Assessment System Policy and Procedure

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ASSESSMENT SYSTEM POLICY AND PROCEDURE

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1 - INTRODUCTION

Campbell Institute is committed to providing effective and high-quality training and assessment experiences in which staff, students, and external stakeholders have justified confidence in the Institute's Vocational Education and Training (VET) delivery and assessment processes and outcomes.

Campbell Institute is committed to producing competent VET graduates who effectively meet the challenges of a complex, changing world and meet industry requirements.

2 - PURPOSE

This policy identifies and describes the principles underpinning the Campbell Institute's assessment system that:

a. is industry-relevant;
b. is conducted according to applicable regulatory frameworks and relevant Training Packages; and
c. can be consistently applied to all students.

3 - SCOPE

This policy applies to all students enrolled in VET Training Products approved for delivery, as per the Institute's Scope of Registration and all VET Trainers/Assessors involved in the conduct and/or validation of assessment practices and processes. This will be achieved through:

a. Institute-wide implementation of the VET assessment system.
b. VET Trainers/Assessors qualified in line with Standards 1.13-1.24 of the Standards for Registered Training Organisations (RTOs) 2025.
c. Communicating clearly with students concerning assessment requirements and their progress towards successful outcomes.
d. Ensuring integrity in the conduct of assessment and assessment processes.

Recognition of Prior Learning (RPL) for VET students is conducted and managed in accordance with the Campbell Institute Recognition of Prior Learning Procedure.

4 - POLICY

The Assessment System Policy and Procedure ensure that VET assessment, including Recognition of Prior Learning (RPL), complies with the Standards for Registered Training Organisations (RTOs) 2025, particularly the Principles of Assessment and Rules of Evidence.

1. Principles of Assessment

Assessment in VET units and courses is underpinned by the principles of Fairness, Flexibility, Validity, and Reliability.

(1) Fairness

The individual student's needs are considered in the assessment process.

Where appropriate, reasonable adjustments are applied to consider the individual student's needs.

The student is informed about the assessment process and provided with the opportunity to challenge the assessment result and be reassessed if necessary.

(2) Flexibility

Assessment is flexible to the individual student by:

a. Reflecting the student's needs.

b. Assessing competencies held by the student no matter how or where they have been acquired.

c. 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.

(3) Validity

Any assessment decision is justified based on the individual student's performance evidence. Validity requires:

a. Assessment against the units of competency and the associated assessment requirements cover the broad range of skills and knowledge essential to competent performance.

b. Assessment of knowledge and skills integrated with practical application.

c. Assessment is based on evidence demonstrating that a student could demonstrate these skills and knowledge in similar situations.

d. Judgement of competence is based on evidence of student performance aligned to the units of competency and associated assessment requirements.

(4) Reliability

Evidence presented for assessment is consistently interpreted, and assessment results are comparable irrespective of the assessor.

2. Rules of Evidence

Assessment in VET units and courses is supported by four Rules of Evidence:

(1) Validity

The assessor is assured that the student has the skills, knowledge, and attributes described in the unit of competency and associated assessment requirements.

(2) Sufficiency

The assessor is assured that the assessment evidence's quality, quantity, and relevance enable a judgement of a student's competency.

(3) Authenticity

The assessor is assured that the evidence presented for assessment is the student's own work.

(4) 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.

The Assessment System Policy and Procedure underpin and guide the development and design of assessment strategies. rainers/assessors use the information contained in each unit of competency and assessment requirements to:

a. engage and consult with industry regarding the physical, digital, and human resources required for specific assessment contexts;

b. develop assessment tools that are fair, flexible, valid, and reliable and reflect authentic practice-based learning;

c. set benchmarks for measuring student performance using observable behaviours; and

d. provide opportunities for assessment in different workplace contexts and environments.

In the conduct of assessment, trainers/assessors assess students to determine if students can perform tasks and demonstrate knowledge according to industry benchmarks and follow the elements and performance criteria as specified in the unit of competency against the following:

a. skills, performance, and knowledge evidence;

b. assessment requirements;

c. dimensions of competency.

In the achievement of competency, students have satisfactorily demonstrated their:

a. Ability to demonstrate required skills and knowledge as they perform relevant tasks in a variety of workplace situations or simulated workplace situations.

b. Understanding of what they are doing and why when performing tasks in the workplace.

c. Ability to engage skills and knowledge within different workplace contexts to demonstrate they can adapt to different workplaces over time.

The Assessment System Policy and Procedure is the basis for the assessment system, comprising a coordinated set of procedures, processes, guidelines, checklists, templates, and assessment tools to ensure that:

a. VET assessment (including RPL) complies with the assessment requirements of the relevant Training Package is conducted per the Principles of Assessment and the Rules of Evidence;

b. Each VET trainer/assessor holds the qualifications, vocational competence, and industry currency to conduct valid assessments and participate in assessment validation as per the Standards for Registered Training Organisations (RTOs) 2025 and relevant Training Package, Companion Volume, or Accredited Curriculum;

c. students are provided with relevant information about assessment conditions, context, requirements, and resources;

d. students are provided with enough time to practice and demonstrate competence;

e. students are assessed or transitioned to a replacement training product within required timeframes;

f. student results are recorded and reported;

g. pre- and post-assessment validation of assessment tools and judgements is systematically carried out; and

h. assessment evidence and materials are retained as per the Standards for Registered Training Organisations (RTOs) 2025.

SECTION 5 - PROCEDURE

1. Planning and designing the assessment strategy

During the assessment planning phase, the Education/Academic Team must plan the assessment strategy for a VET course in the Training and Assessment Strategy (TAS). The steps include:

a. consulting with industry to ensure:

i. new industry trends, practices, and/or equipment are incorporated into the assessment strategy;

ii. assessment outcomes provide students with the knowledge and skills required in the workplace;

iii. industry validation of any simulated environments;

iv. the suitability of the VET trainer/assessor's industry experience; and

v. external accreditation requirements are met.

b. planning the assessment methods to be used within each unit and/or cluster to comply with the assessment requirements and conditions, as well as the Training Package Companion Volume;

c. identifying any specific requirements for different cohorts of students for each context (for example, simulated, work -based);

d. ensuring reasonable adjustment options are considered, suggested, and can be recorded;

e. obtaining the resources and facilities necessary to conduct assessment, including simulated work environments;

f. negotiating with employers/supervisors about workplace assessment, and training plans for apprentices and trainees;

g. ensuring trainers/assessors are qualified for every unit they assess through the development, update and approval of Trainer/Assessor Competency matrices.

During the assessment design phase, the assessment strategy for a VET course is documented in the TAS. This includes:

a. the types of assessment methods, when and how the assessment will occur, whether the assessment is conducted for each unit or clustered units, and any resources required to support assessment.

2. Planning and designing the assessment tools

VET Teams design assessment tools or contextualise third-party assessment tools for units and/or clusters of units. For a student to be assessed as competent, the student must have the combined knowledge and skills to demonstrate:

a. the ability to perform authentic tasks in a variety of workplace or simulated environments;

b. consistency in performance and the ability to adapt performance for different circumstances;

c. application of knowledge when performing tasks; and

d. the ability to transfer skills to different workplace contexts and environments.

Assessment tools must be designed and contextualised to:

a. provide details about the context and conditions of assessment to ensure consistency by different VET trainers/assessors and across different student cohorts;

b. ensure the assessment tasks and methods align with the assessment requirements as described in the VET unit of competency;

c. use a range of assessment methods recognising that students demonstrate competence in a variety of ways;

d. use a range of environments and contexts relevant to the VET unit for students to demonstrate their knowledge and skills in a variety of situations;
e. ensure skills are assessed by observing the student carrying out the relevant task in an appropriate environment; and
f. describe the evidence to be gathered and how the evidence is to be presented and submitted.

Before the assessment is undertaken, students must be provided with opportunities for learning and practice, such as:

a. The opportunity to complete practice tasks and knowledge checks;
b. Recommended resources, such as websites, readings from workbooks; and
c. Information about how to apply for reasonable adjustment.

A Student Unit Guide must be developed to provide information to students about the assessment process using the Campbell Institute approved Student Unit Guide template.

An Assessor Guide must be developed to ensure different VET trainers/assessors will make consistent decisions for varied student cohorts and locations. The same evidence presented by different students or to different VET trainers/assessors should result in the same decision.

An Assessor Guide will include the following sections:

a. Clear instructions for the VET trainers/assessors about the context and conditions of the assessment;
b. An assessment matrix that maps the assessment tasks to the elements, performance criteria, knowledge evidence, performance evidence, and assessment conditions;
c. Evidence criteria such as benchmarking and marking guides;
d. Relevant administration, recording, and reporting instructions and requirements; and
e. Clear instructions to the assessor on reasonable adjustment available to learners.

Evidence criteria in the Assessor Guide is developed to judge the quality of the evidence, to minimise variation between VET trainers/assessors and could include:

a. Model answers;
b. Descriptions of observations to assess skills;
c. Descriptions of the application of knowledge in practical activities;
d. Benchmark answers; and
e. Marking guides.

Benchmark answers should include a range of responses to allow for variations in context and task.

Assessment tools must be created using Campbell Institute assessment tool templates.

Pre-assessment validation

Pre-assessment validation is a quality assurance process and is conducted before the assessment tools, processes, and practices have been used and judgements have been made.

Pre-assessment validation is carried out to check assessment processes and tools are fit for purpose and meet the VET unit of competency requirements. All assessment tools for VET units, whether purchased or developed internally, must undergo pre -assessment validation before use to ensure the Institute's assessment tools:

a. meet the Principles of Assessment;

b. support the Rules of Evidence; and

c. comply with any legislative or regulatory obligations.

The Pre-assessment Validation Report form is used to ensure the above is implemented and that the assessment tools for each unit of competency are validated against the:

a. Elements and performance criteria;

b. Foundation skills;

c. Knowledge evidence;

d. Performance evidence;

e. Assessment requirements;

f. Assessment conditions; and

g. AQF level.

The Education/Academic Team Leader must ensure that the VET trainers/assessors listed on the TAS work together to pre -validate assessment tools for units and/or clusters of units. The VET Team Leader may also invite other people with assessment design, vocational, and/or industry experience to assist in pre-assessment validation.

The VET Team Leader will ensure recommendations from the pre-assessment validation are actioned before the assessment tools are used. The completed Pre-assessment Validation Report form is retained in the relevant unit folder in the Campbell Institute share drive.

Conducting assessment

During the assessment implementation phase, trainers/assessors prepare students for assessment, conduct the assessment, collect evidence, and make, record, and validate judgements.

Sound student recruitment and enrolment processes will help identify students' needs and avoid students being enrolled in a course they cannot complete. At enrolment or before the commencement of training:

a. determine if the VET course is suitable for the students through pre-enrolment screening and/or interview;

b. offer Recognition of Prior Learning (RPL) to all students if appropriate; and

c. consider the student's needs in the assessment process and make reasonable adjustments to accommodate the student (such as providing oral rather than written assessment). However, the rigour of the assessment process should not be compromised (e.g. if there is a requirement to complete documentation in a VET unit of competency, an oral assessment would not be appropriate).

Before conducting an assessment, trainers/assessors must:

a. prepare students for assessment;

b. ensure students are fully informed about the assessment process, performance expectations and appeals process;

c. obtain copies of the most current validated assessment tools and Assessor Guides;

d. understand the conditions of the assessment, reasonable adjustment, and the appeals process;

e. hold the appropriate qualifications, vocational competency, and industry currency to assess that unit. This must be reflected in trainer/assessor Competency Matrix;

f. recognise if students may have already demonstrated some aspects of the unit through other means; and

g. conduct the assessment following all the instructions in the Assessor Guide.

The Rules of Evidence are achieved by:

a. ensuring evidence is directly related to the competency being assessed;
b. ensuring a direct relationship exists between the student's assessment task, the evidence presented by the student, and the assessment requirements;
c. ensuring enough evidence is gathered to make a valid judgement of competence or otherwise;
d. recognising that the quantity of evidence will vary between students. Some may take longer, while others may need to complete more tasks to demonstrate competence;
e. ensuring the evidence demonstrates that person's skills and knowledge. For example, group assessments may not provide authentic evidence for each student involved in the group assessment;
f. verifying that the person being enrolled, trained, and assessed is the same person who will be issued a qualification or statement of attainment. Regardless of the delivery method, the student's identity must be verified;
g. verifying evidence submitted through independent study (e.g. assignments or projects) is the student's own work, by using online systems to check for plagiarism and identical content in other submissions; and
h. determining that the evidence is current enough to show the student is competent at the time of the assessment decision. This varies between industries, and a trainer/assessor, as someone with current industry skills and knowledge, is well-placed to make this judgement.

After the assessment is completed and the evidence is collected, trainers/assessors must:

a. make consistent assessment judgements by following the Assessor Guide and the evidence criteria contained within;
b. make an assessment judgement following the Rules of Evidence;
c. record satisfactory/unsatisfactory on the assessment task;
d. provide feedback on the assessment judgement;
e. sign and date the assessment judgement;
f. ensure the student receives written feedback for each assessment task;
g. ensure the student signs and dates the assessment judgement after receiving feedback;
h. gain feedback from students on the assessment process; and
i. record student results on the Assessment Summary form, which both the student and trainer/assessor must sign and date.

If a student cannot complete the required task to the level described in the assessment requirements, consider whether they need further training before being reassessed.

Student Results

Student results are recorded on the Assessment Summary form by the trainer/assessor for each assessment task.

Students are notified of their results. The trainer/assessor must ensure that class lists entered in the Student Management System have been reconciled with students who have participated in the assessment.

If assessments are undertaken within Moodle, the trainer/assessor stores student results in unit Moodle. Students can view their grades. However, it is important to note that the results displayed in Moodle are not final, as Moodle is not the official area for final results. The Student Management System, RTO Manager, is the official are of final results for all units and all students.

According to Campbell Institute grading requirements, the trainer/assessor must enter the final results for a student in the Learner Management System (Moodle) for every VET unit of competence. The date on which the final result is entered in the LMS is the official date the judgement of competence is made. The LMS stores student assessments for a period of six (6) months, following which student assessments are deleted.

Following judgement of competence entered into the LMS. The grade is entered in the SMS (RTO Manager). The SMS is the official system to contain the unit outcome, Competent or Not Yet Competent, and is retained for student record purposes.

RPL Assessment

RPL is a form of assessment and uses evidence from formal, non-formal, and informal learning rather than specific assessment activities. RPL must be conducted with the same rigour as any other form of assessment.

The Recognition of Prior Learning Procedure outlines Campbell Institute's process for completing an RPL assessment.

If a Campbell Institute staff member is granted enrolment in a VET course or VET unit of competency and applies for RPL, the staff member will incur standard student fees and charges and be assessed by a three (3) member assessment panel consisting of:

a. A qualified VET assessor;

b. VET Academic Team Leader; and

c. another VET Team Leader outside the team or an appropriately credentialed individual.

All assessment panel members must hold the assessor requirements as per the Standards for Registered Training Organisations (RTOs) 2015.

Retention of Assessment Evidence

Campbell Institute must retain for each VET student all records of assessment, including:

a. completed student assessment tasks containing VET trainer/assessor feedback for a period of six (6) months following unit judgement/outcome;

b. completed and signed (VET trainer/assessor) Assessment Summary or Moodle Unit; and

c. RPL evidence (if applicable).

Reviewing assessment

Annual Course Review

Every VET course is subject to an annual review to determine the currency and effectiveness of the existing TAS and the corresponding assessment tools and resources. During the review process, feedback from industry stakeholders and student results are considered, and amendments are made to the TAS and assessment tools if necessary. Professional development for VET trainers/assessors is also considered during the review.

Post-assessment Validation

Post-assessment validation is the quality review of a statistically valid sample of completed student assessments (including RPL), verifying that the assessment tools have produced valid, sufficient, authentic and current evidence for VET trainers/assessors to make reasonable judgements as to whether the requirements of the VET course are met, and that assessment judgements are consistently applied.

Campbell Institute validates all VET courses on its scope of registration at least once every five years, with at least 50% of VET courses being validated within the first three years of the five-year cycle.

The Post-assessment Validation Schedule (PAVS) is a master schedule for post-assessment activities that include all

registered VET courses listed on the Institute's scope of registration. The schedule is updated when the Institute's scope of registration has been amended and approved through the CMS.

Post-assessment validation of VET courses may occur more frequently if risk indicators, including those identified by the VET regulator, demonstrate that more frequent post-assessment validation is required. Risk factors may include, but are not limited to:

a. The ASQA Risk Assessment Framework;

b. Health and safety, licensing or legislative requirements;

c. Offshore or CRICOS delivery;

d. History of non-compliance, complaints, or concerns raised in the learner or VET trainer/assessor feedback; and

e. Rapid changes in relevant industry sectors and/or industry feedback.

All units of competency must be scheduled for post-assessment validation, and may be selected as a priority dependent on specific risk indicators.

The post assessment validation timeline for issuing samples and subsequent reporting aligns with a calendar year and is grouped into two, post assessment validation samples are determined in December and June.

a. The post-assessment validation sample is chosen from the population of students with an assessment judgement C, NYC grade in the previous six (6) months.

b. At least two VET units of competency are chosen. One of the selected VET units must be inherent to the training package.

c. A statistically valid sample will be chosen for each VET unit of competency or cluster, and the ASQA Assessment Validation Sample Size Calculator will be used to determine the sample size.

The post-assessment validation team must include individuals who collectively meet the requirements specified by the Standards for Registered Training Organisations (RTOs) 2025. Industry experts may also be involved in scheduled post-assessment validation to ensure a combination of expertise. VET trainers/assessors who conducted the assessment judgement may be involved in the post-assessment validation activities, provided they are not directly involved in deciding the outcome.

Rectifications and improvements identified in the validation must be documented on the Post-assessment Validation Report form, describing the improvement and rectification actions, timelines and responsibilities. These must be monitored by the Academic Team Leader and signed off when complete. The Post-assessment Validation Report form is provided to the Campbell Institute Compliance team for processing.

Improvements and rectifications identified must be applied across the whole course, as appropriate, resulting in revised and redeveloped assessment tools and practices.

A separate rectification plan will be implemented by the Education Lead and Compliance Lead where non-compliances have been identified.

Post-assessment validation reports are retained in accordance with the timeframe applicable to the Assessment Validation schedule.

Complaints

A student who is not satisfied with the quality or delivery of the VET Course and its associated assessments, or believes they have experienced unfair treatment, can submit a complaint in accordance with the Campbell Institute Complaints Policy.