



# **Assessment Policy and Procedures**

**Version 2.0**

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## 1. Terms and Definitions

Term	Definition
The college	Refers to Alpha Training and Recognition Pty Ltd
RTO Standards 2015	Refers to Standards for Registered Training Organisations (RTOs) 2015.
UoC(s)	Refers to Unit(s) of competency.
Assessment	Assessment means the process of collecting evidence and making judgments 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 Resources	Refer to materials, tools, equipment, and/or other types to be utilised to assess students' knowledge and skills. Furthermore, assessment resources can be used to track students' academic progress.

## 2. Policy Objective

This policy is established to ensure that the assessment of all training products within the scope of registration of the college complies with Clause 1.8 of RTO Standards 2015. Assessment is one of the major academic activities for students. It plays an important role in shaping student learning. Students can demonstrate their competency (i.e., knowledge and skills) via assessment to meet the requirements of a training product as specified in the relevant training package. As a result, the purpose of the assessment policy and procedure is to provide mandatory guidance on assessment to both students and the college's staff (e.g., trainers and assessors).

## 3. Scope

All students at the college, trainers and assessors, and other college staff members who participate in students' assessment tasks will be required to adhere to this policy and procedure document.

## 4. Policy

The assessment policy is aimed to ensure that the assessment system will be followed by both students and college members. The students and college staff members need to be aware of the impacts of not meeting the responsibilities (e.g., to promote and maintain the integrity of the college and its assessment system, process, and resources). Additionally, the policy will ensure that the assessment meets the assessment principles at all times.

## 5. Assessment Principles

- Assessment is required to be able to demonstrate how students have performed against the training package's requirements (i.e., Performance Criteria, Performance Evidence, Knowledge Evidence, Foundation Skills, and Assessment Condition).
- Assessment must be reasonable and practically achievable by students.
- Assessment must be flexible, valid, reliable and fair to all students.
- Assessment needs to have precise submission deadlines with a clear instruction (submission date and resubmission date).
- Assessment must be carried out transparently to demonstrate the student's academic integrity and honesty.

## 6. Procedure

### 6.1 Assessment Rules

#### 6.1.1 College Staff Members

Trainers and assessors will be required to assess students' competencies by using the assessment resources and following the instructions and guidelines contained in the tools. Assessment tools will be used by trainers and assessors for collecting evidence of assessment and making judgments about the competency of students' assessments. The assessment tools will be benchmarked against the training package requirements.

Trainers' and assessors' responsibilities regarding the assessment are provided below:

- a. Trainers and assessors must inform students about the objective and context of the assessment system, the assessment process, the assessment resources and its requirements, timeframes, criteria for assessment, etc.
- b. Trainers and assessors must inform students about the assessment methods and/or alternative assessment methods to meet the special requirements or circumstances of students.
- c. Trainers and assessors must explain assessment instructions to students.
- d. Trainers and assessors must use a range of assessment methods to ensure uniformity of assessment outcomes. The assessment methods/ techniques may include written tasks, verbal interviews, practical demonstrations, observation, participation in group discussion, case studies, role play, projects, simulated workplace tasks, and/or workplace tasks.
- e. Trainers and assessors must use and follow marking instructions or guides, assessment tools, instructions, and benchmark answers to provide consistent marking and assessment outcomes.
- f. Trainers and assessors must provide feedback to students on their performance.

- g. Trainers and assessors must ensure the assessment resources meet the principles of assessment and rules of evidence.

## 6.2 Marking assessments and reporting results for units of competency (UoC)

Trainers and assessors are in charge of finishing the marking of students' assessments. When the trainers and assessors are performing assessment marking, they are required to refer to the assessor workbook(s). In the assessor workbook(s), the trainers and assessors are required to:

- a. Check all assessment activities against the requirements of the training package. This is to ensure that the students will perform assessment activities addressing all the requirements in the training package of that particular unit, thus enhancing the principles of assessment (validity).
- b. Check the assessor's instructions for each activity. This is to ensure that the assessor understands the steps in how the student performs the assessment activities. This will assist the trainer in providing consistent assessment judgment, thus enhancing the principles of assessment (reliability).
- c. Check the solution of the assessment activity and compare it with each student's answer to ensure that the judgment of competency is based on the evidence required in the assessment activities, thus enhancing the principles of assessment (validity).
- d. Refer to the marking and observation checklist for each assessment activity. This is to ensure that the assessor understands what is expected of the student to achieve a satisfactory outcome for each step.
- e. Check the quality, quantity, and relevance of the student's assessment based on the criteria mentioned in 'point c' and 'point d' above. This is to ensure that the assessment evidence enables judgment of the competency of the student, thus ensuring the principles of assessment (sufficiency).
- f. Check the student's assessment to be assured that the evidence presented for assessment is the learner's own work. This is to ensure that the assessment presented by the learner is authentic, thus ensuring the rules of evidence (authenticity).

Additionally, the trainers and assessors are in charge of the timely submission of students' UoC results. Trainers and assessors are required to mark all assessments after the submission date. They are also encouraged to review assessments that have been marked earlier (e.g. from marking undertaken the day before) to ensure that their marking standard has not changed.

Note: students may request for the extension of assessment due to unforeseen cases (e.g., health issues, medical concerns, sickness). The request will be on a case-by-case basis.

### 6.3 Assessment Moderation

Moderation is a quality control process aimed at bringing assessment judgment into alignment.

Moderation is generally conducted before the finalisation of student results as it ensures consistent decisions are applied to all assessment results within the same unit of competency.

The moderation of grades in a course of study seeks to ensure that standards are applied consistently. The academic manager<sup>1</sup> in collaboration with the trainer and assessor will consider samples from the students to determine the fairness of the application of assessment criteria for all students.

The reason for assessment moderation is to ensure that the standard of assessment is consistent, particularly for courses being delivered to different groups of students by different trainers and assessors.

Assessment moderation will be conducted by trainers and assessors in collaboration with the academic manager. The role of assessment moderators are:

- Reviewing the appropriateness of assessment tools and assessment results of the students
- Ensuring that assessment is undertaken in a structured manner, following the principles of assessment and rules of evidence.

### 6.4 Assessment Resources

The assessment resources are expected to meet the requirements of Clause 1.8-1: Principles of Assessment, and 1.8-2: Rules of Evidence.

#### 6.4.1 Principles of Assessment

- **Reliability:**  
The instruction in the assessment tools must be clear in order for trainers, assessors, students and any stakeholders to have the same interpretation.
- **Fairness:**  
The assessment tools must be reasonably adjusted to meet the requirements of individual students' needs (e.g., disability and/or sickness). The assessment tools are expected to contain information regarding (i) the assessment process and (ii) the system that enables students to challenge the outcomes.
- **Flexibility:**  
The assessment tools must contain several assessment-gathering methods to capture the students' performance. The assessment tools must be able to be adjusted to meet the student's individual needs regardless of where and how their competencies will be assessed.

- **Validity:**

To ensure the assessment tools require students to perform what it is required in the training product requirements (e.g., UoC requirements). Students' performance evidence must be able to demonstrate students' knowledge and skills that are aligned with the training product requirement.

#### **6.4.2 Rules of Evidence**

- **Authenticity:**

The assessment tools are expected to capture the authenticity of the student's performance.

- **Validity:**

The student's performance evidence is expected to demonstrate the knowledge and skills aligned with the requirements of the training products.

- **Currency**

The student's performance evidence in the assessment tools demonstrates the current knowledge and skills. The student's performance evidence must be captured from the present or very recent past.

- **Sufficiency:**

The student's performance evidence must have sufficient quality and quantity based on the requirements of training products. They must be sufficient for the assessor to deem the student's competency for the training products.

#### **6.5 Submitted academic results**

After completing the students' assessment marking, trainers and assessors will be required to provide the UoC results to the academic manager. Once the assessment marking is completed and assessment judgments are received, the student's assessment tools will be stored for 6 months.

#### **6.6 Student**

Assessments must be completed by students within the given timeframe and as per the assessment instructions and guidelines. Students can submit their assessments before, or on the submission due date. This will ensure that the student submits assessments on time which can be assessed, marked, and judged by the trainers and assessors by providing assessment outcomes to ensure students' academic progress.

The college will complete all its training obligations as per the established schedule until the completion date of the training package/qualification. Students will be eligible for two (2) opportunities for assessment submission.

1. During the first assessment submission, if a student obtains a satisfactory outcome after submitting their assessment on time, they are not required to resubmit the assessment.

2. During the first assessment submission, if a student does not obtain a satisfactory outcome or does not submit their assessment on time, they will be provided with an opportunity to resubmit the assessment.

If the student does not resubmit the assessment and/ or does not obtain a satisfactory outcome during the two assessment attempts, the student will fail the assessment (i.e., receiving non-competent outcomes for the UoC). The student will be required to enrol in the unit(s) of competency again. A re-enrolment fee may be applicable for students who enrol again. Non-competent outcomes may result in poor academic progress of the student.

### **6.7 Extension or deferment of Assessment**

A student may not be able to submit the assessment within the timeframe due to their health, medical, or sympathetic situation and should submit a *Special Consideration Form* with the required accompanying documents and evidence of their situation. Through a *Special Consideration Form*, students can ask for an extension or deferment of the assessment submission deadline. The students will be required to submit the *Special Consideration Form* for the college to assess student's circumstances.

Only those cases with compelling and compassionate situations (such as a health concern with a medical certificate, accidents, etc.) will be considered by the college. The enrolment and student support officer and/or any delegated personnel appointed by the CEO can approve the extension or deferment request.

### **6.8 Complaint and Appeal**

If students choose to submit the *Complaint and Appeal Form* regarding assessment outcomes, they must follow the process as mentioned in the Complaints and Appeals Policy and Procedure.

### **6.9 Recording and updating students' UoC results**

The academic manager, after obtaining the assessment results from trainers and assessors, will be required to update students' UoCs results within the appropriate period. The following actions must be followed:

- The college will keep a record of the 6-month assessment after from the date on which the judgement of competence for the student was made.
- The academic manager will be required to immediately notify trainers and assessors if trainers and assessors fail to submit the students' assessment results.

## **7. Feedback**

If a student wants to provide feedback about this policy or procedure, they will be required to contact the academic manager, enrolment and student support officer, and/or trainers and assessors through email communication or face-to-face at the college.



## 8. Continuous Improvement

As part of the college's continuous improvement framework, any feedback and recommendations will be documented in the continuous improvement (CI) register. The details of the continuous improvement process are mentioned in the college's Continuous Improvement Policy and Procedure, which offers a structured framework for refining and enhancing the college's practices based on valuable input from the staff members involved.

## 9. Version Control

<b>Current version</b>	2.0
<b>Previous Version</b>	1.0
<b>Next Review</b>	July 2025