



Assessment Policy

SCOPE

This policy applies to all training and assessment staff within the training delivery business units of the Electrotechnology Training Institute Limited, trading as College of Electrical Training and Equip-Safe (herein referred to as ETI).

PURPOSE

The purpose of this policy is to ensure that assessments conducted by the ETI meet the requirements of the relevant Training Package and/or Vocational Education and Training (VET) accredited course in accordance with the Standards for Registered Training Organisations (RTOs) 2015.

DEFINITIONS

Assessment – is 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 – is a coordinated set of documented procedures (including assessment materials and tools) designed and implemented to increase the likelihood that assessments of learners, using different assessors, in varying situations, are consistent and are based on assessment evidence that is valid, sufficient, authentic and current and assessment practices that are fair, flexible, valid and reliable.

Assessment Tool – an assessment tool is made up of the following components:

- the context and conditions for the assessment;
- the task(s) to be administered to the candidate;
- an outline of the evidence to be gathered from the candidate;
- the evidence criteria used to judge the quality of performance, for instance, the decision making rules.

An assessment tool may also include but is not limited to the administration, recording and reporting requirements.

POLICY

ETI is committed to ensuring that it implements an assessment system that ensures that assessment, including Recognition of Prior Learning:

- complies with the assessment requirements of the relevant Training Package or VET accredited course;
- is conducted in accordance with the Principles of Assessment contained in Table 1 below;
- adheres to the Rules of Evidence contained in Table 2 below;
- is systematically validated (refer to [Validation Policy](#)) and
- complies with the Standards for RTOs 2015

Table 1.8-1: Principles of assessment

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| Fairness | <p>The individual learner's needs are considered in the assessment process.</p> <p>Where appropriate, reasonable adjustments are applied by the RTO to take into account the individual learner's needs.</p> <p>The RTO 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.</p> |
| Flexibility | <p>Assessment is flexible to the individual learner by:</p> <ul style="list-style-type: none">▪ reflecting the learner's needs▪ assessing competencies held by the learner no matter how or where they have been acquired▪ 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 | <p>Any assessment decision of the RTO is justified, based on the evidence of performance of the individual learner.</p> <p>Validity requires:</p> <ul style="list-style-type: none">▪ assessment against the 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▪ judgement of competence is based on evidence of learner performance that is aligned to the unit/s of competency and associated assessment requirements. |

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| 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

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| 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. |