

1.03.828 Development & Conduct of Assessment

What you need to know – key take outs

The purpose of this policy is to ensure that assessment is conducted according to nationally understood principles and known rules of evidence.

Always read this Policy in conjunction with the Related Procedures identified below.

Policy Principles	<p>At IRT Academy we recognise that assessment is a core service offered to our students (students) and is at the centre of our operation as a Registered Training Organisation. Quality assessment ensures that the skills and knowledge of students are assessed so that:</p> <ul style="list-style-type: none"> • Assessment decisions are based on the assessment of skills and knowledge against the units of competency drawn from accredited Training Packages. • The target industry or enterprise requirements are contextualised and integrated within the assessment. • Evidence is gathered that meets the rules of evidence. • Assessment is conducted in accordance with the principles of assessment.
Purpose	<p>To meet the requirements of:</p> <ul style="list-style-type: none"> • National Vocational Education and Training Regulator Act 2011; and • Standards for Registered Training Organisations 2015
Risk Statement	<p>IRT has a low appetite for risk of failing to comply with legislation.</p>
Scope	<p>The scope of this policy covers all IRT Academy students, employees and/or third parties acting on behalf of IRT Academy.</p>
Related Procedure	<ul style="list-style-type: none"> • Assessment Development • Conduct of Assessment
Related Documents	<ul style="list-style-type: none"> • IRT Academy Procedure Manual • Assessment Summaries • Training and Assessment Strategies • Training Plan • Continuous Improvement Register • Trainer Feedback Form • 1.03.805 Skills and Qualification Recognition • 1.03.813 Record Retention & Archiving • 1.03.824 Training and Assessment Strategies • 1.03.825 Version Control

Compliance Requirements	<ul style="list-style-type: none">• National Vocational Education and Training Regulator Act 2011• Standards for RTOs 2015;• Standard 1
Policy Owner	IRT Group Head – IRT Academy
Effective Date	December 2022
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Content Manager Reference Number	EDOC2022/0097355

1 Relevant legislation

This policy has been written to align with the Standards for RTOs and other relevant legislation and regulation. The following table explains the link between this policy and the relevant external requirements.

Standard / Legislation	What this Means
Standards for RTOs 2015; <ul style="list-style-type: none"> • Standard 1 	To ensure the RTO meets the regulatory standards for RTO operation and related legislation.

2 Policy details

In the development and delivery of assessment products and services, IRT Academy applies the principles of assessment and rules of evidence.

Assessment strategies have been designed to ensure:

1. Fairness

Our assessment approach encourages fairness in assessment through consideration of the student's 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 is able to participate in, the assessment process, and agrees that the process is appropriate.

2. Flexibility

We strive to provide assessment opportunities that reflect a student's needs. Our 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 competency and the student.

3. Validity

We conduct assessment against the unit of competency and the associated assessment requirements ensuring the broad range of skills and knowledge essential to competent performance are assessed.

4. Reliability

We seek to gather and interpret evidence in a consistent manner that provides for reliable assessment both for the student and for Assessors.

We achieve this by employing Assessors who have:

- The required vocational competencies and can demonstrate vocational currency.
- Hold the current required training and assessment qualification as specified in the Standards for RTOs 2015 and demonstrate annual currency in Vocational Education and Training.

Our assessment resources also provide for standardised outcomes supported by marking guides and exemplar assessment tools to guide Assessors in their professional judgments. Reliability is also supported by the moderation of assessment judgments through the use of exemplar assessment tools.

5. Validity

We collect evidence that is specified in the benchmarks for assessment. IRT Academy places significant emphasis on direct evidence that is gathered in a workplace through observation and compilation of a portfolio of work outcomes. Where this is impractical due to geographic distance, other forms of evidence are used such as industry evidence and detailed assessment of underpinning knowledge.

6. Sufficiency

We prioritise the collection of enough appropriate evidence to ensure that all aspects of competency have been satisfied and that competency can be demonstrated repeatedly.

7. Authenticity

We seek evidence that is authentic. To support this, Assessors must be assured that the evidence presented for assessment is the student's own work. In all instances work submitted is to include a signed statement by the student that they certify the work as their own.

8. Currency

We must be satisfied that the student currently holds the skills and knowledge relating to a particular assessment. This will mostly relate to recognition applications where a student has been in the workplace for many years and is seeking recognition of skills and knowledge obtained through workplace experience or previous training. We will apply where necessary assessment strategies which satisfy currency through the gathering of direct evidence in the workplace.

In Practice Example:

During a recruitment action for a new Assessor at IRT Academy the IRT Academy RTO Manager conducts the necessary due diligence to ensure that the applicant has the required qualifications and vocational experience and currency to meet the regulated requirements.

3 Roles and responsibilities

Role	Responsibility
Policy Owner – Group Head IRT Academy	<ul style="list-style-type: none"> Ensuring the currency and appropriateness of the policy to meet regulatory and legislative requirements.
Policy Monitor – RTO Manager	<ul style="list-style-type: none"> Ensure day to day implementation and compliance with policy.
Implementation – Trainer/Assessor	<ul style="list-style-type: none"> Implement policy procedure requirements as per IRT Academy Procedure Manual.

4 Definitions

In this Policy, words have the following meaning:

Term	Definition
RTO	Registered Training Organisation