

## What you need to know – key take outs

- All assessments meet the Training Package, Accredited Course, Unit of Competency, or Skill Set requirements as published on training.gov.au and that all assessments are consistent with the organisation’s Training & Assessment Strategies Procedure;
- The assessment meets workplace performance standards as defined in the Training Package and are refined by liaison with industry;
- Assessment tools meet the requirements of the Principles of Assessment and are valid, reliable, flexible, and fair;
- The assessment evidence collected and analysed meets the requirements of the Rules of Evidence and is sufficient, valid, authentic, and current; and
- All evidence submitted as part of applications for RPL meet all assessment requirements, including the requirements of the training package, the Principles of Assessment, and the Rules of Evidence.

**Always read this policy in conjunction with the related procedures identified below.**

<b>Policy principles</b>	This policy and associate procedures are designed to ensure that all assessment undertaken by ITeC Academy is delivered in a manner consistent with the principles of assessment and rules of evidence.
<b>Purpose</b>	The purpose of this policy and Procedure is to ensure that all assessment undertaken by ITeC Academy meet the requirements of the relevant training package as published on training.gov.au.
<b>Risk statement</b>	IRT and ITeC Academy have a low risk appetite for failing to meet our legislative obligations.
<b>Scope</b>	The scope of this policy covers all ITeC Academy students, employees and/or third parties acting on behalf of ITeC Academy.
<b>Related procedure</b>	<p>Full procedures are outlined in the ITeC Academy Procedure Manual Section/s;</p> <ul style="list-style-type: none"> <li>- Assessment mapping</li> <li>- Assessment</li> <li>- Training and Assessment Strategies</li> <li>- Learning and assessment assets</li> <li>- Assessment development</li> <li>- Conduct of assessment</li> <li>- Credit transfer</li> <li>- Recognition of prior learning</li> </ul>

<b>Related documents</b>	<ul style="list-style-type: none"> <li>• Policy 1.03.24 Training and Assessment</li> <li>• Policy 1.03.842 Training Package Transition</li> <li>• Policy 1.03.855 Validation</li> <li>• Policy 1.03.839 Industry Engagement</li> <li>• 1.03.845 Credit Transfer &amp; Recognition Policy</li> <li>• Policy 1.03.810 Continuous Improvement</li> <li>• Policy 1.03.813 Record Retention &amp; Reporting Policy</li> <li>• 2.81 Privacy Compliance Policy-ITeC Academy</li> <li>• Student Handbook</li> <li>• Administration Process Handbook</li> <li>• Procedure Manual</li> </ul>
<b>Compliance requirements</b>	<ul style="list-style-type: none"> <li>• National Vocational Education and Training Regulator Act 2011</li> <li>• Standards for RTOs 2015;             <ul style="list-style-type: none"> <li>○ Standard 1. The RTO’s training and assessment strategies and practices are responsive to industry and learner needs and meet the requirements of training packages and VET accredited courses</li> <li>○ Standard 2. The operations of the RTO are quality assured.</li> <li>○ Standard 7. The RTO has effective governance and administration arrangements on place</li> <li>○ Standard 8. The RTO cooperates with the VET regulator and is legally compliant at all times.</li> </ul> </li> </ul>
<b>Policy owner</b>	General Manager ITeC Academy
<b>Publish date</b>	July 2024
<b>Content Manager reference number</b>	EDOC2024/0050998

## 1 Regulatory Standards and relevant legislation

This policy has been written to align with the Standards for RTOs 2015 and other relevant legislation and regulations. The following table explains the link between this policy and the relevant external requirements.

Standard / legislation	What this means
National Vocational Education and Training Regulator Act 2011	<p>The National Vocational Education and Training Regulator Act 2011 is legislation that establishes the Australian Skills Quality Authority (ASQA) as the national regulator for the vocational education and training (VET) sector.</p> <p>ASQA is tasked with ensuring the quality and consistency of VET services across Australia.</p> <p>ASQA has powers to investigate complaints, conduct audits of providers, impose sanctions for non-compliance, and revoke registrations or accreditations where necessary to protect the integrity and quality of the VET sector.</p>
Standards for RTOs 2015	<ul style="list-style-type: none"> <li>○ Standard 1. The RTO’s training and assessment strategies and practices are responsive to industry and learner needs and meet the requirements of training packages and VET accredited courses</li> <li>○ Standard 2. The operations of the RTO are quality assured.</li> <li>○ Standard 7. The RTO has effective governance and administration arrangements on place</li> <li>○ Standard 8. The RTO cooperates with the VET regulator and is legally compliant at all times.</li> </ul>

## 2 Principles of Assessment

### 2.1 Fairness

Our assessment approach encourages fairness in assessment through consideration of the student’s needs and characteristics and through making reasonable adjustments when it is required. Assessors achieve this through clear communication with a student to ensure that the student is fully informed about, understands and is able to participate in, the assessment process, and agrees that the process is appropriate.

## 2.2 Flexibility

We strive to provide assessment opportunities that reflect a student's needs. Our chosen assessment strategies provide for recognition of a student's current competence, employ a range of methods appropriate to the context of the industry, the competency and the student.

## 2.3 Validity

We conduct assessment against the unit of competency and the associated assessment requirements ensuring the broad range of skills and knowledge essential to competent performance are assessed.

## 2.4 Reliability

We seek to gather and interpret evidence in a consistent manner that provides for reliable assessment both for the student and for Assessors. We achieve this by employing Assessors who have:

- The required vocational competencies and can demonstrate vocational currency.
- Hold the current required training and assessment qualification as specified in the Standards for RTOs 2015 and demonstrate annual currency in Vocational Education and Training. Our assessment resources also provide for standardised outcomes supported by marking guides and exemplar assessment tools to guide Assessors in their professional judgements. Reliability is also supported by the moderation of assessment judgments through the use of exemplar assessment tools.

## 3 Rules of Evidence

### 3.1 Validity

The assessor is assured that the student has the skills, knowledge, and attributes as described in the module or unit of competency and associated assessment requirements.

### 3.2 Sufficiency

The assessor is assured that the quality, quantity, and relevance of the assessment evidence enables a judgement to be made of a student's competency.

### 3.3 Authenticity

The assessor is assured that the evidence presented for assessment is the student's own work.

### 3.4 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.

## 4 Dimensions of Competency

The assessment system must ensure that assessment addresses the dimensions of competency in a fashion suitable for the level of the qualification, accredited course, and unit of competency or skill set. The dimensions of competency are:

- Task skills - the basic skills required to perform the task accurately and within the required timeframe;
- Task management skills - the skills which are required to manage multiple tasks simultaneously, including the management of sub tasks and movement between tasks;
- Contingency management skills - the skills required to manage unexpected circumstances which occurred during the performance of the task;
- Environmental skills - the skills required to perform the task within the usual environment, including but not limited to, skills such as communication and working with others, following standard procedure, and using standard workplace equipment; and
- Transfer skills - the skills required to transfer standard operating tasks between different environments or tools.

The level to which the student must demonstrate capability in the dimensions of competency is dependent on the Australian Qualifications Framework (AQF) level at which the student is training.

For example, a student studying at the Certificate I level will be required to demonstrate a lower level of task management, contingency management, environmental skills and particularly transfer skills than that of a student training at the Diploma level.

The assessment system should ensure that assessment design takes into account the AQF level in which the student is training and incorporates the dimensions of competency to the appropriate depth. This should be guided by the AQF.

## 5 Training Package, Accredited Course, Unit of Competency or Skill Set Requirements

The RTO Manager must confirm that the relevant Training Package requirements are met in the development and delivery of each training and assessment strategy by ensuring there is a process which requires training and assessment staff to:

- Confirm that the Training Package, Accredited Course, Unit of Competency, or Skill Set is up to date prior to developing or delivering any nationally accredited training and assessment;
- Training and assessment staff must confirm that the program structure meets the qualification packaging rules and, where relevant, licensing and registration requirements.
- Training and assessment staff must confirm that the strategy is consistent with the entire requirements of the unit of competency or accredited course.

## 6 National recognition and recognition of prior learning (RPL)

The relevant procedures as outlined in the Procedure Manual and associated RTO policy are to be followed to ensure that all applications meet the requirements outlines within the;

- Training package
- Unit of competency
- Skill set

## 7 Certification

Trainer/Assessors must confirm that all competencies required for the qualification have been demonstrated according to the Training Package, Accredited Course, Unit of Competency, or Skill Set requirements prior to the issuing of any Qualification or Statement of Attainment.

## 8 Record Keeping and Retention

All employees are responsible for accurate record keeping and retention as per the relevant policies and procedures of the RTO and to uphold the requirements of the assessment system.

## 9 Continuous improvement

As part of ITeC Academy’s Continuous Improvement Activities; student, trainer and other stakeholder feedback, the experience and results of assessment practices will be reviewed by the RTO Leadership team to determine overall effectiveness of the strategy/s, the requirement for improvement and associated actions.

### In practice example:

During a recruitment action for a new Assessor at IRT Academy the IRT Academy RTO Manager conducts the necessary due diligence to ensure that the applicant has the required qualifications and vocational experience and currency to meet the regulated requirements.

## 10 Roles and responsibilities

Role	Responsibility
Policy Owner – General Manager ITeC Academy	Ensures that the RTO uses an assessment system which provides for assessments to meet the requirements of the relevant Training Package, the Principles of Assessment, and the Rules of Evidence.
Policy Monitor – Compliance Manager	Review operational compliance with policy. Prepare draft policy improvements.
Policy Monitor – RTO Manager	Ensure day to day implementation and compliance with policy.
Implementation – Administration employees	Implement day to day operations associated with assessment record keeping and retention.
Implementation- Trainer/Assessors	Responsible for the conduct of assessment following the instructions detailed within the assessment tool.  May be delegated the responsibility of assessment tool development.

## 11 Definitions

In this Policy, words have the following meaning:

Term	Definition
Assessment	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.
Assessment system	A coordinated set of documented policies and procedures (including assessment materials and tools) that ensure assessments are consistent and are based on the Principles of Assessment and the Rules of Evidence.