



# PP013 Assessment Policy

**SGAE** is a Registered Training Organisation (RTO). SGAE delivers high quality training and assessment services to industry and communities.

This procedure ensures the assessment process meets the assessment guidelines as defined by the endorsed Training Packages for VET accredited courses and ASQA Standards for RTOs 2015.

## 1. PURPOSE

This Policy ensures that Assessment(s) strategies are

- Fully compliant with legislative requirements, National Assessment Principles and all state based VET Funding Contracts and
- Understood and readily available to SGAE staff

This procedure relates to the following legislative and compliance requirements:

### External to SGAE

- ASQA Standards for RTOs 2015
- Australian Core Skills Framework, DEEWR, 2008
- VET Quality Charter
- State Funding Agreements

### Internal to SGAE

- PP010 Trainer Recruitment and Induction Procedure
- Marking Guide Procedure
- PP009 Access and Equity Policy
- PP009 Complaints and Appeals Policy and Procedure
- SGAE Quality Manual
- Student Handbook
- Recognition of Prior Learning, Credit Transfer and Equivalency Policy, Procedure and Framework

### Definitions

“Assessment’ is the process of collecting evidence and making judgments on whether the competency has been achieved, to confirm that an individual can perform the standard required in the workplace, as specified in a training package or vocational education and training (VET) accredited course

### Recognition of Prior Learning

“Recognition of prior learning’ (RPL) is an assessment process that assesses the competency/s of an individual that may have been acquired through formal, non-formal or informal learning to



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determine the extent to which that individual meets the requirements specified in the training package or VET accredited course.

An assessment system is 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.

An assessment tool/instrument includes the following components - context and conditions of assessment, task to be administered to the candidate, an outline of the evidence to be gathered from the candidate and, evidence criteria used to judge the quality of performance (i.e. the assessment decision-making rules). This term also takes in the administration, recording and reporting requirements, and may address a cluster of competencies as applicable for holistic assessment.

### **2. Scope**

This Policy ensures that assessments conducted by SGAE will lead to the issuing of a Statement of Attainment or AQF recognised qualification whenever a candidate is assessed as competent against any nationally endorsed unit of competency in a relevant training package or modules specified in an accredited course.

This Policy specifies Trainer/Assessor responsibilities in regard to maintaining fairness, accessibility and consistency in the deployment of all assessment strategies.

#### **Volume of Learning (Standards for RTO's 2015, Standard 1.1)**

- Training and assessment practices should meet the requirements of Volume of Learning (SRTO 2015)
  - Learning programs should be well structured and informed
- SGAE' Assessment Framework ensures that Assessment practice complies with the requirements of the Training Plan regarding training and assessment delivery times
  - Assessment tools discussed and agreed with the learner prior to the commencement of training
  - Assessments conducted at a suitable venue and suitable time
  - Assessments comply with the Principles of Assessment and Rules of Evidence
  - Sufficient time and opportunities provided to the learner for skills and knowledge practicing in various contexts, including the use of formative assessments (SRTO 2015)
  - All assessments submitted to SGAE must pass the Internal Audit process



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Where the shorter than specified by AQF delivery times are requested, the Compliance Manager reviews the level of preparedness of the individual for training and prepares justification and a request for approval to the EO as to why the duration should be shorter than prescribed by the AQF.

### 3. Assessment principles

#### ***Validity, Reliability, Fairness and Flexibility (Standard 1, Clause 1.1-1.4, ASQA Standards for RTOs 2015)***

Assessments shall at all times be conducted in a manner that complies with the principles of validity, reliability, fairness and flexibility and the requirements of the SGAE [Access and Equity Policy](#), in order to ensure that the best interests of the trainee are maintained.

#### **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 learner's competency.
Authenticity	The assessor is assured that the evidence presented for assessment is the learner's 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 the very recent past.

#### ***Recognition of AQF Qualifications and Statements of Attainment***

SGAE recognises AQF qualifications and Statements of Attainment issued by other RTOs.

#### ***Assessment Methodologies and Strategies***

SGAE develops comprehensive training and assessment strategies for each training program. The Training and Assessment Strategies meet individual needs of learners and provide access to the teaching and learning support necessary for the individual learner to meet the requirements of the Training package.

- Recognition of Prior Learning (RPL)
- Assessments as part of the training program
- Assessment strategies including the list of Assessment tools/methods offered to trainees are listed in the course Training and Assessment Strategies (TAS)

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- SGAE offers a number of reasonable adjustments to be used during the assessment process to support individual learning needs of learners (the list of reasonable adjustments is attached to this policy)
- Assessment methods are agreed on prior to commencement of training between the Trainer/Assessor and learner
- All assessment instruments are developed in compliance with ASQA requirements and provide clear instructions to the learner on how the assessment will be conducted
- SGAE provides learners with an Assessment Workbook for each Unit, at the commencement of the Unit
- SGAE provides Trainer/Assessor with a Trainer Guide that lists benchmark/acceptable answers to the task and questions in the Assessment Guide
- Assessment tools are regularly validated and improved
- Trainers/Assessors are also provided with an Assessment Plan document and Assessment and Delivery Mapping Document
- SGAE provides learners with Learner Guides that contains various Learning Activities that the Trainers/Assessors use as formative assessment
- Learners are informed about evidence gathering for assessment purpose prior to commencement of training
- SGAE customises assessments to ensure that Assessment Tools are relevant to learner needs by integrating workplace practices and documents into training and assessment

***SGAE Assessment system is underpinned by the ASQA Standards for RTO's 2015, State Funding Contract and Frameworks and ensures that:***

- Assessment judgments are consistently made on a sound basis
- Validation of assessment judgments is carried out

Trainer /Assessor must ensure that to be assessed as competent the candidate demonstrates:

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

A learner must:

- Be 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

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### 4. Types of evidence:

Where relevant, assessments will focus on the application of skills and knowledge to the standard of performance required in the workplace and covers all aspects of the workplace performance, contexts, including task skills, task management skills, contingency management skills and job role environmental skills. SGAE will evaluate these requirements through consultation with the learner.

SGAE commonly uses the following forms of Assessment:

Evidence source	Description
<b>Direct demonstration/ observation</b>	Performance of a task, or range of tasks, either in the workplace or in a simulated work environment, witnessed directly by an assessor.
<b>Questions - written and oral</b>	Asking the learner about real or hypothetical situations to check understanding, task and contingency management skills. May be short answer, discussion, multiple choice, etc.
<b>Projects</b>	Projects, reports etc relevant to work and the unit(s) of competency.
<b>Third party reports</b>	Documented and verified reports from a third party, for example a supervisor, colleagues, subject experts, trainer or other people who can attest to the knowledge, skills and experience of the learner.
<b>Self-assessment</b>	A learner's personal assessment of their performance against the requirements of the unit(s) of competency (not generally sufficient in isolation).
<b>Simulation</b>	Simulated activity to accommodate difficult to demonstrate criteria e.g. emergencies, contingencies, dealing with difficult behaviours etc.
<b>Portfolios</b>	Collections of evidence compiled by the learner.

### ***RPL Assessment***

Learners are informed about the RPL procedure at enrolment and interview. A guide to RPL outlines the concept and how trainees may apply to have RPL assessments undertaken.

RPL may result in:

- Entry to a course with pre-requisites
- Recognition of formal learning for part of a course/qualification
- Issuing of a qualification



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The Assessor shall ensure that the RPL process includes:

- Opportunities and guidance to enable the applicant to gather evidence
- Assessments
- Evidence submitted for consideration
- Evidence assessed against competency standards
- Results discussed
- Recognition given/not given
- An appeal process

### ***Learner information***

All learner enrolments/sign-ups sessions will include information on:

- RPL and how RPL may be accessed
- Context and purpose of assessments and the assessment process

The trainer/assessor conducts Pre-Training Review (PTR) prior to enrolment and discusses the training plan based on the outcomes of the PTR.

### 5. Associated documents

- Training and Assessment Strategies
- Assessment Tools
- Assessor Guides
- Mapping Guides
- Learner Guides

### 6. Related Standards

- Standard 1, Clauses 1.8
- Privacy Act

### 7. RESPONSIBILITY

- EO
- Compliance Manager
- Training Coordinator

Approved by: Erin White

Position: Executive Officer

Signature:

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2	Jayne Mark	Replace old policy	8/4/2020



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