4.5 Project based assessments

3.5 Assessors are provided instructions about the general assessment and individual assessment tasks within the assessor's assessment tool.

3.6 All assessors communicate with students orally or in writing, giving feedback related to their assessments, this is a two way process between the student and the assessor.

3.7 Assessment should support student engagement in learning and the creation of supportive learning communities. It should also provide students with recognition of their achievements against specified criteria.

3.8 ATMC is committed to assessment that incorporates a feedback process. Units, modules or programmes assessment procedures and practices, must:

3.8.1 Be valid, fair, flexible and reliable, incorporating clearly defined assessment criteria and acknowledge cultural diversity, as outlined in Table 1.8-1 Principles of Assessment, Standard 1 (p.15). Refer to Appendix 1.

4 Principles of Assessment

4.1 A set of four (4) guiding principles to be applied before and during the conduct of assessment. The Principles of Assessment ensure that the assessors' decision/judgment will meet the assessment requirements of the relevant Training Package.

4.2 In summary, the principles of assessment:

4.2.1 Respect, recognise and develop a students' current knowledge and experiences and provide appropriate opportunities for the formal recognition of prior learning;

4.2.2 Encourage the use of a range of assessment practices or modes designed to accommodate the diversity of students and allows them to develop learning styles and demonstrate their achievement as students;

4.2.3 Promote integrity in assessment to ensure, as far as possible, that students receive proper credit for assessable work which is their own;

4.2.4 Incorporate feedback that supports a student's learning and is prompt, informative and where appropriate provided throughout, not just at the end of, the learning process;

4.2.5 Are used to moderate or validate the unit/module and level of difficulty to ensure appropriateness for use.

5 Rules of Evidence

5.1 A set of four (4) rules that an assessor applies when making an assessment decision/judgement on the evidence collected to support a student's assessment of their knowledge and skills to be deemed competent in accordance with the relevant Training Package requirements.

5.2 Assessment evidence collection must ensure that the Rules of Evidence as outlined in Table 1.8-2 of Standard 1 are satisfied. Refer to Appendix 2

6 Assessment Procedure

6.1 This procedure is applied to all courses/programmes offered by ATMC, irrespective of delivery mode or location.

6.2 This assessment procedure includes courses/programmes delivered and assessed by any potential future third party providers for and on behalf of ATMC.

6.3 Refer to the following appendices for specific roles in the assessment process:

6.3.1 Management Role – Appendix 3

6.3.2 Assessor Role – Appendix 4

6.3.3 Students Role – Appendix 5

7 Guidelines for Intervention by the Assessor

7.1 Assessor intervention:

7.1.1 Defines and documents the amount (if any) of support to be provided.

7.1.2 Assessor intervention needs to be considered if:

7.1.2.1 Too much support provided to a student before or during an assessment. This may mean that competency has not been demonstrated independently by the student.

7.1.2.2 In instances where safety or WHS issues are paramount, then guidance is included in the assessment tools for assessors.

7.2 Appropriate support provision:

7.2.1 Health and Safety

7.2.1.1 Should the assessment process become unsafe to anyone involved in the assessment process, the assessor or any other person **must** immediately stop the assessment.

7.2.1.2 The WHS issue **MUST** be resolved if within the scope of the assessors role or be reported to the appropriate supervisor/manager or WHS representative.

7.2.1.3 The assessment is **NOT** to be continued until the cause of the safety issue has been rectified and it is safe to continue with the conducting the assessment.

7.2.2 Portfolio:

    7.2.2.1   Clarification of portfolio requirements permitted by the assessor.

    7.2.2.2   Information can be taken from the "Evidence to be submitted" section of the assessment tool.

7.2.3 Observation:

    7.2.3.1   In cases where observations are to be made by an internal team/staff member and are to be unannounced, the student is to be advised that they will be observed over a period of time for purposes of formal assessment against the UoC's.

    7.2.3.2   If the observer is external to the workplace (e.g. teacher or trainer), they will need to ensure that the time and date of the visit to the student's workplace is confirmed and agreed to by the student and the workplace manager.

        7.2.3.2.1   The external observer will need to inform the student and their immediate supervisor of their presence on the worksite as soon as possible.

        7.2.3.2.2   At all times, the external observer will need to avoid hindering the activities of the workplace.

7.2.4 Finished Product (a fabricated item made by the student)

An assessor can:

    7.2.4.1   Provide assistance to a student, but the student must apply the information / technique to the finished product themselves.

    7.2.4.2   Point out errors, but the student must make the corrections themselves. Where a student has made an error in their response and they decide to write a new response the student must cross out their first response and initial against the change.

7.2.5 Interview

Assessors can:

    7.2.5.1   Provide clarification of a question's meaning, but the student must answer the question in their own words.

    7.2.5.2   Transcribe the verbal responses of the student where there are low literacy issues or as part of a competency conversation. The answers must only be those of the student and it must be recorded in writing within the assessment document that a verbal response was given or recorded in an audio file.

    7.2.5.3   In some instances, units of competency and/or regulatory bodies may not allow for verbal responses to be given, assessors must make themselves aware of these requirements and ensure that they adhere to them on all occasions.

7.2.6 Reasonable adjustment

    7.2.6.1   Reasonable adjustment refers to measures or actions taken to provide a student the same educational opportunities as everyone else.

    7.2.6.2   To be reasonable, adjustments:

        7.2.6.2.1   Must be appropriate for that student,

        7.2.6.2.2   Must not create undue hardship for an RTO, and

7.2.6.2.3   Must be allowable within rules defined by the training package, the "Principles of Assessment", the "Rules of Evidence" or Assessment Requirements.

7.2.6.3   Engaging in reasonable adjustment activities, such as assisting students to identify their learning needs or offering a wide variety of course/programme options and delivery modes, exemplifies good training and assessment practice.

7.2.7   Determining reasonable adjustment

7.2.7.1   To assist with determining reasonable adjustment the students pre-training review should be examined to gain a clearer understanding of the student's language, literacy and numeracy (LLN) abilities.

7.2.7.1.1   Any deficiencies identified in the students LLN must be addressed and strategies implemented to assist the students learning and competency.

7.2.7.2   In most situations, the person with the disability will be able to tell trainers and assessor what adjustments they need to be able to study.

7.2.7.2.1   If necessary, trainers and assessors should also seek advice from relevant Government agencies or support organisations to determine what needs to be done to accommodate an individual students needs.

7.3   Dimensions of Competency

7.3.1   Assessments must meet the following 'Dimensions of Competency':

7.3.1.1   **Task skills:** Performing the task/job to the required standard.

7.3.1.2   **Task management skills (variables):** Able to do more than one thing at a time and managing the tasks correctly.

7.3.1.3   **Contingency management skills:** Responding appropriately to irregularities and breakdowns in routine within a job or workplace.

7.3.1.4   **Job/role environment skills (outcomes):** Able to deal with the responsibilities and expectations of the work environment.

7.3.2   Reasonable adjustment activities could involve:

7.3.2.1   Modifying or providing equipment,

7.3.2.2   Changing assessment procedures, providing program materials in alternative formats,

7.3.2.3   Changing program delivery,

7.3.2.4   Modifying communication systems or information provision, or

7.3.2.5   Provision of interpreters, readers etc.

7.3.2.6   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 UoC.

7.3.2.7   Where the qualification outcome is specifically related to an 'occupational' outcome, any reasonable adjustment may only be accommodated in the assessment process if the workplace can be similarly 'adjusted' to accommodate the needs of the student.

7.4   What if changes are too difficult for Trainers and Assessors?

7.4.1   The [Disability Discrimination Act 1992](#) does not require changes to be made if they will cause major difficulties or unreasonable costs to a person or organisation. This is called 'unjustifiable hardship'. Before claiming that adjustments are unjustified, RTO's and trainers and assessors need to consider thoroughly how an adjustment might be made, discuss this directly with the person involved and consult relevant sources for advice.

7.5   Re-assessment

7.5.1   Any Student who does not achieve competency on their first attempt of an assessment will be provided feedback by the assessor as to why they failed to meet the required standard.

7.5.2   The assessor will clearly identify the part(s) of the assessment that need to be attempted again. All students have the opportunity to be re-assessed three (3) times, without incurring additional cost.

7.5.3   The assessor will negotiate with the student a suitable reassessment time and day, the reassessment is **NOT** to be conducted until the student has had at least a minimum of one (1) hour and a maximum of thirty six (36) hours to review the areas that they failed to complete satisfactorily for a knowledge assessment.

7.5.4   For a practical assessment the student is NOT to be reassessed unless they have had minimum of three (3) hours and a maximum of thirty six (36) hours to review the areas that they failed to complete satisfactorily for the practical assessment.

7.5.5   The feedback will identify if the student requires further training to address the area(s) of non-competence and a plan will be implemented to provide the student with further training prior to any re-assessment opportunities.

7.5.6   Students who feel they have been unfairly assessed can refer to the Complaints and Appeals Policy contained in the Student Information Handbook.

7.5.7   All results are kept in accordance with the guidelines set down by [ASQA](#) and relevant authority bodies. Students are notified of the assessment outcome at the end of each UoC and Certificates or Statements of Attainment are issued on completion of each program/course.

8   Non-Attendance of Assessment

8.1   Not attending an assessment will be counted as one (1) assessment attempt for each occurrence of non-attendance unless:

8.1.1   The student can provide a certificate from a registered medical practitioner indicating that the student was medically unable to attend the assessment; or

8.1.2   The student can provide independent evidence of exceptional compassionate circumstances beyond the students control, such as serious illness or death of a close family member to explain the non-attendance at the assessment

8.2   Plagiarism and Cheating

8.2.1   Students found to have cheated or plagiarised work will lose the right to be re-assessed and will be deemed Not Yet Competent (NYC) as the outcome for the assessment.

8.2.2   The student will be required to repeat the program module/unit and pay the appropriate repeat fee.

9   Assessors' roles and professional development for conducting assessment

9.1   The role of an assessor is to objectively assess and judge a student's evidence against a set of standards or benchmarks. In order to do this effectively, an assessor must have a sound knowledge of, and be skilled in, the relevant industry area.

9.2   In addition, the assessor must have acknowledged competency in assessment itself and hold an appropriate training and assessment qualification or equivalent to be able to:

9.2.1   Interpret and understand the criteria;

9.2.2   Ensure that evidence meets the standards for the relevant training package;

9.2.3   Ensure that evidence is valid, authentic, reliable, consistent, current and sufficient; and

9.2.4   Use expertise to make fair and objective judgments.

9.3   The training and ongoing professional development of assessors may include, but not be limited to, the following areas:

9.3.1   Roles, responsibilities and ethics;

9.3.2   Procedural and administrative duties;

9.3.3   Performance and knowledge evidence gathering and presentation;

9.3.4   Interpretation and usage of standards for a training package;

9.3.5   Selecting and using appropriate methods of assessment; and

9.3.6   Requirements regarding processing and recording of results, progress and feedback.

9.3   It is crucial that assessors always understand and practice fair, objective, unbiased and flexible assessment processes.

10   Methods of collecting assessment evidence

10.1   All knowledge assessments will be initially undertaken by the student via ATMCs Learning Management System (LMS).

10.1.1   The assessment tool and the relevant knowledge assessment instrument will be available on the LMS.

10.1.2   The assessment instrument is capable of being generated with a random answer sequence when multiple choice questions are used in the knowledge assessment instrument. This reduces the opportunity of cheating during an assessment as each student assessment instrument will have the correct response randomised on their assessment instrument when they log in to their LMS account.

10.2   The randomising of the answers ensures the "Rules of Evidence" are met for validity, and authenticity.

10.3   The only paper-based knowledge assessment tool and instrument/s to be used is when the student is to be reassessed.

10.4   There are two (2) types of assessment evidence that can be collected from a student to demonstrate competence; these are direct and indirect methods of assessment.

Direct:

10.5   A direct method which is based on a sample of actual students work, including reports, exams, demonstrations, performances, and completed works, requires students to produce work so that assessors can assess how well students meet the required standard or benchmark/s.

10.6 The strength of direct measurement is that assessors are capturing a sample of what a student can do, which can be very strong evidence of the inculcation of learning.

10.7 A possible weakness of direct measurement is that not everything can be demonstrated in a direct way, such as values, perceptions, feelings, and attitudes.

Indirect:

10.8 An indirect method is based upon a report of perceived learning. Indirect measures of assessment provide opportunities for a student to reflect on their learning and inform the assessor of their perceptions of their learning experience.

10.9 The **strength** of indirect method is that they could be helpful in interpreting the findings of direct methods; it can also assess certain implicit qualities of the student's learning, such as values, feelings, perceptions, and attitudes, from a variety of perspectives.

10.10 The **weakness** of indirect measures is that they are not as useful in identifying specific knowledge and skills deficiencies.

10.10.1 Indirect measures are not as strong as direct measures because self-reporting is used very often, and assessors have to make assumptions about what exactly the self-report means. For example, if a student reports that they have attained a particular learning goal, how does the assessor know that their report is accurate?

11 Forms of assessment evidence

11.1 Appropriate and valid forms of assessment utilised for both skills and knowledge may include, but are not limited to:

11.1.1 Direct performance evidence - current or from an acceptable past period (also where RPL is applicable) example a Project; where a project assignment or report from the student detailing the outcomes of a project involving research of some type to support their knowledge of the subject is submitted as evidence.

11.1.2 Simulations, including competency and skills tests, projects, assignments

11.1.3 Extracted examples within the workplace (where an RPL assessment is applicable); and

11.1.4 Natural observation in the workplace (where an RPL assessment is applicable);

11.1.5 Supplementary evidence, from:

11.1.6 Oral and written questioning;

11.1.7 Personal reports; and

11.1.8 Witness testimony.

12 Requirements related to assessment

12.1 ATMC ensures that all assessments and assessors comply with this Conduct of Assessment Policy, including the requirements for nationally endorsed Training Packages or the assessment requirements specified in accredited courses;

12.1.1 When a student has successfully met the requirements of a Training Package and the endorsed assessment components they will be issued a Testamur and a Statement of Attainment for the qualification under the AQF.

12.1.2 ATMC trainers and assessors will comply with the "Principles of Assessment" and the "Rules of Evidence" and that the evidence collected meets both industry and the Training Package current requirements.

12.1.3   Where an RPL assessment is conducted at the workplace to streamline the assessment, focus on the application of knowledge and skill to the standard of performance required in the workplace and cover all aspects of workplace performance, including task skills, task management skills, contingency management skills and job role environment skills;

12.1.4   Involve the evaluation of sufficient evidence to enable judgments to be made about whether competency has been attained;

12.1.5   Provide for feedback to the applicant about the outcomes of the assessment process and guidance on future options;

12.1.6   Be equitable for all persons, taking account of cultural and linguistic needs; and

12.1.7   Provide for re-assessment, on appeal in-line with the re-assessment process referred to above.

13   Assessment Complaints and Appeals

13.1   All students have the right to appeal an assessors' decision/judgment or the way an assessment is conducted.

13.2   The student is required to follow ATMC's complaints and appeals process contained in the complaints and appeals policy and procedure document, which is available from either student administration support or ATMCs student portal on the web site https://vet.atmc.edu.au

14   Procedure for assessment tool development

In order to develop an assessment tool that ensures the "Principles of Assessment" and the "Rules of Evidence" are met, the following procedure must be followed:

Stage1: Planning

14.1   In planning for assessment, ATMC considers how students will be able to:

14.1.1   Demonstrate the required knowledge and skills prescribed by the standard and or benchmark/s,

14.1.2   Know the conditions of the assessment, what they need to do to complete the assessment satisfactorily and why, and

14.1.3   Demonstrate that they have the ability to apply the required knowledge and skills in different contexts and environments.

14.2   ATMC will identify:

14.2.1   The required performance standards and benchmarks,

14.2.2   Similar UoC,

14.2.3   Workplace activities requiring the sequential use of UoC's (industry consultation, trainer feedback),

14.2.4   Workplace activities requiring simultaneous use of UoC's (or parts of competencies),

14.2.5   Units of competency that build on each other,

14.2.6   Identify the evidence required,

14.2.7   Identify assessment evidence collection methods,

14.2.8   Identify any legislative requirements that may impact on the conduct of the assessment and the students' assessment evidence.

Stage 2: Design and development

14.3 An assessment tool comprises a number of components which ensure assessment is conducted in a manner that ensures the "Principles of Assessment" and the "Rules of Evidence" are met. These components include:

14.3.1 Context and conditions of assessment,

14.3.2 Assessment task/s to be administered to the student,

14.3.3 An outline of evidence to be gathered from the student,

14.3.4 Evidence criteria used to make an assessment decision/judgement on the students performance,

14.3.5 Content of the assessment instrument to ensure the "Rules of Evidence" are met in accordance with the standard and or benchmark/s,

14.3.6 Administration, recording and reporting requirements.

Stage 3: Quality check (Reviewing and trialing assessment tools)

14.4 Prior to implementing a new assessment tool and instrument, ATMC conducts several checks (including but not limited to):

14.4.1 Inviting people from the relevant industry to review and confirm that the content of the tool and instrument is valid, relevant, sufficient, current and reliable to the workplace.

14.4.2 Industry representatives critique the tool for its clarity, content accuracy, relevance and appropriateness of language for the student.

14.5 Reviewing the tool with other trainers and assessors, who may not be industry experts but who have current skills and knowledge in assessment—(including competency based training and assessment), can check whether:

14.5.1 The tools will address all assessment requirements of the training package or accredited course,

14.5.2 The level of difficulty is appropriate to the unit or module,

14.5.3 The tools will enable effective collection of evidence,

14.5.4 Clear instructions are provided which can be easily understood by the trainer and assessor and the student.

14.6 Trialing the tool before it is used by students tests the effectiveness of the tool without affecting a student. When trialing a tool, select a group of individuals who have similar characteristics to, and levels of ability of the target student group to ensure that the findings of the trial will help whether the assessment tool and instrument/s will:

14.6.1 Be cost effective to implement and administrate;

14.6.2 Use the preferred assessment evidence collection method effectively;

14.6.3 Be fair;

14.6.4 Be flexible;

14.6.5 Be valid;

14.6.6 Be reliable;

14.6.7 Collect sufficient evidence to demonstrate the required knowledge and skill;

14.6.8   Meet authenticity requirements ensuring the evidence collected is the candidates own work; and

14.6.9   Be current with the requirements of the latest version of the Training Package, regulatory/licencing, industry standards and benchmarks.

14.7   For all of the steps above, ATMC retains evidence of this process for later reference and continuous improvement.

15   Continuous Improvement

15.1   Continuous improvement of assessment tools, instruments and materials is scheduled on a validation process which is as follows.

15.2   ATMC implements a plan for ongoing systematic validation of assessment practices and judgments that includes for each training product on its scope of registration:

15.2.1   When assessment validation will occur;

15.2.2   Which training products will be the focus of the validation;

15.2.3   Who will lead and participate in validation activities; and

15.2.4   How the outcomes of these activities will be documented and acted upon.

16   Method of Validation

16.1   Each training product is validated at least once every five (5) years, with at least 50% of products validated within the first three (3) years of each five (5) year cycle, taking into account the relative risks of all of the training products on ATMCs scope of registration, including those risks identified by the VET Regulator.

16.2   Systematic validation of ATMC's assessment practices and judgments is undertaken by one or more persons who are not directly involved in the particular instance of delivery and assessment of the training product being validated, and who collectively have:

16.2.1   Vocational competencies and current industry skills relevant to the assessment being validated;

16.2.2   Current knowledge and skills in assessment; and

16.2.3   The assessment credential specified in Item 2 or Item 5 of Schedule 1 of the Standards for Registered Training Organisations (RTOs) 2015

16.2.4   Industry experts may be involved in validation to ensure there is the combination of expertise set out in 15.2.1 or 15.2.2 above.

16.3   Validation is a quality review process.

16.3.1   It involves checking that the assessment tool, instrument/s and materials will ensure valid, reliable, sufficient, current and authentic evidence to enable reasonable judgments to be made as to whether the requirements of the relevant aspects of the training package or accredited course have been met.

16.3.2   It includes reviewing and making recommendations for future improvements to the assessment tool, instruments, and resources process and/or outcomes.

17   Control and Management of Assessment tools and Instruments

17.1   To ensure that ATMC's assessment tools, instruments and materials will always meet the requirements of the "Principles of Assessment and the "Rules of Evidence" ATMC has implemented a control and management system to reduce, student fraud, cheating, and plagiarising. Refer to Appendix 6.

18   Responsibilities

18.1   The VET Manager:

18.1.1   The implementation of this Policy and Procedure.

18.1.2   Ensuring that staff and students are aware of its application and that staff implement its requirements.

18.2   The Staff:

18.2.1   Acting in accordance with this Policy and Procedure; and

18.2.2   Seeking advice as to their responsibilities or the appropriate courses of action as required.

18.3   The Compliance Manager:

18.3.1   Conducting audits on the assessments tools and the on the conduct of assessment by trainers and assessors.

Definitions:

Assessment	• The process of collecting evidence and making judgements on whether competency has been achieved. • To confirm that an individual can perform to the standard expected in the workplace, as expressed by the relevant endorsed industry/enterprise competency standards of a Training Package or by the learning outcomes of a VET accredited program.
Assessment appeal	• Assessment students have the right to appeal their result of 'Not Yet Satisfactory' or 'Not Yet Competent' received for an assessment or for the feedback provided by their assessor. • If the student is dissatisfied with the appeals decision, they may follow the Complaints and Appeals Policy and Procedure.
Assessment Invigilator	• An assessment invigilator is the person in the examination room responsible for conducting a particular examination session in the presence of the students. • Invigilators have a key role in upholding the integrity of the external examination/assessment process, and ensure the "Principles of Assessment" are maintained during the assessment.
Assessment tool	An assessment tool is made up of the following components: • The context and conditions for the assessment; • The tasks to be administered to the student; • The students rights when undertaking assessment e.g. reasonable adjustments, assessment complaints and appeals; • An outline of the evidence to be gathered from the student;

	• The evidence criteria used to assess the quality of performance; • The administration, recording and reporting requirements.
Assessment instrument	The documents used to collect and record the required evidence from a student to demonstrate competence of the required skills and knowledge of a Training Package. Examples of assessment instruments are: • Knowledge questionnaires; • Practical demonstration checklists; • Workplace Third party evidence supporting the students' application of the required skills and knowledge.
Assessment student	• A student that is ready to undertake assessment to demonstrate their knowledge and skill to be deemed competent in accordance with the relevant Training Package.
Assessment Feedback	• Feedback is an important part of the assessment process. • The main objective of feedback is to inform a student how their mark or grade was derived. • Identify and reward specific qualities in student's assessment outcome. • Guide a student on what steps to take to improve their knowledge and skills.
Assessment judgement	• The exercise of a decision by an assessor to evaluate whether the evidence provided meets the 'Principles of Assessment' and 'Rules of Evidence', the requirements of a Training Package and whether the student is Competent (C) or Not Yet Competent (NYC) based on the evaluated evidence.
Assessment requirements	• The endorsed component of a Training Package that underpins assessment and that sets out the performance evidence, knowledge evidence and assessment conditions required to show competence.
Assessment System	• Is a coordinated set of documented policies and procedures (including assessment materials, tools and instruments), that ensure assessments are consistent and are based on the 'Principles of Assessment' and the 'Rules of Evidence'.
Competence	• The consistent application of knowledge and skills to the standard of performance required in the workplace. • It embodies the ability to transfer and apply skills and knowledge to new situations and environments.
Learning Programme	• A learning programme leading to the granting of a statement of attainment or qualification.
Student	• An individual who is receiving, responding to and processing information in order to acquire and develop competence. • This incorporates the processes of preparing and presenting for assessment.
Learning	The process followed by a student. There are three types of learning: a) **Formal learning** refers to learning that takes place through a structured program of instruction and is linked to the attainment of a formal qualification or award (for example, a certificate, diploma or university degree). b) **Non-formal learning** refers to learning that takes place through a structured program of instructions, but does not lead to the attainment of a formal qualification or award (for example, in-house professional development programs conducted by a business). c) **Informal learning** refers to learning that results through experience of work-

	related, social, family, hobby or leisure activities (for example the acquisition of interpersonal skills developed through several years as a sales representative).
Reassessment	• The process of reassessing a student when they fail to meet the Training Package required assessment outcomes. • When a student still deemed Not Yet Satisfactory (NYS) or Not Yet Competent (NYC) after their first assessment, they have the right to be re-assessed. • To qualify for re-assessment, the student must have completed and submitted the required assessments for the UoC as per the unit assessment schedule.
RPL	• Is an assessment process that involves assessment of an individual's relevant prior learning (including formal, informal and non-formal learning) to determine the credit outcomes of an individual application for credit.
Training and assessment strategy (TAS)	• A framework that guides the learning requirements and the teaching, training and assessment arrangements of a VET qualification. • The document that outlines the macro-level requirements of the learning and assessment process.
Training Package	• A nationally endorsed, integrated set of competency standards, assessment requirements, AQF qualifications, and credit arrangements for a specific industry, industry sector or enterprise.
Units of competency	• Mean the specification of industry knowledge and skill and the application of that knowledge and skill to the standard of performance expected in the workplace.

Legislation

- Disability Discrimination Act 1992
- Education Services for Overseas Students Act 2000
- Education Services for Overseas Students Regulations 2001
- National Code of Practice 2018 – Standard 8 (8.4), 11 (11.2.3)
- Standards for Registered Training Organisations (RTOs) 2015 – Standard 1 (1.1, 1.3a, b, d, 1.5, 1.6, 1.8a, b, Table 1.8-1 & Table 1.8-2, 1.9a, 1.11, 1.13b, c, 1.14, 1.15, 1.16, 1.17, 1.18, 1.19, 1.20, 1.22, 1.23, 1.24, 1.25, 1.26), Standard 2 (2.2), Standard 3 (3.6), Standard 4 (4.1f, g), Standard 5 (5.1, 5.2b, c, d, 5.3), Standard 6 (6.2, 6.6), Standard 8 (8.4b
- VET Funding Contract Victorian Training Guarantee Program

Related Documents

- ASQA General directions
- Australian Qualification Framework (AQF) and its Policies
- Complaints and Appeals Policy and Procedure

Version Control

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APPENDICES

Appendix 1
‘Principles of Assessment’ – Table 1.8-1 (p.17)

Fairness	The individual student’s needs are considered in the assessment process. Where appropriate, reasonable adjustments are applied by the RTO to take into account the individual student’s needs. The RTO informs the student about the assessment process and provides the student with the opportunity to challenge the result of the assessment and be reassessed if necessary.
Flexibility	Assessment is flexible to the individual student by: • reflecting the student needs; • assessing competencies held by the student no matter how or where they have been acquired; and • drawing from a range of assessment methods and using those that are appropriate to the context, the unit of competency and associated assessment requirements, and the student
Validity	Any assessment decision of the assessor is justified, based on the evidence of performance of the individual student. Validity requires: • assessment against the Unit/s of Competency and the associated assessment requirements covers the broad range of skills and knowledge that are essential to competent performance; • assessment of knowledge and skills is integrated with their practical application; • assessment to be based on evidence that demonstrates that a student could demonstrate these skills and knowledge in other similar situations; and • judgement of competence is based on evidence of student performance that is aligned to the Unit/s of Competency and associated assessment requirements.
Reliability	Evidence presented for assessment is consistently interpreted and assessment results are comparable irrespective of the assessor conducting the assessment.

Appendix 2

Validity	The assessor is assured that the student has the skills, knowledge and attributes as described in the module or Unit of Competency and associated assessment requirements.
Sufficiency	The assessor is assured that the quality, quantity and relevance of the assessment evidence enables a decision/judgement to be made of a student's competence.
Authenticity	The assessor is assured that the evidence presented for assessment is the student's own work.
Currency	The assessor is assured that the assessment evidence demonstrates current competency. This requires the assessment evidence to be from the present or the very recent past. No longer than five (5) years for most industries as recent as one (1) year for high risk industries.

Appendix 3

Management Role in the Assessment Process

	STEPS	WHO IS RESPONSIBLE?
1	Establish training and assessment strategies	• VET Manager • Compliance Manager • Head Trainer and Assessor
2	Ensure appropriately qualified assessors are allocated to units	• Compliance Manager • Head Trainer and Assessor
3	Provide information and training on assessment system to assessors	• Compliance Manager • Head Trainer and Assessor
4	Manage the review and retention of master copies of assessment tools	• Compliance Manager • Compliance Team
5	Undertake industry consultation	• VET Manager • Compliance Manager
6	Manage a department validation schedule	• VET Manager • Compliance Manager
8	Allocate RPL applications to appropriately qualified assessors	• Head Trainer and Assessor

Appendix 4

Assessor Role in the Assessment Process

18.4   It is a regulatory requirement that for each unit or cluster of units, assessors shall complete the following to demonstrate the practice of the assessment system:

	STEPS	WHO IS RESPONSIBLE?
1	Determine assessment process	• VET Manager • Compliance Manager • Head Trainer and Assessor
2	Develop an assessment tool and tasks	• VET Manager • Compliance Manager • Head Trainer and Assessor
3	Have a sound understanding of external regulatory requirements effecting all assessments and assessment methods.	• Compliance Manager • Head Trainer and Assessor • Trainer and Assessor
4	Conduct and assess assessment tasks	• Trainer and Assessor
5	Assess RPL applications (as required)	• Trainer and Assessor
6	Assess assessment tools/instruments	• Trainer and Assessor
7	Record assessment decisions within the Assessment tool	• Trainer and Assessor
8	Submit assessment outcome for processing into SMS	• Trainer and Assessor provides assessment outcome to student admin to enter into SMS
9	Provide feedback to Students	• Trainer and Assessor
10	Participate in annual or as required validation and moderation activities as determined by the validation schedule	• VET Manager • Compliance Manager • Head Trainer and Assessor • Trainer and Assessors • Industry experts
11	Participate in assessment appeals (as required)	• VET Manager • Compliance Manager • Head Trainer and Assessor • Trainer and Assessors
12	Retain master copies of assessment tools	• Compliance Manager • Compliance Team
13	Retain samples of assessed work (as required)	• Compliance Manager • Compliance Team • Student Administration Support

Appendix 5

Students Role in the Assessment Process

18.5   The student is to follow the steps below to demonstrate the practice of the assessment system:

	STEPS	WHO IS RESPONSIBLE?
1	Determine student is ready to undertake assessment.	• Student • Trainer and Assessor
2	Book in for assessment	• Student • Trainer Supports/endorses students application to undertake the assessment • Student Support Administration confirms assessment day and time for student to undertake the assessment
3	Conduct/supervise students assessment	• Trainer and Assessor • Assessment Invigilator
4	Conduct assessment of students assessment evidence	• Trainer and Assessor
5	Record assessment decisions within the assessment tool	• Trainer and Assessor
6	Provide feedback to student on their assessment performance	• Trainer and Assessor
7	Submit assessment results for processing into SMS	• Trainer and Assessor provides assessment outcome to student admin to enter into SMS
8	Submit assessment for processing into SMS	• Trainer and Assessor provides assessment outcome to student administration to enter into SMS
9	Participate in assessment appeals (as required)	• Student • VET Manager • Compliance Manager • Head Trainer and Assessor • Trainer and Assessors
10	Filing of students assessment tool and instrument in accordance with regulatory requirements	• LMS • Student Administration
11	Issuing of qualification certificates when student has successfully completed all of the required assessments	• Student Administration • Compliance Manager • Student Support advises the responsible Compliance Officer to issue a Testamur and Statement of Attainment

Appendix 6

Control and management of assessment tools and instruments

	STEPS	WHO IS RESPONSIBLE?
1	Repository of assessment tools and instruments soft and hard copies.	• Compliance Manager • LMS (soft versions only) • IT Manager (soft copies only)
2	Responsible for management and control of assessment tools and instruments.	• VET Manager • Compliance Manager • LMS Manager • Head Trainer and Assessor • Trainer and Assessor • Student Administration Support
3	Responsible for the updating of assessment tools and instruments soft and hard copies.	• VET Manager • Compliance Manager • Head Trainer and Assessor • LMS Manager
4	Manage the review and retention of master copies of assessment tools.	• Compliance Manager • Compliance Team
5	Undertake industry consultation.	• VET Manager • Compliance Manager
6	Manage a department validation schedule.	• VET Manager • Compliance Manager