Sydney College of Professional Education Pty Ltd | ABN: 78648109040
RTO Code: 46019 | CRICOS Code 04135H
Address: Level 1, 133 Parramatta Road, Granville, NSW 2142
Tel: 0278060845 | Email: info@scpe.edu.au
Website: www.SCPE.edu.au

ASSESSMENT SYSTEM POLICY AND ASSOCIATED PROCEDURES

PURPOSE OF THE POLICY

Sydney College of Professional Education (SCPE) is committed to delivering high-quality, industry-relevant assessment services that promote student success, reflect current workplace standards, and comply with the Standards for RTOs 2025. Assessment is a critical element of SCPE's training and assessment strategy, designed to ensure that students are evaluated fairly and accurately based on demonstrable evidence of competence in authentic and realistic contexts.

SCPE maintains a documented, quality-assured assessment system to ensure that all assessment practices are compliant, consistent, and support valid, reliable, and flexible outcomes aligned with the requirements of training packages and accredited courses. This system also supports continuous improvement and maintains strong alignment with industry expectations.

Through rigorous validation processes, ongoing industry consultation, and internal quality reviews, SCPE ensures that all assessments uphold the principles of assessment and rules of evidence. Assessments are contextualised to reflect workplace relevance, fostering transparency, integrity, and trust among students, employers, and regulatory bodies.

This policy also ensures that SCPE's assessment practices support the specific needs of overseas students by incorporating culturally responsive consultation, engagement with international student support stakeholders, and contextualised delivery practices that align with the National Code 2018.

POLICY STATEMENT

Sydney College of Professional Education (SCOE) ensures that all assessment systems, tools, and processes:

- Are aligned to the requirements of the relevant training product, including elements, performance criteria, foundation skills, range of conditions, and assessment requirements
- Are valid, fair, flexible, and reliable, and consider the needs of diverse students, where required reasonable adjustments are identified and implemented
- Are consistent with the level of difficulty, performance expectations and workplace relevance of the qualification being assessed
- Are developed through structured processes that include tool review, trialling, and industry consultation
- Are conducted by assessors who meet or exceed current vocational and assessor competency requirements

- Include rigorous pre- and post-assessment validation processes to verify alignment and comparability of judgements
- Include formal reviews of each tool prior to implementation, ensuring alignment with the Principles of Assessment and Rules of Evidence
- Use the outcomes of tool reviews and trialling to inform any necessary changes before use
- Incorporate moderation activities between assessors to ensure consistent interpretation of assessment evidence and outcomes
- Promote academic integrity and include safeguards against unauthorised assistance and plagiarism
- Are reviewed regularly through validation, feedback mechanisms, and continuous improvement initiatives
- Incorporate industry input to reflect current practices and workplace requirements.
- Include consultation with stakeholders experienced in international education to inform culturally appropriate assessment models and support mechanisms.
- Ensure assessments and associated tools are contextualised to address the linguistic and cultural diversity of CRICOS cohorts.
- Maintain alignment with overseas student visa requirements by supporting retention and course progress through inclusive and supportive assessment practices.

Assessment System

The assessment system at SCPE includes structured processes for assessment development, implementation, and continuous review. All assessment tools are contextualised for the cohort and delivery mode. Commercial assessment tools are not used 'off-the-shelf' without adaptation. Each tool is developed and validated to ensure alignment with the training package and the principles of assessment and rules of evidence. Mapping documents and assessor guides are provided to ensure consistent application.

Assessment tools must undergo formal pre-use review using a structured review checklist. This review confirms that the tasks are fair, flexible, valid, reliable, and allow for the collection of evidence that is valid, sufficient, authentic, and current. The outcomes of each review are documented, and changes must be implemented prior to tool approval and deployment. A version history log records revisions.

Where possible, tools are trialled with a group representative of the student cohort and reviewed by industry representatives to confirm workplace relevance. Trial feedback informs adjustments to the tools prior to delivery.

The assessment system includes provisions for digital and remote delivery, ensuring accessibility, version control, and secure submission protocols through LMS or equivalent systems. All digital assessment tools and LMS-based resources are subject to the same pre-use review, contextualisation, and version control processes as hard-copy materials, with updates recorded in the Assessment Tool Version History Log.

For CRICOS students, assessment tools are further reviewed to ensure cultural sensitivity, clarity of instructions, and alignment with student language levels and learning contexts. Where appropriate,

stakeholders with international education expertise are consulted to inform tool design and support mechanisms.

The assessment system accommodates recognition of prior learning and credit transfer where appropriate, enabling students to demonstrate competence regardless of how or where learning was acquired.

SCPE ensures that all assessments address the full range of competency dimensions:

- Task Skills – performing the actual work activity
- Task Management Skills – managing multiple tasks and responsibilities
- Contingency Management Skills – responding to irregularities and problems
- Job/Role Environment Skills – fitting into the workplace and working with others
- Transfer Skills – applying learning in new contexts or environments.

Assessment Tools

SCPE does not use commercial assessment tools "off the shelf" without thorough review. Where third-party resources are adapted, they are mapped against the unit of competency, validated for contextual relevance, and modified to meet the needs of the delivery mode and student cohort. Evidence of mapping and contextualisation is maintained.

All new or substantially revised assessment tools undergo a mandatory pre-use review and where possible the assessment tools are trialled with trainers and assessors prior to implementation. The purpose of trialling is to ensure clarity, usability, and appropriateness for the target cohort. Further, where possible, tools are also reviewed by an industry representative to confirm relevance and contextual alignment. Trial feedback informs tool adjustments and is documented in the Continuous Improvement Log.

SCPE supports clustered assessment approaches where appropriate to reduce duplication and improve integration across related units. Assessment tasks are mapped to unit elements and performance criteria using a structured mapping template. Each cluster is validated for coherence, workplace alignment, and compliance with training package rules.

Types of Assessment

Assessment practices incorporate two levels of evaluation:

- Formative assessment to monitor learning progress and provide feedback
- Summative assessment to make the final judgement of competence based on the full range of evidence gathered through structured assessment tasks.

Workplace Assessment

Where assessment occurs in a workplace or simulated workplace, SCPE ensures the environment meets training package requirements and provides access to industry-relevant tools and tasks. Workplace supervisors may contribute third-party reports which supplements other evidence, but final competency decisions remain the responsibility of a qualified assessor. SCPE ensures workplace arrangements are documented, and students and supervisors are aware of their responsibilities.

Where workplace assessment involves CRICOS students, industry partners and supervisors are briefed on cultural and linguistic considerations, and SCPE ensures that workplace arrangements support engagement, retention, and visa compliance requirements under National Code Standard 8.

Simulated Work Environment

Where assessments are conducted in simulated environments, SCPE ensures that the conditions replicate the workplace to the extent required by the relevant training package or accredited course. Simulations must reflect:

- Realistic performance expectations, including productivity and safety standards
- Access to tools, equipment, and documentation commonly used in the workplace
- Conditions that allow demonstration of all required dimensions of competency (task, management, contingency, job role, and environment).

These simulations are developed with input from industry stakeholders and validated to confirm their appropriateness.

Validation Program

All training products will be validated at least once every five years, and more frequently where training products are updated, risks to quality are identified, or feedback indicates assessment issues. See Assessment Validation Policy and Procedure.

Assessment tools are tracked using version control documentation, and updates are recorded in the Continuous Improvement Log.

Validation processes are risk-based and prioritised according to the training product's risk profile. Validation is scheduled annually, and samples are selected based on assessor, product, and student cohorts. Where possible, an independent validator or a second assessor with relevant vocational and TAE credentials participates in the review. Results are recorded in the validation register, and any non-compliances trigger immediate review and rectification actions.

While moderation is not mandatory, SCPE implements it as a quality assurance strategy, particularly when qualifications are newly added to scope or when new assessors are engaged. See the Validation Policy and Procedure for more detail. See Assessment Moderation Policy and Procedure.

Academic Integrity and Authenticity

SCPE upholds authenticity through direct assessor observation, student declarations, and, where appropriate, use of tools to detect plagiarism and unauthorised assistance. Assessors are trained to identify inconsistencies in student submissions and may conduct follow-up interviews to verify knowledge. SCPE applies its Academic Integrity Policy to guide the handling of breaches. To further support authenticity, SCPE verifies student identity prior to assessment using photo ID checks, digital platform access controls, or assessor confirmation of enrolment. See the Academic Integrity Policy and Procedure.

Assessor Code of Conduct

SCPE assessors agree to a code of conduct that includes:

- making evidence-based, impartial decisions
- maintaining confidentiality
- avoiding conflicts of interest; participating in professional development, and
- upholding the principles of assessment and the rules of evidence.

Assessors must also ensure that the safety, dignity, and rights of students are respected throughout the assessment process.

See the Trainer Competency, Industry Currency and Professional Development Policy and Procedure for specific guidance on qualification, currency, and professional development requirements.

SCOPE

This policy applies to the design, implementation, monitoring and continuous improvement of the SCPE's assessment system, including assessment tools, assessor qualifications, validation, moderation, and quality assurance mechanisms to ensure compliance with the Principles of Assessment and Rules of Evidence.

DEFINITIONS

- **Assessment** – A process of gathering evidence and making judgements about a student's competence against unit requirements.
- **Assessment System** – The coordinated policies, processes, and tools that support the consistent and compliant implementation of assessment.
- Assessment Mapping Template – A structured document that maps each task and evidence requirement to the relevant unit of competency elements and performance criteria.
- **Assessment Tool** – A structured process undertaken prior to the implementation of an assessment tool, to verify alignment with unit requirements, the Principles of Assessment, and the Rules of Evidence. Reviews are documented and used to inform improvements before use including instructions, tasks, benchmarks, and decision-making criteria.
- **Assessor** – An individual who meets the training and assessment and vocational competency requirements to assess competency.
- **Authenticity Tools -** Systems or methods used to confirm that submitted assessment evidence is the student's own work. May include ID checks, plagiarism detection, follow-up questioning, or observation.
- **Competency-Based Assessment** – An approach that determines whether a person can demonstrate the skills and knowledge required to perform to a defined standard.
- **Contextualisation -** The process of adapting assessment materials to suit the characteristics of the learner cohort, the mode of delivery, and the specific workplace or vocational context, while maintaining the integrity of the training product.
- **Fit -for Purpose Assessment -** An assessment approach that is valid for the context, delivery mode, and student cohort, and enables accurate and consistent assessment of competence in accordance with the training product.

- **Moderation -** the process of bringing assessment judgements and standards into alignment. It is a process that ensures the same standards are applied to all student assessment results within a unit of competency or module. Moderation is generally conducted after assessment and is focused on making valid assessment decisions.
- **Post-Assessment Validation** – Validation of assessment decisions and tools after use, to confirm consistency and effectiveness.
- **Pre-Use Review** – Assessment tools are reviewed prior to use to ensure they are appropriate and meet the rules of evidence and the principles of assessment.
- **Reasonable adjustments** include any adjustments for a VET student with a disability made by an RTO in a manner consistent with the Disability Standards for Education 2005.
- **Validation** – A quality review process that confirms assessment tools and practices are aligned with unit requirements and produce quality evidence.

PROCEDURE

SCPE maintains a robust and comprehensive assessment system to ensure that assessment judgements are consistent, valid, reliable, fair, and based on the Principles of Assessment and Rules of Evidence. The system supports the delivery of high-quality assessment outcomes and provides assurance that student competency is determined with integrity.

Assessment practices are underpinned by documented policies and procedures that guide tool development, assessor qualifications, and ongoing quality assurance. All assessment tools are validated prior to use, mapped to training package requirements, and contextualised to meet the needs of the student cohort. These tools include clear instructions, benchmarks, and marking guides to ensure consistency of judgement across assessors.

Assessment is conducted by assessors who possess the vocational competencies, training and assessment credentials, and current industry skills required under the Standards. SCPE verifies and records these credentials as part of its workforce planning and induction processes. Assessors are supported through ongoing professional development and access to clear guidance on the use of assessment tools.

Prior to assessment, students are informed of the assessment process, criteria, available support, and academic integrity requirements. Where required, reasonable adjustments are implemented in consultation with the student and documented using the Reasonable Adjustment Record Form, ensuring assessment outcomes are not compromised.

Assessments are conducted using validated tools in conditions that reflect real or simulated workplace contexts. A variety of methods are used to collect evidence, which is assessed against defined benchmarks. Recognition of Prior Learning (RPL) is available and assessed in accordance with relevant policy and the Rules of Evidence.

Post-assessment, students receive timely and constructive feedback. Assessment decisions are recorded clearly in the Student Management System, and evidence is stored securely in accordance with the records management policy. Where students are not competent, structured opportunities for reassessment, including support and gap training, are provided.

Assessment quality is monitored through scheduled validation of assessment tools and completed assessments. Moderation may also be used to confirm consistency of assessor judgements, particularly when new qualifications or assessors are introduced. Continuous improvement is supported through analysis of validation outcomes, student and industry feedback, and assessor input.

Students have the right to request a review of their assessment outcome and may access the Complaints and Appeals process where required.

PROCEDURE SUMMARY TABLE

Procedure Step	Action	Responsible	Timeframe
1. Develop Assessment Tools	Design tools mapped to unit requirements, with clear benchmarks and marking guides.	Training Product Developer / Lead Assessor	Prior to training product delivery
2. Validate Assessment Tools	Conduct pre-use review to ensure alignment with unit requirements, Rules of Evidence, and Principles of Assessment.	Quality Assurance Officer / Validation Panel	Before first use
3. Schedule and Prepare Assessments	Schedule assessments and inform students of requirements, academic integrity, and support options.	Trainer/Assessor	Start of each unit/module
4. Conduct Assessment	Use validated tools to assess under realistic conditions. Collect and document evidence.	Trainer/Assessor	During or end of unit/module
5. Make Assessment Judgement	Assess evidence against benchmarks. Ensure decisions meet Rules of Evidence.	Trainer/Assessor	Within 10 working days
6. Provide Feedback	Offer clear, constructive feedback and explain reassessment or appeal options.	Trainer/Assessor	Within 10 working days
7. Record and Report Results	Record outcomes in SMS and ensure records are accurate and retained	Trainer / Admin	Within 5 working days

	according to data requirements		
8. Implement Reasonable Adjustments	Identify and apply adjustments without compromising competency. Record on appropriate form.	Trainer/Assessor	As required
9. Conduct Post-Assessment Validation	Validate completed assessments to confirm judgement consistency in accord with Validation Program.	Validation Panel / Compliance Officer	Every 5 years per unit or when triggered
10. Store Assessment Evidence	Securely retain completed tools, outcomes, and supporting evidence.	Admin / Compliance Officer	As per retention schedule
11. Continuous Improvement	Analyse data from validation, feedback, and complaints to improve assessment practice.	RTO Manager / QA Officer	Ongoing; each validation cycle

POLICY IMPLEMENTATION

This policy will be referenced in the Staff Handbook and disseminated to all training and assessment personnel. Assessors will participate in ongoing professional training to ensure consistent understanding and implementation of the policy.

MONITORING AND EVALUATION

Assessment practices will be monitored through:

- Annual internal audits
- Complaints and appeals outcomes
- Feedback from students, employers, and industry representatives
- Feedback and engagement outcomes from international students and multicultural community partners.
- Review of CRICOS-specific assessment outcomes and retention data to support continuous improvement aligned with visa requirements.
- Internal validation and moderation activities
- Professional development participation and competency mapping.