

Policy

Dalton College ensures that all assessment practices are fair, valid, reliable, and flexible, and comply with the *Standards for RTOs 2025*.

In alignment with **Outcome Standards on quality training and assessment**, Dalton College will:

- Develop, validate, and implement assessment tools that meet the requirements of the relevant training package or VET accredited course.
- Ensure that all assessments are conducted in accordance with the **Principles of Assessment** and the **Rules of Evidence** as specified in the Standards for RTOs 2025.
- Use only qualified assessors who hold the required vocational competencies and the TAE40122 Certificate IV in Training and Assessment (or successor).
- Provide opportunities for recognition of prior learning (RPL) and credit transfer in accordance with national requirements.
- Implement systematic validation and moderation processes to ensure the quality, consistency, and integrity of assessment outcomes.
- Monitor and continuously improve assessment practices through consultation with industry stakeholders and independent validation where required.

Supporting Wellbeing in Assessment

Dalton College is committed to supporting the physical, mental, and emotional wellbeing of students during assessment. This includes:

- Providing clear instructions, guidance, and resources to reduce stress and ensure students understand assessment requirements.
- Offering access to support services (e.g., study assistance, counselling, LLN support) for students who may need help preparing for assessments.
- Allowing reasonable adjustments for students experiencing personal, medical, or learning challenges, in accordance with SRT2025 and documented procedures.

Ensuring Diversity and Inclusion in Assessment

Dalton College ensures that all assessments are conducted in a fair and inclusive manner, providing equal opportunity for students from diverse backgrounds. Key practices include:

- Avoiding bias and discrimination in assessment tasks, tools, and marking criteria.
- Providing reasonable adjustments for students with disabilities or other individual learning needs.
- Training assessors to recognize and respect cultural, linguistic, and individual differences when conducting assessments.

This policy supports fairness and transparency in assessment while ensuring that all learners have access to appropriate support, feedback, and the right to appeal assessment decisions.

Relevant Standards for Registered Training Organisations

This policy supports Dalton College’s compliance with the following requirements of the *Standards for RTOs 2025*:

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- **Standard 1** : The RTO implements an assessment system that ensures assessments comply with the assessment requirements of the relevant training package or VET accredited course and are conducted in accordance with the Principles of Assessment and Rules of Evidence.
- **Standard 1**: The RTO offers and applies Recognition of Prior Learning (RPL) to individual learners.
- **Standard 1**: The RTO conducts systematic validation of assessments, including independent validation where required.
- **Quality Area 3 – Assessment**: The RTO must ensure assessment practices are valid, reliable, sufficient, current, authentic, and continuously improved to meet industry standards and learner needs.
- **Standard 8**: The RTO systematically monitors and evaluates its training and assessment strategies, practices, and outcomes to ensure ongoing compliance and improvement.

Principles of Assessment (as per the Standards for RTOs 2025)

Fairness	<p>The individual learner’s needs are considered in the assessment process.</p> <p>Where appropriate, reasonable adjustments are applied by Dalton College to take into account the individual learner’s needs.</p> <p>Dalton College informs the learner about the assessment process and provides the learner with the opportunity to challenge the result of the assessment and be reassessed if necessary.</p>
Flexibility	<p>Assessment is flexible to the individual learner by:</p> <ul style="list-style-type: none"> • reflecting the learner’s needs; • assessing competencies held by the learner no matter how or where they have been acquired; and • drawing from a range of assessment methods and using those that are appropriate to the context, the unit of competency and associated assessment requirements, and the individual.
Validity	<p>Any assessment decision of Dalton College is justified, based on the evidence of performance of the individual learner.</p> <p>Validity requires:</p> <ul style="list-style-type: none"> • assessment against the unit/s of competency and the associated assessment requirements covers the broad range of skills and knowledge that are essential to competent performance; • assessment of knowledge and skills is integrated with their practical application;

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	<ul style="list-style-type: none"> • assessment to be based on evidence that demonstrates that a learner could demonstrate these skills and knowledge in other similar situations; and • judgement of competence is based on evidence of learner performance that is aligned to the unit/s of competency and associated assessment requirements.
Reliability	<p>Evidence presented for assessment is consistently interpreted and assessment results are comparable irrespective of the assessor conducting the assessment.</p> <p>Dalton College will implement moderation assessor calibration sessions, and assessor professional development to support reliability.</p>

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Rules of Evidence (as required under the Standards for RTOs 2025 — Outcome Standards: Quality training & assessment)

Validity	The assessor is assured that the learner has the skills, knowledge and attributes as described in the module or unit of competency and associated assessment requirements
Sufficiency	The assessor is assured that the quality, quantity and relevance of the assessment evidence enables a judgement to be made of a learner’s competency.
Authenticity	The assessor is assured that the evidence presented for assessment is the learner’s own work.
Currency	The assessor is assured that the assessment evidence demonstrates current competency. This requires the assessment evidence to be from the present or the very recent past.

1.12. Dalton College offers recognition of prior learning to individual learners and ensures RPL processes are fair, transparent, and meet compliance requirements of the Standards for RTOs 2025.

Definitions

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 VET accredited course.

Assessment system is a coordinated set of documented policies and procedures (including assessment materials and tools) that ensure assessments are consistent and are based on the Principles of Assessment contained in Table 1.8-1 and the Rules of Evidence contained in Table 1.8-2.

Assessors are persons who assess a learner’s competence in accordance with *Policy and Procedure – Trainer/Assessor Qualifications and development (TA1.10 v 1.0)* and hold current industry skills and TAE40122 Certificate IV in Training and Assessment or its successor.

Competency means the consistent application of knowledge and skill to the standard of performance required in the workplace. It embodies the ability to transfer and apply skills and knowledge to new situations and environments.

Recognition of Prior Learning (RPL) means an assessment process that assesses the competency/s of an individual that may have been acquired through formal, non-formal and informal learning to determine the extent to which that individual meets the requirements specified in the training package or VET accredited courses.

formal learning refers to learning that takes place through a structured program of instruction and is linked to the attainment of an AQF qualification or statement of attainment (for example, a certificate, diploma or university degree);

non-formal learning refers to learning that takes place through a structured program of instruction, but does not lead to the attainment of an AQF qualification or statement of

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attainment (for example, in-house professional development programs conducted by a business); and informal learning refers to learning that results through experience of work-related, social, family, hobby or leisure activities (for example the acquisition of interpersonal skills developed through several years as a sales representative).

- Validation: the process of reviewing assessment tools, processes, and outcomes to ensure they meet industry expectations and the requirements of the **Standards for RTOs 2025**.

Procedure - Assessments

The Training Manager is responsible for ensuring that all assessment tools developed and conducted are fair, valid, flexible and reliable.

Assessors are responsible for ensuring that evidence of assessment collected from learners is authentic, valid, sufficient and current.

Dalton College will conduct regular validation of assessment tools, sampling assessment judgements to ensure compliance and continuous improvement.

The Training Manager will conduct a training needs analysis to identify skills and knowledge and recommend the most appropriate training program and mode of training required in accordance with *Policy and Procedure - Customising services to meet the individual needs of clients (TA1.3 v 1.0)*.

Information to the prospective learner will be provided as per the:

1. *Policy and Procedure - Customising services to meet the individual needs of clients (TA1.3 v 1.0)*.
2. *Policy and Procedure - Learner Support (TA1.8 v 1.0)*, and
3. Procedure for recognition of prior learning below.

Assessment System

Dalton College will provide a transparent, accountable and consistent process for the assessment of learner competency:

- Using the principles of competency based assessment undertaken only by personnel who are suitably qualified and approved by the Training Manager.
- That meets the assessment requirements of the endorsed components of relevant Training Packages/accredited training programs.
- In accordance with Dalton College prescribed process of assessment as detailed in this policy and as advised at the commencement of training by the Training Manager.
- Only using approved Dalton College assessment tools. Approved assessment tools are those which have been identified as 'compliant' by internal or external audit. Those yet to be audited will be approved by the CEO.
- Ensuring moderation and validation activities are scheduled and documented in line with the Standards for RTOs 2025.

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Development of Assessment Instruments

Dalton College will ensure that assessment instruments are available for each and every unit included in the Scope of Registration for the RTO. The Training Manager is required to ensure that assessment instruments are developed / purchased for each unit and that these assessment instruments meet the Principles of Assessment and Rules of Evidence as described above.

In developing assessment materials, Dalton College will ensure that:

- The standards, assessment processes and all associated information are straight forward and understandable;
- Learners are fully informed of the assessment processes and the requirements to be judged as competent in each unit
- to meet the needs of diverse learners, including provision for reasonable adjustment where required.

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In addition, Dalton College ensures the sufficiency of evidence by means of the following:

- Assessment tasks are developed in accordance with the requirements of each unit of competency and are mapped to each unit
- Assessor guides have been developed to ensure that assessors know what level of response is required of the learner
- Validation and moderation of assessments is conducted in accordance with Dalton College’s Validation Procedure

Conduct of Assessments

Assessors assess learners in a variety of modes and locations using a variety of assessment methods as per the current approved training and assessment strategies. Assessment strategies will include:

- Observation and demonstration of skills
- Workplace based activities
- Questioning
- Role plays and case studies
- Integrated assessments of a number of related competencies
- Skills Recognition assessment

Assessment tools are completed by the learner for each unit to record the skills and knowledge of each element and their related performance criteria. Each course contains a mapping guide for each assessment tool explaining how each assessment maps against the respective components of each competency standard.

1. Moderation sessions will be held regularly to ensure assessment judgements remain consistent across assessors.

Assessors:

- a) Must have a sound knowledge of, and be skilled in, the relevant industry area, and meet the assessor requirements as per Policy and Procedure *TA 1.3 Trainers and Assessors*,
- b) Collect the outcomes of completed assessments directly from learners,
- c) make a judgement as to whether the evidence collected is sufficient,
- d) Completes the Assessment Summary Sheets
- e) Forwards completed assessments, evidence of assessments and completed assessment summary sheet of to the Administration Manager for scanning and uploading to the learner’s file as per *Policy and Procedure - Issuing Certification and Statements of Attainment (QA3.1 v1.0)*

Authenticity

Where the assessor believes that the evidence collected is not authentic, the assessor is to use the installed Dalton plagiarism software to authenticate work. If the work is not authentic the

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Assessor refers the matter to the Training Manager and CEO as per *Policy and Procedure Students Obligations (RO5.3 v1.0)*.

Number of Assessment Attempts

If a learner is unable to provide sufficient evidence during their first attempt at an assessment, the assessor may:

- a) Request further evidence from the learner
- b) undertake a second attempt at the assessment, or

If the learner fails to provide sufficient evidence of competency during the second attempt, the learner will be required to undergo additional training or re-enrol in the relevant unit. Only after completion of additional training will the learner be allowed to attempt further unit assessments.

A learner is entitled to appeal or complain about an assessment outcome in accordance with the *Policy and Procedure - Complaints and Appeals (RO6.1 v1.0)*.

Recognition of Prior Learning (RPL)

This procedure provides a framework for the assessment and recognition of skill and knowledge obtained by an applicant through previous or current training, work experience and / or life experiences.

The underlying principle of Recognition of Prior Learning (RPL) is that no applicant should be required to undertake a unit of study in a training session for which they are able to currently demonstrate satisfactory achievement of the required competency standard for entry into, and/or partial or total completion of a qualification.

General Information for Applicants

All prospective and enrolling applicants must be informed of the opportunity to apply for RPL. Applicants can apply for RPL for one or more Units of Competency during the time of enrolment or any time prior to the day of training commencing for the unit.

The information provided to learners will include an RPL Application including information as to how to complete and submit an RPL application.

RPL is awarded for a total unit of competency (no partial RPL of a unit will be awarded), however this information will be forwarded to the relevant trainer/assessor who may modify the assessment tools in conjunction with the Training Manager to enable recognition of partial competency.

RPL Application

If a potential or new learner wishes to apply for RPL they must complete the 'RPL Application' document with the required information (such as detailed records of their experience, employment, training, etc., which may be relevant).

The 'RPL Application' will specify the units to be completed and learners will be required to identify how they address the elements and performance criteria of each unit included in the RPL application.

Each applicant will be required to obtain at least two industry referees (workplace reports) to certify that the applicant has current demonstrated competency.

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Assessment Process

The Training Manager ensures that all RPL assessments undertaken are completed and recorded appropriately by Assessors. The following is to occur in the process of an RPL application:

- Step 1: Self-evaluation completed by applicant
- Step 2: Interview with assessor
- Step 3: Demonstration/observation of tasks
- Step 4: Third Party Reports and Further Evidence

NB: All original documents such as certificates, workplace reports, etc., should be copied after being sighted by the assessor. The copy is signed with a date, signature, and printed name of the assessor. Originals are returned to the applicant. The copies are scanned and filed electronically then archived for seven years after the duration of the qualification.

1) Self Evaluation

The self-evaluation section of the RPL Application provides an opportunity for the applicant to self-determine their level of experience and knowledge in the relevant industry. It also provides an overview of the level of the applicant’s background experience to assist the assessor to determine if the applicant is likely to be a successful applicant for RPL. It is also an important first step in identifying where the applicant may have gaps in training skills and knowledge.

2) Interview

If, according to the information provided by the self-evaluation, the applicant demonstrates potential for recognition of prior learning, the next stage involves undergoing further evidence gathering via an interview. The purpose of the interview step is to determine that the applicant is in fact entitled to skip the training process and is ready to be assessed. The interview outcomes are documented within the RPL Application by the nominated Assessor.

3) Demonstration

If the interview demonstrates the applicant’s verbal and theoretical knowledge to a sufficient standard, the next stage is to observe and assess the applicant’s performance in practice, through the observation of practical tasks performed either in the workplace or simulated workplace environment.

The RPL Application provides practical tasks for the applicant to demonstrate the application of skills and knowledge for each unit or combined units of competency.

The RPL Application contains observation checklists for the Assessor to record the outcomes practical assessment.

4) Third Party Reports and Further Evidence

To complement the record of steps 1-3, the applicant provides further documentary evidence to support their competency profile as demonstrated in the prior stages of assessment. The types of documentary evidence that are required to further support the applicant’s claim to competency include third-party verification reports.

The RPL Assessor may also require further evidence such as job logs, or photographs of work undertaken.

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Assessment Outcome

The RPL Assessor forwards the completed RPL Application to the Training Manager and updates the applicant’s enrolment details online by placing “RPL” against units of competency awarded.

The Training Manager communicates the outcome of the assessment in writing to the applicant within 10 business days of the completion of the assessment. International students are also advised that receiving credit or RPL will reduce their study load and may affect their course duration. International students need to confirm that they wish to proceed with the credit or RPL before a new Certificate of Enrolment is issued.

Where RPL is ‘Not Granted’ for a unit of competency applicants are advised in writing of the reason for refusal (where applicable) and encouraged to enrol into the unit for the next training course. Applicants are advised of their right to appeal.

The Administration Manager scans and uploads the completed RPL assessment guide to the AVETMISS learner file then shreds the hardcopy.

Appeals

Where the applicant disagrees that the Assessor finds there is insufficient current evidence to demonstrate competency for a unit, they should first try to resolve the matter informally with the Assessor who is obligated to provide feedback on the skill and knowledge gap for the unit. All appeals must be reviewed by an independent assessor or panel not involved in the original decision.

Where the outcome remains unresolved following informal discussions, the applicant may appeal by using the methods outlined in the *Policy and Procedure - Complaints and Appeals*. (CA5.1 v1.0)

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