

# Assessment Policy and Procedure

Policy Owner: Managing Director

## PURPOSE

To assess students in a fair, equitable and timely manner aligned with the competency standards of the relevant VET training product, the Principles of Assessment and Rules of Evidence.

## SCOPE

Applies to all Assessors involved with the marking of assessments submitted including Assessment Only, and RPL. Assessors must hold the relevant training and assessment qualification(s) and vocational competencies. These requirements are outlined in the Trainer Assessor Compliance Policy and Procedure.

Applies to Student Services who review student's transcripts and Statements of Attainment for Credit Transfer.

This Policy does not apply to Language, Literacy and Numeracy (LLN) or Core Skills Assessments used to determine learning challenges or suitability into a qualification. (Refer to Core Skills Assessment Policy and Procedure.)

## POLICY

### 1. ASSESSMENT STANDARDS

- Australis College implements the four [Principles of Assessment](#) and the four [Rules of Evidence](#) to ensure quality outcomes for students enrolling into VET accredited courses. Assessment tools and practices must be fair, flexible, valid and reliable; evidence used to determine assessment outcomes must be valid, sufficient, authentic and current.
- Assessments are undertaken in accordance with the Assessment Conditions specified in the relevant industry or enterprise Training Package. Competency standards are measured against the VET accredited course as per the National Training Register ([training.gov.au](http://training.gov.au)).
- Credit Transfer (CT) and Recognition of Prior Learning (RPL) is offered to all students that may qualify.
- Assessments are supported by Assessor/benchmark guides with suggested responses and model answers to ensure consistency with the marking criteria and competency decisions across different Assessors.
- During the assessment process:
  - Each student will be prepared adequately for the assessment through the learning material, formative assessments and training support. This does not include students who elect to complete Assessment only or RPL.
  - The rules for determining a decision on the assessment is clear and ensures consistency.
  - The evidence is uniformly collected and evaluated to create set standards for each Trainer/Assessor.
  - Constructive feedback is provided to the student so they understand gaps in their learning and can improve their knowledge.
  - Results and assessment feedback is recorded on the appropriate Student Management/Learning Management Systems.
- For a student to be deemed competent, the evidence collected must demonstrate they have the required knowledge and skills to perform tasks across a range of typical workplace/industry scenarios over time. The student's tasks must be performed to a level required of the industry and qualification, and be assessed against all unit of competency criteria (Elements, Performance Evidence, Knowledge Evidence, Foundation Skills, Performance Evidence and Assessment Conditions.)

## 2. LEARNING AND WORK EXPERIENCE RELEVANT TO THE ENROLLING TRAINING PRODUCT

- Students are asked at pre-enrolment about their previous and current work experience and/or qualifications that may support credit or Assessment Only/RPL into a training product.
- Evidence must be applicable to the competency outcomes and verified.
- Students who hold unit(s) of competency for the qualification they are enrolling into are invited to apply for CT.
- Students who have prior knowledge, skills and experience, or hold superseded but similar qualifications, are invited to apply for a Assessment Only (AO), or RPL where enrolled under a funding/loan agreement.
- Students awarded CT or RPL may proceed through their course more quickly and therefore complete earlier than the stated course duration.

### CREDIT TRANSFER (CT).

- Students applying for CT are to provide a copy of the Statement of Attainment (SoA) or transcript to Student Services or allow the College to access their Unique Student Identifier record.
- This must be applied for at enrolment or before their first census date if applying for a VET Student Loan (VSL).
- Student Services will verify the document with the issuing RTO. Where this is not possible, the SoA or transcript will need to be certified or the original sighted by an Australis College representative. Australis College will not accept certification from non-RTO training providers. These students would need to apply for RPL.
- CT is awarded where the unit of competency held matches the equivalency of the current unit of competency within the Training Package. If the unit of competency held is superseded but not equivalent, the student may be eligible to apply for RPL/gap training if the Faculty determines the student still is current in their knowledge and skills.

### ASSESSMENT ONLY (AO).

- Students may elect this assessment option, if they believe they have prior knowledge and work experience in the field of study and are not applying for a full qualification, state funding, or government loan scheme.
- AO allows the student to access and pay for the assessment, without having to pay for additional learning support reducing the cost and subject/unit duration. A qualified Assessor will still mark submissions via AO and successful completion of a full unit of competency will result in the issuance of a SoA or Qualification (where all units of competency are attained that meet the Training Packaging Rules).

### RECOGNITION OF PRIOR LEARNING (RPL).

- Students applying for RPL are to complete an RPL Application Form and provide supporting documentation.
- The Faculty will determine if they are eligible to apply for specific units of competency, and the Assessor will work with the student to provide evidence and complete documentation for each unit of competency being applied for.
- RPL is not offered to a unit of competency relating to Work Health and Safety legislation, or in some cases where the unit of competency leads to a licensed outcome or is restricted by industry requirements.
- RPL is awarded if the evidence supplied meets the requirements of the relevant Training Package, meets workplace and regulatory requirements and evidence is supplied and matched with criteria for each unit of competency in the relevant Training Package.
- Students applying for RPL under a Queensland funded program (i.e. Certificate 3 Guarantee, Higher Level Skills, User Choice) must undertake a competency interview with an Assessor for each unit of competency, and provide at least one recent third-party referral within the past two years. All evidence is validated using the College RPL application and unit templates provided.

### 3. REASONABLE ADJUSTMENT

- Where relevant, an Assessor may need to make reasonable adjustment(s) to the assessment methods or collection of evidence to cater for students who have been identified at enrolment as having learning challenges/disability which may impact on their ability to complete the course in its current format. These types of learning disabilities are outlined in the Training and Student Engagement Policy and Procedure.
- Adjustment methods could include:
  - Adjusting the timeframes.
  - Breaking down assessment tasks.
  - The method of delivery. E.g. offering hard copy resources\* as opposed to online, or large print.
  - Allowing assessment to be conducted via different mediums such as visual/audio to cater for different learning styles.
  - Substitute the tasks where mapped to the same requirements.
  - Adapt the physical environment (provide simulation tools in a classroom setting or provide wheelchair access).
  - Providing the [DESBT inclusive learning resources](#) to assist students with foundation skills.
- Any reasonable adjustment methods must be permissible under the training package and the assessment conditions for a unit of competency. This must be approved by the relevant Head of Faculty, and notes and samples of adjusted assessment fully documented on the Student Management/Learning Management System.

### 4. ASSESSMENT

- Assessments are to be submitted primarily online unless otherwise approved by the Head of Faculty due to reasonable adjustment.
- Assessments are marked within ten business days of the assessment submission unless otherwise directed by the Head of Faculty or Executive Manager. If these timeframes cannot be met, Assessors are to raise this with their Head of Faculty.
- The Assessor must ensure their marking aligns with their knowledge of the subject topic and the Assessor benchmarks provided. Feedback to students must be constructive, detailed and informative so the student can learn from the assessment process and apply this for further re-submissions.
- The Assessor is to review the student's work to ensure that it meets academic integrity standards; is authentic, free from plagiarism, and assessment answers are sufficient to cover the unit requirements. Refer to the Student Code of Conduct Policy and Procedure.
- Assessment results are entered onto the students' competency record. If it is the last piece of assessment before awarding a qualification, this needs to be marked and a qualification request issued to Student Services within ten business days to allow time for processing within the 30 calendar day timeframe mandated by ASQA.
- Where a student is deemed as 'not competent' under a Queensland funded program, the Assessor must ensure enough evidence is retained to demonstrate that the student did complete all assessment tasks and was provided with further gap training as well as another re-sit, in accordance with the College's [Re-assessment policy](#).

### 5. RE-ASSESSMENT

- If a student is deemed 'not competent' by the Assessor once all the evidence has been collected and evaluated, the Assessor must provide feedback regarding the assessment outcome or process and offer the student a further attempt.
- If the student is deemed 'not competent' after two attempts, they will be charged the unit enrolment fee amount (subject to change according to the tuition fee schedule).

- If the student disagrees with an assessment decision they are to be provided information on the reassessment and appeals process. This information is available in the Grievances Complaints Appeals Policy and Procedure.
- An Assessor may be required to participate in the re-assessment or appeal process.

## 6. ASSESSMENT CHECKING AND CROSS MARKING

- The Faculty facilitates spot checking of assessment completions:
  - Prior to a student being granted certification.
  - Monthly, or more often at their discretion.
  - Or where directed by compliance activities.
- This is to ensure student assessments and answers are completed sufficiently, required evidence including any third party reports, observations and practical assessments are documented in full, authentic (i.e. student's own work, free from plagiarism) and the Assessor has marked according to benchmark answers, obtaining further evidence as necessary.
- Where inconsistencies are found, or the College receives a complaint or appeal on an assessment decision, the Head of Faculty will arrange for the assessment to be moderated (cross-marked) by another vocationally competent Assessor.

## 7. CONTINUOUS IMPROVEMENT

- Quality review activities may lead to an improvement in the instructions for students and marking guides and/or further training for Assessors.
- Should a student be deemed competent, yet has not met all the assessment criteria, further evidence or assessment may be required prior to certification. This is at the discretion of the Head of Faculty and Executive Management.
- It is encouraged that Assessors are actively involved in reviewing the assessment tools to identify any areas/suggestions for improvement.
- All adjustments required to assessment methods and decisions must be documented and suggested outcomes actioned accordingly. Adjustments to resources must be appropriately version controlled.

## 8. RETENTION REQUIREMENTS

### NATIONALLY-DELIVERED QUALIFICATIONS.

- The College is required to retain student assessment items including CT and AO/RPL applications/decisions for at least six months after the competency decision was made.
- Where it is not possible to save the student's work (e.g. observation), an Assessor must record the completed marking guide and criteria material to demonstrate the judgment of the student's performance against the standard required.

### QUEENSLAND FUNDED PROGRAMS.

- For students enrolling into a course under a Queensland funding initiative, all correspondence, student participation in training and assessment, assessment documents including the Assessor benchmarks and observation tools must be retained for six years from the end of the term. Video and photographic evidence used to support a competency decision must be verified by demonstrating how it maps to the unit of competency.

## PROCEDURE

### 1. CREDIT TRANSFER.

**1.1** If a student has unit(s) for CT, a SoA or transcript containing the RTO and RTO number, course code and title, NRT logo, units of competency codes and titles; and the date of issuance must be provided to [student.services@australiscollege.edu.au](mailto:student.services@australiscollege.edu.au).

**1.2** Student Services must check the validity of the transcript by:

- Checking [training.gov.au](http://training.gov.au) to ensure if the listed qualification is valid, or if superseded, they are to check the date it was current. That date must match up with the date on the transcript and match the RTO's date of delivery on their scope of registration.

#### **AND/OR**

- Contacting the issuing RTO to verify the transcript according to their records. If the issuing RTO cannot be contacted, the transcript/Statement of Attainment must be certified, or the original sighted. A copy of the original must be dated and signed by the receiving staff member.
- Check whether any prerequisite units of competency are required to grant Credit Transfer for the unit requested.

Assistance can be provided by the Faculty and/or Quality should Student Services have any concerns.

**1.3** CT can be granted where a listed unit code and title on a SoA/Transcript is identical to the unit code and title listed in the College's Training and Assessment Strategy (TAS); or where a unit has been superseded and deemed equivalent as per [training.gov.au](http://training.gov.au).

**1.4** If CT is granted, Student Services will complete the CT Application Form outlining each unit granted, will sign approval and save the documents into the Student Management System.

**1.5** Student Services will calculate the total enrolment fees and contact the student with fee information and the outcome via phone and email.

**1.6** The student must respond with their acceptance of this decision for their enrolment to be processed in writing by emailing [student.services@australiscollege.edu.au](mailto:student.services@australiscollege.edu.au).

**1.7** If a student wishes to substitute a unit listed within a qualification's delivery with a unit they have completed elsewhere, the College will need to ensure that the replacement unit meets the Training Packaging Rules of the qualification as detailed in [training.gov.au](http://training.gov.au).

**1.8** Where the listed unit code has not been deemed equivalent, CT cannot be granted. In this case, the student must either be enrolled in this unit or consider applying for RPL.

**1.9** If the student disputes the decision, another Assessor will evaluate the evidence. If they agree that the CT cannot be applied, the student is provided reasons for the decision in writing. Should the student still dispute the result they may appeal (refer to Grievances, Complaints, Appeals Policy and Procedure).

### 2. ASSESSMENT ONLY.

**2.1** AO submissions are assessed in exactly the same way as a standard assessment. Refer to [4. Assessment](#) in the procedure.

### 3. RECOGNITION OF PRIOR LEARNING.

**3.1** The student is responsible for completing the RPL Application Form and submitting all the required evidence to support their application by email to [info@australiscollege.edu.au](mailto:info@australiscollege.edu.au). The student's enrolment will not be finalised until this application has been received and completed sufficiently. Types of evidence may include:

- Resume detailing current work experience related to the qualification (mandatory).
- References from employers or third party verification – current employability skills.
- Portfolios, log books.
- Assessment or assignment material.

- Testimonials.
- Work samples.
- Prior qualification/transcript and Statement of Attainment evidence (must be verified – see [1.1-1.5](#)).
- Self-assessment techniques.
- Interview processes for students and employers (mandatory for Queensland funded students).
- Verbal discussions.
- Direct observation.

**3.2** When preliminary outcomes from an RPL Application Form is received, Student Services will check eligible units, generate a quote to [info@australiscollege.edu.au](mailto:info@australiscollege.edu.au) to advise the student, and forward the application to the relevant Faculty for assessment.

**Please note this does not guarantee being awarded RPL at this stage and is a guide only.**

**3.3** If the student is not eligible after the initial review and the student wants to proceed with the RPL Application, their details and supporting evidence will be sent to the Assessor to review. The Assessor will contact the student to discuss the application and request additional evidence if needed. The Assessor will inform Student Services of each unit that the student may be awarded competency.

**3.4** If the applicant wishes to proceed with the course application, Student Services continue the enrolment process and send the student a Course Declaration. Student Services will process the enrolment and notify the Faculty of the new student to their caseload along with the details of the unit(s) the student wishes to apply for RPL for.

**3.5** The Assessor will send the relevant RPL unit templates to the student with a timeframe for completion and additional evidence required.

**3.6** The Assessor will evaluate and verify all the evidence against unit requirements. Evidence will be checked for authenticity, reliability, validity, sufficiency and currency against the competency requirements outlined on [training.gov.au](http://training.gov.au). References, certificates and workplace training will be checked for authenticity.

**3.7** The Assessor will contact the student for gap training if more evidence is required or for any technical clarification/aspects of the application.

**3.8** Once received, the Assessor has ten business days to determine the assessment decision. The evidence will be documented on the Learning Management System and emailed to Student Services to finalise the enrolment, apply unit outcomes and adjust fees accordingly. If the student has applied for VSL, this notification must be sent to Student Services before the relevant census date of the unit of study that the units fall in. Student Services will then inform the student of the decision and confirm adjusted fees.

**3.9** If the student disputes the decision, they may appeal against the assessment decision (refer to Grievances, Complaints, Appeals Policy and Procedure).

#### **4. ASSESSMENT.**

**4.1** Australis College assessments are predominately carried out online (unless completing a practical component). The assessment platform, instructions and format:

- Assists the student to proceed with the learning and assessment requirements in a structured and logical manner, building on knowledge and skills as they journey through the course.
- Establishes the context and purpose of the assessment.
- Explains the competency standards, assessment guidelines, resources and preparation required for the assessment.
- Explains the tasks and evidence required to support competency.
- Allows the student to test their own learning and prompts the student to consider their readiness before completing the [summative](#) assessment.

**4.2** Assessors will support and prepare the student towards assessment activities:

- Respond to student queries on course content and confirm the student's understanding of the competency standards, evidence requirements, and the assessment process.

- Provide support and further learning opportunities where students are not ready to complete assessable tasks.
- Assess the student needs and capabilities or barriers to assessment and determine in consultation with their Head of Faculty if reasonable adjustment methods need to be considered.
- Collection and verification of evidence including the resources and equipment the student may need to perform the assessment tasks.
- Inform the student on the assessment appeal process, should the student disagree with the Assessor's decision.

**4.3 Plan and prepare the evidence gathering process. The Assessor must:**

- Ensure whether assessment is online or in the workplace, the student has access to the appropriate resources, equipment and supervision where required to perform assessment tasks to the accepted standard.
- Ensure that all competency standards are met and supported by verifiable evidence.
- Adjust the evidence gathering tools, where needed, to ensure that the student has a fair and equal chance to demonstrate their competency in a validated format.
- Collect evidence through the eLearning platform or practical tasks and make the assessment decision. Types of evidence may include:
  - Online assessments including written answers, case studies and projects.
  - Verbal or written questioning and assessment.
  - Direct observation.
  - Workplace simulations or scenarios.
  - Placement or work-based tasks.
  - Portfolio of work.
  - Gathering and validating third party reports.

**4.4 Determining an Assessment Decision.**

- The Assessor will evaluate the evidence against the benchmark answers provided for each unit of competency and against the requirements on [training.gov.au](http://training.gov.au).
- Evaluate the answers in the context of the students' previous work and competency to determine that the answers are the student's work.
- Evaluate the evidence regarding validity, consistency, currency, equity, authenticity, and sufficiency.
- Consult with the Head of Faculty if there are any concerns with the assessment, determining an assessment decision, or with the assessment process.
- Refer to the Student Code of Conduct Policy and Procedure if there is reason to believe plagiarism has taken place, documentation completed is not authentic or has been falsified.
- Make a judgment about the candidate's competency based on the submitted evidence and the relevant Assessor guide.

**4.5 Providing feedback on the assessment.**

- The Assessor will provide feedback to the student regarding the outcomes of the assessment process. This includes:
  - Providing the student with clear and constructive feedback on each assessment submission.
  - Recording all feedback, notes and emails sent to the student in the eLearning platform.
  - Providing the student information on ways of overcoming any identified gaps in competency revealed within the assessment and collecting additional evidence where required.
  - Providing the student an opportunity to discuss the assessment process and outcome and allow a further re-submit.
  - Providing information on the reassessment and/or appeals process if the student disagrees with the decision and reasoning of the assessment decision. (Refer to the Grievances, Complaints, and Appeals Policy and Procedure.)

***It is imperative that the Assessor in no way provides answers to the assessment questions to the student.***

**4.6** Record and reporting the result. The Assessor must:

- Mark and record the student's result within ten business days in the eLearning platform.
- Record the assessment outcome on the students file.
- Maintain records of the assessment evidence collected.
- Maintain the confidentiality of the assessment outcome.

**4.7** Completion of all units within a qualification.

- Once an Assessor has checked assessments for all units and deems the student competent in the entire qualification, the Head of Faculty will be notified by email.
- The Head of Faculty checks that all assessments and evidence required for the student to complete the qualification has been gathered, completed in full and marked prior to issuing a Qualification Request to Student Services, to process the appropriate certification.
- The Head of Faculty will also spot check assessment completions at least monthly, cross marking assessment decisions and feedback against the benchmark answers and Rules of Evidence ensuring completed assessments:
  - Are checked for plagiarism.
  - Assessment decisions are justified.
  - Demonstrates the learner has the acquired level of knowledge and skill required that is performed consistently over time to industry standard.
  - Evidence is sufficient, authentic and verified.
- If the Head of Faculty disagrees with an assessment decision, another qualified and vocationally mapped Assessor who has not been involved in the training and delivery will review the assessment against the benchmark answers. Refer to the Trainer Assessor Compliance Policy and Procedure. All findings are recorded.

***Please note outcomes recorded must be kept factual and based around the process, not the individual Assessor.***

**5. CONTINUOUS IMPROVEMENT.**

**5.1** Assessors are to regularly report to their Head of Faculty the positive and/or challenging features of the assessment process and make any recommendation for improving the process.

**5.2** Should the Head of Faculty confirm inconsistencies in assessment decisions they are to determine the root cause and review the evidence gathered to determine if the student has met all the assessment requirements or needs to submit additional evidence/undertake further assessment.

**5.3** Solutions in consultation with Executive Management may involve:

- Further coaching and training.
- Training under supervision.
- Review of reasonable adjustment strategies.
- Validation of the assessment questions and benchmark answers. Refer to the Validation Policy and Procedure.

**5.4** Outcomes from these activities will be stored in the Faculty folders.

- Any improvements to resources need to be documented and appropriate version control applied.

**6. REASONABLE ADJUSTMENT.**

**6.1** Investigate the student's eligibility for adjustment (e.g. medical/clinical reports, LLN assessments).

**6.2** Assess the student's needs around the challenges listed in [3. Reasonable Adjustment](#).

**6.3** Record all decisions made on the students adjusted assessment process in the Student Management System.

## 7. RE-ASSESSMENT.

**7.1** When a student is deemed 'not competent' by the Assessor once all the evidence has been collected and evaluated, the Assessor must:

- Provide feedback and training to the student regarding the assessment outcome or process.
- Gather further assessment evidence from the student to demonstrate their knowledge and skill against the identified gap, alternatively allow the student a second attempt at the assessment.
- If deemed 'not competent' after the second attempt, and the student wishes to continue in the course; they are required to re-enrol and pay the current tuition fee for the unit. (Refer to Fees and Refund Policy.)
- Should the student disagree with the assessment outcome, they are to be directed to the Grievances, Complaints, Appeals Policy and Procedure available on the website to lodge an Appeal against an Assessment Decision. The Assessor is to advise the Head of Faculty of the disputed assessment outcome.

## RESPONSIBILITIES

### Executive Management

- Monitors assessment methods and practices, and applicable policies, processes and systems to ensure they comply with VET Quality Framework.

### Quality

- Communicates assessment compliance requirements to the Faculties and may assist in the review of learning and assessment resources.

### Faculties (Head of Faculty and Assessors)

- Ensures Assessors are vocationally competent and compliant with the trainer and assessor credentials in the Standards for Registered Training Organisations (RTOs) 2015.
- Responsible for developing and maintaining compliant Learning and Assessment resources, and ensuring the full suite of resources including Trainers and Assessors are available prior to adding to scope and/or delivery.
- Considers the individual needs of each student and uses reasonable adjustment strategies to accommodate these needs, while still complying with the assessment criteria in the training package/product.
- Applies the Principles of Assessment and Rules of Evidence when collecting and reviewing assessment evidence, applying reasonable adjustment, and marking or cross-marking assessments.
- Follows the provided benchmark guides provided when marking assessment answers while using their expertise in the subject area, providing sufficient feedback to students within the policy timeframes.
- Advises the Head of Faculty on any discrepancies or improvements required for assessment materials or the assessment and evidence gathering process.
- Follows the Assessment Policy guidelines.
- Ensures all assessments, evidence and feedback are documented in Learning Management Systems.
- Provide students with the Assessment Appeal information, if a student disputes an assessment decision.

### Student Services

- Quality-checks and validates Statements of Attainment and transcripts for Credit Transfer applications.
- Adjusts unit and fee outcomes accurately and communicates adjustment fee information to the student.
- Communicates with Student Recruitment and Assessors effectively to ensure students are provided with timely, accurate and professional service.

## Student Recruitment

- Assists the student through the pre-enrolment process to determine if the student may be eligible for CT, AO RPL in accordance with the Enrolment Policy and Pre-enrolment Application Procedure.

## SUPPORTING DOCUMENTS AND INFORMATION

- A list of applicable legislation is detailed within the legislation tab in the Quality Management Register.
- Environment, Health and Safety – refer to the Health and Safety Policy.
- Internal recordkeeping, communication and training – refer to the Communication, Training and Recordkeeping Procedure.
- VET – Vocational Education and Training.
- RTO – Registered Training Organisation.
- ASQA – Australian Skills Quality Authority.
- Unit – Unit of competency.
- LLN – Language, Literacy and Numeracy.
- SoA – Statement of Attainment.
- TAS – Training and Assessment Strategy.
- AO – Assessment Only. Where a student elects to complete the assessment without requiring access to learning material or training support.
- CT – Credit Transfer. Credit transfer is a process that provides students with agreed and consistent credit outcomes for components of a qualification based on identified equivalence in content and learning outcomes between matched qualifications. <http://www.aqf.edu.au/>.
- RPL – Recognition of Prior Learning. Assessment process that assesses an individual's formal, non-formal and informal learning to determine the extent to which that individual has achieved the required learning outcomes, competency outcomes, or standards for entry to, and/or partial or total completion of, a VET qualification.
- Enrolment Policy and procedure.
- **Reasonable Adjustment.** Relates to a measure or action taken by an education provider to assist a learner with a disability (Definition from Disability Discrimination Act 1992).
- **Training Product.** AQF qualification, skill set, unit of competency, accredited short course or module.
- **Access and Equity.** That learning, training and assessment is conducted in a fair, equitable and safe manner according to relevant legislation.
- **Assessment and Assessment requirements.** 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 course.
- **Competency.** 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.
- **Summative.** Summative assessment tends to occur at the end of a unit or module to determine whether the student has satisfied the requirements specified within the learning outcomes/units of competency. It is therefore used to certify or recognise candidate achievement against the unit of competency.
- **Formative.** Formative assessment produces evidence that is concerned with how and where improvements in learning and competency acquisition are required. Formative assessment takes place at regular intervals before and during training with progressive feedback to improve competency.
- **Principles of Assessment:**
  - **Fairness.** The individual learner needs are considered in the assessment process. Where appropriate, reasonable adjustments are applied by the RTO to take into account the learners needs. The RTO informs

the learner about the assessment process and provides the learner the opportunity to challenge the result of the assessment and be reassessed if necessary.

- **Flexibility.** Assessment is flexible to the individual learner by reflecting the learner's needs; assessing competencies held by the learner 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 individual.
- **Validity.** Any assessment decision of the RTO is justified, based on the evidence of performance of the individual learner. 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 demonstrate that a learner could demonstrate these skills and knowledge in other similar situations; and judgement of competency is based on evidence of learner 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.
- **Rules of Evidence:**
  - **Validity.** 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.
  - **Sufficiency.** 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.
  - **Authenticity.** The assessor is assured that the evidence presented for assessment is the learner'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 of very recent past.