



Policy and Procedure for Assessment (TA005P)

1 Objective

This policy and procedure establishes guidelines for all assessment (including Recognition of Prior Learning - RPL) leading to a qualification or statement of attainment under the AQF, conducted by or on behalf of Central Regional TAFE (The College).

2 Policy

- 2.1 Assessments are conducted by qualified assessors in accordance with the Standards for RTOs 2015, requirements of the Training Package and/or Accredited Course and relevant national and state legislation and regulation.
- 2.2 Assessments meet the requirements of the unit of competency/module and assessment requirements specified in the Training Package and/or Accredited Course.
- 2.3 Assessments are consistent with the Training and Assessment Strategy (TAS).
- 2.4 Assessments meet the Principles of Assessment and Rules of Evidence.
- 2.5 Assessments focus on the application of knowledge and skill to the standard of performance required in the workplace.
- 2.6 Assessments comply with National and State Legislation and Regulations where relevant.
- 2.7 Assessments are validated in accordance with the College's Validation Policy and Procedure.
- 2.8 Mandated assessments are used where specified and sourced from relevant authorities.
- 2.9 Assessment outcomes are recorded and stored securely in the student management system.
- 2.10 Training and assessment delivery in different teams will utilise a suite of documents and templates to facilitate the delivery and assessment. The documents and templates that are used will not necessarily be the same for all teams. This will vary according to the campus location and the sets of documents that have been used by each team. The College will progressively update and endorse training and assessment documents and templates to provide a full set of endorsed documents that will be suitable for all teams to adapt and use should they want to utilise an already developed template.

3 Procedure

3.1 Planning Assessment

- 3.1.1 Assessor develops and documents or reviews and adapts an Assessment Plan, which is consistent with the TAS.
- 3.1.2 Assessor develops and/or accesses assessment tools, instruments and marking guides.
- 3.1.3 Assessor develops or reviews and adapts an assessment mapping document that demonstrates how all components of the unit(s)/module(s) and assessment requirements will be addressed. This includes assessments that have been purchased or designed internally by the College.
- 3.1.4 The Assessor undertakes and records a review of the assessment plan and tools to confirm that they meet the Principles of Assessment and Rules of Evidence. This can be undertaken by the assessor who developed or adapted the assessment materials, or another qualified assessor.

- 3.1.5 Assessment plans and tools and the record of the review of the assessment plan and tools are stored in a course folder as determined by the College.

3.2 Conducting Assessment

- 3.2.1 Prior to conducting assessment, candidates are informed about the assessment process, including extensions where available, resubmission, reassessment and the appeals and complaints process.
- 3.2.2 The assessor conducts assessment in accordance with the Assessment Plan, Principles of Assessment and Rules of Evidence.
- 3.2.3 Industry experts may collect assessment evidence and work alongside an assessor to conduct assessments.
- 3.2.4 CR TAFE staff who are not qualified assessors according to the Standards for Registered Training Organisations 2015 may work under the supervision of an assessor to gather assessment evidence.
- 3.2.5 The assessor applies reasonable adjustment as required in accordance with the Assessment Requirements in the Training Package.
- 3.2.6 Assessor records assessment evidence

3.3 Decision Making

- 3.3.1 Assessor reviews evidence and makes a judgement in accordance with the Rules of Evidence. Industry experts may also be involved in the assessment judgement.
- 3.3.2 Assessor records assessment decision in relevant section on assessment tool.
- 3.3.3 Assessor provides feedback to the student about the outcomes of the assessment including follow-up actions as required.
- 3.3.4 Assessor negotiates re-assessment with the student as required.

3.4 Recording Assessment Result

- 3.4.1 Assessor records results for each student for the unit of competency/cluster.
- 3.4.2 Assessor provides written and/or verbal feedback to the student on the competency decision for the unit/s.

3.5 Assessment Review

- 3.5.1 Assessor participates in validation of assessment judgements in accordance with the College's Policy and Procedure for Validation.
- 3.5.2 Feedback is gathered from students on the assessment process.
- 3.5.3 Assessor uses feedback from students to inform the assessment review.

3.6 Storage of Assessment Evidence and Results

- 3.6.1 Assessor retains student assessment evidence for the unit/s of competency according to the College's validation policy requirements.
- 3.6.2 Assessor ensures secure storage, retention, archiving and retrieval of student results as per record keeping guidelines from all relevant regulators including funding agreement requirements (where applicable).
- 3.6.3 All persons involved in the assessment process maintain confidentiality of the assessment outcomes and the assessment records are maintained according to the Staff Code of Conduct ([OM017P](#))

4 Definitions

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 (Standards for RTOs 2015, Glossary).

Assessors are persons who assess a learner's competence in accordance with Clauses 1.13 to 1.16 of the Standards for RTOs 2015 (Standards for RTOs 2015, Glossary).

Assessment instrument forms part of an assessment tool and supports assessment methods. It may include a list of other instruments needed to conduct a part of an assessment, record results or select assessment criteria. E.g. An examination paper, a log book, templates and proformas, specific questions or activities, evidence and observation checklists, recognition portfolios, candidate self-assessment materials (PwC's Skills for Australia Interpretation Guide: TAE Training Package Release 2.0, September 2016).

Assessment tool includes context and conditions of assessment, tasks to be administered to the student, an outline of the evidence to be gathered from the candidate and evidence criteria used to judge the quality of performance (i.e. the assessment decision making rules). Tools also encompass the administration, recording and reporting requirements and may address a cluster of competencies for holistic assessment (Australian Skills Quality Authority, Guide to Developing Assessment Tools 1 April 2015).

5 References

[Australian Skills Quality Authority, Guide to Developing Assessment Tools 1 April 2015](#)

[PwC's Skills for Australia Interpretation Guide: TAE Training Package Release 2.0, September 2016](#)

[Standards for Registered Organisations 2015](#)

[Training Accreditation Council Guideline on Records Management](#)

6 Documentation

May include the following:

Assessment Plan ([LG600T2](#))

Assessment Agreement ([LG600T3](#)) ([LG600T4](#))

Pre-Assessment Review Checklist

Assessment Appeals Decision Table

Policy and Procedure for Conducting Student Appeals

Students Appeals Criteria and Decision Form

Staff Code of Conduct ([OM017P](#))

Policy and Procedure for Validation of Assessment

7 Responsible Officer

Principal Lecturers Network