

## RTO Assessment Policy

### Purpose

The purpose of this policy is to ensure that all assessments conducted by selectability Training meets the required principles of assessment and rules of evidence. This guarantees that assessments are fair, flexible, valid, and reliable, and that assessment judgments are based on evidence that is sufficient, authentic, current, and valid.

### Scope

This policy applies to all:

- Training products on the selectability Training's scope of registration.
- Assessment systems, tools, and processes.
- Trainers and Assessors.

### Policy

**selectability Training** is committed to conducting assessments that supports learner success and uphold the integrity of nationally recognised training outcomes. selectability Training ensures all assessment practices:

- Enable assessors to make accurate and consistent competency decisions.
- Support equitable assessment opportunities for all students.
- Maintain the integrity and quality of nationally recognised training outcomes.
- All assessments are conducted in accordance with the following **principles of assessment**:
  - Fairness – selectability Training ensures assessments accommodate the needs of the student, including implementing reasonable adjustments where appropriate and enabling reassessment where necessary. Assessors at selectability Training achieve this through clear communication with students to ensure that the student is fully informed about, understands, and can participate in the assessment process, and agrees that the process is appropriate.
  - Flexibility – selectability Training ensures assessment is appropriate to the context, training product and learner cohort, and assesses the student's skills and knowledge that are relevant to the training product, regardless of how or where the student has acquired those skills or that knowledge. The chosen assessment strategies at selectability Training employ a range of methods appropriate to the context of the relevant industry, the unit of competency and the learner cohort. These strategies provide for recognition of students' current competence level.
  - Validity – selectability Training ensures assessment includes practical application components that enable the student to demonstrate the relevant skills and knowledge in a practical setting. Thus, selectability Training conducts assessments against a broad range of skills and knowledge identified within each unit of competency and which align with the performance of workplace tasks ensuring that the assessment is transferable to different contexts and situations, and all components of the unit of competency are being assessed.
  - Reliability – selectability Training ensures assessment evidence is interpreted consistently by assessors, and the outcomes of assessment are comparable irrespective of which assessor is conducting the assessment. Thus, selectability Training seeks to gather and interpret evidence in a consistent manner that provides reliable assessment both for the student and for assessors. selectability Training assessment packs also provide standardised outcomes supported by benchmark answers to guide assessors in their judgments.

And all assessment judgements are made based on the following rules of evidence:

- **Validity** – selectability Training ensures assessment evidence is adequate, such that the assessor can be reasonably assured that the student possesses the skills and knowledge described in the training product. To achieve this, selectability Training collects evidence that directly aligns with the components documented within each unit of competency and the assessment evidence replicates the outputs of tasks as though they were being performed within an actual relevant workplace. This may include observation of the students performing the tasks relevant to the unit of competency or the collection of evidence of completed workplace tasks.
- **Sufficiency** – selectability Training ensures the quality, quantity and relevance of the assessment evidence enables the assessor to make an informed judgement of the student’s competency in the skills and knowledge described in the training product. selectability Training achieves this by using a range of assessment methods which lead to the collection of evidence over time based on a range of performances.
- **Authenticity** – selectability Training ensures that the assessor is assured that a student’s assessment evidence is the original and genuine work of that student.
- **Currency** – selectability Training ensures that the assessment evidence presented to the assessor documents and demonstrates the student’s current skills and knowledge. selectability Training assessors establish that the assessment evidence is based on the student’s performance either at the time of the assessment decision or in the very recent past.

selectability Training assessors apply these principles and rules rigorously and consistently across all qualifications on scope and follow consistent processes that ensure the competency of students is assessed with fairness and integrity.

## Responsibilities

- **CEO:** Provides strategic oversight and ensures compliance with regulatory requirements.
- **RTO Manager:** Provide strategic oversight and ensure the assessors follow the assessment guidelines and process. They ensure that the assessment feedback and result recording workflow is followed and review assessment appeals. They ensure assessment tool updates as per the CI recommendations.
- **Lead Trainer:** Assists RTO Manager in the assessment tool updates.
- **Trainers and Assessors:** Follow the assessment and evidence gathering process to conduct assessment and provide constructive feedback to the students and on the assessment tools.

## Operational Procedure Table: Assessment

Action	Responsible Staff	Supporting Document	Timing/Frequency	Compliance Mapping (Standard 1.4)
<b>Prepare and contextualise assessment tools</b>	RTO Manager / Assessors	TAS, Assessment Tools, Assessor Guides	Before each course/unit delivery	1.4 – Ensure fairness, flexibility, validity in tool design
<b>Provide students with assessment instructions and unit expectations</b>	Assessors	Assessment Strategy, Unit Outline	At unit start	1.4 – Fairness and flexibility in assessment communication
<b>Conduct assessments and gather evidence</b>	Assessors	Assessment Tasks, Evidence Templates	Per assessment task/unit schedule	1.4 – Ensure evidence is valid, sufficient, authentic, current
<b>Make assessment judgements and</b>	Assessors	Assessment Result Record,	Within 2 weeks of unit end date	1.4 – Reliable assessment

<b>complete result records</b>		Unit Result Record		judgement and documentation
<b>Provide feedback to students</b>	Assessors	Assessment Result Record	With each assessment outcome	1.4 – Fairness and support for reassessment
<b>Submit results and assessed work</b>	Assessors	Unit Result Record, Assessment Submissions	Within 2 weeks of unit end date	1.4 – Timely judgement, supports evidence integrity
<b>Record results in SMS</b>	Student Support Officer	SMS System	Within 1 week of assessor submission	1.4 – Accurate and timely recordkeeping
<b>Manage reassessment and appeals</b>	RTO Manager / Assessors	Reassessment & Appeal Form	As required	1.4 – Fairness in appeal process and reassessment
<b>Monitor feedback and validation data</b>	RTO Manager / Lead Trainers and Assessors	CI Register, Feedback Surveys	Ongoing; post-term	1.4 – Continuous improvement and reliability checks
<b>Implement updates to tools and processes</b>	RTO Manager / Lead Trainers and Assessors	Updated Tools, Version Control Log	Prior to next cohort	1.4 – Responding to identified gaps or improvements

## Terms and Definitions

**TAS** - Training and Assessment Strategies, a document that describes the RTO's plans to deliver a training product.

**RTO** - Registered Training Organisations, a training organisation with the national VET regulator.

**VET** - Vocational Education and Training, a government body responsible for registering, accrediting, and auditing training providers to ensure they meet national quality standards for vocational education and training.

## Document Governance

### Document Properties

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## Related Documents and Legislation

Related Documents
<p>Training and Assessment Strategies                      Assessment Tools                      Assessor Guides                      Assessment Result Record                      Unit Result Record                      Reassessment and Appeal Form                      Feedback Survey                      Training and Assessment Evaluation Survey                      Continuous Improvement Register</p>
Legislation / Other instruments
<p>National Vocational Education and Training Regulator (Outcome Standards for NVR Registered Training Organisations) Instrument 2025 (Cth)</p>
Related RTO Policies
<p>Training and Assessment Strategy Policy                      Industry Consultation Policy                      Assessment Tool Review and Quality Assurance Policy                      Assessment Validation Policy                      Recognition of Prior Learning Policy                      Credit Transfer Policy                      Facilities, Equipment and Resources Policy                      Student Enrolment Policy                      Student Support and Intervention Policy                      Feedback, Complaints and Appeals Policy                      Student Code of Conduct                      Third-Party Delivery and Monitoring Policy</p>

## Aligning Standards

<p><b>Child Safety Principles</b></p> <ol style="list-style-type: none"> <li>1. Child safety and wellbeing is embedded in organisational leadership, governance, and culture</li> <li>2. Children and young people are informed about their rights, participate in decisions affecting them and are taken seriously</li> <li>3. Families and communities are informed and involved in promoting child safety and wellbeing</li> <li>4. Equity is upheld and diverse needs respected in policy and practice</li> <li>5. People working with children and young people are suitable and supported to reflect child safety and wellbeing values in practice</li> <li>6. Processes to respond to complaints and concerns are child focused</li> <li>7. Employees and volunteers are equipped with the knowledge, skills and awareness to keep children and young people safe through ongoing education and training</li> <li>8. Physical and online environments promote safety and wellbeing while minimising the opportunity for children and young people to be harmed</li> <li>9. Implementation of the national child safe principles is regularly reviewed and improved</li> <li>10. Policies and procedures document how the organisation is safe for children and young people</li> </ol>
<p><b>2025 RTO Standards</b></p> <p>Outcome 1 – Training and Assessment, Division 2 – Assessment, Standard 1.4</p>

## Document History

Version	Date	Review Notes	Officer
RTO.2014.V1.0	25/03/2026	Document Approved	CFO
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