



Pol-033 Assessment Policy and Procedure

Purpose of the policy:

According to clauses 1.8-1.13 of Standard 1 of Standards for Registered Training Organizations (RTOs) 2015, Canberra Valley Institute will recognize assessment as a core service to be offered to its students and it will be the center of our operation as a Registered Training Organization. Quality assessment will ensure that the skills and knowledge of students are assessed using four principal determinants:

- The assessment decisions are based on the assessment of skills and knowledge compared with units of competency drawn from nationally endorsed Training Packages or accredited courses.
- That the target industry or enterprise requirements are contextualized and integrated within the assessment.
- That evidence is gathered that meets the rules of evidence.
- That assessment is conducted in accordance with the principles of assessment.
- Additionally, Standard 2 of the National Code of Practice for Providers of Education and Training to Overseas Students 2018, gives a detailed explanation about the Recognition of Prior Learning (RPL) policy.

Scope

This policy applies to:

- Canberra Valley Institute Campuses
- Students
- Management Team-members

Responsibilities

- Trainer/Assessor
- Chief Executive officer (CEO)

Policy Statement:

Canberra Valley Institute uses units of competency drawn from nationally endorsed Training Packages as the primary benchmark for assessment. Supporting these sometimes are industry standards or codes of practice. These and other industry-specific publications inform the context and standard of performance during assessment.

To identify the precise assessment criteria, we apply a methodology of unpacking a unit of competency to assess the full scope of the unit including elements of competence, performance evidence, knowledge evidence and the requirements of the evidence conditions. This process ensures that our assessment strategies accurately reflect the requirements of the relevant training package and are valid. To ensure alignment with all components of a unit of competency, the unit mapping must be undertaken during the design and development of the assessment. Unit mapping

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|---|---|----------------------|-------------------|
| Document Name: | Pol-033 Assessment Policy and Procedure | Created Date: | 15/06/2023 |
| Document No: | Version No: 2.0 Jan 2025 | Last Modified Date: | 10/01/2025 |
| Canberra Valley Institute RTO Code: 41498 CRICOS Code: 03937D | | Page Sequence: | Page 1 of 9 |



must also be undertaken when carrying out assessment validation.

Unit mapping will show the relationship between the planned assessment activities and each component of the unit. This must be conducted at a micro-level of detail to allow the mapping to be useful later on as a reference to demonstrate the validity of the assessment. An assessment mapping document is available for this purpose.

Assessment context

Canberra Valley Institute recognizes the importance of establishing the right context for students during their assessment. Assessment context refers to the physical and non-physical environment in which skills and knowledge are assessed. This may be a workplace such as an office setting or a manufacturing workshop. The non-physical environment refers to things such as workplace policy and procedure, workplace tempo and culture. Many units of competency may be applied in any workplace such as skills and knowledge relating to workplace safety or leadership. To achieve this, we will apply the following strategies:

- Incorporation of the common workplace policies and procedures into the assessment scenario or activity.
- Integration of relevant industry codes of practice and other industry information into the assessment activity.
- Incorporation of industry job descriptions for students to align with during realistic simulated workplace scenarios and case studies.
- Incorporation of regulatory information relating to licensing which applies to the unit of competency.
- Tailoring the program outcomes to meet the organizational training needs of the enterprise without compromising the Training Package requirements.
- Creating assessment activities that require the student to conduct specific research relating to industry situations and occurrences where applicable.
- Provide a realistic simulated workplace within Canberra Valley Institute facilities.

While applying these strategies it is important to ensure that in establishing the context for assessment, we do not affect the transferability of the unit of competence. When the student is assessed as competent, this also means that the student can transfer the applicable skills and knowledge between different workplaces and contexts. This means that competency is transferable and is a fundamental element of competency-based training and assessment.

Principles of Assessment

In the delivery of assessment services, Canberra Valley Institute applies the principles of assessment. Assessment strategies have been designed to ensure:

Validity: Canberra Valley Institute conducts assessment against the broad range of skills and knowledge identified within each unit of competence and which is integrated with the performance of workplace tasks. Canberra Valley Institute ensures that the assessment is transferable to different contexts and situations and all components of the unit of competency are being assessed.

| | | | |
|---|---|----------------------|-------------|
| Document Name: | Pol-033 Assessment Policy and Procedure | Created Date: | 15/06/2023 |
| Document No: | Version No: 2.0 Jan 2025 | Last Modified Date: | 10/01/2025 |
| Canberra Valley Institute RTO Code: 41498 CRICOS Code: 03937D | | Page Sequence: | Page 2 of 9 |



Reliability: Canberra Valley Institute seeks to gather and interpret evidence in a consistent manner that provides reliable assessment both for the student and for assessors. Canberra Valley Institute achieves this by using assessors who have the required competencies in assessment and the relevant vocational competencies. Canberra Valley Institute assessment resources also provide standardized outcomes supported by model answers to guide assessors in their judgements. Reliability is also supported by the moderation of assessment judgements across our assessors.

Flexibility: Canberra Valley Institute strives to provide assessment opportunities that reflect a student's needs. Canberra Valley Institute chosen assessment strategies provide for recognition of a student's current competence, employ a range of methods appropriate to the context of the industry, the unit of competency and the student.

Fairness: The Canberra Valley Institute assessment approach encourages fairness in assessment through consideration of the students' needs and characteristics and through making reasonable adjustments when it is required. Assessors achieve this through clear communication with a student to ensure that the student is fully informed about, understands, and can participate in, the assessment process, and agrees that the process is appropriate.

Rules of Evidence – Collecting evidence that counts

In collecting evidence, Canberra Valley Institute applies the rules of evidence to inform the assessment strategy. Assessment strategies have been designed to ensure:

Sufficiency: Canberra Valley Institute ensures the collection of valid assessment evidence in such quantity to ensure that all aspects of competency have been satisfied and that competency can be demonstrated repeatedly. The collection of sufficient assessment evidence will be supported by using a range of assessment methods which lead to the collection of evidence over time based on a range of performances.

Validity: Canberra Valley Institute collects evidence that directly aligns with the components documented within each unit of competency. The assessment evidence collected must replicate the outputs of the task as though it were being performed within an actual workplace. This may include the observation of the student performing the tasks relevant to the unit of competency or the collection of completed workplace products. Purely academic assessment evidence should be given a lesser priority to the collection of evidence that relates directly to the student performing the tasks indicative of the unit of competency.

Authenticity: Canberra Valley Institute seeks authentic evidence. To support this, assessors must be assured that the evidence presented for assessment is the student's work. Where documentary evidence relies on it must be certified or supported by two other forms of evidence that demonstrate the same skill or knowledge. In all instances, where work is submitted externally to Canberra Valley Institute (i.e., electronically, distance assignments, online), this is to include a signed authenticity statement by the student that they certify the work as their own.

Currency: Canberra Valley Institute must be satisfied that the student currently has the skills and

| | | | |
|---|---|----------------------|-------------------|
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| Document No: | Version No: 2.0 Jan 2025 | Last Modified Date: | 10/01/2025 |
| Canberra Valley Institute RTO Code: 41498 CRICOS Code: 03937D | | Page Sequence: | Page 3 of 9 |



knowledge relating to a particular unit of competence. Assessment evidence is to be based on the student's performance either at the time of the assessment decision or in the very recent past. Questions of evidence currency will mostly relate to recognition of prior learning applications where a student has been in the workplace for many years and is seeking recognition of skills and knowledge obtained through work experience or previous training. In all situations, assessors must validate the currency of a student's knowledge and skills.

Engagement with industry

Canberra Valley Institute is well placed to leverage current industry associations to incorporate industry requirements into the assessment process. Consultation with enterprises or industries will provide information about assessment requirements relevant to workplaces. Regulatory requirements that relate to specific units of competence will be incorporated to ensure our students are well prepared for their workplace duties. Further information on industry engagement can be found in the Industry Engagement Policy.

Recognition of prior learning

Canberra Valley Institute will provide all students with the opportunity to seek recognition of their prior learning. Recognition is viewed simply as another method of assessment and therefore is conducted in accordance with this policy. Please refer to the Recognition of prior learning policy for further guidance.

Credit transfer

Canberra Valley Institute will recognize and award credit transfer for students presenting with current competence. Where a student is seeking credit transfer for a unit of competency that is on our scope of registration and the student can provide documentary evidence that the unit has been previously awarded to the student, credit transfer will be awarded. It is important to note that credit transfer or credit transfer is not an assessment. It is an administrative function that determines the equivalence of a unit of competency the student has been previously awarded to units of competency incorporated into courses being delivered by Canberra Valley Institute. If the unit is the same or is equivalent, then the unit may be issued as a credit transfer. This is not to be confused with the recognition of prior learning which is a method of assessment. Please refer to the Credit transfer policy for further guidance.

Competence of assessors

In accordance with the Standards for Registered Training Organizations, assessors are required to hold the minimum competencies for training assessment and the vocational competencies at least to the level being assessed. Canberra Valley Institute has appropriate systems in place to ensure that all staff members are appropriately qualified to meet our requirements under the Standards for Registered Training Organizations. Further information can be found in this manual within the Trainer & Assessor Recruitment Policy and Procedure.

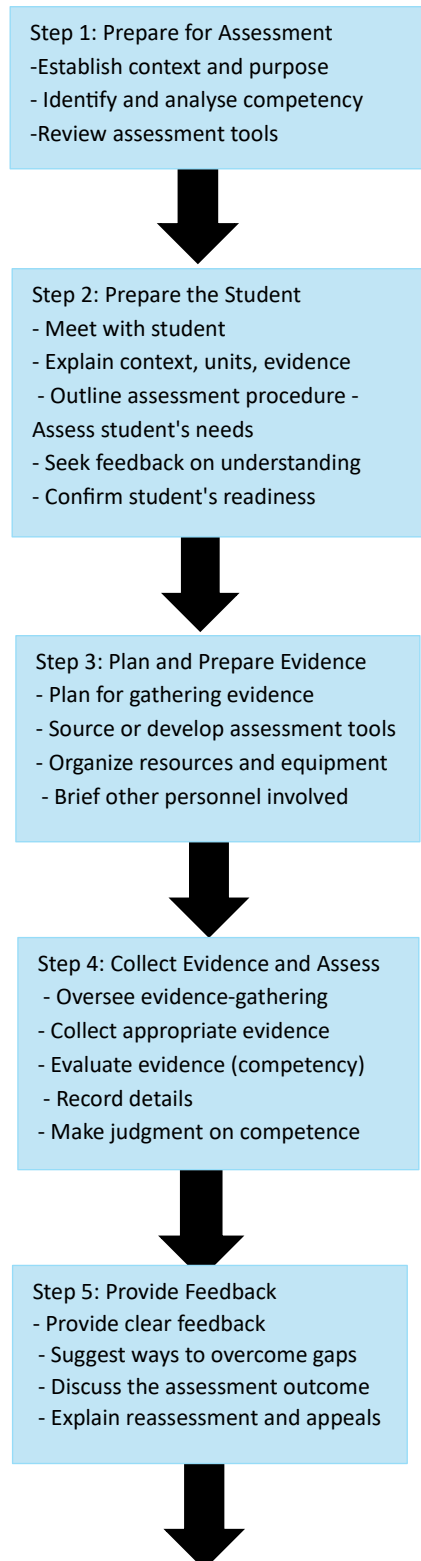
Where an assessor does not hold the required training and assessment competence but is a

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|---|---|----------------------|-------------|
| Document Name: | Pol-033 Assessment Policy and Procedure | Created Date: | 15/06/2023 |
| Document No: | Version No: 2.0 Jan 2025 | Last Modified Date: | 10/01/2025 |
| Canberra Valley Institute RTO Code: 41498 CRICOS Code: 03937D | | Page Sequence: | Page 4 of 9 |

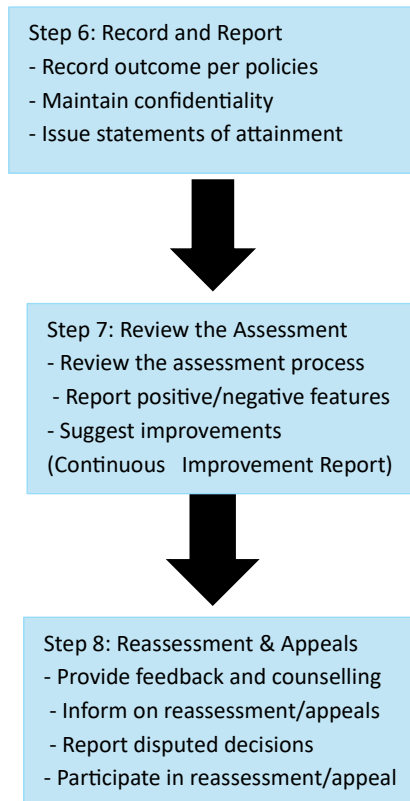


recognized industry expert, we will put appropriate supervision arrangements in place to support the gathering of valid evidence. Further guidance on supporting these assessors can be found in this manual in the policy on Assessment Partnerships.

Assessment Procedure



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| Document Name: | Pol-033 Assessment Policy and Procedure | Created Date: | 15/06/2023 |
| Document No: | Version No: 2.0 Jan 2025 | Last Modified Date: | 10/01/2025 |
| Canberra Valley Institute RTO Code: 41498 CRICOS Code: 03937D | | Page Sequence: | Page 5 of 9 |



The following procedure is to be applied for conducting assessments:

Step 1: Prepare for assessment.

The assessor is to:

- Establish the context and purpose of the evidence to be collected
- Identify and analyze the units of competency, Training Package and Canberra Valley Institute assessment strategy to identify the evidence requirements
- Review the assessment tools and confirm their currency and adequacy in meeting the rules of evidence.

Step 2: Prepare the student.

- The assessor meets with the student
- Explain the context and purpose of the assessment and the assessment process
- Explain the units of competency to be assessed and the evidence to be collected
- Outline the assessment procedure and the preparation the student should undertake, and answer any questions
- Assess the needs of the student and, where applicable, negotiate reasonable adjustment for assessing people with disabilities without compromising the competency outcomes

| | | | |
|---|---|----------------------|-------------------|
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| Document No: | Version No: 2.0 Jan 2025 | Last Modified Date: | 10/01/2025 |
| Canberra Valley Institute RTO Code: 41498 CRICOS Code: 03937D | | Page Sequence: | Page 6 of 9 |



- f. Seek feedback regarding the student's understanding of the units of competency, evidence requirements and assessment process
- g. Determine whether the student is ready for an assessment and, in consultation with the student, decide on the time and place of the assessment.

Step 3: Plan and prepare the evidence-gathering process.

The assessor must:

- a. Establish a plan for gathering sufficient quality evidence about the student's consistent performance to make the assessment decision
- b. Source or develop assessment materials to assist the evidence-gathering process
- c. Organize equipment or resources required to support the evidence-gathering process
- d. Coordinate and brief other personnel involved in the evidence-gathering process.

Step 4: Collect the evidence and make the assessment decision.

The assessor must:

- a. Establish and oversee the evidence-gathering process to ensure its validity, reliability, fairness, and flexibility
- b. Collect appropriate evidence and match compatibility to the elements, performance criteria, range statement and evidence guide in the relevant units of competency
- c. Evaluate evidence in terms of the four dimensions of competency - task skills, task management skills, contingency management skills and job/role environment skills
- d. Incorporate allowable adjustments to the assessment procedure without compromising the integrity of the competencies
- e. Evaluate the evidence in terms of validity, consistency, currency, authenticity, and sufficiency
- f. Consult and work with other staff, assessment panel members or technical experts involved in the assessment process
- g. Record details of evidence collected
- h. Make a judgement about the student's competence based on the evidence and the relevant unit(s) of competency.

Step 5: Provide feedback on the assessment.

The assessor must provide advice to the student about the outcomes of the assessment process. This includes providing the student with:

- a. Clear and constructive feedback on the assessment decision
- b. Information on ways of overcoming any identified gaps in competency revealed by the assessment
- c. The opportunity to discuss the assessment process and outcome
- d. Information on reassessment and the appeals process if applicable.

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|---|---|----------------------|-------------------|
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| Document No: | Version No: 2.0 Jan 2025 | Last Modified Date: | 10/01/2025 |
| Canberra Valley Institute RTO Code: 41498 CRICOS Code: 03937D | | Page Sequence: | Page 7 of 9 |



Step 6: Record and report the result.

The assessor must:

- a. Record the assessment outcome according to the policies and procedures of Canberra Valley Institute
- b. Maintain records of the assessment procedure, evidence collected and the outcome according to the policies and procedures of Canberra Valley Institute
- c. Maintain the confidentiality of the assessment outcome
- d. Organize the issuance of statements of attainment according to the policies and procedures of Canberra Valley Institute.

Step 7: Review the assessment process.

On completion of the assessment process, the assessor must:

- a. Review the assessment process
- b. Report on the positive and negative features of the assessment for those responsible for the assessment procedures
- c. If necessary, suggest appropriate Canberra Valley Institute personnel ways of improving the assessment procedures through raising a Continuous Improvement Report or by providing input on the next scheduled assessment validation.

Step 8: Participate in the reassessment and appeals process.

The assessor must:

- a. Provide feedback and counselling to the student, if required, regarding the assessment outcome or process, including guidance on further options
- b. Provide the student with information on the reassessment and appeals process
- c. Report any assessment decision that is disputed by the student to appropriate Canberra Valley Institute personnel
- d. Participate in the reassessment or appeal according to the policies and procedures of Canberra Valley Institute.

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|--|---|-----------------------|--------------------|
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| Document No: | Version No: 2.0 Jan 2025 | Last Modified Date: | 10/01/2025 |
| Canberra Valley Institute RTO Code: 41498 CRICOS Code: 03937D | | Page Sequence: | Page 8 of 9 |



Development & Approval Information

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| Approval Body: | CEO |
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|---|---|----------------------|-------------|
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| Document No: | Version No: 2.0 Jan 2025 | Last Modified Date: | 10/01/2025 |
| Canberra Valley Institute RTO Code: 41498 CRICOS Code: 03937D | | Page Sequence: | Page 9 of 9 |