

PURPOSE

In accordance with Standard 1, especially Clause 1.8-1.12 (Standards for RTO's 2015), Capital Training Institute Pty Ltd (CTI) implements a comprehensive assessment system that ensures that assessment (including recognition of prior learning) for all courses within CTI's scope of registration:

1. Complies with the assessment requirements of the relevant training package or VET accredited course; and
2. Is conducted in accordance with the Principles of Assessment (see Standards for RTO's 2015, Table 1.8-1) and the Rules of Evidence (see Standards for RTO's 2015, Table 1.8-2).

SCOPE

This policy is designed to:

1. Meet the needs of clients and students;
2. Provide guidelines for trainers and assessors;
3. Meet obligations to:
 - Australian Skills Quality Authority (ASQA),
 - Standards for Registered Training Organisations (RTOs) 2015,
 - Australian Qualifications Framework (AQF);
4. Meet organisational commitments and obligations including its stakeholders;
5. Standardise assessment procedures.

Assessment Model

Assessment involves collecting and interpreting evidence in order to make a decision to determine a students' 'Competency'. Competency based assessment is a system of collecting evidence about a person's performance to a pre-set standard, namely, the requirements of the relevant training package as well as the individual assessment and evidence requirements of the relevant unit of competency. The emphasis is placed on what a person can do (outcome), rather than comparing a person's achievement to others. There is no concept of pass or fail, only competent (C) or not competent (NC). The training is focused and allows for greater participation of the student in the assessment process.

Assessment can take place in many different ways and may include:

1. On-the-job and in the workplace;
2. As part of face-to-face training;
3. As part of online assessment;
4. 'Gap training'; or,
5. As part of recognition of prior learning.

Principles of Assessment

The Principles of Assessment are:

1. **Validity:** which requires:
 - assessment against the unit(s) of competency and the associated assessment requirements covers the broad range of skills and knowledge that are essential to competent performance;
 - assessment of knowledge and skills is integrated with their practical application;
 - assessment to be based on evidence that demonstrates that a learner could demonstrate these skills and knowledge in other similar situations; and
 - assessment judgement of competence is based on evidence of learner performance that is aligned to the unit/s of competency and associated assessment requirements.
2. **Reliability:** in assessment means evidence presented for assessment is consistently interpreted and assessment results are comparable irrespective of the assessor conducting the assessment.
3. **Flexibility:** is defined by assessment is flexible to the individual learner by:
 - reflecting the learner's needs;
 - assessing competencies held by the learner no matter how or where they have been acquired; and
 - drawing from a range of assessment methods and using those that are appropriate to the context, the unit of competency and associated assessment requirements, and the individual
4. **Fairness:** in assessment practice means the individual learner's needs are considered in the assessment process. Where appropriate, reasonable adjustments are applied by the RTO to take into account the individual learner's needs.

Rules of Evidence

The Rules of Evidence entail:

1. **Validity:** The assessor is assured that the learner has the skills, knowledge and attributes as described in the module or unit of competency and associated assessment requirements.
2. **Sufficiency:** The assessor is assured that the quality, quantity and relevance of the assessment evidence enables a judgement to be made of a learner's competency.
3. **Authenticity:** The assessor is assured that the evidence presented for assessment is the learner's own work.
4. **Currency:** The assessor is assured that the assessment evidence demonstrates current competency. This requires the assessment evidence to be from the present or the very recent past.

PROCEDURE

The following four assessment procedures specify CTI's key management and operations pertaining to assessment:

1. Required Resources

CTI will provide the necessary training and assessment resources, facilities, equipment and courseware for all courses conducted by CTI. Trainers and assessors, alike, must use the delivery resources to conduct training and must use the assessment tools and course resources provided by CTI in order to assess students and form confident decisions of a learner's competency.

The resources required by learners to conduct their studies with CTI must be transparent and accessible before their enrolment into a course. All required resources must not place an unreasonable or inappropriate resource strain on learners, including IT requirements (hardware, software or access), learning equipment or financial outlay.

Any additional resources a trainer, assessor or student may require, excluding assessment tools, must be for the following purposes:

- Student support; or,
- Language, literacy and numeracy requirements; or,
- Reasonable adjustment; or,
- Training delivery purposes, not assessment.

Any additional training delivery resources such as equipment and machinery required must be approved by the National Training and Compliance Manager of the necessity of the equipment. Such delivery equipment must be for the purposes of assisting training delivery of the course and cannot place a learning resource requirement on individual students. The integrity of CTI's assessment model and systems – and therefore any required resources – must uphold the principles of assessment and rules of evidence.

2. Student Support - Reasonable Adjustments and Assessment Tailoring

Reasonable adjustments and assessment tailoring will be identified and recorded as soon as possible during the learner's initial engagement with CTI as per Q703 Student Support Services Policy. CTI's student profile and Language, Literacy and Numeracy Assessment are designed to: systematically identify, record and provide the student avenues to receive the learning support they need. In all instances, trainers and assessors are required to ensure the responsible regional manager has been informed, to ensure appropriate individual tailored assessment requirements and reasonable adjustments are implemented and maintained for the student.

3. Resubmission of Assessment

If a student has not satisfactorily completed assessment items, after receiving feedback from the assessor, they are able to resubmit that assessment item.

The due date for re-submission and remarking will be declared by the trainer in negotiation with the student and will be based on reasonable time frames with due consideration for the workloads of all concerned.

Should a learner still be 'not competent' after further attempted resubmissions and with additional student support provided, the trainer and/or assessor may organise an interview with the student directly to review other options and/or possible support as a team.

Gap Training

Where an assessment process – including assessment resubmission opportunities (detailed above) – identifies the assessment requirements of a unit cannot be fulfilled by an individual student given the normal scheduled amount of training, ‘gap training’ may be offered and arranged with approval from the responsible regional manager. If required, the student, trainer and/or assessor, as approved, will make a beneficial agreement to provide additional training, usually face-to-face sessions in a ‘coaching’ environment and typically one-on-one. The amount of gap training required will be negotiated with the student on a case-by-case basis and may not subject the student to an unreasonable resource, training and assessment loading, or financial strain. Furthermore the assessment requirements cannot be over and above the unit requirements.

Additional Evidence from the Learner

If additional evidence is being submitted as a result of ‘Gap training’ or that is not explicitly required by the assessment tools but meets the evidence requirements of the unit of competency, the assessor must retain the evidence with the learner’s other completed assessment. The assessor is also to note on the assessment a summary how the additional evidence contributed to their competency judgment and provide details of the specific unit of competency requirement/s it addresses.

4. Recording of Assessment Decision

The assessor must complete the relevant unit assessment summary in the assessment tools promptly after the completion of each assessment event. They are to indicate whether each assessment event is satisfactory or not, and write specific feedback to the learner in the spaces provided. The assessor should not be constrained by the space provided if more comprehensive feedback is needed; particularly in describing how the learner has not met the evidence requirements.

When all assessment events are satisfactory, the assessor then makes the final competency judgement for the unit and indicates ‘Competent’ or ‘Not Competent’ in the relevant assessment tools and recording documentation provided by CTI. The assessor then signs (not initials) and dates the assessment summary.

For courses where the assessment is completed/submitted and assessed on the **Learning Management System**, the final competent result is automatically recorded and filtered into the Student Management System when all assessment events are satisfactory.

If a ‘Not Competent’ result is recorded an opportunity to undertake an additional assessment will be granted only after the above ‘Resubmission’ requirements have been fulfilled.

A ‘Not Competent’ decision does not stop the learner from completing other units of the qualification unless this unit is a pre-requisite.

Providing assessment feedback and information about appeals

The assessor must discuss their feedback with the learner and ask the learner to sign the assessment summary acknowledging agreement with the result. If the learner has been found Not Competent, the assessor must provide the learner with feedback explaining why this decision has been made and what

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the learner is required to do before being re-assessed. If the learner disagrees with the assessor's judgement, the assessor must explain CTI's appeal process and provide them with the relevant and required appeals documentation as per the Q802 Complaints and Appeals Policy.

The assessor is to find a mutually convenient time to discuss any questions or concerns the learner has regarding their ability to complete the assessments. The assessor should consider whether any of CTI's support services should be provided to support the learner according to reasonable adjustments. If the assessor deems that the student does not have the skills to complete the unit/qualification, then he/she must discuss the issue with the relevant regional manager.