

Assessment Policy

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Preamble

This policy will provide guidelines and procedures to ensure ETAS (WA) Pty Ltd and any and all of its subsidiaries and trading names (referred to as Schrole ETAS or ETAS Group) continues to meet the requirements of the National Vocational Education and Training – Standards for Registered Training Organisations 2015, in respect to assessment provided to learners.

Purpose and policy statement:

To ensure that the Schrole ETAS assessment framework, principles and procedures meet the requirements of the relevant Training Packages and Clauses under the Standards for RTOs 2015.

Scope:

This policy applies to all assessable learning activities and nationally accredited units of competency on Schrole ETAS scope of registration; provided internally by Schrole ETAS or its contractors, provided externally by Schrole ETAS or its contractors, provided under an Auspicing partnership arrangement or Recognition assessments conducted by Schrole ETAS.

References and legislation

- National Vocational Education and Training Regulator Act 2011
 - Standards for Registered Training Organisations 2015
 - Standard One: Responsive to industry and learner needs
 - Clause 1.8, 1.12 Conduct Effective Assessment
 - Clause 1.13 – 1.16 Employ skilled trainers and assessors
 - Clause 1.22 – 1.24 Employ experts to teach trainers and assessors
 - Schedule 1 AQF Qualifications
- Australian Qualification Framework (AQF)

Related documents

- Schrole ETAS Training and Assessment Strategies Template (Part 1 and Part 2)
- Schrole ETAS Training and Assessment materials
- Schrole ETAS Training and Assessment Strategy Policy
- Schrole ETAS Mapping Template
- Schrole ETAS Recognition Policy
- Schrole ETAS Access and Equity Policy
- Schrole ETAS Legislative Compliance Policy
- Schrole ETAS Validation Policy
- Schrole ETAS Trainer Assessor Policy
- Schrole ETAS Issuance Policy
- Schrole ETAS Complaints and Appeals Policy
- DTWD Assessment in the VET Sector publication

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Definitions

- Assessment: Assessment is a process to determine a student’s achievement of expected learning outcomes and may include a range of written and oral methods and practice or demonstration. It 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
- Competency: means the consistent application of knowledge and skill to the standard performance required in the workplace. It embodies the ability to transfer and apply skills and knowledge to new situations and environments.
- Credit Transfer: Credit transfer is a process that provides students with agreed and consistent credit outcomes for components of a qualification based on identified equivalence in content and learning outcomes between matched qualifications
- Unit of Competency means the specification of the standards of performance required in the workplace as defined in a training package.
- Outcome: Learning outcomes are the expression of the set of knowledge, skills and the application of the knowledge and skills a person has acquired and is able to demonstrate as a result of learning
- Plagiarism is the presentation of the works of another person or persons as if they are one’s own works by failing to properly acknowledge that person or persons
- Cheating is any of the following: copying another student work during an assessment, allowing another student access to one’s work for the purposes of copying content, plagiarising content from any printed or recorded material or website without adequate attribution
- Recognition of Prior Learning (RPL): Recognition of prior learning is an assessment process that involves assessment of an individual’s relevant prior learning (including formal, informal and non-formal learning) to determine the credit outcomes of an individual application for credit

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Procedure:

Key principles of the assessment policy

This policy aims to ensure all staff and clients, have the opportunity to have their competencies assessed in a non-threatening and accessible environment. The principles underpinning assessment (as articulated in the Standards for RTOs 2015) are:

TABLE 1.8-1: PRINCIPLES OF ASSESSMENT	
Fairness	The individual learner's needs are considered in the assessment process. Where appropriate, reasonable adjustments are applied by Schrole ETAS to take into account the individual learner's needs. Schrole ETAS informs the learner about the assessment process, and provides the learner with the opportunity to challenge the result of the assessment and be reassessed if necessary.
Flexibility	Assessment is flexible to the individual learner by: <ul style="list-style-type: none"> • Reflecting the learners 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
Validity	Any assessment decision of Schrole ETAS is justified, based on the evidence of performance of the individual learner. Validity requires: <ul style="list-style-type: none"> • Assessment against 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 • Judgement of competence is based on evidence of learner performance that is aligned to the units of competency and associated assessment requirements
Reliability	Evidence presented for assessment is consistently interpreted and assessment results are comparable irrespective of the assessor conducting the assessment

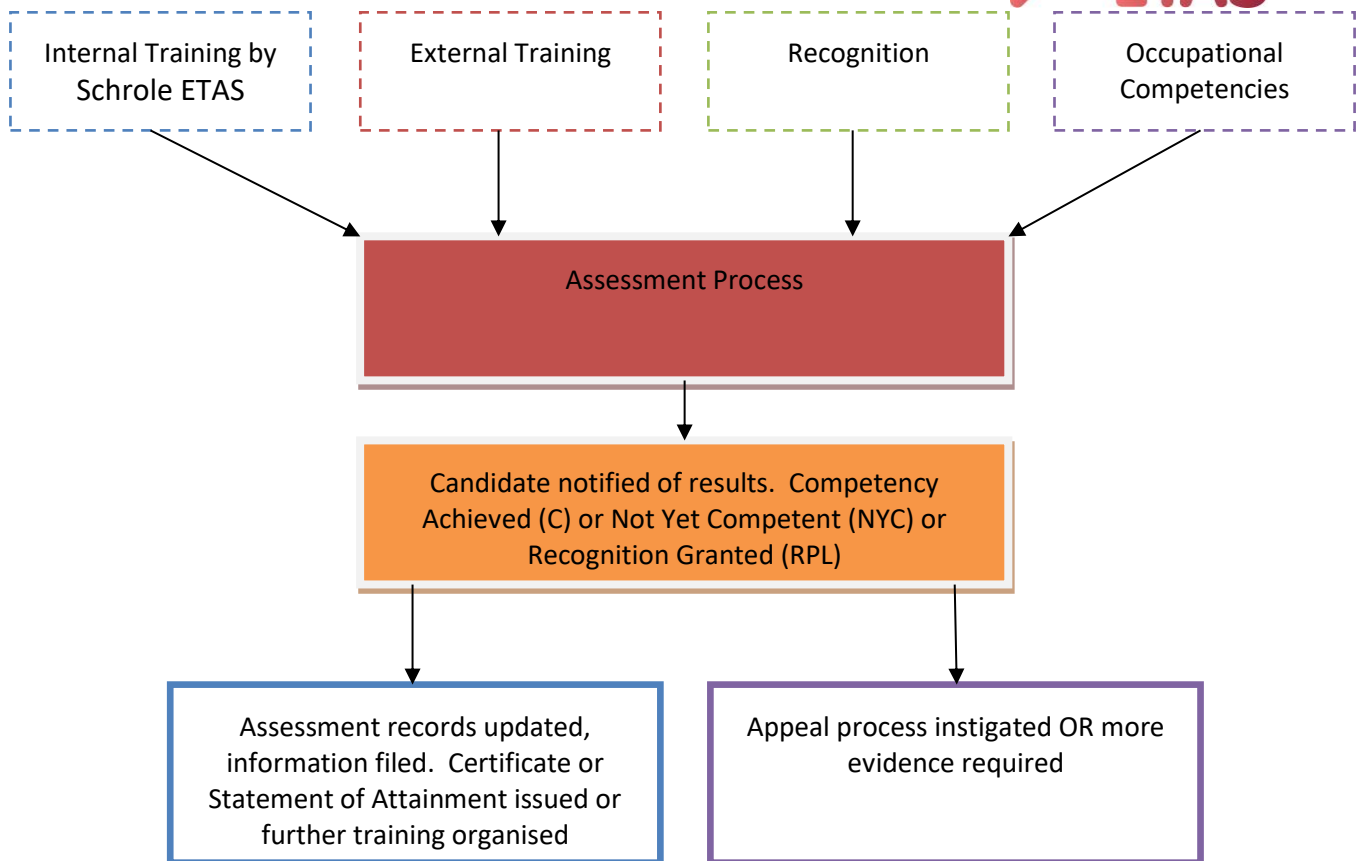
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TABLE 1.8-2: RULES OF EVIDENCE

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
Sufficiency	The assessor is assured that the quality, quantity and relevance of the assessment evidence enables a judgement to be made of a learners competency
Authenticity	The assessor is assured that the evidence presented for assessment is the learners own work
Currency	The assessor is assured that the assessment evidence demonstrates current competency. This requires the assessment evidence to be from the present or very recent past.

Assessment model

Assessment is about collecting evidence, and interpreting that evidence, in order to make a decision about competency. Competency based assessment is a system of collecting evidence, about a person’s performance to a pre-set competency standard. 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 yet competent (NYC). The learning is focused and allows for far greater participation of the learner in the assessment process.



Types of assessment:

Formative assessment assists and supports learning by monitoring and advising candidates of the quality of their performance and their rate of progress towards the achievement of the learning outcomes. This provides feedback to the learner, supervisor and trainer on what further development activities are needed to achieve the required competencies or learning outcomes.

Summative assessment generally means a final determination of whether the intended learning or development has been achieved. An example is an end of course exam, which tests whether the trainee has achieved the learning outcome. When assessing competencies, a summative assessment, often conducted in the workplace, is used to confirm that competency has been achieved. Once it has been confirmed that the assessed has satisfied the competency requirements they are awarded the relevant Statement of Attainment or Qualification.

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Recording results:

The results of assessment tasks are recorded as:

- a) Satisfactory (S) or
- b) Not Satisfactory (NS)

The results of a unit of competency are recorded as:

- c) Competent (C), or
- d) Not yet competent (NYC).

Assessment records are processed in accordance with Records Management, Privacy and Issuance Policy.

The role of the assessor

The primary role of the assessor is to objectively assess and judge a candidate's knowledge and evidence of competence against a set of standards. In essence, an assessor must:

- a. Ensure the safety of the personnel involved in the assessment activity is maintained at all times,
- b. Interpret and understand the performance criteria and evidence guides,
- c. Select appropriate assessment methods,
- d. Select and/or develop appropriate assessment materials,
- e. Ensure that evidence meets the standards,
- f. Ensure that the evidence is valid, authentic, consistent, current and sufficient, and
- g. Make fair and objective judgements.

Training and assessment competencies to be held by trainers and assessors

Schrole ETAS will ensure their Trainers and/or Assessors involved in funded or non-funded training and assessments meet the specified requirements established by the Standards for RTOs 2015. The standards state as follows:

Clause 1.12: The RTO offers recognition of prior learning to individuals.

Clause 1.13: In addition to the requirements specified in Clause 1.14 and Clause 1.15, the RTOs training and assessment is delivered only by persons who have:

- a. *vocational competencies* at least to the level being delivered and assessed;
- b. *current industry skills* directly relevant to the training and assessment being provided; and
- c. *current knowledge and skills in vocational training and learning* that informs their training and assessment. Industry experts may also be involved in the assessment judgement, working alongside the trainer and/or assessor to conduct the assessment.

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Clause 1.14: The RTOs training and assessment is delivered only by persons who have:

- b.** from 1 January 2016, the training and assessment qualification specified in Item 1 or Item 2 of Schedule 1 (Certificate IV in Training and Assessment or Diploma or higher in Adult Education)

Clause 1.15: Where a person conducts assessment only, the RTO ensures that the person has:

- b.** from 1 January 2016, Item 1 or Item 2 or Item 3 of Schedule 1. (Assessor Skill Set, Certificate IV in Training and Assessment or Diploma or higher in Adult Education)

Clause 1.16: The RTO ensures that all trainers and assessors undertake professional development in the fields of the knowledge and practice of vocational training, learning and assessment including competency based training and assessment.

Clause 1.22: To deliver any AQF qualification of skill set from the Training and Education Training Package (or its successor), the RTO must ensure all trainers and assessors delivering the training and assessment hold the training and assessment qualification at least to the level being delivered.

Clause 1.23: To deliver the training and assessment qualification specified in Item 1 or 2 of Schedule 1, or any assessor skill set from the Training and Education Training Package (or its successor), the RTO must ensure all trainers and assessors delivering the training and assessment:

- a. hold the qualifications specified in Item 7 of Schedule 1; or
- b. work under the supervision of a trainer that meets the requirement set out in (a) above

Clause 1.24: The RTO must ensure that any individual working under supervision under Clause 1.23 b) holds the qualifications specified in Item 1 of Schedule 1 and does not determine assessment outcomes.

Clause 1.25: The deliver any AQF qualification or assessor skill set from the Training and Education Training Package (or its successor), the RTO must have undergone an independent validation of its assessment system, tools, processes and outcomes in accordance with the requirements contained in Schedule 2 (and the definitions of independent validation and validation).

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Vocational competency

Vocational competency is defined as broad industry knowledge and experience, usually combined with a relevant industry qualification. A person who has vocational competency will be familiar with the content of the vocation and will have relevant current experience in the industry. Vocational competency must be considered on an industry-by-industry basis and with reference to any guidance provided in the relevant Training Package or Accredited Course.

Training Packages or Accredited Courses include advice specific to the industry related to the vocational competencies of trainers and assessors. This may include advice on relevant industry qualifications and experience required for training and assessing against the Training Package or Accredited Course. The Training Package or Accredited Course may also provide specific industry advice outlining what it sees as acceptable forms of evidence to demonstrate the maintenance of currency of vocational competency.

Current Industry Skills

The current industry skills held by trainers and assessors need to be consistent with the requirements of the training packages/accredited courses they are delivering, and also need to be consistent with the required skills for trainers and assessors that Schrole ETAS has identified through industry engagement.

See Schrole ETAS Industry Engagement Policy

Current Knowledge and Skills in Vocational Teaching and Learning

Training and assessment can only be delivered by trainers and assessors who have current knowledge and skills in vocational training and learning. This is to ensure that training and assessment is relevant to a learner's needs. Having current knowledge and skills in vocational training and learning means that a trainer and assessor has contemporary knowledge of the vocational education and training (VET) environment and is able to apply this knowledge to the training and assessment they deliver.

See Schrole ETAS Trainer and Assessor handbook

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Appeals process

In accordance with the Schrole ETAS Complaints and Appeals Policy

Access and equity guarantee

In accordance with the Schrole ETAS Access and Equity Policy

Recognition of prior learning

In accordance with Schrole ETAS Recognition Policy

Breaches of Policy

Any person who is found to have breached this policy or the legislation to which this policy applies may face disciplinary action.

Confirmed current as at:

Signed:

A handwritten signature in blue ink, appearing to be "Michael Kirkwood", written over a large, faint oval watermark.

Name: Michael Kirkwood

Position: General Manager, Operations

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