

## 1. Purpose

VEG Education is committed to delivering quality training and assessment in accordance with the Standards for Registered Training Organisations (SRTOs) 2025. This policy outlines a compliant assessment system ensuring assessments (including Recognition of Prior Learning, RPL) meet the requirements of national Training Packages and VET Accredited Courses within our scope of registration.

The policy provides clear guidance for assessors on assessment processes, evidence requirements, and ensures all assessments align with the Principles of Assessment and Rules of Evidence.

---

## 2. Policy Statement

VEG Education provides equitable and flexible assessment opportunities to all enrolled learners. Assessment practices are fair, valid, reliable, and flexible, reflecting industry standards and learner diversity.

Our commitments include:

- Compliance with competency-based assessment requirements specified in Training Packages.
  - Maintenance of VET system integrity by adhering to the Principles of Assessment (validity, reliability, fairness, flexibility).
  - Application of the Rules of Evidence (validity, sufficiency, authenticity, currency) for evaluating assessment evidence.
  - Conducting assessments only by qualified assessors meeting SRTOs 2025 standards.
  - Offering flexible assessment methods appropriate to learner needs and contexts.
  - Supporting learner participation and informed decision-making throughout the assessment process.
- 

## 3. Definitions

**Assessment:** Process of gathering evidence and making judgments about competency.

**Assessment System:** Documented framework ensuring consistent and compliant assessment processes.

**Competency:** Demonstrated ability to apply knowledge and skills meeting workplace standards.

**Recognition of Prior Learning (RPL):** Assessment of competencies gained through formal, non-formal, or informal learning and experience.

---

## 4. Policy Principles

### 4.1 Underpinning Assessment Concepts

Assessment outcomes are either Competent (C) or Not Yet Competent (NYC), focusing on evidence-based demonstration of skills rather than comparison among learners.

### 4.2 Assessment Methods

Assessment may include:

- Direct observation of practical skills.
- Projects, assignments, or portfolios.
- Questioning and written tests.
- Third-party reports or workplace evidence.
- Simulation or role-play exercises.
- Recognition of Prior Learning (RPL).

Assessment methods will:

- Align with training package rules and learner needs.
- Enable flexible and reasonable adjustments.
- Provide clear instructions and criteria.
- Be administered under conditions conducive to reliability and validity.

### 4.3 Assessment Appeals Process

Learners have the right to appeal assessment decisions they deem unfair or incorrect. The appeals procedure will:

- Be clearly communicated to learners prior to enrolment.
  - Allow learners to lodge an appeal within a specified timeframe.
  - Ensure appeals are handled impartially, promptly, and confidentially.
  - Provide outcomes and decisions in writing.
  - Include a review by an independent assessor or panel if needed.
  - Maintain records of all appeals and outcomes per records management policy.
  - Learners are encouraged to attempt informal resolution with the assessor prior to lodging a formal appeal. Assistance and support for appeals are available through learner support services.
-

# Assessment Policy

## 5. Responsibilities

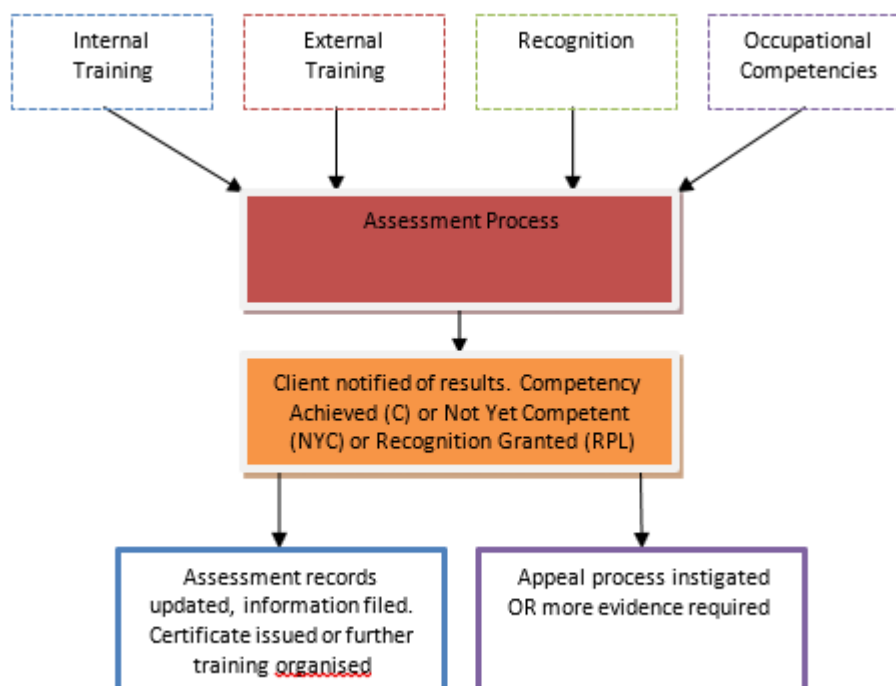
The CEO has overall responsibility for ensuring assessment policy compliance and continuous improvement. Assessors must:

- Maintain current assessor qualifications.
- Implement the assessment system per policy.
- Provide clear, constructive feedback to learners.

## 6. Monitoring and Continuous Improvement

Assessment practices are regularly monitored via internal audits, learner feedback, and industry consultation. Improvements are made in response to identified issues to uphold quality and compliance.

## 7. The Assessment Model



## 8. Levels and Methods of Assessment

### 1.1 Levels of Assessment

VEG Education uses the following assessment levels:

**Diagnostic (Pre-assessment):** Identifies prior knowledge and skills to establish a baseline and diagnose learning needs or gaps.

**Formative Assessment:** Ongoing assessment during training to monitor progress and provide feedback to learners, trainers, and supervisors, guiding further learning and development.

This assessment accumulates over time.

**Summative Assessment:** Conducted typically at the conclusion of training, often in workplace settings, to confirm achievement of competency requirements and culminate the assessment process.

### 1.2 Assessment Modes

Assessment may occur:

- On-the-job (workplace assessments).
- As part of structured training sessions.
- Off-the-job via simulations or practical exercises.
- Through completion and submission of assignments and projects.
- Via Recognition of Prior Learning (RPL).

### 1.3 Evidence Gathering Methods

- Common methods include but are not limited to:
- Projects and written assignments.
- Workplace assignments and performance observations.
- Demonstrations and role plays.
- Simulation exercises.
- Questioning and oral presentations.
- Written tests and portfolios.
- Third-party reports.

### 1.4 Assessment Requirements

Assessments align with the relevant Training Package or accredited course requirements.

Assessments are conducted consistently and timely to ensure learners have acquired necessary knowledge and skills to demonstrate competency.

All assessment records are maintained securely according to the VEG Education Records Management Policy and Student Management System (SMS).

Feedback, including outcomes and guidance for further learning, is provided to learners promptly.

## 2. Special Considerations

Learners experiencing unforeseen or special circumstances may apply for special consideration or reasonable adjustment. Circumstances may include:

- Serious illness or psychological conditions (supported by medical evidence).
- Bereavement.
- Hardship or trauma (e.g., victim of crime, sudden unemployment).
- Other exceptional circumstances (assessed case-by-case).

Applications are made by discussing with the CEO, who determines appropriate outcomes such as extensions, deferred assessments, additional assessments, withdrawal without penalty, reassessment, or course recommencement.

## 3. Reasonable Adjustments

Learners may request assessment adjustments to accommodate individual needs without compromising assessment integrity.

Adjustments must maintain fairness and not give unfair advantage or disadvantage.

## 4. Assessment Submission

All assessment submissions must include a completed cover sheet for identification and declaration.

Assessments are due within four (4) months of unit/course commencement. Late submissions may require re-enrolment and payment of fees.

One reassessment attempt is permitted for learners deemed Not Yet Competent (NYC); subsequent attempts may incur fees or require further enrolment.

## 5. Principles of Assessment

Assessments at Velisha Education Group adhere to the four Principles of Assessment defined in the Standards for RTOs 2025:

- **Fairness:** Consideration of the learner's needs, including reasonable adjustments and opportunities to appeal assessment results.
- **Flexibility:** Use of various assessment methods appropriate to the learner, competency, and context.
- **Validity:** Assessment covers all relevant skills and knowledge required for competent performance.
- **Reliability:** Consistent application and interpretation of assessment results, regardless of assessor.

## 6. Rules of Evidence

Assessment evidence must meet the following criteria:

- Validity: Evidence demonstrates the learner can meet the competencies.
- Sufficiency: Amount and quality of evidence are adequate to make a judgement.
- Authenticity: Evidence is the learner's own work.
- Currency: Evidence demonstrates current competency.

## 7. Assessor Requirements

Assessors must hold relevant assessor qualifications and vocational competency equal or higher than the unit being assessed, as specified in the Standards for RTOs 2025.

## 8. Assessment Resources

Assessment tools (instructions, instruments, checklists, outcome summaries) are developed in consultation with industry and retained as evidence of competency assessment for at least 6 months.

## 9. Assessment Validation

Assessment processes and outcomes are regularly validated as part of continuous improvement (see Validation Policy).

## 10. Assessment Marking and Outcomes

Assessments are not graded but marked as Competent (C) or Not Yet Competent (NYC).

Results and constructive feedback are provided to learners within two (2) weeks of submission.

NYC learners receive guidance and may require further training and reassessment.

## 11. Assessor Code of Conduct

Assessors abide by ethical standards including:

- Sensitivity to learner needs, conflict of interest management, and protecting learner rights.
- Fairness and impartiality without undue influence on outcomes.
- Confidential handling of assessment information.
- Maintaining professional competence and seeking continuous development.

## 12. Recognition of Prior Learning (RPL)

RPL is offered to all learners at enrolment, recognizing competencies gained through previous learning or experience (see Recognition Policy).

# Assessment Policy



## 13. Academic Integrity

Plagiarism, cheating, and collusion are strictly prohibited and managed per complaints and discipline procedures. Sanctions may include reassessment, warnings, suspension, or expulsion. All incidents are recorded and reviewed by the CEO.