RTO ID: 91110
Suite 10/17 Gerrale Street, Cronulla 2230 NSW
Tel: +61 2 9386 2500

Email: admin@australiancollege.edu.au
Visit: www.australiancollege.edu.au

# Assessment Policy and Procedure

## Purpose

The purpose of this policy is to establish a consistent and transparent approach to assessment practices at Australian College.
This policy ensures compliance with the *Standards for RTOs* 2025 and supports the delivery of fair, valid, reliable, and flexible assessments that meet the needs of students, industry, and regulatory requirements.
This policy applies to all assessment activities conducted by Australian College across all courses on its Scope of Registration. It includes assessments for qualifications, skill sets, units of competency, and accredited courses delivered by the College.
Australian College is committed to ensuring that all assessments are conducted with integrity, in alignment with training package requirements, and designed to validate student competence.
Australian College strives to support student success while meeting industry and regulatory expectations.
The College ensures the assessment occurs at the suitable time in the student journey and assesses the right skills and knowledge to satisfy the requirements of the training product.

## Scope

Australian College has implemented a robust assessment system designed to be fit-for-purpose, consistent with training product requirements, and supportive of student success. The system is underpinned by comprehensive processes and tools that are aligned with the *Standards for RTOs 2025*, ensuring compliance, fairness, and quality outcomes.

The assessment system is developed and maintained to meet the specific requirements of training products on Australian College's scope of registration. Through competency mapping, all assessment tools are aligned with unit elements, performance criteria, and assessment requirements. Tools are rigorously tested with industry experts, trainers, and simulated cohorts to ensure they are appropriate, relevant, and practical for real-world applications. Regular validation activities ensure assessments reflect the required skills and knowledge for the workplace.

Australian College employs a structured approach to monitor the effectiveness of its assessment system. This includes regular validation activities and feedback mechanisms involving trainers, assessors, and students.
Performance data, such as assessment outcomes and student feedback, are analysed to identify trends and opportunities for improvement. Any necessary changes to tools and materials are actioned promptly, and revisions are documented in the **Continuous Improvement Register.** This approach ensures the system remains dynamic and responsive to evolving requirements.

RTO ID: 91110
Suite 10/17 Gerrale Street, Cronulla 2230 NSW
Tel: +61 2 9386 2500

Email: admin@australiancollege.edu.au
Visit: www.australiancollege.edu.au

The design of Australian College's assessment system ensures adherence to the principles of assessment (fairness, flexibility, validity, and reliability) and rules of evidence (validity, sufficiency, authenticity, and currency).
Assessment tools are designed to evaluate individual student performance comprehensively, integrating practical application with theoretical understanding. Reasonable adjustments are made where necessary, maintaining the integrity of competency requirements while accommodating individual needs.

Validation activities are planned and documented in the **Validation Program**, which outlines schedules, responsibilities, and methodologies. Validation is conducted at least once every five years for each training product or earlier if risks, industry feedback, or changes to training products indicate a need. Statistically valid sampling ensures that assessment practices are consistent and produce reliable outcomes. Outcomes of validation are systematically analysed and used to refine assessment tools and practices.

Australian College actively informs individuals about the availability of RPL during the enrolment and induction process. Clear guidance is provided through the **Student Handbook,** website, and direct consultation with trainers and assessors. The RTO supports students in identifying prior skills and knowledge and assists them in compiling evidence for RPL applications. All RPL processes are conducted with the same rigour as standard assessments, ensuring fairness, transparency, and compliance with the training product requirements.

By embedding these processes into its assessment practices, Australian College maintains a high standard of training and assessment outcomes that meet student needs, industry demands, and regulatory expectations. This system ensures that all assessments are not only compliant but also practical and meaningful for real-world application.

## Definitions

**Assessment** means the process by which an NVR registered training organisation, or a third-party delivering services on its behalf, collects evidence for the purposes of determining whether a VET student is competent to perform to the standard specified in the training product.
**Assessment judgement** means a determination of whether competency has been achieved by a student consistent with the training product and the Standards for RTOs 2025.
**Assessment system** means a coordinated set of documented policies, procedures and assessment tools designed to ensure that assessment, including recognition of prior learning, produces consistent and valid judgements of VET student competency and meets the requirements of the Standards for RTOs.
**Assessment tools** mean the instrument, instructions and methods used to gather and interpret assessment evidence for the purposes of determining VET student competency, including:

- the context and conditions of assessment,
- the tasks to be administered to the VET student,
- an outline of the assessment evidence to be gathered from the VET student,

RTO ID: 91110
Suite 10/17 Gerrale Street, Cronulla 2230 NSW
Tel: +61 2 9386 2500

Email: admin@australiancollege.edu.au
Visit: www.australiancollege.edu.au

- the criteria used to judge VET student competency, and
- the administration, recording and reporting requirements for assessments and assessment evidence.

**Assessor** means a person who determines a VET student's competency for, or on behalf of, an NVR registered training organisation.
**Training product** means an AQF qualification, a skill set, a unit of competency, accredited short course or module.

## Assessment System

Australian College has implemented a comprehensive system of assessment based around the principles of assessment and the rules of evidence, that is fit-for-purpose and consistent with each training product being delivered.
The assessment system is quality assured by appropriately skilled and credentialled persons through a regular process of validating assessment practices and judgements. The College ensures that assessors are appropriately applying the assessment tools and related guides, and that consistency of assessment is being achieved in practice. Please refer to the **Validation Policy** for further information.

The assessment system includes not only the actual materials used directly in conducting assessment, but also policies, procedures and other supporting documents that inform the way assessment is conducted within Australian College.
The College ensures assessment is consistent with the requirements of the training product being delivered.

Australian College develops and maintains detailed training and assessment strategies that holistically describe the assessment (including how it is conducted and quality assured) in line with each training product on the Australian College Scope of Registration and that the College delivers.

For a student to be assessed as competent, Australian College ensures the student demonstrates their:

- Ability to perform relevant tasks in a variety of workplace situations, or accurately simulated workplace situations,
- Understanding of what they are doing, and why, when performing tasks, and
- Ability to integrate performance with understanding, to show they can adapt to different contexts and environments.

All students:

- Are assessed against all of the tasks identified in the elements of the unit or module,
- Demonstrate they are capable of performing these tasks to an acceptable level,
- Must demonstrate they hold all the required skills and knowledge, as specified in the unit or module assessment requirements.

RTO ID: 91110
Suite 10/17 Gerrale Street, Cronulla 2230 NSW
Tel: +61 2 9386 2500

Email: admin@australiancollege.edu.au
Visit: www.australiancollege.edu.au

Australian College assessment approaches are always based on the performance of the individual student. If assessment tasks are undertaken as a group, each student is still assessed on each component of the assessment task.
Regardless of the mode of delivery or engagement, all assessments meet the same requirements.

Australian College's assessment system is quality assured by appropriately skilled and credentialled people through a regular process of validating assessment practices and judgements. Please refer to the **Validation Policy** for further information.

## Assessment Requirements

Each Unit of Competency contains assessment requirements grouped into three areas:

- Performance evidence,
- Knowledge evidence, and
- Assessment conditions.

Performance and knowledge evidence describe what a student must demonstrate to be considered competent. Assessment conditions describe the conditions under which a student must demonstrate this, including any specific requirements for resources, trainers and assessors and the context for assessment.
Note that some training packages and courses may not have been updated to this format. In these cases, 'required skills and knowledge' and 'evidence guide' or similar terms are used.

## Academic Integrity

Australian College is committed to upholding the principles of academic integrity in all training and assessment activities. Academic integrity ensures that all students demonstrate honesty, responsibility, and fairness in their learning and assessment processes.

### Cheating & Plagiarism

**Cheating** is the act of attempting to circumvent the assessment practices in an unethical or illegal manner.
**Plagiarism** is a form of cheating. Plagiarism is the practice of claiming or implying original authorship of (or incorporating material from) someone else's written or creative work, in whole or in part, into one's own without adequate acknowledgement.
Cheating and plagiarism are serious breaches of academic integrity and may result in disciplinary action, including exclusion from a unit, module, or course. To maintain integrity in assessment, students must ensure that all work submitted is their own and properly reference any external sources used.
Examples of cheating and plagiarism include, but are not limited to:

RTO ID: 91110
Suite 10/17 Gerrale Street, Cronulla 2230 NSW
Tel: +61 2 9386 2500

Email: admin@australiancollege.edu.au
Visit: www.australiancollege.edu.au

- Submitting any work created by another person as one's own, whether intentional or unintentional.
- Copying another student's work or allowing another student to copy one's work.
- Submitting work that is substantially identical to another student's work.
- Using unauthorised materials or assistance during an assessment.
- Falsifying data or information within an assessment.
- Failing to properly acknowledge sources, including information copied from the internet.

## Generative AI

Australian College acknowledges the increasing use of Generative Artificial Intelligence (AI) tools in various educational and workplace settings. While these tools can support learning and skill development, their use in assessment must align with principles of academic integrity and the competency-based assessment requirements of the Australian VET sector.

Students are expected to demonstrate their own knowledge, skills, and competence in assessment tasks. The unauthorised use of Generative AI tools to produce, modify, or complete assessments without proper acknowledgment may be considered academic misconduct, including plagiarism or cheating.

### Permitted Use of Generative AI

Generative AI may be used in assessments only under the following conditions:

- When explicitly permitted by Australian College within a specific assessment task or unit.
- When students transparently acknowledge the use of AI-generated content, detailing the extent of AI assistance.
- When AI is used to support research, idea generation, or structuring responses, but final submissions must reflect the student's understanding and original work.

### Prohibited Use of Generative AI

The following uses of Generative AI are considered breaches of academic integrity:

- Submitting AI-generated responses as original student work without acknowledgment.
- Using AI tools to complete assessments intended to measure individual competency.
- Fabricating evidence, data, or work-based examples using AI.
- Bypassing assessment conditions that require independent completion, such as supervised assessments or practical demonstrations.

Australian College reserves the right to verify student submissions using AI detection tools, plagiarism-checking software, and direct questioning to confirm the authenticity of student work. Suspected misuse of AI will be investigated under Australian College's Academic Integrity and Conduct Policy and procedures.

RTO ID: 91110
Suite 10/17 Gerrale Street, Cronulla 2230 NSW
Tel: +61 2 9386 2500

Email: admin@australiancollege.edu.au
Visit: www.australiancollege.edu.au

## Student Responsibilities

Students must ensure that all assessments are completed independently unless group work is explicitly permitted. If unsure about proper referencing or citation methods, students should seek guidance from their trainer and assessor before submitting assessments.

Students must ensure that any AI-generated content used in assessments is properly referenced and does not compromise the integrity of their learning outcomes. If unsure, students should seek clarification from their trainer and assessor before submitting work.

All students are required to sign a declaration when submitting assessments, confirming that the work is their own, except where references to external sources are clearly acknowledged. Any suspected breaches of academic integrity will be investigated under Australian College's academic misconduct procedures.

## Assessment Personnel

Please refer to the **VET Personnel Requirements Policy** for detailed information on the various personnel, roles and requirements for individuals undertaking or supporting the assessment process.

## Principles of Assessment

Australian College's assessment system facilitates assessment which must be conducted in accordance with the following principles.

### Fairness

Assessment accommodates the needs of the VET student, including implementing reasonable adjustments where appropriate and enabling reassessment where necessary.

### Flexibility

Assessment is appropriate to the context, training product and VET student, and assesses the VET student's skills and knowledge that are relevant to the training product, regardless of how or where the VET student has acquired those skills or that knowledge.

### Validity

Assessment includes practical application components that enable the VET student to demonstrate the relevant skills and knowledge in a practical setting.

### Reliability

Assessment evidence is interpreted consistently by assessors and the outcomes of assessment are comparable irrespective of which assessor is conducting the assessment.

RTO ID: 91110
Suite 10/17 Gerrale Street, Cronulla 2230 NSW
Tel: +61 2 9386 2500

Email: admin@australiancollege.edu.au
Visit: www.australiancollege.edu.au

## Rules of Evidence

Australian College assessors make individual assessment judgements that are justified based on the following rules of evidence.

### Validity

Assessment evidence is adequate, such that the assessor can be reasonably assured that the VET student possesses the skills and knowledge described in the training product.

### Sufficiency

The quality, quantity and relevance of the assessment evidence enables the assessor to make an informed judgement of the VET student's competency in the skills and knowledge described in the training product.

### Authenticity

The assessor is assured that a VET student's assessment evidence is the original and genuine work of that VET student.

### Currency

The assessment evidence presented to the assessor documents and demonstrates the VET student's current skills and knowledge.

Australian College ensures that its trainers and assessors have a strong understanding of the principles of assessment and the rules of evidence and apply these in a practical way, guided by the College's systems and processes.

## Assessment Methods

**Assessment methods** are the particular technique(s) used to gather different types of evidence.

There are three main assessment methods or techniques used by Australian College:

- Observation (sometimes referred to as demonstration, simulation, role play, scenario, etc) where the student is observed performing their skills and knowledge,
- Interview (sometimes referred to as questioning, verbal quiz, test, explanation, competency conversation, role play, scenario, case study, etc) where the student describes or answers questions to confirm their skills and knowledge, and
- Product (sometimes referred to as project, case study, scenario, creation, work product, etc) where the student provides a product, they have created to confirm their skills and knowledge.

## Assessment Planning

When planning assessments, Australian College addresses all the requirements of the unit or module. This does not mean separate assessment activities for each item, but that, as a whole, assessment

RTO ID: 91110
Suite 10/17 Gerrale Street, Cronulla 2230 NSW
Tel: +61 2 9386 2500

Email: admin@australiancollege.edu.au
Visit: www.australiancollege.edu.au

activities cover every area required. To achieve a 'competent' result, students must meet all the requirements of the unit.

As similar requirements are often expressed in multiple units of competency, Australian College may 'cluster' a number of units together for assessment to avoid repeating assessment of the same tasks.

Australian College communicates clear and achievable assessment timeframes so students know how long they can expect to wait to receive results and progress in their course.
If issues arise, the College ensures it communicates early and openly, to ensure students' course progress isn't unreasonably delayed.

## Simulated Work Environments

When conducting training and assessment in a simulated workplace environment, Australian College ensures that the simulated environment reflects real-world settings and gives students the opportunity to meet the following critical criteria:

- Quality - The work is of the standard required for entry into the industry.
- Productivity - The work is performed within a timeframe appropriate for entry to the industry.
- Safety - The work is performed in a manner that meets industry safety standards.

The design and use of simulated environments for training and assessment is informed by input from current industry experts.
This approach ensures that students are 'work ready' on successful completion of units of competency.

All simulations used provide opportunities for integrated assessment of competence that include coverage of the Dimensions of Competency:

- Performing the task (task skills),
- Managing a number of tasks (task management skills),
- Dealing with workplace irregularities such as unexpected problems, breakdowns and changes in routine (contingency management skills),
- Fulfilling the responsibilities and expectations of the job and workplace, including working with others (job/role environment skills), and
- Transferring competencies to new contexts.

Assessment activities are designed to be realistic and reasonable in terms of scale. Assessment conducted under simulated conditions therefore reflects those typically found in the workplace.

## Recognition of Prior Learning (RPL)

**Recognition of Prior Learning (RPL)** means an assessment process that involves assessment of an individual's relevant prior learning and experience (including skills and knowledge obtained through

RTO ID: 91110
Suite 10/17 Gerrale Street, Cronulla 2230 NSW
Tel: +61 2 9386 2500

Email: admin@australiancollege.edu.au
Visit: www.australiancollege.edu.au

formal and informal learning) to determine the extent to which the individual meets requirements specified in the training product.

RPL is simply a form of assessment of a student's competence. As such, recognition of prior learning must be conducted with the same rigour as any other form of assessment.

Recognition of Prior Learning uses evidence from formal, non-formal and informal learning. This evidence is often combined with assessment activities sometimes known as 'challenge testing'. Australian College ensures all students are made aware of their right to have their prior learning considered for RPL (where it is not prevented by any licensing or regulatory requirements).

Students with prior skills, knowledge and competencies are supported to seek recognition of prior learning to progress through the training product.
Students are offered opportunities to seek recognition of prior learning and are made aware of the College's policies for this.
Please refer to the **Recognition of Prior Learning and Credit Transfer Policy** for further information.

RPL is based on evidence of prior skills, learning and/or experience, and is conducted in accordance with the assessment system. Decisions relating to RPL are:

- Based on evidence of prior skills, learning and experience, and are undertaken in accordance with the College's assessment system, and
- Documented and decided in a way that is fair, transparent, consistent amongst VET students, and maintains the integrity of the training product.

### Assessment Only RPL Model

Australian College has implemented an assessment only model for RPL as a streamlined approach. Streamlined approaches to RPL encourage assessment methods that reduce the reliance on paper-based evidence and give learners the opportunity to gather evidence of their competence in a range of ways that better match the requirements of the unit(s). Increasingly, methods being used to gather evidence for RPL mirror assessment methods that are used in a training program. These include self-evaluation, competency verification interviews and/or direct observation either on the job in the workplace or in a simulated environment.
The assessment only model requirements for RPL means that the student must provide evidence of work experience and work tasks. It is therefore essential that the methods and tools developed for implementing assessment meet the requirements of the training package, the principles of assessment, the rules of evidence and any industry-specific workplace requirements.

## Developing Assessment Tools

**Assessment tools** comprise the instrument and instructions for gathering and interpreting assessment evidence to determine competency, including:

RTO ID: 91110
Suite 10/17 Gerrale Street, Cronulla 2230 NSW
Tel: +61 2 9386 2500

Email: admin@australiancollege.edu.au
Visit: www.australiancollege.edu.au

- The context and conditions of assessment
- The tasks to be administered to the student
- The evidence to be gathered from the student
- The criteria used to judge competency, and
- The administration, recording and reporting requirements.

Australian College ensures all assessment tools are reviewed prior to use to ensure assessment can be conducted in a way that is consistent with the principles of assessment and rules of evidence. The College systematically uses the outcomes of reviews to inform any necessary changes to assessment tools and ensure they are fit-for-purpose.

Assessment tool reviews may include:

- Testing them with industry experts or employers, other trainers and assessors with current industry knowledge, or with a group of people with similar levels of knowledge to the target student cohort.
- Consulting with industry to confirm that the content of the tool is correct and relevant to the workplace.
- Moderating the tool with other trainers and assessors who have current skills and knowledge.
- Trialling the tool with a select group of individuals who have similar characteristics and abilities to your student cohort.

Specific Unit of Competency assessment documentation is prepared and used for all Australian College's operations to ensure all training package and assessment requirements are met. The College always maintains resources available for delivery of every training product on its Scope of Registration—whether the training product is currently being delivered or not.

All resources comply with specific requirements in the relevant training package or accredited course. Assessment tools are, where possible, developed or contextualised by Australian College personnel and tailored to the needs of each individual student and group.
When developing Assessment Tools, Australian College uses the information from the unit or module elements, performance criteria and assessment requirements to determine what competence *looks like.*

Australian College uses this information to set benchmarks for measuring the student's performance using 'observable behaviours.'
This approach ensures that, once a student has completed the assessment tasks, the student has:

- Actually undertaken all the required tasks, and
- Demonstrated their ability to do so in different contexts and environments.

Through the use of the **Competency Mapping** document, Australian College has confirmed that at all times these resources are aligned to, and meet requirements of, national competency standards.

## Using other Parties to Collect Evidence

RTO ID: 91110
Suite 10/17 Gerrale Street, Cronulla 2230 NSW
Tel: +61 2 9386 2500

Email: admin@australiancollege.edu.au
Visit: www.australiancollege.edu.au

Involving another party in the collection of evidence allows Assessors to gather authentic and valid evidence in difficult circumstances in a cost-effective way.
It is common to use another party for evidence-gathering in cases where workplace evidence is required, but where it is not possible for the assessor to directly observe the student at work. For example, in cases where:

- The presence of an observer may compromise workplace safety, or
- Where work activities involve issues of patient confidentiality and privacy.

The use of other people in collecting evidence is also a valuable strategy for collecting evidence of 'everyday performance' rather than performance carried out as part of the formal assessment process.
When using other parties to collect evidence, Australian College ensures:

- That it is appropriate to involve another party in the collection of evidence, and
- The assessment processes lead to the collection of quality evidence.

## Arrangements for Using Other Parties to Collect Evidence

Australian College ensures sufficient guidance to both assessors and the other party by:

- Providing assessors with comprehensive guidance about selecting the best person/s to collect evidence,
- Providing quality materials for collecting evidence,
- Providing the other party with comprehensive information about their role in the evidence-gathering process,
- Obtaining confirmation that the other party understands their role in the process,
- 'Interpreting' training package and accredited course information to be relevant to the other party, and
- Setting requirements for assessors in confirming the authenticity of evidence provided by a candidate.

## Verification of Appropriateness of Other Party

Where Australian College is confirming the appropriateness of an individual in supporting the evidence collection process, the following items are considered and confirmed:

- The individual is not a relative or partner of the student, nor have any other relationship with the participant that may present a conflict of interest.
- The individual is a direct line supervisor or other valid role involving the student who is an appropriate person to observe or report on the student's performance.
- Where prior credentials held by the individual are used as the basis for supporting appropriateness, these credentials are verified using the **Document Verification Form**.

RTO ID: 91110
Suite 10/17 Gerrale Street, Cronulla 2230 NSW
Tel: +61 2 9386 2500

Email: admin@australiancollege.edu.au
Visit: www.australiancollege.edu.au

## Assessment Procedure

Australian College is committed to quality student centred course services provision that meets each individual student's needs.
The College's personnel strive to ensure that assessments conducted meet this commitment with a range of assessment options provided that meet assessment requirements.

Australian College's assessment system ensures assessment is conducted in a way that is fair and appropriate and enables accurate assessment judgement of VET student competency.
The College ensures that students' personal information is securely maintained throughout the assessment process in line with privacy requirements.
Please refer to the **Privacy Policy** for further information.

## Assessor Responsibilities

Each assessor employed by Australian College is responsible for the preparation, delivery and finalisation of their assessment activities. The following procedures apply to all training and assessment, assessment only and recognition (RPL) processes.

| Assessment Context | Documentation |
|---|---|
| Assessment Tools provided to students can be contextualised to include such requirements as organisational policies and procedures, organisational safety management strategies, state and territory regulatory requirements, organisational resources or equipment.<br>If contextualising any resources, assessors must:<br>• Meet with key personnel within the organisation such as supervisors, human resources personnel and team leaders to identify sources of information and establish how performance and knowledge are demonstrated within the workplace,<br>• Re-map the resources in the relevant *Competency Mapping* to ensure the integrity of the assessment tool is unaffected, and<br>• Forward contextualised resources to the College's *Chief Executive Officer* for approval.<br>Any changes on approval of contextualised resources are recorded within the **Assessor Guide** for the contextualised **Assessment Tool** as an additional Competency Mapping. | Assessment / Recognition Tool<br>Assessor Guide |
| **Student Needs** | **Documentation** |

RTO ID: 91110
Suite 10/17 Gerrale Street, Cronulla 2230 NSW
Tel: +61 2 9386 2500

Email: admin@australiancollege.edu.au
Visit: www.australiancollege.edu.au

| | |
|---|---|
| When planning and confirming the assessment approach, it is important to consider your students' and the variety of differences that they will bring to the assessment. For example, students might:<br>• Come from different organisations,<br>• Come from a range of educational backgrounds,<br>• Be an Aboriginal or Torres Strait Islander,<br>• Be a person who does not speak English as their first language,<br>• Have disabilities,<br>• Have limited literacy and numeracy capabilities, and<br>• Not have undertaken assessment for a long time.<br>Assessment Tools are designed to provide multiple assessment options for students, whilst maintaining robust integrity of the assessment process and unit requirements. | Assessment / Recognition Tool<br>Assessor Guide |
| **Reasonable Adjustment** | **Documentation** |
| It is important that assessors take meaningful, transparent and reasonable steps to consult, consider and implement reasonable adjustments for students with disability.<br>Where students have disabilities, assessors should spend time with them learning about what modifications might need to be made to the Assessment Tools or approach to make them more accessible for the individual needs of each student.<br>Reasonable adjustments can be made to the way in which evidence of candidate performance can be collected. Whilst reasonable adjustments can be made in terms of the way in which *evidence of performance is gathered*, the evidence criteria for making competent/not competent decisions should not be altered in any way.<br>That is, the standards expected should be the same irrespective of the group and/or individual being assessed, otherwise comparability of standards will be compromised.<br>All personnel must be familiar with, understand and maintain adherence to these assessment concepts and requirements outlined above as the following assessment procedure is implemented. | Assessment / Recognition Tool<br>Assessor Guide |
| **Assessment Plan** | **Documentation** |
| Assessment arrangements are planned as a part of each Unit of Competency assessment process.<br>For on-the-job assessment observations, the assessor will organise to visit the student on-site at a mutually convenient time.<br>The assessor meets with the student to: | Assessment / Recognition Tool<br>Assessor Guide |

RTO ID: 91110
Suite 10/17 Gerrale Street, Cronulla 2230 NSW
Tel: +61 2 9386 2500

Email: admin@australiancollege.edu.au
Visit: www.australiancollege.edu.au

| | |
|---|---|
| • Explain the context and purpose of the assessment and the assessment process,<br>• Explain the competency standards to be assessed and the evidence to be collected,<br>• Outline the assessment procedure, the preparation which the student should undertake, and answer any questions,<br>• Assess the needs of the student and, where applicable, negotiate reasonable adjustment for assessing Individuals with disabilities without compromising the integrity of the competencies,<br>• Seek feedback regarding the student's understanding of the competency standards, evidence requirements and assessment process, and<br>• Determine if the student is ready for assessment and, in consultation with the student decide on the time and place of the assessment.<br><br>The assessor must:<br><br>• Organise equipment or resources required to support the evidence gathering process,<br>• Coordinate and brief other personnel involved in the evidence gathering process (if required), and<br>• Organise the correct assessment tools to gather sufficient and quality evidence about the student's performance in order to make the assessment decision.<br>• Complete the **Assessment Plan** with the student. | |
| **Workplace Supervisors** | **Documentation** |
| For workplace-based students, a self-assessment and workplace supervisor **Third Party Report** should be completed and provided to demonstrate that:<br><br>• The student is ready for assessment,<br>• The student confirms that all competency requirements have been covered,<br>• The workplace supervisor confirms that workplace assessment has been completed, and workplace performance is competent, and<br>• The student confirms evidence requirements and prepares evidence gathering for assessment. | Assessment / Recognition Tool<br><br>Assessor Guide |
| **Evidence Collection** | **Documentation** |
| For each Unit of Competency (and each element within the unit), it is a requirement that all assessments maintain at a minimum, multiple types | Assessment / Recognition Tool |

RTO ID: 91110
Suite 10/17 Gerrale Street, Cronulla 2230 NSW
Tel: +61 2 9386 2500

Email: admin@australiancollege.edu.au
Visit: www.australiancollege.edu.au

| | |
|---|---|
| of appropriate evidence to verify the candidate's competence, which address the assessment requirements.<br>At least one of these evidence pieces should be a form of direct evidence (it should be noted that evidence pieces may overlap elements and units within the qualification).<br>Assessors, when deeming a student competent, must have judged evidence collected to also have met the requirement of the dimensions of competency and be certain that the candidate can transfer the skills and knowledge covered into new work situations. | Assessor Guide |
| **Assessment Decision** | **Documentation** |
| The assessor must:<br>• Oversee the evidence gathering process to ensure its validity, reliability, fairness and flexibility,<br>• Collect appropriate evidence and assess this against assessment requirements,<br>• Incorporate allowable adjustments to the assessment procedure without compromising the integrity of the competencies (if required),<br>• Evaluate the evidence in terms of validity, consistency, currency, authenticity and sufficiency,<br>• Record details of evidence collected and of outcome of each assessment task (Satisfactory or Not Satisfactory),<br>• On the conclusion of the evidence collection process for the Unit of Competency, make a judgement about competency based on the evidence and record the unit outcome. | Assessment / Recognition Tool<br>Assessor Guide |
| **Student Feedback** | **Documentation** |
| The assessor must provide advice to the student about the outcomes of the assessment process. This includes providing the candidate with:<br>• Clear and constructive feedback on the assessment decision,<br>• Information on ways of overcoming any identified gaps in competency revealed by the assessment the opportunity to discuss the assessment process and outcome information on reassessment and the appeals processes, and<br>• An opportunity for reassessment if appropriate or requested by the student. | Assessment / Recognition Tool<br>Assessor Guide |
| **Completing Assessment Records** | **Documentation** |

RTO ID: 91110
Suite 10/17 Gerrale Street, Cronulla 2230 NSW
Tel: +61 2 9386 2500

Email: admin@australiancollege.edu.au
Visit: www.australiancollege.edu.au

| | |
|---|---|
| As assessment evidence is collected and reviewed, the assessment process is documented on an Assessment Tool.<br>Each Assessment Tool is designed for a specific target group and assessment conditions & context.<br>The resource highlights assessment activities, resources required, any pre or co-requisites and evidence requirements including decision making rules for the assessment.<br>All parties to the assessment must complete the assessment declaration and signature.<br>The assessor must:<br>• Record the assessment outcome on the required assessment documents,<br>• Provide signed and dated assessment outcomes, and the original assessment to records for processing, and<br>• Maintain the confidentiality of the assessment outcome.<br>All nationally recognised course programs require assessment evidence to be retained on the student's file for each Unit of Competency. | Assessment / Recognition Tool<br>Assessor Guide |
| **Recognition of Prior Learning Results** | **Documentation** |
| Assessors, when processing *RPL Granted* results, are required to:<br>• Complete the same assessment process and records as required above RPL assessments have the same evidence or recording obligations, and<br>• Note the result as *'RPL Granted'* on the assessment record. | Assessment / Recognition Tool |

## Result Codes

The following Unit of Competency result codes and definitions are the common codes used by the College's personnel as relevant to record results in documentation for data entry into the SMS, aXcelerate.

RTO ID: 91110
Suite 10/17 Gerrale Street, Cronulla 2230 NSW
Tel: +61 2 9386 2500

Email: admin@australiancollege.edu.au
Visit: www.australiancollege.edu.au

| Code | Description |
|---|---|
| C = Competency achieved / pass | The student has been assessed and satisfies all the requirements for the unit of competency or module. |
| RPL-G = Recognition of Prior Learning Granted | The student has been assessed and recognition of prior learning has been granted. |
| CT = Credit Transfer | **Credit transfer** means the process of recognising and awarding credit for prior successful completion of an equivalent unit of competency or module.<br>Credit transfer is essentially an administrative process.<br>The student has been given credit for the unit as the student has completed the exact same unit code previously and presented a certified testamur for credit, or the unit has been deemed 'equivalent' in a training package mapping advisory document. |
| RPL-NG = Recognition of Prior Learning Not Granted | The student has been assessed and recognition of prior learning has not been granted. |
| WD = Withdrawn / discontinued | Withdrawn is reported for clients under two possible scenarios. The first scenario is that the student has engaged in some learning activity and has then notified of their withdrawal before completing all of the assessment criteria.<br>The second situation is where the student has engaged in some learning activity and then stopped attending or submitting assessments (i.e. discontinues) without notifying the College.<br>In this situation, a student does not attend the final assessment and has not made contact with Australian College to formally withdraw or arrange a continuing status. The withdrawn code applies in this situation, even if the student has completed some assessments and been assessed as not competent for one or more assessments. |
| NC = Competency not achieved / fail | The student has attempted ***all*** the requirements for the assessment and has been assessed as not satisfactory, or as not satisfying one or more of the requirements for the unit of competency or module.<br>For example, this code would apply if a student attempted ten of ten required assessments and was assessed as not satisfactory in one or more of the assessments. However, if a student had only attempted nine of the ten assessments, this code would not be used as the student must attempt all of the assessments in order to receive a 'Competency not achieved/fail' code. |

RTO ID: 91110
Suite 10/17 Gerrale Street, Cronulla 2230 NSW
Tel: +61 2 9386 2500

Email: admin@australiancollege.edu.au
Visit: www.australiancollege.edu.au

| Code | Description |
|---|---|
| Continuing | This code is used when the student has engaged in learning activity but has not completed all the training and assessment criteria. |
| Not Yet Started | This is a preliminary code that is used when the student has enrolled in a unit or module but has not yet commenced activity. |

## Assessment Records

Retention of student evidence on file through delivery services is a key requirement of Australian College operations. All personnel must keep evidence on file for various purposes throughout the course program, and on completion and archiving of the student records.

Australian College securely retains completed student assessment items for at least two (2) years following the student's completion of the training product, and typically for longer periods as per stakeholder requirements.
Smart and Skilled subsidised student records are retained for three (3) years from the student's completion.
Please refer to the **Records Management Policy** for further information.

## Monitoring and Evaluation

Australian College monitors and evaluates assessment processes to ensure performance is effective and outcomes are met.
A process of performance monitoring, evaluation, and reporting has been established and implemented.

The College continually improves the effectiveness and efficiency of processes. Process performance and outcomes are regularly audited to identify and remove causes of existing and potential problems, as well as to uncover any opportunities for improvement.

## Related Policies and Forms

RTO ID: 91110
Suite 10/17 Gerrale Street, Cronulla 2230 NSW
Tel: +61 2 9386 2500

Email: admin@australiancollege.edu.au
Visit: www.australiancollege.edu.au

- Access & Equity Policy
- Assessment Validation Policy
- Recognition of Prior Learning and Credit Transfer Policy
- Training and Assessment Strategy Policy
- Complaints and Appeals Handling Policy
- Training Package Transition Policy
- Competency Mapping (included in each Assessor Marking Guide)
- Validation and Moderation Tool
- Trainer and Assessor Profile
- Verification Consent & Credit Transfer form
- Student Handbook and Course Guides/Brochures

## Relevant Legislation and Guidelines

- Standards for Registered Training Organisations 2025
- ASQA Practice Guides
- Disability Standards for Education 2005
- Australian Core Skills Framework

## Additional References

- Smart and Skilled Contract Terms and Conditions (current)
- Smart and Skilled Operating Guidelines (current)

## Review

This policy and procedure will be reviewed annually or amended following continuous improvement strategies implemented by the Australian College.

## Version Control and Responsible Officers

| | | |
|---|---|---|
| **Responsible Officer:** | | Chief Executive Officer |
| **Approved by:** | | Chief Executive Officer |
| **Next review scheduled:** | | June 2026 |
| **Approved and commenced:** | | June 2025 |
| **Version** | **Authored/Reviewed by** | **Brief Description of Changes** |
| V2.0 | Quality and Compliance Manager | New policy. (May 2023) |

RTO ID: 91110
Suite 10/17 Gerrale Street, Cronulla 2230 NSW
Tel: +61 2 9386 2500

Email: admin@australiancollege.edu.au
Visit: www.australiancollege.edu.au

| | | |
|---|---|---|
| V3.0 | Quality and Compliance Manager | Fully revised and updated policy in line with Standards of RTO's 2025, Compliance Requirements and Credentials Policy requirements. (June 2025) |
| | | |