

# RTO Assessment Policy

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## Scope

This Policy applies to all RTO staff and students

**Purpose** have the following specific meaning, as in the Standards for Registered Organisations (RTOs) 2015.

**Assessment** means the process of collecting evidence and making judgements on whether competency has been demonstrated 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 system** is a coordinated set of documented policies and procedures (including assessment materials) that ensure assessments are consistent and are based on the Principles of Assessment contained in the Standards for Registered Organisations (RTOs) 2015 Table 1.8 and the Rules of Evidence contained in the Standards for Registered Organisations (RTOs) 2015 Table 1.8

**Competency** means the consistent application of knowledge and skills to the standard of performance required in the workplace. It embodies the ability to transfer and apply skills and knowledge to new situations and contexts.

**Recognition of Prior Learning (RPL)** means an assessment process that assesses the competency/s of an individual that may have been acquired through formal, non-formal and informal learning to determine the extent to which that individual meets the requirements specified in the training package or VET accredited course.

**Formal learning** refers to learning that takes place through a structured program of instruction and is designed to lead to the attainment of an AQF qualification or statement of attainment (for example, a certificate, diploma or university degree);

**Non-formal learning** refers to learning that takes place through a structured program of instruction, but does not lead to the attainment of an AQF qualification or statement of attainment (for example, in-house professional development programs conducted by a business); and

**Informal learning** refers to learning that results through experience of work-related, social, family, or leisure activities (for example, the acquisition of interpersonal skills developed through several years as a sales representative).

**Responsible Unit** means the Adult and Community Education unit responsible for delivering both accredited and non-accredited courses.

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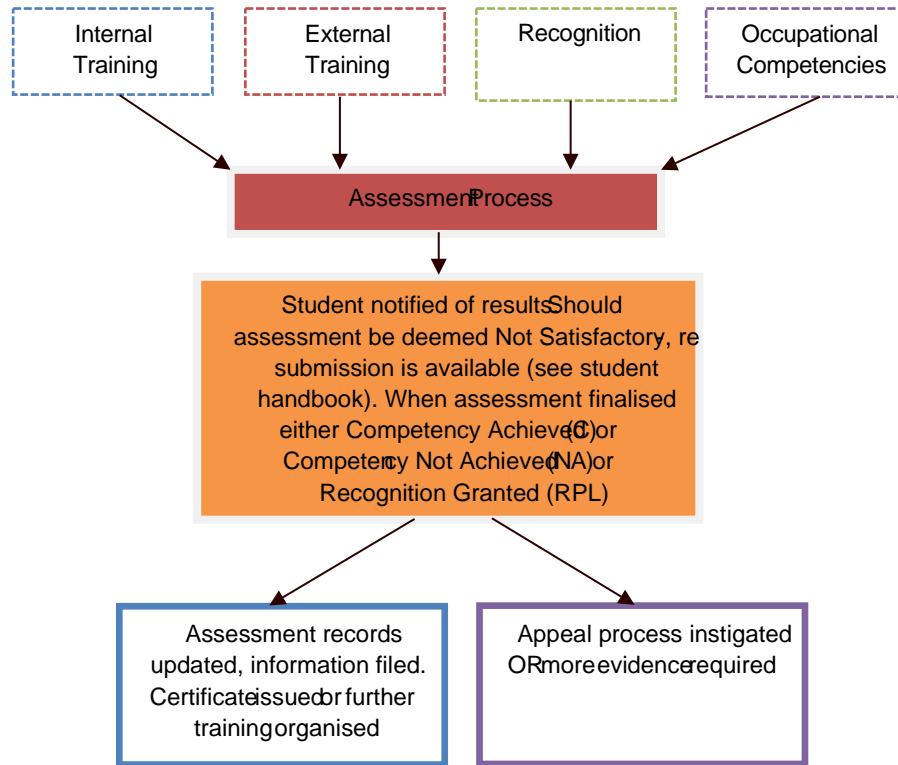
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## Policy

Atwea College is committed to providing quality training and assessment in accordance with the Standards for Registered Training Organisations (SRTOs 2015). As such, Atwea College is required to implement an assessment system that ensures assessments (including recognition of prior learning) comply with the

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## The Assessment Model



Three levels of assessment:

Various levels of assessment may be used, including:

- Diagnostic also known as pre-assessment provides information about prior knowledge and skills. This baseline information may diagnose a problem or training requirement.
- Formative assessment assists and supports training by monitoring and advising Students of their performance and rate of progress against the training outcomes. This provides feedback to the student, supervisor and trainer on what development activities are needed to achieve the required competencies. Assessment accumulates.
- Summative assessment evaluates achievement of the Training outcome. Often conducted in the workplace, summative assessment confirms achievement of the competency requirements. Assessment culminates.

Assessment modes may include:

- On-the-job
- As part of training
- Off-the-job (Simulation)

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Students wishing to apply for Special Consideration in the above circumstances may do so by discussing their circumstances with their Trainer and Assessor initially who will in turn discuss the request with Student Support Services and the Training Coordinator.

Approved applications for Special Consideration may be subject to one of the following

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considered and granted (when possible) a request from the employer regarding the extension of the end of the contract, must be done via the AASN for a variation to contract to be submitted to Training Services

*See RTO Students Look After Them Procedure and RTO Students at Risk Work Instruction*

## Reasonable Adjustments to assessment

Students have the right to apply for and receive adjustment to assessment activities to accommodate individual/special needs. Adjustments to assessment cannot

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	assessment requirements, and the individual.
Validity	<p>Any assessment decision of the RTO is justified, based on the evidence of performance of the individual learner.</p> <p>Validity requires:</p> <ul style="list-style-type: none"> <li>Assessment is aligned to the RTO's assessment requirements.</li> </ul>

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## Assessor Requirements

All assessments are undertaken by suitable qualified Assessors who have both assessor competencies and vocational



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upon enrolment. (See Recognition Policy)

## *RTO Recognition Policy*

### **Plagiarism, Cheating and Collusion in Assessment**

Plagiarism, cheating and collusion in assessment are expressly prohibited. Students cannot submit any piece of work for assessment that is not entirely their own work. Students cannot assist other Atwea College Students with assessed work. Students cannot accept assistance from other Atwea College Students with assessed work. Students cannot submit the same piece of work for assessment as another learner/student of Atwea College.

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and fairness when conducting assessments.

- d) Assessor apply the rules of evidence including validity, sufficiency, currency and authenticity when conducting assessments. Assessment processes provide for Recognition of Prior Learning (RPL).
- e) An effective feedback mechanism is established and implemented to inform Students on their assessment progress and results.
- f) An effective recording and reporting process of the unit of competency/module including access to information by Students to their records.
- g) Students have access to an open, equitable and transparent appeals process.
- h) Awards of qualifications are in accordance with RTO Scope of Registrations listed by TGA ([www.training.gov.au](http://www.training.gov.au)).
- i) Ongoing internal monitoring and validation of the assessment system for quality control checks.
- j) Management and staff participation in an independent (external auditing) quality control process conducted by the VET regulator.

## Assessors

Assessors conducting assessment on behalf of RTO and STPSM coMCI044 Tc 0.004 C (T63 TJ 4.685 0 Td ( ) TTW

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## Records Management

All completed assessment items for all Students will be kept by Atwea College for a minimum of six (6) months. All assessment outcomes will be recorded and kept for a period of 30 years. All documentation from Assessment processes are maintained in accordance with Records Management Policy. (See Records Management Policy)

## *RTO Records Management Policy*

## Monitoring and Improvement

All Assessment practices are monitored by the Chief Executive Office Atwea College and areas for improvement identified and acted upon. (See Atwea Risk Framework)

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