

Assessment Tools and Systems Policy

1. Purpose

This policy ensures that assessment tools and systems used by the RTO are developed or selected to facilitate valid, reliable, fair, and flexible assessment. It ensures compliance with **Outcome Standards 1.3 and 1.4** of the *Standards for RTOs 2025* and that assessors make accurate, evidence-based judgements of competency.

2. Scope

This policy applies to all accredited training products on the RTO's scope of registration and covers all staff involved in the development, purchase, validation, delivery, and review of assessment tools and systems.

3. Definitions

Term	Definition
Assessment Tool	A complete suite of documents used to assess competency, including tasks, instructions, benchmarks, templates, and checklists. May be developed internally or sourced from approved third-party providers.
Assessment System	The framework that governs assessment planning, development, delivery, validation, and recordkeeping.
Pre-validation	Quality assurance review conducted before an assessment tool is implemented.
Post-validation	A structured review of assessment outcomes after delivery to confirm consistency and inform improvements.
Principles of Assessment	Fairness, flexibility, validity, and reliability – as defined in Outcome Standard 1.4.
Rules of Evidence	Validity, sufficiency, authenticity, and currency – as applied to assessment decisions.
Training.gov.au	The official national register for training packages and units of competency.
CI Register	Continuous Improvement Register – used to record actions for quality enhancement.

4. Legislative Reference

- 🚦 National Vocational Education and Training Regulator Act 2011
- 🚦 Standards for RTOs 2025 – **Outcome Standards 1.3 and 1.4**
- 🚦 Training Package and accredited course requirements (as listed on www.training.gov.au)
- 🚦 Australian Qualifications Framework (AQF)

5. Policy Statement

The RTO ensures that assessment tools and systems support fair, flexible, valid, and reliable assessment, whether developed in-house or purchased from a third-party provider. All assessment practices must align with the endorsed components of the training product, and tools must undergo pre-validation and post-validation. Any identified changes or improvements are documented in the CI Register.

6. Detailed Explanation of Outcome Standard 1.4

Standard 1.4 – Assessment Practices

Outcome: *Assessment is conducted fairly, appropriately, and enables accurate judgement of competency.*

Performance Indicators:

Principles of Assessment:

- **Fairness** – Accommodate learner needs, provide reasonable adjustment and reassessment opportunities.
- **Flexibility** – Assess what the learner knows, no matter how it was acquired, and adapt to delivery context.
- **Validity** – Assessment tasks include real or simulated practical activities relevant to the workplace.
- **Reliability** – Outcomes are consistent across assessors and locations.

Rules of Evidence:

- **Validity** – Evidence clearly demonstrates competency as per training product.
- **Sufficiency** – Enough quality and quantity of evidence to confirm competence.
- **Authenticity** – Assessor is satisfied the work belongs to the student.
- **Currency** – Evidence reflects the student's current capability.

7. Procedure – Step by Step

Step	Action Description	Responsible Person	Timing
1	Identify unit requirements from [Training.gov.au]: elements, performance criteria, knowledge evidence, performance evidence, assessment conditions, and foundation skills.	Compliance Manager	Before tool development or procurement
2	Develop or purchase assessment tools, ensuring alignment to principles of assessment and rules of evidence. Third-party tools must be adapted as needed.	Trainer/Assessor/ Compliance Manager	Pre-delivery



3	Conduct Pre-validation using the TAS, Unit requirements from training.gov.au, unit mapping, Assessment resources and pre-validation form.	Compliance Manager/ Trainer	Before delivery
4	Record pre-validation outcomes, make improvements or adjustments as needed in the assessment tools and approvals. Save validated tools in the quality management system.	Compliance Manager	Immediately after pre-validation
5	Update the CI Register if improvements.	Compliance Manager	At time of review
6	Provide briefing to assessors on benchmarks, expected responses, and flexibility protocols.	Training Coordinator/ Compliance Manager	Before delivery
7	Conduct assessment using approved tools. Maintain assessment evidence securely.	Trainer/Assessor	Ongoing
8	Conduct post-validation on a sample of completed assessments. Review judgement consistency and evidence quality.	Validation Panel / Compliance Manager	Based on 5 years validation plan
9	Record validation outcomes, update tools if required, and note improvements in the CI Register.	Compliance Manager	Within 30 days of validation
10	Retention of Assessment Evidence (Including RPL)- Retain all assessment evidence (e.g. completed workbooks, observation checklists, assessor marking tools, validation records) for 2 years after the student's completion of the qualification or standalone unit. - For RPL, retain application forms, RPL mapping documents, evidence submitted (certificates, work samples), assessor's final judgment, and RPL outcome communication. - Ensure electronic copies are kept in the student's digital file on SharePoint or the LMS where applicable.	Trainer / Compliance Manager	2 years

8. Related Documents

- ✚ Assessment Tool
- ✚ TAS-Training and Assessment strategy
- ✚ Unit requirements -(<https://training.gov.au/>)
- ✚ Pre-validation form
- ✚ Validation form
- ✚ Sample of completed assessments
- ✚ Continuous Improvement Register

9. Flow chart

Assessment Tools and Systems Process

