



Student Assessment Policy and Procedure

Last Updated:

Approval:

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Director

Lisa Materano

Purpose

To ensure that assessment practices are valid, reliable, fair, and flexible, and meet the assessment requirements of relevant training products, as well as the principles of assessment and rules of evidence, in line with Standards 1.3 and 1.4.

Scope

This policy applies to:

- All students enrolled in accredited courses
- Trainers and Assessors
- Compliance and Quality Assurance staff
- RTO Management and administration staff involved in assessment-related activities

Policy Statement

The RTO is committed to implementing an assessment system that:

- Ensures assessments align with unit requirements and training product outcomes
- Complies with the Principles of Assessment: fairness, flexibility, validity, and reliability
- Complies with the Rules of Evidence: validity, sufficiency, authenticity, and currency
- Includes quality assurance measures through validation and moderation
- Supports reasonable adjustment and recognition of prior learning (RPL)
- Provides transparent reassessment and appeals processes

Procedures

Mapping to Training Product Requirements

- Assessment tools must be fully mapped to the units of competency and include mapping documentation.
- Each tool must align with the performance criteria, range of conditions, assessment conditions, and foundation skills.

Pre-Assessment Validation

- Each assessment tool undergoes a Pre-Assessment Validation using a checklist.
- Compliance and academic staff must sign off before first use.

Continuous Improvement

- Feedback is collected from trainers, assessors, students, and industry.
- Changes from validation or feedback are documented and implemented before reuse.

Conducting Assessments

Preparation

- Assessors prepare by reviewing unit requirements, tool currency, and student needs.
- Students receive information about the assessment process and requirements in advance.

Assessment Implementation

- Assessors apply the following:
 - Fairness: Reasonable adjustments for special needs; clear reassessment options.
 - Flexibility: Task contextualisation and RPL availability.
 - Validity: Tools must assess the intended outcomes in contextually appropriate ways.
 - Reliability: Standardised marking guides ensure consistent outcomes.

Rules of Evidence

Rule	Implementation
Validity	Evidence aligns with unit requirements and performance standards.
Sufficiency	Enough evidence is gathered to confirm consistent performance.
Authenticity	Verifications through interviews, declarations, or observations are documented.
Currency	Evidence should generally be within the past 12 months unless otherwise stated.

Feedback and Recording

- Assessors must provide:
 - Constructive feedback
 - Gap identification and reassessment information
- Results must be recorded using the the Student Management System (SMS) or Learning Management System (LMS), as applicable, with codes (e.g., C, NYC, RPL).

Reassessment and Appeals

- Students not yet competent are entitled to two reassessment opportunities.
- Appeals must follow the RTO's Complaints and Appeals Policy.
- Reassessments must involve a different assessor where possible.

Validation and Moderation

- Systematic validation occurs:
 - At least annually for each qualification
 - Post-assessment as part of moderation meetings
- Validation outcomes are documented, and actions are tracked through the Continuous Improvement Register.

Record Management

- All assessment evidence and documentation is retained per the RTO's Recordkeeping Policy (minimum of 6 months post-competency).
- Confidentiality is maintained at all times.

Review and Evaluation

- This policy is reviewed annually by the Compliance Manager and approved by the CEO to ensure it remains current and effective.

Note: All assessments are conducted by assessors who hold the required qualifications as specified under Clause 1.5 of the Standards for RTOs 2025.