

# RTO Assessment Policy

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## Scope

This Policy applies to all RTO staff and students.

## Purpose

This policy ensures Atwea College assessment practices comply with Standards for Registered Training Organisations 2015, provides Atwea College assessors with clear information on assessment processes and evidence requirements, and ensures that assessments are conducted in accordance with the principles of assessment and rules of evidence.

## Definitions

The following words and expressions have the following specific meaning, as in the Standards for Registered Training Organisations (RTOs) 2015.

**Assessment** means the process of collecting evidence and making judgements on whether competency has been achieved, to confirm that an individual can perform to the standard required in the workplace, as specified in a training package or VET accredited course.

**Assessment system** is a coordinated set of documented policies and procedures (including assessment materials and tools) that ensure assessments are consistent and are based on the Principles of Assessment contained in SRTOs 2015 Table 1.8-1 and the Rules of Evidence contained in SRTOs 2015 Table 1.8-2.

**Competency** means the consistent application of knowledge and skill 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.

**Recognition of Prior Learning (RPL)** means an assessment process that assesses the competency/s of an individual that may have been acquired through formal, non-formal and informal learning to determine the extent to which that individual meets the requirements specified in the training package or VET accredited courses.

- a) formal learning refers to learning that takes place through a structured program of instruction and is linked to the attainment of an AQF qualification or statement of attainment (for example, a certificate, diploma or university degree);
- b) non-formal learning refers to learning that takes place through a structured program of instruction, but does not lead to the attainment of an AQF qualification or statement of attainment (for example, in-house professional development programs conducted by a business); and
- 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).

**ACE** – the Adult and Community Education unit responsible for delivering both accredited and non- accredited training.

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## Policy

Atwea College is committed to providing quality training and assessment in accordance with the Standards for Registered Training Organisations (SRTOs 2015). As such, Atwea College is required to implement an assessment system that ensures assessments (including recognition of prior learning) comply with the assessment requirements of national Training Packages and VET Accredited courses within its scope of registration.

The management of assessment falls within Compliance of the Governance Framework.

This policy should be read in conjunction with the RTO Management Policy.

### ***RTO Management Policy***

Atwea College offers assessment opportunities to all enrolled Students. Atwea College is committed to ensuring that all assessment is conducted in a fair and equitable manner, meeting the requirements of the relevant Training Package, industry expectations and standards.

Atwea College applies flexible assessment options, which recognize the diversity of individual student needs and circumstances, facilitating wherever possible the realization of their learning and vocational goals.

Atwea College ensures that:

- All assessment options and processes implemented are in compliance with competency based assessment and Training Package requirements;
- All assessments ensure the integrity of the VET system;
- Assessment complies with the Principles of Assessment (POA) as prescribed in the Standard for RTOS;
- Evidence submitted for assessment is assessed in accordance with the Rules of Evidence (ROE) as prescribed in the Standard for RTOS; and
- All assessments are conducted by individuals who meet the necessary requirements as noted in the Standards for RTOs.

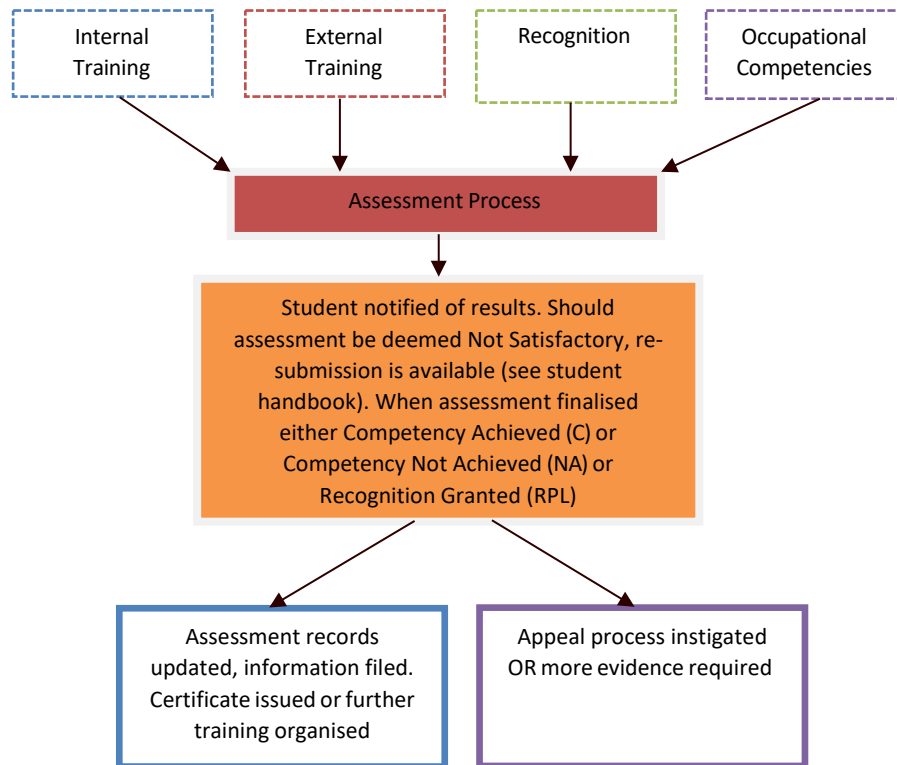
## Underpinning Principles

Competency based assessment is a system of collecting evidence, about a person's performance to a pre-set competency standard with emphasis placed on what a person can do (the outcome) rather than comparing a person's achievement to others.

There is no concept of pass or fail, only competent (C) or not yet competent (NYC). The training is focused and allows for greater participation of the student in the assessment process.

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## The Assessment Model



## Three levels of assessment:

Various levels of assessment may be used, including:

- Diagnostic** also known as pre-assessment provides information about prior knowledge and skills. This baseline information may diagnose a problem or training requirement.
- Formative** assessment assists and supports training by monitoring and advising Students of their performance and rate of progress against the training outcomes. This provides feedback to the student, supervisor and trainer on what development activities are needed to achieve the required competencies. Assessment accumulates.
- Summative** assessment evaluates of achievement of the Training outcome. Often conducted in the workplace, summative assessment confirms achievement of the competency requirements. Assessment culminates.

Assessment modes may include:

- On-the-job
- As part of training
- Off-the-job (Simulation)

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- Completion and submission of assignments / work projects
- Recognition of Prior learning (RPL) (see Recognition Policy)

Evidence gathering methods commonly used by Atwea College may include, but are not limited to:

- Projects
- Written Assignments
- Workplace assignments
- Workplace performance
- Documentation
- Demonstration
- Questioning
- Role play
- Simulation
- Oral presentations
- Written tests
- Portfolio
- Third party reports.

Assessment is carried out in accordance with the requirements of the relevant Training Package, on a consistent and timely basis to ensure that learning has taken place and that Students have acquired the knowledge and skills required to demonstrate competency.

All assessments will be recorded in accordance with Atwea College Records Management Policy and procedures using appropriate documentation and Student Management System (SMS).

Assessment outcomes will be recorded and securely maintained in both electronic and manual systems. Feedback is provided to Students and includes the assessment outcome and guidance for further learning and assessment (as appropriate).

## Special Considerations

Students who experience unforeseen circumstances or have special needs that affect their performance in an assessment may be eligible to apply for a special consideration and reasonable adjustment to assessment. Special consideration may apply to Students who during training or assessment experience one of the following circumstances:

- Serious illness or psychological conditions for example, hospital admission, serious injury, severe anxiety or depression (requires doctor's certificate).
- Bereavement.
- Hardship/Trauma for example, victim of crime, sudden unemployment.
- Other exceptional circumstances (to be assessed on application).

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Students wishing to apply for Special consideration in the above circumstances may do so by discussing their circumstances with their Trainer and Assessor initially who will in turn discuss the request with Student Support Services and the Training Coordinator.

Approved applications for Special consideration may be subject to one of the following outcomes:

- Extension of submission date;
- Deferred Assessment;
- Additional assessment;
- No action;
- Withdrawal from course without penalty;
- Resubmit/reassessment; or
- Opportunity to recommence course, dependent on availability on another date.

## **Extension of Submission Date**

Extensions to assessment submission dates may be considered by application, in writing.

Students will receive a 7 day grace period after which students will be required to apply for special consideration for periods beyond the 7 days.

A maximum of 1 (one) extension may be granted for each Unit of Competency. A maximum of 1 (one) month may be granted and at the end of the approved extension period the outcomes will be finalised, if the student has not engaged with Student Support or the Training Coordinator to discuss circumstances further.

A maximum of 1 (one) extension may be granted for each Unit of Study. If the Unit of Study is a prerequisite to another Unit of Study, the student may not be eligible to continue with the enrolment and a deferment will be discussed.

One extension, may be granted at the end of the course, to a maximum of 3 months (full qualification) or 1 month (skill set). This extension request must be received within 7 days of the student's training delivery end date as per the Course Information Guide. After that time the student's enrolment and results of the Units of Competency will be finalised if the have not engaged with Student Support or the Training Coordinator to discuss their circumstances further.

Should an extension request fall into the next contract activity period (where the student's completion date originally did not, for a funded program) this will be only considered on a case by case basis.

EVET Students - extensions may be granted for each Unit of Competency. Extensions to the end of the course can only be granted if they do not pass the end of Term 3 in the year of study. This will be conducted in accordance with NSW Department of Education EVET Contract Guidelines.

Traineeships/Apprenticeships/SBATS - extensions may be granted for each Unit of Competency. Where progression has not been achieved, there will be escalation to the employer. Extensions to the end of the student's contract may be granted however, contract guidelines must be followed for an extension to be

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considered and granted (when possible). A request from the employer regarding the extension of the end of the contract, must be done via the AASN for a variation to contract to be submitted to Training Services

***See RTO Students Look After Them Procedure and RTO Students at Risk Work Instruction***

## Reasonable Adjustments to assessment

Students have the right to apply for and receive adjustment to assessment activities to accommodate individual/special needs. Adjustments to assessment cannot compromise the integrity of assessment, elements and performance criteria of the unit of competency. Adjustments to assessment will not provide an unfair advantage / disadvantage to Students.

## Assessment Submission

All assessments submitted must include a completed assessment cover sheet, for student identification and disclaimer purposes. Assessments must be submitted by Students by the due date of the assessment as detailed in the Assessment Notification/course Information Handbook. Students who wish to submit assessment after the due date will need to request an extension.

## Resubmissions

Students are allowed two “re-submits” or “re-attempts” for an assessment which has previously been deemed “Not Satisfactory”. Fees may apply for a re-submission or re-attempt at the discretion of the Adult and Community Education Manager Atwea College.

Third and subsequent re-submissions are not allowed. Students must undertake further learning and possibly re-enrol, therefore paying a further course fee.

## Principles of Assessment

Assessments are conducted in accordance with the Principles of Assessment as prescribed in the Standards for RTOs. Below is an excerpt from the Standards for RTOs 2015 (Table 1.8-1):

<b>Fairness</b>	<p>The individual learner’s needs are considered in the assessment process. Where appropriate reasonable adjustments are applied by the RTO to take into account the individual learner’s needs.</p> <p>The RTO informs the learner about the assessment process, and provides the learner with the opportunity to challenge the result of the assessment and be reassessed if necessary</p>
<b>Flexibility</b>	<p>Assessment is flexible to the individual learner by:</p> <ul style="list-style-type: none"> <li>• Reflecting the learner’s needs;</li> <li>• Assessing competencies held by the Learner no matter how or where they have been acquired; and</li> <li>• Drawing from a range of assessment methods and using those that are appropriate to the context, the unit of competency and associated</li> </ul>

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	assessment requirements, and the individual.
<b>Validity</b>	<p>Any assessment decision of the RTO is justified, based on the evidence of performance of the individual learner.</p> <p>Validity requires:</p> <ul style="list-style-type: none"> <li>• Assessment against the unit/s of competency and the associated assessment requirement covers the broad range of skills and knowledge that are essential to competent performance;</li> <li>• Assessment of knowledge and skills is integrated with their practical application;</li> <li>• Assessment to be based on evidence that demonstrates that a learner could demonstrate these skills and knowledge in other similar situations; and</li> <li>• Judgement of competence is based on evidence of learner performance that is aligned to the unit/s of competency and associated assessments requirements.</li> </ul>
<b>Reliability</b>	Evidence presented for assessment is consistently interpreted and assessment results are comparable irrespective of the assessor conducting the assessment.

## Rules of Evidence

Assessments are conducted ensuring compliance with the Rules of Evidence (ROE) as prescribed in the Standards for RTOs. Below is an excerpt from the Standards for RTOs 2015 (Table 1.8-2):

<b>Validity</b>	The assessor is assured that the learner has the skills, knowledge and attributes as described in the module or unit of competency and associated assessment requirements.
<b>Sufficiency</b>	The assessor is assured that the quality, quantity and relevance of the assessment evidence enables a judgement to be made of a learner's competency.
<b>Authenticity</b>	The assessor is assured that the evidence presented for assessment is the learner's own work.
<b>Currency</b>	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.

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## Assessor Requirements

All assessments are undertaken by suitable qualified Assessors who have both assessor competencies and vocational competencies at least to the level being assessed, and as prescribed in Standard 1 and Schedule 1 of the Standards for Registered Training Organisations 2015.

## Assessment Resources

Assessment resources are developed in consultation with industry. (See Training Assessment Strategies Policy and Resources Policy)

## *RTO Training and Assessment Strategies Policy*

Assessment tools are the resources used by assessors to identify and record the skills and knowledge Students must demonstrate to be deemed competent in a unit/module. Assessment tools are crucial for the accurate and consistent assessment of Students against competency standards. Assessment tools are required as evidence of assessment and must be retained on record as proof that a person was assessed as competent, for a minimum period of six (6) months.

Assessment tools consists of:

- Instructions for Students;
- Instructions for assessors;
- Assessment instruments;
- Assessment checklists (if required); and
- Assessment outcome Summary.

## Assessment Validation

Atwea College assessment policies, processes, resources and outcomes are validated regularly. (See Validation Policy)

## *RTO Validation Policy*

## Assessment Marking

Assessments are not graded. Assessments are assessed/marked in order of submission date.

When marking assessments, Assessors will make comments and provide genuine feedback for the entire assessment.

## Assessment Decisions and Outcomes

Assessment outcomes are recorded as one of the following:

**Competent (C)** - Students are deemed 'competent' when they have consistently demonstrated their skills and knowledge to the standard required in the workplace, for a full unit/module.

**Not Yet Competent (NYC)** – Students are deemed 'Not Yet Competent' when they are unable/have



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not demonstrated appropriate levels of competence in accordance with the minimum performance standards for a full unit/module.

Students assessed as 'Not Yet competent' shall receive feedback and guidance from the Assessor, and may be required to undergo further training before re-assessment.

A not satisfactory submission can be attempted on 2 more occasions (resubmissions). You should ensure you understand the feedback which has been provided. Should your final resubmission be deemed 'Not Satisfactory' you will be deemed 'Not Competent' for that unit.

## Assessor Code of Conduct

All Atwea College Assessors abide by the following code of practice.

The Code of Practice below is based on international standards (The National Council for Measurement in Education (NCME)):

- a) The differing needs of Students will be identified and handled with sensitivity
- b) Conflict of interest in the assessment process will be identified with appropriate referrals made to the ACE Manager when identified
- c) All forms of harassment will be managed throughout the planning, conduct, reviewing and reporting of the assessment outcomes as per the **Access and Equity Policy**
- d) The rights of the student are protected during and after the assessment
- e) Personal or interpersonal factors that are not relevant to the assessment of competency must not influence the assessment outcomes as per the **Complaints and Appeals Policy**
- f) The student is made aware of rights and processes of appeal
- g) Evidence that is gathered during the assessment is verified for validity, reliability, authenticity, sufficiency and currency
- h) Assessment decisions are based on available evidence that can be accessed and verified by another assessor
- i) Assessments are conducted within the boundaries of the assessment system policies and procedures
- j) Formal agreement is obtained from both the student and the assessor that the assessment was carried out in accordance with the procedures briefed before the commencement of the assessment
- k) Assessment tools, systems, and procedures are consistent with equal opportunity legislation
- l) Prior to the assessment the student is informed of all assessment reporting processes and all known potential consequences of decisions arising from the assessment
- m) Confidentiality is maintained regarding assessment results and are only released with the written permission of the student
- n) The assessment results are used consistently with the purpose explained to the student
- o) Professional development opportunities are identified and sought by assessors

## Recognition of Prior Learning

All Students are offered access to Recognition of Prior Learning (RPL), Recognition of Current Competency

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upon enrolment. (See Recognition Policy)

## ***RTO Recognition Policy***

### **Plagiarism, Cheating and Collusion in Assessment**

Plagiarism, cheating and collusion in assessment are expressly prohibited. Students cannot submit any piece of work for assessment that is not entirely their own work. Students cannot assist other Atwea College Students with assessed work. Students cannot accept assistance from other Atwea College Students with assessed work. Students cannot submit the same piece of work for assessment, as another learner/student of Atwea College. All cases of plagiarism, cheating and collusion are treated as a serious matter and will be reviewed and treated on a case by case basis. Depending on severity and circumstances, penalties of plagiarism, cheating and collusion may include one or more of the following (i.e. sanctions may not be discrete):

- Completion and resubmission of a new assessment task; and/or
- All parties receiving a “Not Yet Satisfactory” result for the assessment task; and/or
- Verbal or written warning; and/or
- Suspension or expulsion from the course.

Student records will be noted with all investigated and proven incidents. All incidents will be reviewed by the Senior Education Manager Atwea College. (See Student Charter and Student Handbook)

## ***Atwea Student Charter***

## ***RTO Student Handbook***

### **Atwea College Responsibilities**

Atwea College is responsible for ensuring assessments comply with the requirements of National Training packages, the current AQF Handbook and the Standards for Registered Training Organisations and that they are within the current scope of registration.

Atwea College must ensure the assessment process is open, structured, consistent, and comprehensive incorporating feedback to the student on the outcomes of the assessment process, as well as information regarding the appeals procedure and guidance on other options.

Atwea College is responsible for ensuring the assessment strategies are designed with the flexibility to meet the needs and circumstances of a wide range of Students, including those who may be socially, linguistically, educationally, or otherwise disadvantaged.

Atwea College will ensure:

- a) All appointed and authorised Assessors possess and maintain relevant qualifications and vocational competency in accordance with those required in Standards of RTOs 2015.
- b) Students are provided information on the assessment process prior to assessments being conducted.
- c) Assessors incorporate the principles of assessment including validity, reliability, flexibility

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and fairness when conducting assessments.

- d) Assessors apply the rules of evidence including validity, sufficiency, currency and authenticity when conducting assessments. Assessment processes provide for Recognition of Prior Learning (RPL).
- e) An effective feedback mechanism is established and implemented to inform Students on their assessment progress and results.
- f) An effective recording and reporting process of the unit of competency/module including access to information by Students to their records.
- g) Students have access to an open, equitable and transparent appeals process.
- h) Awards of qualifications are in accordance with RTO Scope of Registration as listed by TGA ([www.training.gov.au](http://www.training.gov.au)).
- i) Ongoing internal monitoring and validation of the assessment system for quality control checks.
- j) Management and staff participation in an independent (external auditing) quality control process conducted by the VET regulator.

## Assessors

Assessors conducting assessment on behalf of Atwea College will:

- a) Ensure they assess and judge a student's skills and knowledge of competence against set standards, principles of assessment and rules of evidence.
- b) Ensure that safety of the personnel involved in the assessment is maintained at all times.
- c) Ensure that assessment focuses on the application of knowledge and skills to the standard of performance required in the workplace and covers all aspects of workplace performance.
- d) Ensure the assessment process is open, structured, consistent and comprehensive incorporating feedback to the student on the outcomes of the assessment process, as well as information regarding the appeals procedure and guidance on other options.
- e) Interpret and understand the performance criteria and evidence requirements.
- f) Make fair and objective judgements.
- g) Abide by the Assessor Code of Conduct.
- h) Provide all relevant paperwork to administration for processing in a timely manner.

## Appeals

Students have the right to appeal an assessment decision. (See Appeals Policy)

### ***Atwea Appeals Policy***

## Access and Equity

Students have fair and equal rights to assessment. (See Access and Equity Policy)

### ***Atwea Access and Equity Policy***

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## **Records Management**

All completed assessment items for all Students will be kept by Atwea College for a minimum of six (6) months. All assessment outcomes will be recorded and kept for a period of 30 years. All documentation from Assessment processes are maintained in accordance with Records Management Policy. (See Records Management Policy)

### ***RTO Records Management Policy***

## **Monitoring and Improvement**

All Assessment practices are monitored by the Chief Executive Officer Atwea College and areas for improvement identified and acted upon. (See Atwea Risk Framework)

### ***Atwea Risk Framework***

## **Process Map**

The management of assessment by the RTO will be through the following procedures:

### ***Flowchart – Phase 2 – ACE***

### ***Procedure – Course Management – Monitor Its Progress***

### ***Procedure – Course Wrap It Up***

### ***Procedure - Students – Graduate Them***

## **Related documents, forms, and legislation**

RTO Management Policy

Standards for Registered Training Organisations (RTO's) 2015

RTO Training and Assessment Strategies Policy

RTO Validation Policy

RTO Access and Equity Policy

RTO Complaints and Appeals Policy

RTO Recognition Policy

RTO Student Handbook

Atwea Student Charter

RTO Appeals Policy

RTO Records Management Policy

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Atwea Risk Framework

Flowchart – Phase 2 – ACE

Procedure – Course Management – Monitor Its Progress Procedure – Course Wrap It Up

Procedure - Students – Graduate Them

## Review

This policy review period is: Annual

## Publication Log

Common (X) Drive	Internal Intranet
Atwea Website	Student Learner Management System

<b>Policy Owner</b>	Adult and Community Education Manager		
<b>Review Panel</b>	ACE Manager and Operations Manager		
<b>Approval Authority</b>	Chief Executive Officer		
<b>Date of Endorsement</b>	28/09/2023	<b>Next Review Date</b>	28/09/2024
<b>Risk Rating</b>	Moderate	<b>Version</b>	2.0
<b>Library Location</b>	<a href="#">RTO Assessment Policy.docx</a>		