



Assessment Policy

BACKGROUND

Camden Haven Community College, RTO 90018, is committed to providing high-quality vocational education and training (VET) that complies with the Standards for Registered Training Organisations (RTOs) 2025. CHCC's assessment system is designed to support quality training and assessment outcomes under the Standards for RTOs 2025, particularly Quality Area 1 – Training and Assessment. Assessment practices are designed to be consistent with the training product, support fair and appropriate assessment, and enable valid judgements of competency.

- **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 a vocational education and training (VET) accredited course.
- An **assessment system (refer standard 1.3)** is a coordinated set of documented policies and procedures (including assessment materials and tools) that ensures assessments are consistently valid, reliable, fair, and authentic, and are based on the Principles of Assessment and the Rules of Evidence as outlined in the Standards for RTOs 2025.
- An **assessment tool** includes the following components: context and conditions of assessment, tasks to be administered to the student, an outline of the evidence to be gathered from the candidate, and evidence criteria used to judge the quality of performance (i.e., the assessment decision-making rules). This term also encompasses the administration, recording, and reporting requirements, and may address a cluster of competencies as applicable for holistic assessment.

POLICY GUIDELINES

Assessment for Nationally Recognised Training and Assessment

- We will comply with all Assessment Guidelines in the nationally endorsed Training Packages relevant to our Scope of Registration.
- Assessments will be conducted by trainers and assessors who meet the requirements of the Standards for RTOs 2025, including Outcome Standards 3.2 and 3.3, and the Credential Policy.
- Camden Haven Community College (RTO 90018) implements an assessment system that ensures that assessment (including Recognition of Prior Learning):
 - o complies with the assessment requirements of the relevant training package; and
 - o is conducted in accordance with the Principles of Assessment (see Appendix 1 below) and the Rules of Evidence (see Appendix 2 below) as defined in the Standards for RTOs 2025
- We will ensure that reasonable adjustment of assessments can be applied to take account of the individual candidate's needs and characteristics, without compromising the integrity of the assessment outcome. (See Appendix 3 below explaining reasonable adjustment.)
- At the commencement of the course students will be advised of the purpose of assessment and the criteria and requirements they will need to meet to obtain a qualification. This information will be provided in a clear and accessible format.
- Where relevant, assessment will focus on the application of knowledge and skills to the standard of

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performance required in the workplace, in a vocational context. Our assessment practices are informed by ongoing consultation with industry, feedback from employers, participation in industry forums to ensure relevance and currency.

- Training and assessment strategies and practices will be structured, sequenced and paced to enable VET students to attain the skills and knowledge required by the training product. Assessment will be planned and conducted in a way that gives students appropriate opportunities to develop and demonstrate competency.

Assessment methods may include the following:

Direct Observation

- Observation of tasks, skills or knowledge demonstrations
- Assessed in real time in the workplace
- Assessed in a simulated, fully replicated workplace off-the-job situation that reflects the workplace

Product based methods

- Structured assessment activities such as reports displays, work samples, role plays, presentations and written tasks

Portfolio

- A purposeful collection of work samples of annotated and validated pieces of evidence, compiled by the learner.
- Evidence could include written documents, photographs, videos or logbooks.

Questioning

- Verbal assessment. Generally, more applicable to the assessment of knowledge evidence.

Third-party evidence

- Assessment could be by written or oral questioning, conducting interviews and questionnaires.
- Supervisors, trainers, team members, clients or consumers may report to the assessor.

- We recognise prior learning achieved through past formal education or life experience 'Recognition of Prior (see the 'Recognition of Prior Learning (RPL)' Procedure). Our assessment system ensures that RPL is conducted in accordance with the Principles of Assessment and the Rules of Evidence. We will consider the needs of individual learners and situations in the assessment tasks and contextualise assessments to the learner and workplace context where appropriate.
- Our assessment process will be equitable for all people, and take account of cultural, individual and group specific needs.
- We will provide feedback to the applicant about the outcomes of the assessment process, including strengths and areas for improvement, and guidance on future options.
- We recognise the need for accuracy, efficiency, privacy, and record-keeping in accordance with our Policy Guidelines, when processing VET Certificates and Statements of Attainment.
- We will maintain an Assessment Record for each student required to undertake assessment, detailing the assessment plan, evidence collected, assessment outcomes, and any reasonable adjustments made.

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Appeals Against Assessment

- Students in VET training have the right to appeal against an assessment with which they disagree. Any appeal should be made initially to the trainer delivering course and, if the matter remains unresolved, may be taken to the College Manager or Training Manager (Refer Feedback, Complaints and Appeals Policy & Procedure)
- Any appeal will be promptly determined and the student and trainer advised of the outcome, in writing, including the reasons for the decision.
- Requests for an appeal are acknowledged in writing within five business days and finalised as soon as practicable, aiming for resolution within 10 business days
- If the process fails to resolve the appeal or at the request of the appellant, a review by an appropriate party independent of CHCC RTO can be provided.

APPENDIX 1: PRINCIPLES OF ASSESSMENT

Assessment will be conducted in accordance with the Standards for RTOs 2025, including Standard 1.4, to ensure assessment is fit-for-purpose, consistent with the training product, fair and appropriate, and enables accurate assessment judgements.

Fairness

Assessment processes will be fair and appropriate to the learner, the training product and the assessment context. Students will be provided with clear information about assessment requirements, assessment conditions, evidence required, reasonable adjustment options and opportunities to challenge assessment outcomes.

Flexibility

Assessment will allow for appropriate flexibility where required, including consideration of individual learner needs, workplace context, delivery mode and reasonable adjustment, while still ensuring the requirements of the training product are met and assessment integrity is maintained.

Validity

Assessment will be based on evidence that demonstrates the student has met the requirements of the unit of competency or training product. Assessment tasks, tools and judgements will align with the performance evidence, knowledge evidence, assessment conditions and workplace requirements of the relevant training product.

Reliability

Assessment practices will support consistent interpretation of evidence and assessment outcomes, regardless of the assessor conducting the assessment. CHCC will support reliability through clear assessment tools, marking guides, assessor instructions, moderation, validation and assessor communication.

APPENDIX 2: RULES OF EVIDENCE

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 knowledge and performance criteria requirements.

Sufficiency

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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 over a period of time and covers a range of situations.

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.

APPENDIX 3: REASONABLE ADJUSTMENT

Reasonable adjustment for assessment means that the assessment process may be modified so that individual participants are not disadvantaged. For example, a learner with a disability, or with issues relating to language, literacy or numeracy may require some adjustment to the assessment process.

In accordance with the Disability Standards for Education, education providers are under a positive obligation to make changes to reasonably accommodate the needs of a learner with a disability. Reasonable adjustments can be made as required, as long as competence is not compromised. For example, such a learner could be asked to demonstrate a work process rather than being asked to explain it in writing. Refer to the **Reasonable Adjustment Procedure** for more details.

APPENDIX 4: COURSE-SPECIFIC ASSESSMENT REQUIREMENTS

Course-specific assessment requirements, including workplace assessment, simulated assessment and practical assessment conditions, are documented in the relevant Training and Assessment Strategy, assessment tools and delivery/assessment guides.

These documents identify the assessment methods, assessment conditions, evidence requirements, workplace or simulated assessment requirements, and any course-specific instructions relevant to the training product being delivered.

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