

## Assessment

### Organisational Area

RTO

### Authorisation

This Policy was reviewed and adopted by the Park Orchards Community House & Learning Centre Incorporated (POCH&LCI) on 25<sup>th</sup> February 2025.

### Review Date

This policy will be reviewed every three years or sooner if required.

### Scope

This policy applies to the Executive Manager, VET Coordinator, Trainers and Assessors, and any staff at POCH&LCI involved in the assessment process for students in Vocational Education and Training.

Additionally, this policy applies to all applicants and students at POCH&LCI.

### Objective

This policy establishes a framework for quality assurance in the management of POCH&LCI's assessment system. It outlines the responsibilities and obligations for conducting assessments in compliance with the relevant regulatory standards.

### Policy

The policy ensures that assessments are fair, valid, reliable, and flexible, providing all students with an equal opportunity to demonstrate their knowledge and skills. It also supports continuous improvement in assessment practices and recognises learners' prior knowledge and experience where applicable. Students will be provided with clear guidance on assessment processes, and their outcomes will be handled with integrity and confidentiality.

POCH&LCI develops and implements assessment strategies that facilitate student learning and assess achievement against defined learning outcomes or competency standards. These assessment tools support student-centred approaches to learning, fostering an environment where students can thrive. Assessment practices at POCH&LCI include the provision of constructive, timely feedback to students, helping them gauge their progress against learning outcomes and prepare for future assessments.

POCH&LCI encourages and supports assessors in developing and utilising a variety of relevant assessment methods to suit diverse student needs and contexts.

#### Management of the Assessment System

The VET Coordinator and Executive Manager oversee the development, review and monitoring of assessment tools and activities in accordance with ASQA standards and POCH&LCI policies and procedures for developing, reviewing and validating courses (including the assessment tools).

## **Responsibilities and Obligations of Assessment**

The VET Coordinator and Executive Manager are responsible for coordinating and monitoring the practice of assessment to ensure that fair, valid, reliable, flexible, sufficient, consistent and appropriate assessment practices are in place.

The VET Coordinator and Executive Manager will review Assessment Matrixes and Assessment Schedules developed for each qualification to ensure the instruments and timings of assessments are fair, valid, reliable, equitable and consistent with the specifications outlined in the accredited course documents or Training and Assessment Strategies, ensuring all students have an equal opportunity to demonstrate their skills and knowledge.

## **Quality Assurance**

The VET Coordinator and Executive Manager are responsible for the regular review of assessment practices and activities. POCH&LCI has in place a range of quality assurance systems and mechanisms to ensure that feedback and input from assessors, students, and external advisers is collated, analysed and acted upon. Information received in relation to a course and/or unit of study is analysed and reported during and at the conclusion of each course delivery.

POCH&LCI welcomes industry input into the development and continuous improvement of courses, delivery processes and assessment strategies (refer to the Industry Consultation Procedure).

## **Risk Assessment Approach**

The VET Coordinator and Executive Manager adopt a risk assessment approach to all aspects of assessment. All assessment tools are quality assured prior to being used with students. POCH&LCI uses its Quality Review Checklist for each unit.

Post-assessment validation activities are also conducted using a risk assessment approach, ensuring that qualification assessment practices and outcomes are systematically validated and continuously improved. POCH&LCI maintains a schedule of validation for its tools, with each tool assigned a risk assessment rating based on its level of risk. Improvements to assessment practices are documented in the continuous improvement register.

## **Assessment Staffing**

POCH&LCI assigns responsibility for conducting assessments to its qualified assessors, ensuring that assessment tasks align with the aims, objectives, and content of each course and/or unit of study. Assessments are conducted by staff who meet the qualifications and requirements outlined in the RTO National Standards. All POCH&LCI trainers and assessors are registered in the POCH&LCI Trainer Register.

## **Assessment Methods**

The RTO employs a range of assessment methods, selected based on the assessment criteria outlined in each training product and their relevance to students. These assessment methods include, but are not limited to:

- Class presentations
- Reflection activities focusing on the performance of oneself or others
- Written responses to questions, scenarios, case studies, or assignments
- Simulated tasks where students demonstrate their acquired skills
- Practical in-class demonstrations
- Practical activities such as observations, role plays, and oral questioning
- Work-based activities, including placements and workplace assignments

All assessments are directly aligned with the work performance criteria specified in the units of the qualification.

Assessments may take place both in and out of the workplace and will be consistent across various training venues and delivery methods. This consistency ensures that outcomes are achieved, regardless of the location or method of study. All assessment methods used comply with the Principles of Assessment, including validity, reliability, fairness, and flexibility.

Group assessments are not used, ensuring that students are always assessed based on their individual performance.

## **Assessment Integrity**

Students who are found to have engaged in plagiarism, collusion, or cheating on an assessment task or activity will receive an 'Unsatisfactory' result for the affected task or activity and will be handled in accordance with the RTO's Plagiarism, Collusion, and Cheating Policy.

## **Assessment Judgements**

Assessment is not solely reliant on classroom performance; instead, it takes a comprehensive approach that considers how learning is applied in the workplace and in relation to the content of the learning program.

Assessment decisions are made in accordance with the following principles:

- Rules of Evidence: ensuring validity, sufficiency, authenticity, and currency
- Assessment Criteria: as defined in the assessment tool
- Marking Guide: to confirm that the student has provided accurate, complete, relevant, and high-quality responses in the assessment task

This approach ensures that learning outcomes are consistently achieved, irrespective of the assessor.

## **Assessment Feedback**

Assessment feedback provides an explanation for why a student has achieved a satisfactory or unsatisfactory result for an assessment. Students are to receive feedback on each submitted assessment item.

This feedback may include, but is not limited to:

- Automated responses for online assessments, such as quizzes
- Verbal feedback, including observations made during practical assessments
- Written feedback within the assessment itself, such as trainer and assessor comments on specific questions
- Written feedback on the assessment cover sheet

The purpose of feedback is to support the student's learning and development in a particular knowledge area or skill. Therefore, feedback must be timely, constructive, specific, and provided in language appropriate to the student's level of understanding.

If an assessment is deemed unsatisfactory, written feedback must be provided. This feedback should include:

- The reasons for the unsatisfactory outcome
- Suggestions for addressing identified knowledge or skill gaps
- Opportunities for the student to discuss the assessment and its outcome
- Instructions for resubmission, if applicable
- Information on the appeals process, if applicable

Students are encouraged to reach out to their Trainer and Assessor if they need clarification or further feedback on their assessments.

## **Recognition of Prior Learning and Credit Transfer**

The comprehensive Recognition of Prior Learning (RPL) and Credit Transfer policy and procedure outlines POCH&LCI's commitment to supporting a student's right to have previous skills and experiences recognised where appropriate. Students are informed of these processes prior to enrolment through the POCH&LCI website and student handbook and in their Pre-Training Review.

## **Reasonable Adjustment**

Assessment tasks may be subject to reasonable adjustment where a student has a specific disability or special need.

An adjustment is any measure or action taken to provide substantive equality for students with a disability or specific need, enabling them to access and participate in education and training on the same basis as students without a disability.

An adjustment is considered reasonable if it achieves this purpose while taking into account factors such as the nature of the student's disability, the student's views, the potential impact of the adjustment on the student and others who may be affected, and the costs and benefits of making the adjustment.

There may be multiple reasonable adjustments in a given set of circumstances. Trainers and assessors are required to make reasonable adjustments that do not impose unjustifiable hardship and that maintain the academic integrity of the qualification or unit being delivered and assessed.

When determining the reasonableness of an adjustment to assessment, the vocational and professional outcomes of the course must be considered to ensure that assessment decisions are appropriate. (Refer to the Access, Equity, and Cultural Diversity Policy.)

The obligation on POCH&LCI to implement any adjustments is contingent upon the student providing timely and relevant advice regarding their individual requirements.

## Assessment Complaints and Appeals

All students have the right to lodge a complaint and/or appeal an assessment outcome. Their complaint or appeal will be acknowledged, documented, and addressed. Please refer to the Complaints and Appeals Policy and Procedure for further details.

## Assessment Moderation

Moderation of assessment is the process of ensuring consistency and alignment of assessment judgements and standards across different locations and cohorts of students. It ensures that the same standards are applied to all student assessment results within the same training product. POCH&LCI will initiate moderation when necessary, such as in cases of inconsistent marking between assessors, significant variance in student responses to specific assessment items, or when a complaint or appeal has been lodged by a student regarding the assessment tool. This process ensures that assessments are conducted fairly and consistently, regardless of the assessor or location, and that all assessment decisions are valid and reliable.

## Definitions

**ASQA** Australian Skills Quality Authority, the national VET regulator and the RTO's registering body

**RTO** Registered Training Organisation.

**Standards** means the Standards for Registered Training Organisations (RTOs) 2025 of the VET Quality Framework which can be accessed from [www.asqa.gov.au](http://www.asqa.gov.au)

**VET** Vocational Education and Training.

## Related Documents

Access, Equity and Cultural Diversity Policy  
Continuous Improvement Policy & Procedure  
Industry Consultation Procedure  
Industry Feedback Questionnaire  
Prospective Student Information  
Reasonable Adjustment Procedure  
Recognition of Prior Learning Application Form  
Recognition of Prior Learning Policy  
Student Complaints and Appeals Policy & Procedure  
Student Feedback Policy & Procedure  
Student Handbooks  
Systematic Validation Procedure

## Document Locations

Policies and Procedures Manual  
Website

## Related Legislation

Disability Discrimination Act 1992  
Disability Standards for Education 2005 (Attorney-General's Department website at [www.ag.gov.au](http://www.ag.gov.au).)  
Standards for Registered Training organisations (RTOs) 2025

## Area of Compliance

ASQA 2025 RTO Standards Clause 1.3, 1.4, 1.5, 1.6, 1.7, 2.3, 2.4, 3.1, 3.2, 3.3, 4.2, 4.3, 4.4