

ASSESSMENT POLICY

POLICY NO: 02

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PURPOSE

The purpose of this policy is to establish a commitment by Yarrowonga Neighbourhood House Inc trading as Yarrowonga Mulwala Community & Learning Centre (YMCLC), registration code 21765, to adopt a consistent and transparent approach to assessment practices at YMCLC. This policy ensures compliance with the Standards for RTOs 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 YMCLC across all courses on its Scope of Registration. It includes assessments for qualifications, skill sets, units of competency, and accredited courses delivered by the organisation.

YMCLC is committed to ensuring that all assessments are conducted with integrity, in alignment with training package requirements, and designed to validate student competence. The organisation strives to support student success while meeting industry and regulatory expectations.

The organisation ensures that 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.

RATIONALE

YMCLC 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, ensuring compliance, fairness, and quality outcomes.

The assessment system is developed and maintained to meet the specific requirements of training products on YMCLC'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.

YMCLC 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.

The design of YMCLC'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.

YMCLC 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, YMCLC 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.

ASSESSMENT SYSTEM

Assessment means the process by which an NVR registered training organisation 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.

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 tool means 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,
- 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, skill set, unit of competency, accredited short course or module.

YMCLC 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 credentialed persons through a regular process of validating assessment practices and judgements. The organisation 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 YMCLC.

The organisation ensures assessment is consistent with the requirements of the training product being delivered.

YMCLC 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 organisations Scope of Registration and that the organisation delivers.

For a student to be assessed as competent, YMCLC ensures the student demonstrates:

- The ability to perform relevant tasks as specified in the training product,
- An understanding of what they are doing, and why, when performing tasks.

All students must demonstrate they hold all the required skills and knowledge, as specified in the unit or module.

YMCLC 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 assessment meets the same requirements.

YMCLC's assessment system is quality assured by appropriately skilled and credentialed 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:

1. Performance evidence,
2. Knowledge evidence, and
3. 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

YMCLC 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 AND 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:

- 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.

To help deter this behaviour, YMCLC clearly communicates to students:

- Support services available to students so those who are struggling with course content do not resort to cheating.
- The potential risk of students jeopardising the safety of the community, particularly in high-risk courses, if adequate skills and knowledge required for the workforce are not gained.
- The value of academic integrity and that the positives outweigh the negatives.
- The importance of having a sense of pride in their own work and the downfalls of outsourcing their work to third parties.
- Preventative actions that YMCLC takes to detect and respond to potential cheating.

GENERATIVE AI

YMCLC 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.

1. PERMITTED USE OF GENERATIVE AI

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

- When explicitly permitted by YMCLC 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.

2. 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.

YMCLC 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 YMCLC's academic integrity and misconduct procedures.

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 YMCLC'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

YMCLC'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.

Rules of Evidence

YMCLC 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.

YMCLC ensures that the organisation's 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 organisation's systems and processes.

ASSESSMENT METHODS

Assessment methods are the technique(s) used to gather different types of evidence. There are three main assessment methods or techniques used by YMCLC:

- Observation (sometimes referred to as demonstration, simulation, role play, scenario, etc) where the student is observed performing their skills and knowledge,
- 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.
- Written assessment.

EVIDENCE COLLECTION APPROACHES

When using simulated work environments, supervisor observations (other parties), students digitally recording their work activities, or other higher risk assessment evidence collection approaches, YMCLC clearly documents how these approaches meet the requirements of the training product being assessed. Please refer to the specific Training and Assessment Strategy of each training product for further information.

ASSESSMENT PLANNING

When planning assessment, YMCLC addresses all the requirements of the unit or module. This does not mean separate assessment activities for each item, but that YMCLC assessment activities cover every area required. To achieve a 'competent' result, students must meet all the requirements of the unit.

YMCLC 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, YMCLC ensures it communicates early and openly, to ensure the students' course progress isn't unreasonably delayed.

SIMULATED WORK ENVIRONMENTS

When conducting training and assessment in a simulated workplace environment, YMCLC 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.

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 (ASSESSMENTS)

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 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'.

YMCLC 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 organisation's policies for this. Please refer to the RPL and Student Advice Selection Enrolment Induction 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 organisation'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.

TASK BASED RPL MODEL

YMCLC has implemented a task-based 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, interview processes and/or direct observation either on the job in the workplace or in a simulated environment.

The task-based requirements for RPL are just as rigorous as the requirements for regular assessment. 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:

- 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.

YMCLC 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 organisation 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 and other stakeholders 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, and
- Validating the tool against Standards for RTOs requirements.

Specific unit of competency assessment documentation is prepared and used for all YMCLC operations to ensure all training package and assessment requirements are met. YMCLC 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 by YMCLC personnel and tailored to the needs of each individual student and group. When developing Assessment Tools, YMCLC uses the information from the unit or module elements, performance criteria and assessment requirements to determine what competence looks like.

YMCLC 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 undertaken all the required tasks.

Using competency mapping, YMCLC has always confirmed that these resources are aligned to, and meet the requirements of, national competency standards.

COMMERCIALY PRODUCED RESOURCES

Where YMCLC uses nationally produced (or commercially purchased) support materials, it ensures that these resources have been thoroughly vetted for use with the student target group and have been competency mapped to ensure that the resources meet all competency requirements. Commercially produced support materials go through our pre validation process prior to use.

USING OTHER PARTIES TO COLLECT EVIDENCE

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, YMCLC 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

YMCLC 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 YMCLC 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 Procedure.
- Where the employment history of the individual is used as the basis for supporting appropriateness, this history is verified using the Verification of Employment History procedure.

ASSESSMENT PROCEDURE

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

YMCLC'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 organisation 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 YMCLC assessor is responsible for the preparation, delivery and finalisation of their assessment activities. The following procedures apply to all training and assessment, assessment only and RPL processes.

Assessment Context	Documentation
<p>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.</p> <p>If contextualising any resources, assessors must:</p> <ul style="list-style-type: none"> • 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, • Re-map the resources in the relevant competency mapping to ensure the integrity of the assessment tool is unaffected, and • Forward contextualised resources to the YMCLC Training Manager for approval. 	<p>Assessment/Recognition Tool Assessor Guide</p>

Any changes on approval of contextualised resources are recorded within the Assessor Guide for the contextualised Assessment Tool as an additional Competency Mapping.	
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Student Needs	Documentation
<p>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:</p> <ul style="list-style-type: none"> • Come from different organisations, • Come from a range of educational backgrounds, • Be an Aboriginal or Torres Strait Islander, • Be a person who does not speak English as their first language, • Have disabilities, • Have limited literacy and numeracy capabilities, and • Not have undertaken assessment for a long time. <p>YMCLC Assessment Tools are designed to provide multiple assessment options for students, whilst maintaining robust integrity of the assessment process and unit requirements.</p>	<p>Assessment/Recognition Tool Assessor Guide</p>

Reasonable Adjustment	Documentation
<p>It is important that assessors take meaningful, transparent and reasonable steps to consult, consider and implement reasonable adjustments for students with disability. 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.</p> <p>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.</p> <p>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.</p> <p>All YMCLC personnel must be familiar with, understand and maintain adherence to these assessment concepts and requirements outlined above as the following assessment procedure is implemented.</p>	<p>Assessment/Recognition Tool Assessor Guide</p>

Assessment Plan	Documentation
<p>Assessment arrangements are planned as a part of each Unit of Competency assessment process.</p> <p>For on-the-job assessment observations, the assessor will organise to visit the student on-site at a mutually convenient time.</p> <p>Recognition of Prior Learning documentation and applications are available for all units of competency for those students who have extensive experience in the unit areas.</p> <p>The assessor meets with the student to:</p> <ul style="list-style-type: none"> • Explain the context and purpose of the assessment and the assessment process, • Explain the competency standards to be assessed and the evidence to be collected, • Outline the assessment procedure, the preparation which the student should undertake, and answer any questions, • Assess the needs of the student and, where applicable, negotiate reasonable adjustment for assessing Individuals with disabilities without compromising the integrity of the competencies, 	<p>Assessment/Recognition Tool Assessor Guide</p>

<ul style="list-style-type: none"> • Seek feedback regarding the student's understanding of the competency standards, evidence requirements and assessment process, and • Determine if the student is ready for assessment and, in consultation with the student decide on the time and place of the assessment. <p>The assessor must:</p> <ul style="list-style-type: none"> • Organise equipment or resources required to support the evidence gathering process, • Coordinate and brief other personnel involved in the evidence gathering process (if required), and • Organise the correct assessment tools to gather sufficient and quality evidence about the student's performance to make the assessment decision. • Complete the Assessment Plan with the student. 	
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Workplace Supervisors	Documentation
<p>For workplace-based students, a self-assessment and workplace supervisor Other Party Report should be completed and provided to demonstrate that:</p> <ul style="list-style-type: none"> • The student is ready for assessment, • The student confirms that all competency requirements have been covered, • The workplace supervisor confirms that workplace assessment has been completed, and workplace performance is competent, and • The student confirms evidence requirements and prepares evidence gathering for assessment. 	<p>Assessment/Recognition Tool Assessor Guide</p>

Evidence Collection	Documentation
<p>For each Unit of Competency (and each element within the unit), it is a requirement that all assessments maintain at a minimum, multiple types of appropriate evidence to verify the candidate's competence, which address the assessment requirements.</p> <p>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).</p>	<p>Assessment/Recognition Tool Assessor Guide</p>

Assessment Decision	Documentation
<p>The assessor must:</p> <ul style="list-style-type: none"> • Oversee the evidence gathering process to ensure its validity, reliability, fairness and flexibility, • Collect appropriate evidence and assess this against assessment requirements, 	<p>Assessment/Recognition Tool Assessor Guide</p>

<ul style="list-style-type: none"> • Incorporate allowable adjustments to the assessment procedure without compromising the integrity of the competencies (if required), • Evaluate the evidence in terms of validity, consistency, currency, authenticity and sufficiency, • Record details of evidence collected and of outcome of each assessment task (Satisfactory or Not Satisfactory), • 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. 	
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Student Feedback	Documentation
<p>The assessor must provide advice to the student about the outcomes of the assessment process. This includes providing the candidate with:</p> <ul style="list-style-type: none"> • Clear and constructive feedback on the assessment decision, • 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 • An opportunity for reassessment if appropriate or requested by the student. 	<p>Assessment/Recognition Tool Assessor Guide</p>

Completing Assessment Records	Documentation
<p>As assessment evidence is collected and reviewed, the assessment process is documented on an Assessment Tool. Each Assessment Tool is designed for a specific target group and assessment conditions and context. The resource highlights assessment activities, resources required, any pre or co-requisites and evidence requirements including decision making rules for the assessment.</p> <p>All parties to the assessment must complete the assessment declaration and signature.</p> <p>The assessor must:</p> <ul style="list-style-type: none"> • Record the assessment outcome on the required YMCLC assessment documents, • Provide signed and dated assessment outcomes, and the original assessment to records for processing, and • Maintain the confidentiality of the assessment outcome. <p>All nationally recognised course programs require assessment evidence to be retained on the student's file for each Unit of Competency.</p>	<p>Assessment/Recognition Tool Assessor Guide</p>

Recognition of Prior Learning Results	Documentation
<p>Assessors, when processing <i>RPL Granted</i> results, are required to:</p>	<p>Assessment/Recognition Tool</p>

<ul style="list-style-type: none"> Complete the same assessment process and records as required (RPL assessments have the same evidence or recording obligations) and Note the result as 'RPL Granted' on the assessment record. 	
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RESULT CODES

The following Unit of Competency result codes and definitions are the common codes used by YMCLC personnel as relevant to record results in documentation for data entry into PowerPro RTO.

Code	Description
C = Competency achieved/pass	The student has been assessed and satisfies all the requirements for the unit of competency or module.
RPL = Recognition of Prior Learning Granted	The student has been assessed, and recognition of prior learning has been granted.
CT = Credit Transfer	<p>Credit transfer means the process of recognising and awarding credit for prior successful completion of an equivalent unit of competency or module.</p> <p>Credit transfer is essentially an administrative process.</p> <p>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.</p>
WD = Withdrawn/discontinued	<p>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 the assessment criteria.</p> <p>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 YMCLC. In this situation, a student does not attend the final assessment and has not made contact with YMCLC 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.</p>
NC = Competency not achieved/fail	<p>The student has attempted <u>all</u> 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.</p> <p>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 the assessments to receive a 'Competency not achieved/fail' code.</p>

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.
WD NS = Withdrawn Not Started	The student withdrew their enrolment from the unit before commencing the unit, and/or YMCLC has no evidence on file of participant commencement.

ASSESSMENT RECORDS

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

YMCLC securely retains completed student assessment items for at least two years following the student's completion of the training product, and typically for longer periods as per stakeholder requirements. Please refer to the Records Management Policy for further information.

MONITORING AND EVALUATION

YMCLC 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 organisation 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.

Please refer to the Quality Policy for further information on the monitoring and evaluation process.

RELATED LEGISLATION

National Vocational Education and Training Regulator Act 2011

RELATED DOCUMENTS

Grievances complaints and appeals form
Training and Assessment Strategies

RELATED POLICIES

Access Equity Welfare Wellbeing Student Support Policy
Complaints and Appeals Policy
Privacy Policy
Qualification Issuance Policy
Quality Policy

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<https://ynhinc.sharepoint.com/office/Admin/Compliance Document Control/02 - Assessment Policy V4.docx>

Original Version
Current Version

21/02/2006
14/10/2025

YMCLC is protected from cyber threats through a partnership with Compusult, using SentinelOne to monitor and secure our systems.

Recognition of Prior Learning (RPL) Policy
 Records Management Policy
 Student Advice Selection Enrolment Induction Policy
 Validation Policy
 VET Personnel Requirements Policy

APPROVAL AND REVIEW DETAILS

Approval and Review	Details
Approval Authority	Executive Officer
Advisory Board to Approval Authority	Board of Management
Administrator	Training Manager
Next Review Date	

Approval and Amendment History	Details
Original Approval Authority and Date	21/02/2006 Board of Management
Amendment Authority and Date	08/10/2019 Board of Management 01/11/2021 V1.1 update to policy based on feedback from External Auditor 25/10/2023 V2.0 Full review and update to Assessment Policy with multiple changes made 26/06/2024 V2.1 minor changes to wording 21/11/2023 V3.0 19/11/2024 V3.1 scheduled review approved by Board of Management 14/10/2025 V4 Board of Management review and update to Standards for RTOs 2025
Notes	