Assessment Policy

Document ID: ASSP
Approved by: CEO
Approval Date: 10.04.2017

This policy meets **The Standards for Registered Training Organisations (RTOs) 2015**:

Clauses 1.1 – 1.4 Implementing, monitoring and evaluating training and assessment strategies and practices
Clauses 1.8 – 1.12 – Conduct effective assessment
Clauses 1.13 – 1.16 – Employ skilled trainers and assessors
Clauses 1.17 – 1.20 – Provide supervision of trainers when needed
Clauses 1.22 – 1.24 – Employ experts to teach trainers and assessors
Clause 1.25 – Independent validation of training and assessment qualifications
Clauses 1.26 – 1.27 – Manage transition from superseded training products

1 Introduction

National Training Masters (NTM) prioritises incorporating best practices in assessment throughout the learner's journey. As a Registered Training Organisation (RTO), NTM is committed to ensuring that all trainers and assessors have a working knowledge of assessment within a competency-based training (CBT) framework.

2 Purpose

This policy outlines NTM's best practices for assessment. NTM provides assessment in accordance with the following:

Standards for Registered Training Organisations 2015
ASQA Guide to Developing Assessment Tools
ASQA Guide to Conducting Validation
ASQA Validation sample size calculator
ASQA Guidance for Providers - Learner Transitions
NSW Recognition Framework
AVETMISS Standard

3 Scope

This policy applies to all vocational education and training (VET) products within NTM's scope of delivery. NTM issues nationally recognised qualifications for these products under the Australian Qualifications Framework (AQF) or Statements of Attainment (SoA). The policy encompasses assessment tools, systems, instruments, and assessment processes for Recognition of Prior Learning (RPL). Adherence to this policy is essential for NTM's effective operations and accreditation of vocational training programs.

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4 Policy

4.1   Design and development of assessment

NTM designs and develops assessments to ensure they meet the Principles of Assessment and Rules of Evidence.

The Principles of Assessment are:

Fairness	• the individual learner's needs are considered in the assessment process. • where appropriate, reasonable adjustments are applied by the RTO to take into account the individual learner's needs. • 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.
Flexibility	• assessment draws on a range of assessment methods • competencies held by the learner are assessed regardless of where or how they were acquired
Validity	• the assessment decision is based on evidence of competent performance
Reliability	• evidence presented for assessment is consistently interpreted and assessment results are comparable regardless of which assessor is conducting the assessment

The Rules of Evidence are:

Validity	• the assessor must be assured that the learner has the skills, knowledge, and attributes as described in the unit of competency
Sufficiency	• the assessor must be assured that the quality, quantity and relevance of the assessment evidence enable a judgement to be made of a learner's competency.
Authenticity	• the assessor must be assured that the evidence presented for assessment is the learner's own work
Currency	• the assessor must be assured that the assessment evidence demonstrates current competency. This means the assessment evidence must be from the present or the very recent past

4.2   Customisation of VET assessment

NTM may customise assessments to meet the needs of a specific cohort or client while ensuring the assessment design is not materially altered and that the Principles of Assessment and Rules of Evidence are still met.

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4.3   Recognition of Prior Learning (RPL)

NTM promotes Recognition of Prior Learning (RPL) to streamline the learner's journey. We proactively promote awareness and application opportunities for RPL before enrolment. Learners can also apply for RPL anytime during their studies.

Assessors will guide learners through the RPL process using approved methods and tools. This includes recognising current competencies (RCC) that can be applied towards RPL. Additionally, NTM facilitates the smooth transfer of credit from any Nationally Recognised Training (NRT) that learners have already completed.

4.4   Communicating Assessment Requirements

NTM will ensure learners are fully informed of the assessment requirements for each unit of competency in which they are enrolled. At the commencement of each unit of competency, learners will be provided with an assessment plan that will provide:

- an overview of the required assessment tasks
- due dates for submission or completion of assessment tasks
- information on how to:
  - request extensions to due dates
  - request special consideration or reasonable adjustment
  - re-submit assessment
  - reference appropriately (where required)
  - appeal an assessment decision

4.5   Conducting Assessment

NTM will ensure that assessments are only conducted by an assessor who meets the assessor qualification requirements as stipulated in the Standards for RTOs 2015, Schedule 1.

Assessors will ensure no real or perceived conflict of interest in assessment processes. Examples include, but are not limited to the following circumstances:

- assessing a family member, a relative or close friend
- assessing a colleague or business associate, particularly if the outcome of the assessment can be used to gain employment, promotion, pay increases or other benefits
- assessing another NTM staff member
- assessing oneself

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4.6   Reasonable Adjustment and Special Consideration

This policy outlines support available for learners with disabilities, Language, Literacy, Numeracy and Digital Skills (LLND) needs, medical conditions, or other personal circumstances that may impact their studies. We offer reasonable adjustments or special consideration during assessments to eligible learners.

Both reasonable adjustments and special consideration ensure learners receive fair assessment without compromising assessment integrity or the required learning outcomes.

Special consideration accounts for the impact of a learner's circumstances during the assessment process.

4.6.1   Reasonable Adjustment

We provide reasonable adjustments to learners with disabilities and LLND needs. These adjustments ensure learners can participate in education and training on an equal footing with others. This commitment aligns with the principles of flexible and accessible assessments and fulfils our obligations under the Commonwealth Disability Standards for Education (2005).

We offer a variety of reasonable adjustments to support learners, including:

- Adjustments to course delivery methods
- Modifications to assessments
- Provision of additional support

These adjustments ensure equal access to learning without compromising standards. Learners with disabilities will be expected to achieve the same level of competency as their peers.

To request a reasonable adjustment for assessments, learners must:

- Notify the NTM Director of Equity and their trainer before classes begin.
- If the course has already started, notify them as soon as possible.
- Be prepared to provide documentation to support their request.

We will:

- Develop an Individual Learning Plan (ILP) for students requiring reasonable adjustments
- Communicate the decision on your request for a reasonable adjustment in writing.
- Maintain copies of all relevant documents in your learner file.
- Keep all information and supporting statements confidential. This adheres to the Privacy Act 1988 (Information Privacy Principle 4).

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4.6.2   Special Consideration

To request special consideration, learners must discuss their requirements with their trainer and submit appropriate evidence or documentation, for example a medical certificate. Grounds for special consideration in assessment include but are not limited to:

- compassion
- illness/medical condition
- religious observance
- community service (for example, jury duty)
- military service
- volunteering such as Rural Fire Service (RFS) or State Emergency Services (SES)

4.7   Provision of Feedback on Assessment

We provide learners with constructive feedback to support their ongoing learning and skill development. This feedback is accessible through two channels:

- Online learning system (Microsoft Teams): Access feedback conveniently online.
- Direct contact with the assessor: Discuss your feedback directly with your assessor when appropriate.

For learners who receive an unsuccessful assessment result, assessors will verify that clear and constructive feedback was provided to support successful re-assessment.

4.8   Resubmission of Assessment

Learners are entitled to resubmit an assessment task multiple times until they achieve competency or until their enrolment period expires.

Where a learner does not achieve competency in a unit or cluster of units after two attempts, the learner will be advised of the need to re-enrol in the unit or be provided advice regarding alternative pathways. A learner's tuition fee or fee exemption only covers the learner's first attempt at a UoC and further charges may apply.

4.9   Appealing an Assessment Outcome

We encourage learners to discuss any concerns about their assessment results directly with their trainer or assessor first. This informal approach often leads to a quick resolution.

If the discussion doesn't resolve the issue, learners have the right to appeal the assessment outcome formally. NTM's appeals process is outlined in the Learner Handbook, and learners must initiate the appeal within one month of receiving the assessment outcome notification.

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4.10   Delivery of TAE qualifications for trainers and assessors

NTM ensures that all trainers hold the training and assessment qualification at least to the level being delivered, TAE40122 Certificate IV in Training and Assessment or its equivalent.

For TAE training products, NTM only uses assessors who hold a Diploma or higher in adult VET, to determine assessment outcomes.

NTM will ensure that any trainer working under supervision holds the minimum qualification, does not determine the assessment outcomes, and is supervised by a qualified TAE teacher. Trainers under supervision should be enrolled in a Diploma level or higher in adult VET. NTM will mentor trainers under supervision until they complete their higher-level qualification.

4.11   Assessment Validation

NTM upholds the RTO Standards by:

- validating all VET training products on our scope at least once every five years
- prioritising validation within the first three years for at least 50% of its products
- considering the relative risk of each product, including those identified by the VET regulator

For TAE products specifically, NTM conducts independent validation encompassing the assessment system, tools, processes, and outcomes.

4.12   Transition of Training Products

NTM keeps learners informed about training package changes. This includes:

- notifying learners about the latest versions and options to complete or transition to them.
- clearly communicating transition dates to learners once that information has been received from the national register (TGA) or ASQA.

For learners enrolled in superseded or deleted qualifications:

- a Statement of Attainment will issued to learners once the VET product has expired.

4.13   Grading

All assessments at NTM are competency based, with the following three grades.
Competent: is where the learner has met all the requirements for the UoC.
Not Yet Competent: the learner has attempted the assessment but has not met the competency threshold.
Resubmit; the learner has more work to submit to demonstrate competency. NTM enters grades in accordance with AVETMISS standards in our Student Management System.

5 General Responsibilities, Accountability and Authority

Director of Learning — Ensure appropriately qualified assessors conduct all assessment

Trainers and assessors
- ensure learners are fully informed of assessment requirements for the qualification and unit of competency in which they are enrolled
- conduct assessments using approved assessment instruments
- conduct assessment in a professional and objective manner using the standards of performance identified in approved assessor guides
- provide timely and constructive feedback on assessment and ensure that feedback clearly outlines what needs to occur prior to re-assessment
- provide accurate and timely learner assessment results to office administration staff for entry into the student management system

6 Definitions

In this policy, the key terms are:

Term	Meaning
Accessibility	Assessment methods should be accessible to people from diverse backgrounds, including those with disabilities, utilising universal design principles. Reasonable adjustments to assessment will be provided where necessary for learners with disabilities.
ASQA	Australian Skills Quality Authority is the national regulator for Australia's vocational education and training sector, and is responsible for ensuring nationally approved quality standards are met by RTOs.
Assessment	The process of collecting evidence and making a judgement on whether or not a learner has achieved competency in a particular unit of competency.
Assessment tools	The overarching document that defines all aspects of the assessment process and performance criteria. It includes the context and conditions for the assessment and the assessment instruments.
Assessment instruments	These include the tasks to be administered to the learner, an outline of the evidence to be gathered from the learner, and the evidence criteria used to judge the qualify of

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Term	Meaning
	performance, ie the assessment decision-making rules. An assessment instrument could include oral and written questions, observation checklists, case studies, recognition portfolios, and workplace portfolios.
Australian Qualifications Framework (AQF)	The national policy for regulated qualifications in Australian education and training
AVETMISS	AVETMISS stands for the Australian Vocational Education and Training Management Information Statistical Standard. It is a national data standard which ensures the consistency and accuracy of vocational education and training (VET) information and covers the national VET data collections.
CBT	A method of training which develops the skills, knowledge and abilities required to achieve competency.
Credit transfer	Credit transfer can be granted where a learner holds the same unit of competency from previous study, including superseded equivalent units.
Customisation	Also known as contextualisation. Is the activity undertaken by a trainer to make units of competency meaningful to the learner. This involves incorporating industry or enterprise work practices into the training and assessment process.
ILP	The Individual learning plan documents adjustments for learners to both training and assessment practices.
LLND	Language, Literacy, Numeracy and Digital Skills, from the Australian Core Skills Framework including the technical skills of reading, writing, oral communication, numeracy, learning and digital skills
Reasonable Adjustment	Actions taken by an RTO to enable a learner with a disability to participate in training on the same basis as a learner without a disability. It may take the form of additional time, or an alternative form of assessment task such as oral questioning rather than written. It is not intended to offer an advantage to the learner or to guarantee success.
Recognition of Prior Learning (RPL)	An assessment process that takes into account a learner's acquisition of competencies through formal, non-formal and informal learning. Formal learning means the attainment of an AQF qualification, statement of attainment or micro credential. Non-formal learning means learning from a structured program of instruction that does not lead to an AQF qualification of statement of attainment. Informal learning means experience from work-related, social, hobby or leisure activities.
TGA	Is the national register for training in Australia and contains the authoritative information about Registered Training

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Term	Meaning
	Organisations, nationally recognised training and the approved scope of each RTO to deliver nationally recognised training as required in national and jurisdictional legislation within Australia.
Validation	A quality review of the assessment process. It involves ensuring that the assessment tool produces evidence that is valid, reliable, sufficient, current and authentic.
VET Products	These include qualifications and units of competency from training packages, plus accredited courses, which are Nationally Recognised Training and are found in TGA.

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7 Related Documents

This policy is to be read in conjunction with:

Current Version of the Learner Handbook
Reasonable Adjustment and Language Literacy Numeracy and Digital Skills Policy
Complaint and Feedback form
Training and Assessment Strategy policy
Recognition of Prior Learning form
Trainer under supervision mentoring form

8 Contacts

All contact regarding assessment should be made in the first instance to your trainer. You may also contact office administration staff by email at admin@ntm.edu.au or on 1300 653 501.

9 Document Information and Review

This policy document will be reviewed every three years.

Review no: ASSP01/2023
Next review date: 21.04.2026

Version	Effective	Approved by	Amendment / Reason
1.0	10.04.2017	Jane Lees – CEO	Development of policy with working group
2.0	23.03.2020	David Lipták – Director of Learning	Addition of clause on appealing an assessment outcome
3.0	20.04.2023	Jane Lees – CEO	Addition of definitions of AQF and TGA

End of Policy

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