

## Assessment Procedure

### Purpose

The purpose of this procedure is to explain how the Assessment Policy is to be applied and the requirements that employees and students are to adhere to when conducting and participating in assessment activities. It ensures that all assessments are conducted in accordance with the principles of assessment (fairness, flexibility, validity, and reliability) and the rules of evidence (validity, sufficiency, authenticity, and currency). This procedure supports the outcome of producing accurate and consistent competency judgements that uphold the integrity of nationally recognised training outcomes and enable assessors to make justifiable decisions about student competence.

### Scope

This procedure applies to all:

- Training products on selectability Training's scope of registration
- Assessment systems, tools, and processes used for competency assessment
- Trainers and Assessors conducting assessment activities
- Students enrolled in training products and participating in assessment
- Assessment judgement, feedback, and record-keeping processes
- Academic integrity requirements and management of plagiarism and misconduct
- Reassessment and appeals processes related to assessment outcomes

### Procedure Statement

#### Preparing for Assessment

selectability Training understands that assessment activities must be appropriate to the learning as well as the unit of competency requirements and must allow students to demonstrate practical application of knowledge and skills. Thus, selectability Training assessors review the assessment tools and confirm their currency and adequacy in meeting the principles of assessment and the rules of evidence. Assessors ensure each task and tool aligns with the Principles of Assessment and Rules of Evidence in accordance with Standard 1.4.

The RTO Manager ensures that the assessors provide students with information about the unit of competency, assessment strategy and the evidence requirements to establish the context and purpose of the assessment. Assessment context refers to the physical and non-physical environment in which skills and knowledge are assessed such as a simulated training kitchen or a mental health peer workspace and access to workplace policy and procedures.

To achieve this, selectability Training uses 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.
- Creating assessment activities that require the student to conduct specific research relating to industry situations and occurrences where applicable.
- Tailoring the program outcomes to meet the organisational training needs of the enterprise without compromising the Training Package requirements.
- Provide a realistic simulated workplace within selectability Training facilities.

## Competence of assessors

In accordance with the Standards for Registered Training Organisations, assessors are required to hold the minimum competencies for training assessment and the vocational competencies at least to the level being assessed. selectability Training has appropriate systems in place to ensure that all staff members are appropriately qualified to meet our requirements under the Standards for Registered Training Organisations. Further information can be found in the *VET Workforce Management Policy and Procedure*.

Where an assessor does not hold the required training and assessment competence, but is a recognised 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 the policy on Assessment Partnerships.

## Conducting Assessment and Gathering Evidence

Assessment tasks are conducted in line with the **Training and Assessment Strategy (TAS)** and the unit assessment requirements and conditions. selectability Training assessors ensure that:

- Students are informed of assessment expectations, criteria, assessment due dates and appeal processes.
- Assessment tasks are presented and explained in ways that allow for fairness and flexibility.
- Reasonable adjustments are implemented when required (Refer to the Student Support and Intervention Policy and Procedures)
- Students have access to the required facilities, equipment and resources for completing the assessment tasks as required.
- Students have the opportunity for resubmission where initial evidence is insufficient or not satisfactory, or reassessment where the students have been deemed Not Yet Competent.

The students complete and submit assessment tasks by the due date advised, according to the assessment instructions and guidelines provided by selectability Training assessors.

- selectability Training requires students to submit completed assessment task evidence within one week of the unit of competency end date advised on their respective timetables.
- The assessors collect evidence in various forms (e.g., written responses, practical demonstrations, workplace documents).

The assessors ensure the evidence is authentic, sufficient, valid, and current.

## Academic Integrity and Plagiarism

selectability Training is committed to promoting a culture of academic integrity and fostering independent learning. All students are expected to complete assessments honestly and ethically, demonstrating their own understanding and original effort.

### Academic Integrity

Students are expected to:

- Complete all assessments independently, unless group work is specifically required;
- Apply critical reasoning and workplace-relevant thinking in assessment tasks;
- Reference all sources used, including textbooks, digital content, and AI tools;
- Avoid dishonest practices such as plagiarism, collusion, and cheating.

### What is Plagiarism?

Plagiarism is the act of presenting another person's ideas, research, or content as your own without proper acknowledgment. This includes copying:

- Text from published or online sources without citation;
- Images, designs, statistics, sounds, or computer code;
- Work from another student or submitting another's work as your own;

- AI-generated responses (e.g., ChatGPT) without clear citation.

Plagiarism can be intentional (cheating) or unintentional (poor academic practice). Both will be addressed according to selectability Training's academic misconduct procedure.

## Use of Artificial Intelligence (AI)

Students may use AI tools responsibly to support their learning. However:

- Any use of AI-generated content must be clearly referenced;
- Final assessment responses must be written in the student's own words;
- Blind copying of AI output is a form of plagiarism and is unacceptable.

## Referencing Requirements

selectability Training uses the **Harvard Referencing System**. All sources must be acknowledged both in-text and in a final reference list. Students are expected to demonstrate understanding by synthesising information and expressing it in their own words.

## Cheating in Assessments

Cheating includes:

- Using unauthorised materials during tests;
- Submitting work completed by someone else;
- Copying another student's responses;
- Collusion with others where individual work is required.

Trainers and assessors are responsible for educating students about academic integrity and monitoring assessment conduct.

## Dealing with Plagiarism

Cases of suspected plagiarism will be reviewed by the RTO Manager in consultation with the trainer/assessor. Depending on the nature of the offence:

- **Poor academic practice** may lead to a request to revise and resubmit the task;
- **Deliberate misconduct** may result in formal warnings, re-assessment requirements, or cancellation from the program.

Repeat or severe cases of plagiarism will be considered **academic misconduct** and may result in disciplinary action, including course termination.

Students have the right to appeal any decision in accordance with the **Complaints and Appeals Policy**.

## Assessment Judgement, Feedback and Record

All assessors at selectability Training make assessment judgments based on the Principles of Assessment.

- Assessors use benchmark answers in the **Assessor Guides** for each task with the assessment book for the units of competency to make judgements and complete the **Assessment Result Record** to record the same for each task within the unit of competency.
- Assessors provide clear and constructive feedback to students that includes information about:
  - Assessment gaps (if any) and the assessment judgement or outcomes for each task.
  - Information on ways of overcoming any identified gaps in the assessment tasks.
  - Opportunity to further discuss the assessment outcomes/results.
  - Opportunity for resubmitting individual tasks where gaps have been identified.
  - Reassessment of all tasks if gaps identified in all or when submission was not made by the due date.
  - Assessment appeal process (if applicable).
- When assessment results for all tasks are recorded, the assessors complete the feedback comments and competency judgement as 'Competent' or 'Not Yet Competent' on the **Unit Result Record** sheet.
- The assessors are required to submit the **Unit Result Records** along with the assessed

**Student Assessments** for the unit of competency within two (2) weeks of the unit of competency end date advised on the respective timetables.

- Assessment Results are recorded in the Student Management System (SMS) within one (1) week after the assessors submit the Unit results for the students.

## Assessment and Feedback Workflow

Who	Action	Details	Timeline
<b>Assessor</b>	Assessment Judgement	Use benchmark answers in the Assessor Guide to judge each assessment task and complete Assessment Result Records.	<b>Within 2 weeks</b> on the Unit end date
<b>Assessor</b>	Feedback	Provide clear and constructive feedback to students	
<b>Assessor</b>	Finalise Unit Result Record	Record judgement for each assessment task and accordingly finalise the Unit outcome as ' <b>Competent</b> ' or ' <b>Not Yet Competent</b> ' and add final comments.	
<b>Assessor</b>	Submit Result Records	Submit Unit Result Record & assessed tasks to Student Support.	
<b>Administration Officer</b>	Enter Results in SMS	Input student results in Student Management System	<b>Within 1 week</b> of receiving assessor submissions.

## Assessment Appeal and Reassessment

The students at selectability Training are offered reassessment opportunity if:

- Evidence provided is insufficient.
- Evidence provided was incorrect or unsatisfactory.
- An error in judgement or procedure is identified.
- Reasonable adjustment was not correctly applied.

All reassessments are documented and conducted as per selectability Training Reassessment and Appeal procedure detailed below:

- selectability Training students are provided two (2) opportunities to resubmit their assessment task evidence/ answers to their respective assessors if they have been marked 'Not Yet Satisfactory' for any assessment tasks, before the assessor finalises the Unit of Competency assessment outcome within two (2) weeks of the unit of competency end date advised on the respective timetables.

Where resubmission is granted, assessors may require students to either:

- Resubmit the original task with corrections based on feedback (where the integrity of the task is still preserved), or
- Complete an alternate version of the assessment task to ensure authenticity and fairness in the reassessment process.

The RTO Manager and Lead Trainer will determine whether a new version of the tool is required, based on the risk of academic misconduct, assessment design, and the nature of the evidence gap.

These opportunities are provided by the assessors via face-to-face assessment discussions or feedback or via emails where the assessors provide feedback on the identified gaps in the assessment answers/evidence. The assessors provide due dates for the resubmissions for the same.

When the Unit of Competency assessment outcome is finalised and if any student has been marked 'Not Yet Competent' for the said Unit of Competency, they can apply for Reassessment via the *Reassessment and Appeal Form*.

selectability Training's assessor must:

- Report any assessment decision that is disputed by the student to the RTO Manager.
- Participate in the reassessment or appeal according to the policies and procedures of selectability Training

selectability Training provides students with opportunities to appeal against assessment conduct, assessment judgement and/ or the outcome of the assessment, according to the *RTO Feedback, Complaints & Appeals Policy and Procedure*.

## Ongoing Monitoring and Continuous Improvement

selectability Training is committed to maintaining a systematic and documented process for the ongoing monitoring and continuous improvement of its assessment system. This includes regular validation, feedback analysis, industry consultation, and implementation of improvements to ensure assessment practices are fair, flexible, valid, and reliable.

- Trainers and Assessors discuss issues, anomalies, or feedback related to assessments during team meetings held monthly to discuss:
  - Assessment outcomes (e.g., high fail rates, clustering issues).
  - Trends or patterns in student results.
  - Identified risks or non-compliances.
- RTO Manager and Lead Trainers and Assessors review samples of assessment decisions for consistency.
  - Learner and employee feedback is gathered after each term using standardised tools (e.g., Feedback surveys or Training and Assessment evaluation surveys). This feedback is analysed for:
    - Clarity and fairness of assessment tasks.
    - Relevance to workplace or industry expectations.
    - Volume of evidence required.
- Post Assessment validation of completed student assessments is conducted as per selectability Training's validation schedule.
- Feedback from employers and industry representatives is sought on the relevance and authenticity of assessment tasks and if the graduates can be considered job-ready based on assessment outcomes.
- Identified improvements or recommendations from the feedback from surveys, industry consultation and validation sessions are documented in the **Continuous Improvement Register**.
- Updates may include:
  - Revising assessment tools (e.g., instructions, benchmarks, templates).
  - Enhancing assessor guidance materials.
  - Providing additional assessor PD or calibration sessions.
  - All updated tools are version-controlled and stored in the RTO SharePoint Folder.

selectability Training's RTO Manager and Lead Trainers and Assessors ensure the assessment tools are updated as per the recommendations made and the updated versions of the tools are made available for

the next batch of students.

## 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
ASSESSMENT	Means the process of collecting evidence and making judgements on whether competency has been achieved, to confirm that an individual can perform to the standard required in the workplace, as specified in a training package or a vocational education and training (VET) accredited course.
ASSESSMENT TOOL	An assessment tool can cover an individual unit of competency, or a clustered group of units of competency such as a skill set. It will contain multiple assessment instruments, requiring students to respond or perform certain tasks, and includes the: <ul style="list-style-type: none"> <li>• context and conditions of assessment</li> <li>• tasks to be administered to the student</li> <li>• an outline of the evidence to be gathered from the candidate and evidence criteria used to judge the quality of performance (i.e. the assessment decision-making rules).</li> </ul>

## Document Governance

### Document Properties

Document Sponsor	CFO
Date Approved	25/03/2026
Category	RTO
Review Cycle	Annual
Next Review Date	25/03/2027
Current Version	RTO.3014.V1.01
Implementation Plan	COO Newsletter, selectability Training Website
Board Committee	FAR

## Related Documents and Legislation

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

**2025 RTO Standards**

Outcome 1 – Training and Assessment, Division 2 – Assessment, Standard 1.4

## Document History

Version	Date	Review Notes	Officer
RTO.3014.V1.0	25/03/2026	Document Approved	CFO
RTO.3014.V0.1	20.02.2026	Draft Created	RTO Manager