



Draft Practice Guide

Assessment

(Standards 1.3, 1.4, 1.5, 1.6)

Ver 1.0
Published 17 December 2024

Outcome Standards for Registered Training Organisations

Quality Area 1 – Training and Assessment

What are the key concepts?

The following key concepts are covered in this practice guide:

Standard 1.3	Standard 1.4	Standard 1.5	Standard 1.6
<ul style="list-style-type: none"> Assessing competency Assessment systems Reviewing assessment tools 	<ul style="list-style-type: none"> Principles of assessment Rules of evidence 	<ul style="list-style-type: none"> Validation frequency and scope Risks to training outcomes Assessment samples Validators Validation outcomes 	<ul style="list-style-type: none"> Recognition of Prior Learning (RPL) Evidence of prior learning Equivalency and currency RPL assessment RPL policy

Achieving these Standards in practice

The following table lists examples of activities that may demonstrate compliance with the Standards, as well as risks to avoid. These examples are not a complete list of every activity or risk, nor do all the activities listed need to be completed to achieve compliance. Rather, they are a guide and should be considered within the context, size, scale and student cohorts of your RTO's operations.

Standard 1.3: The assessment system is fit-for-purpose and consistent with the training product	
Performance Indicators	Example activities and considerations for compliance
<p>The RTO demonstrates:</p> <ol style="list-style-type: none"> assessment is consistent with the requirements of the training product assessment tools are reviewed prior to use to ensure assessment can be conducted consistent with the principles of assessment and rules of evidence 	<ul style="list-style-type: none"> You can demonstrate how your assessment system ensures assessment is fit-for-purpose and consistent with the requirements of the training product, and at an appropriate level of difficulty. You are able to show how your assessment system ensures the currency of assessment so that it is in line with the training product and current industry practice. You are able to identify and explain any significant variations from the assessment tools or time periods set out in the AQF, such that you can demonstrate how the integrity of assessment of qualification outcomes is maintained.

<p>c. the outcomes of review inform any necessary changes to assessment tools.</p>	<ul style="list-style-type: none"> • You can show how your assessment activities (resources, methods and timing) have considered the needs of your specific student cohort and context. • You can demonstrate that your assessment system: <ul style="list-style-type: none"> ○ addresses all requirements of the unit of competency ○ determines what competence looks like based on the unit elements, performance criteria and assessment requirements ○ contextualises assessment tools to the student cohort to assess that skills are relevant to the industry or work context ○ balances theory with practical assessment to ensure students have undertaken all the required tasks and demonstrated their ability to do so in different contexts and environments. ○ enables consistent collection of valid and reliable evidence. • You can demonstrate how you have reviewed your assessment tools prior to use, for example by: <ul style="list-style-type: none"> ○ consulting with industry 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. • You can show the changes and improvements that have been made following review of your assessment tools. • You can demonstrate how you integrate off-the-shelf tools with your assessment system.
	<p>Known risks to quality outcomes</p>
	<ul style="list-style-type: none"> • Cookie-cutter approaches and reliance on off-the-shelf assessment tools that are not contextualised to your student cohort, learning environment and training product requirements • Generic templates or checklist to conduct the review of assessment tools prior to use.

<p>Standard 1.4: The assessment system ensures assessment is conducted in a fair and appropriate way and enables accurate judgements of VET student competency</p>	
<p>Performance Indicators</p>	<p>Example activities and considerations for compliance</p>
<p>The RTO demonstrates:</p> <p>a. assessment is conducted in a way that is consistent with the following principles of assessment:</p> <p>i. fairness – assessment takes into account VET student needs, including through applying adjustments where appropriate and enabling reassessment if necessary</p> <p>ii. flexibility – assessment is appropriate to the context, training product and VET student, and</p>	<ul style="list-style-type: none"> • You can demonstrate how you go about providing clear guidance on what the assessment task is to both the assessor and the student so that they both know: <ul style="list-style-type: none"> ○ what is to be assessed ○ the context and conditions of assessment ○ how and when assessment is to occur ○ the environment for the assessment. • You are able to show how you achieve fairness in assessment – for example by: <ul style="list-style-type: none"> ○ considering students’ needs and making reasonable adjustments to your assessment processes or tools ○ ensuring students are fully informed of the assessment process and performance expectations before undertaking assessment tasks ○ considering whether students need further training before being reassessed (in cases where students are initially

<p>assesses skills and knowledge held by the VET student irrespective of how or where they have been acquired</p> <p>iii. validity – assessment of skills and knowledge is integrated with practical application and would enable the VET student to demonstrate these skills and knowledge in similar situations</p> <p>iv. reliability – assessment evidence is interpreted consistently by assessors and the outcomes of assessment are comparable irrespective of the assessor conducting the assessment</p> <p>b. assessors make individual assessment judgements that are justified based on the following rules of evidence:</p> <p>i. validity – the assessment evidence assures the assessor that the VET student has the skills and knowledge described in the training product</p> <p>ii. sufficiency – the quality, quantity and relevance of the assessment evidence enables a judgement of competency to be made</p> <p>iii. authenticity – the assessment evidence presented is the VET student's own work</p> <p>iv. currency – the assessment evidence demonstrates the current skills and knowledge of the VET student.</p>	<p>unable to complete the required task to the level described in the assessment requirements)</p> <ul style="list-style-type: none"> ○ having an appeals process to provide an avenue for students to challenge an assessment decision and to have it reviewed objectively. <ul style="list-style-type: none"> ● You are able to show how you support flexibility in assessment – for example by: <ul style="list-style-type: none"> ○ adjusting your assessment system where a student has already demonstrated some aspects of the unit of competency through other means ○ recognising that students demonstrate competence in a variety of ways ○ drawing from a range of assessment methods to find those that are appropriate to your context, the assessment requirements, and the individual student. ● You are able to show how you ensure validity of assessment – for example: <ul style="list-style-type: none"> ○ assessment is based on evidence that demonstrates that a student could perform the skills and knowledge in other similar situations ○ assessment of knowledge and skills is integrated with practical application – skills are assessed by observing the student carrying out the relevant task in an appropriate environment ○ judgement of competence is based on a range of relevant evidence, ensuring there is a direct relationship between the assessment task or activity the student undertakes (including assessment of practical application of skills), the evidence presented to the student and the assessment requirements. ● You are able to show how you achieve reliability in assessment – for example by: <ul style="list-style-type: none"> ○ having an assessment system that includes sufficient context, detail and guidance to enable assessors to make consistent assessment decisions and minimises variation between assessors ○ developing evidence criteria (i.e. decision-making rules) to judge the quality of performance ○ identifying benchmarks for practical activities that are broad enough to allow for variations in the task being undertaken and any variations in the context, but include sufficiently detailed observable behaviours ○ actively assuring assessment practices through monitoring the reliability and consistency of decisions by your assessors on an ongoing basis. ● You are able to show how you ensure sufficiency in assessment judgements – for example by ensuring assessors: <ul style="list-style-type: none"> ○ gather enough evidence to make a valid judgement of competence or otherwise ○ adjust the quantity of evidence gathered as required – some students may take longer or need to complete a greater number of tasks to demonstrate competence; others may not be able to achieve competence despite repeated opportunities. ● You are able to show how you assure the authenticity of assessment judgements – for example by: <ul style="list-style-type: none"> ○ confirming that evidence 'belongs' to the student being assessed (and has not been plagiarised or generated with artificial intelligence (AI) tools) and provides genuine evidence of that person's skills and knowledge
---	---

	<ul style="list-style-type: none"> ○ verifying that the person you are enrolling, training and assessing is the same person that will be issued with a qualification or statement of attainment. ● You are able to show how you ensure currency in assessment judgements – for example by: <ul style="list-style-type: none"> ○ considering the time that has passed since the evidence of the student’s competency was generated. Currency is a particular risk with RPL, as you may be presented with a range of evidence gathered over several years.
	Known risks to quality outcomes
	<ul style="list-style-type: none"> ● Using assessment tools that are not contextualised to the student cohort and assessment system. ● Where adjustments for a student to accommodate their needs or preferences is granted at the expense of the student attaining the required skills and knowledge specified in the unit or module assessment requirements. ● Undertaking assessment of students in a group environment where it is not confirmed that each student is competent. ● Not assessing students while on placement, particularly in qualifications where direct observation is required. ● Insufficient systems of governance for academic integrity and mechanisms to identify and respond to academic cheating. ● Not having a system to confirm that your assessment tools address all of the requirements of the unit or module. ● Using generic ‘tick box’ checklists to demonstrate a student has completed observational-type or practical assessments. ● Not confirming e.g. with your trainers and assessors that the individual completing the assessment is the student who will be issued with a qualification or statement of attainment. ● Neglecting to review your assessment systems after completed cohorts to incorporate any lessons learnt and continuously improve.

Standard 1.5: The assessment system is quality assured by appropriately skilled and credentialed people through a regular process of validating assessment practices and judgements.	
Performance Indicators	Example activities and considerations for compliance
<p>The RTO demonstrates:</p> <ul style="list-style-type: none"> a. validation of assessment practices and judgements ensures the assessment system consistently produces valid assessment judgements that are consistent with the training product and the requirements of these Standards b. validation for each training product on the RTO’s scope of registration occurs regularly and at least every 5 years, as informed by risks to training outcomes, any changes to the training product, and feedback from VET students, trainers and assessors, and industry 	<ul style="list-style-type: none"> ● You are able to demonstrate how you validate your assessment practices and judgements – for example by: <ul style="list-style-type: none"> ○ monitoring and sampling the use of the assessment system to ensure it is implemented appropriately and in accordance with the rules of evidence ○ observing the use of assessment tools by your assessors to verify that the evidence being gathered is an accurate reflection of the relevant training product requirements and students’ performance ○ establishing a direct link between the evidence and the judgement of competence and confirming the principles of assessment have been met ○ seeking feedback from your assessors on how your tools and systems, including assessment instructions and resources, impact assessment judgements ○ ensuring that validators have access to the same evidence in the sample that the assessor used to make the original assessment judgement ○ sampling at least two units of competency when validating a qualification, accredited course or skill set.

<p>c. a risk-based approach is used to determine the component of the training product to be validated and the sample size of assessments</p> <p>d. validation is undertaken by one or more people who collectively have:</p> <ul style="list-style-type: none"> i. industry competencies, skills and knowledge relevant to the training product ii. a practical understanding of current industry practices relevant to the training product iii. one of the credentials for validation specified in the Credential Policy <p>e. in addition, where an AQF qualification or skill set from the Training and Education Training Package that enables individuals to make assessment judgements is being validated:</p> <ul style="list-style-type: none"> i. the person(s) undertaking validation are independent and are not employed or subcontracted by the RTO to provide training and assessment ii. validation occurs following completion of training and assessment by the first VET student cohort <p>f. validation outcomes are not solely determined by those who have designed or delivered the training or assessment</p> <p>g. how validation outcomes are used to inform revisions to the assessment system.</p>	<ul style="list-style-type: none"> • You are able to demonstrate what action you take when validation activities identify issues with your assessment tools or judgements – for example by: <ul style="list-style-type: none"> ○ increasing the sample size to identify trends ○ validating completed assessments from other units of competency to see if the issue is evident across the qualification ○ looking for patterns of error (for example, if it is one assessor making invalid judgements or multiple assessors). • You can demonstrate how you implement changes to your assessment system in response to the findings of the validation process. • You can demonstrate you have implemented a risk assessment process to identify the units of competency to be sampled as part of the validation process. • You can demonstrate the sample of completed assessments used in the validation process is reflective of the diversity of student cohorts, delivery locations, number of assessors and final results issued to enable assessment of the level of consistency of assessment judgements across the RTO.
Known risks to quality outcomes	
<ul style="list-style-type: none"> • Not using validation activities to strengthen and improve your assessment system including to address risks to students and integrity of assessment. E.g. where validation process identifies areas for improvement but assessment tools or systems are not amended for future student cohorts. • Validation of a specific cohort with an inadequate sample of students across your scope. • Reliance on insufficient evidence to complete validation effectively. E.g. if records of completed student assessment items are not retained for the required length of time. • Not adequately ensuring consistency and principles of assessment are applied to assessment practices in off- shore delivery settings 	

Standard 1.6: VET students with prior skills, knowledge and competencies are supported to seek recognition of prior learning to progress through the training product.	
Performance Indicators	Example activities and considerations for compliance
<p>The RTO demonstrates:</p> <ul style="list-style-type: none"> a. VET students are offered opportunities to seek recognition of prior learning and are made aware of the RTO's policies for this b. recognition of prior learning is based on evidence of prior 	<ul style="list-style-type: none"> • You can demonstrate how the policies and practices you have in place for conducting Recognition of Prior Learning (RPL) result in fair, consistent and transparent decisions that maintain the integrity of the training product. • You have a process to ensure that 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).

<p>skills, learning and/or experience, and is conducted in accordance with the assessment system</p> <p>c. decisions about recognition of prior learning are fair, consistent and transparent, maintain the integrity of the training product, and are documented.</p>	<ul style="list-style-type: none"> • You can show how your processes achieve robust and consistent RPL decisions, including ensuring that the person/s responsible for considering the evidence has: <ul style="list-style-type: none"> ○ a thorough understanding of how the training product is structured and the role of the assessment requirements ○ content knowledge and skill in the training product and an understanding of how it is applied in the workplace. • You can demonstrate how your RPL processes and tools accommodate the variety of experiences and learning pathways that students present. • You have processes for assuring your RPL practices and processes are validly determined, and decisions are being made in accordance with the Standards. 		
	<table border="1"> <thead> <tr> <th data-bbox="652 521 1437 573" style="background-color: #0070C0; color: white; text-align: center;">Known risks to quality outcomes</th> </tr> </thead> <tbody> <tr> <td data-bbox="652 573 1437 1249"> <ul style="list-style-type: none"> • Inadequate assessment practices and business models that cut corners in issuing RPL and allow unqualified persons entry into critical roles, which poses a risk to themselves and others in the workplace and adversely impacts community safety. • Failure to robustly assess or test RPL evidence for authenticity, completeness or currency against training package requirements. • Tactics that promote an easier path to qualification and outsourcing of RPL assessments to unregulated third parties. • Insufficient options to support RPL gap assessment for students. • Inadequate systems to ensure your RPL systems adhere to the same rigour as a training and assessment system. • Insufficient evidence obtained from the student to demonstrate they meet all required skills and knowledge as per the training product requirements. • Practices that automatically grant RPL for students that hold a higher AQF level qualification in the same industry. </td> </tr> </tbody> </table>	Known risks to quality outcomes	<ul style="list-style-type: none"> • Inadequate assessment practices and business models that cut corners in issuing RPL and allow unqualified persons entry into critical roles, which poses a risk to themselves and others in the workplace and adversely impacts community safety. • Failure to robustly assess or test RPL evidence for authenticity, completeness or currency against training package requirements. • Tactics that promote an easier path to qualification and outsourcing of RPL assessments to unregulated third parties. • Insufficient options to support RPL gap assessment for students. • Inadequate systems to ensure your RPL systems adhere to the same rigour as a training and assessment system. • Insufficient evidence obtained from the student to demonstrate they meet all required skills and knowledge as per the training product requirements. • Practices that automatically grant RPL for students that hold a higher AQF level qualification in the same industry.
Known risks to quality outcomes			
<ul style="list-style-type: none"> • Inadequate assessment practices and business models that cut corners in issuing RPL and allow unqualified persons entry into critical roles, which poses a risk to themselves and others in the workplace and adversely impacts community safety. • Failure to robustly assess or test RPL evidence for authenticity, completeness or currency against training package requirements. • Tactics that promote an easier path to qualification and outsourcing of RPL assessments to unregulated third parties. • Insufficient options to support RPL gap assessment for students. • Inadequate systems to ensure your RPL systems adhere to the same rigour as a training and assessment system. • Insufficient evidence obtained from the student to demonstrate they meet all required skills and knowledge as per the training product requirements. • Practices that automatically grant RPL for students that hold a higher AQF level qualification in the same industry. 			

Self-assurance questions

1	How do you know your assessment system is fit-for-purpose and consistent with the requirements of the training product?
2	How do you monitor your assessment system and assessment outcomes and make any necessary changes to assessment tools and other materials?
3	How does the design of your assessment system support assessment in line with the principles of assessment and rules of evidence?
4	What systems and processes do you have in place to plan regular and structured validation of training products on your scope of registration?
5	How do you ensure students know about and understand when RPL is an option for them?
6	How are you testing the authenticity of evidence supplied by students seeking RPL?