

THE RTO ASSESSMENT POLICY

1 PURPOSE AND SCOPE

- 1.1 The purpose of the Assessment Policy is to place assessment as integral to teaching and the students' learning experience at The College RTO. It sets out the principles that underpin The College RTO's approach to assessment.
- 1.2 The policy recognises that assessment has a number of legitimate purposes and acknowledges the diverse forms of assessment.
- 1.3 This policy provides a framework for the application and management of effective assessment practices by The College RTO. Under the Vocational Education and Training (VET) Quality Framework, assessments are competency based and designed to determine whether a student can demonstrate the targeted competencies that result in the judgement of a competent result.
- 1.4 This policy provides a framework for reviewing the assessment process and ensuring the suitability and effectiveness of assessment tools.
- 1.5 This policy provides a framework for reviewing the quality and efficacy of assessment decisions based on a statistically calculated samples.
- 1.6 The Policy applies to all students enrolled in, and all staff involved in, the delivery of VET accredited qualifications and units.

2 DEFINITIONS

- 2.1 For the purposes of this Policy and associated Procedures, the following definitions apply:
 - 2.1.1 AQF – the Australian Qualifications Framework.
 - 2.1.2 ASQA – Australian Skills Quality Authority, the national VET regulator for RTOs.
 - 2.1.3 RTO – Registered Training Organisation.
 - 2.1.4 Services – training, assessment, related educational and support services and/or any activities related to the marketing to or recruitment of prospective students.
 - 2.1.5 Unit – a unit of competency.
 - 2.1.6 The Board – Western Sydney University Enterprises Board.
 - 2.1.7 The College – Western Sydney University Enterprises Pty Limited trading as Western Sydney University The College.
 - 2.1.8 The University – Western Sydney University.
 - 2.1.9 VET – Vocational Education and Training.
 - 2.1.10 TAS – Training and Assessment Strategies

3 POLICY STATEMENT

- 3.1 The approach to assessment at The College RTO is underpinned by various principles for assessment. These principles establish the basis for a deliberate process of assessment design, implementation, evaluation and improvement.
- 3.2 Assessment plays a key role in certification and the purpose is to ensure students are able to monitor their progress.

4 PRINCIPLES

- 4.1 The College RTO recognises that assessment is a core activity offered to students and is at the centre of the delivery model of the RTO.
 - 4.1.1 Assessment is a planned activity that provides a student the opportunity to present evidence of their skills and knowledge. An assessment judgment is made when collected evidence is matched against the specific requirements of a qualification or unit, drawn from nationally endorsed Training Packages or accredited qualification or unit.
 - 4.1.2 Assessment is only for qualifications or units listed on The College RTO's Scope of Registration.
 - 4.1.3 Assessment is conducted using assessment tools and practices that have been developed and approved in accordance with The RTO Curriculum Development and Management Policy.
 - 4.1.4 Assessment is contextualised based on consultation with industry while maintaining the prescribed assessment conditions within the qualification or unit. Mapping documents are used to outline the required evidence of the assessment tasks and ensure that students are assessed against the entire qualification and/or unit requirements.
 - 4.1.5 The College RTO acknowledges the Principles of Assessment and Rules of Evidence contained in The Standards for RTOs (2015). The College RTO is committed to providing students and assessors with an assessment system that is as reliable, valid, fair, and flexible.
 - 4.1.6 Students must be enrolled in a qualification or unit to access assessments through a process of training and assessment, or recognition. Quality assessment materials and resources, staff and equipment (where relevant) will be made available to ensure the assessment tasks and processes are conducive to the success of each student.
- 4.2 In the delivery of assessment activities, The College RTO applies the Principles of Assessment. All Training and Assessment Strategies (TAS) are designed to ensure:
 - 4.2.1 **Validity.** All assessment, including Recognition of Prior Learning (RPL), is conducted incorporating the Elements, Performance Criteria, Foundation Skills, Knowledge Evidence, Performance Evidence, Assessment Conditions of any given unit. Assessment tools integrate the performance of workplace tasks, ensuring that

the assessment is transferable to different contexts and situations. All components of the unit are assessed, and evidence is gathered to support a judgement of competency.

- 4.2.2 **Reliability.** The College RTO gathers and interprets evidence in a consistent manner that provides for reliable assessment both for the student and for assessors. The College RTO achieves this by using assessors who have the required discipline, subject matter and vocational competencies. Assessment resources also provide for standardised outcomes, supported by model answers, to guide assessors in their judgements. Reliability is also supported by the moderation of assessment.
- 4.2.3 **Flexibility.** The College RTO strives to provide assessment opportunities that reflect a student's needs. The chosen assessment strategies provide for recognition of a student's current competency, employ a range of methods appropriate to the context of the industry, the unit of competency and the student themselves.
- 4.2.4 **Fairness.** The assessment approach encourages fairness and inclusivity in assessment through consideration of the student's needs and characteristics, and making reasonable adjustments where required. Assessors achieve this through clear communication with a student to ensure that the student is fully informed about, understands and is able to participate in the assessment process, and agrees that the process is appropriate.

4.3 In collecting assessment evidence from the student, The College RTO applies the following Rules of Evidence as a basis for all decisions made about the student's competence:

- 4.3.1 **Sufficiency.** The College RTO ensures the collection of valid assessment evidence in such quantity to ensure that all aspects of the competency have been satisfied and can be demonstrated repeatedly. The collection of sufficient assessment evidence will be supported through the use of a range of assessment methods, which leads to the collection of evidence over time, based on a range of performances.
- 4.3.2 **Validity.** The College RTO collects evidence that directly aligns with all the components of a unit of competency. The collected assessment evidence must replicate tasks as though they were being performed within an actual workplace. Assessment is based on realistic or simulated work environments, using typical workplace conditions, practices and documentation. A range of assessment methods will be used and applied to a variety of contexts to ensure a valid judgment can be made.
- 4.3.3 **Authenticity.** The College RTO seeks evidence of authenticity. To support this, assessors must be assured that the evidence presented is the student's own work. Where documentary evidence is relied upon, it must be certified or supported by other forms of evidence, which demonstrate the same skill/s or knowledge. In all instances, where assessment tasks are submitted externally to The College RTO (i.e.; electronically, via distance, online) there must be a signed authenticity statement by the student that they certify the work is their own.

- 4.3.4 **Currency.** The College RTO must be satisfied that the student currently holds the skills and knowledge relating to a specific unit of competency. Assessment evidence is to be based on the student's performance either at the time of the assessment decision or in the recent past.
- 4.4 **Assessment validation** is a quality review process designed to check that the assessment is conducted in accordance with the Rules of Evidence, the Principles of Assessment and aligns with the requirements of the training package. The Assessment Validation model used at The College RTO relies on the review of quantitative data and qualitative questions, framed around the Principles of Assessment and the Rules of Evidence to examine how assessment for a particular unit is occurring or has occurred.
 - 4.4.1 In terms of The Standards for RTOs (2015), assessment validation includes reviewing a statistically valid sample of completed assessments.
 - 4.4.2 Assessment tools undergo a pre-use validation process to determine they are fit for purpose as part of the course development process. See The RTO Course and Curriculum Development Policy.
 - 4.4.3 The College RTO validates all training products on its scope of registration at least once every five years. The College RTO complies with the minimum requirement of validating at least 50% of the training products within the first three years of each five-year cycle. Assessment Validation is conducted in a systematic manner.
 - 4.4.4 An Assessment Validation Schedule is developed and adhered to which schedules the conduct of regular assessment validation activities conducted on a quarterly cycle. The order of training products to be validated is informed by Validation Risk Rating Scale, which can be found in the RTO Assessment Procedure.
 - 4.4.5 Assessment validation outcomes are reviewed and recorded as part of The College RTO Continuous Improvement process.

5 ROLES AND RESPONSIBILITIES

- 5.1 The College RTO Director is responsible for the application of this policy and may delegate all or part of their powers to a staff member of The College RTO.
- 5.2 The College RTO Director, or delegate, is responsible for:
 - 5.2.1 Reviewing and approving the assessment methods for qualifications and units.
 - 5.2.2 Reviewing and approving the final outcomes in the qualification or unit for each student.
 - 5.2.3 Overall quality assurance of assessment practices in The College RTO.
- 5.3 The Lead Trainer/Course Coordinator is responsible for:
 - 5.3.1 Facilitating coherence and scaffolding in assessment design and implementation across qualifications and units.

- 5.3.2 Providing opportunities for assessors to contribute in a meaningful way to assessment design.
- 5.3.3 Maintaining oversight of the assessment workload for students and trainers across the qualifications and units.
- 5.3.4 Implementing assessment in the subject in accordance with The College RTO's assessment principles and procedures.
- 5.3.5 Designing or redesigning assessment in the qualification or unit where required.

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STATUS AND DETAILS

Status	Draft			
Version	1			
Effective Date	23 September 2020			
Review Date	23 September 2023			
Approval Policy	The College Senior Management Team			
Governing Authority	Western Sydney University Enterprises Board			
Endorsed by	The RTO Committee			
Unit Responsible	The College Registered Training Organisation			
Enquiries Contact	The College RTO E: rto@westernsydney.edu.au			
Available On	SharePoint	<input type="checkbox"/>	Website	<input type="checkbox"/>
Policy Code	POL_ACA_002			
Policy Category	Academic			
Related Documents, including Legislation/Policies/Procedures	<p>Training and Assessment Strategy (TAS) for each course (including mapping documents) (SharePoint)</p> <p>Training Supervision Policy (PP)</p> <p>The RTO Assessment Procedure</p> <p>The RTO Course and Curriculum Development Policy (and related procedures)</p> <p>Standards for Registered Training Organisations (RTOs) 2015</p>			

Summary of Changes from Previous Version