

LATROBE COLLEGE OF ART AND DESIGN

ASSESSMENT POLICY

Outcome Standards for RTOs 2025
Standards 1.3 - 1.5

Related policies:
Policies / LCAD Assessment Procedures
Students / Assessment Procedures

RTO Standard 1.3 - 1.5 ASSESSMENT

POLICY

LCAD is committed to ensuring that all assessments are conducted in accordance with the Standards for RTOs 2025. LCAD upholds the integrity and quality of assessment by ensuring that:

- All assessments are conducted in line with the principles of assessment—validity, reliability, flexibility, and fairness—and the rules of evidence—validity, sufficiency, authenticity, and currency (Standard 1.3).
- Assessments are developed, delivered, and evaluated to meet the specific requirements of the relevant training package or accredited course (Standard 1.5).
- Students are provided with clear assessment instructions, criteria for success, and opportunities for reassessment where required.
- Assessment tools are regularly reviewed and validated to ensure ongoing compliance and continuous improvement.
- Qualified assessors make informed judgements about competence based on valid and sufficient evidence collected through fair and transparent processes.

Through these practices, LCAD ensures that assessment outcomes are robust, equitable, and industry-relevant, and that students are supported in achieving genuine competency in their chosen field of study.

This policy applies to all assessments conducted by LCAD for nationally recognised training products delivered to domestic and overseas students.

Definitions

- **Assessment:** The process of collecting evidence and making judgements to determine if competency has been achieved.
- **Competency:** The consistent application of knowledge and skills to meet industry standards.
- **Assessment Tool:** Instrument used to gather evidence of learner competency.

Assessment Principles (Standard 1.3)

LCAD ensures that all assessments comply with the principles of assessment:

- **Validity:** Assessment is based on the learner's demonstrated skills and knowledge aligned to the unit or module requirements.
- **Reliability:** Assessment outcomes are consistent regardless of the assessor or context.

- Flexibility: Assessment methods are adjusted where appropriate to suit learner needs, while maintaining the integrity of the competency standards.
- Fairness: All students are informed of the assessment process and can challenge decisions and seek feedback.

LCAD also ensures that all assessments comply with the rules of evidence:

- Validity: The evidence submitted by the student directly relates to the competency being assessed.
- Sufficiency: Enough evidence is gathered to make a reliable judgement.
- Authenticity: The assessor is satisfied that the work submitted is the student's own.
- Currency: The evidence is recent enough to reflect the current competency.

Assessment Requirements (Standard 1.4)

LCAD's assessment system ensures assessment is conducted fairly and appropriately and enables accurate assessment judgement of VET student competency.

LCAD assessment system facilitates assessment, which is conducted by the following principles:

Fairness – assessment accommodates the needs of the VET student, including implementing reasonable adjustments where appropriate and enabling reassessment where necessary.

Reasonable Adjustments

An adjustment is a measure or action taken to assist a student with a disability to participate in education and training on the same basis as other students. The Disability Discrimination Act (DDA), through the Disability Standards for Education, requires LCAD to take reasonable steps to enable the student with a disability to participate in education on the same basis as a student without a disability. An adjustment is reasonable if it balances the interests of all parties affected.

If a person with a disability needs some adjustment to be able to participate equally in university life, and that adjustment could reasonably have been provided but was not, then a finding of indirect discrimination could follow.

What is reasonable?

In assessing whether a particular adjustment is reasonable, consideration should be given to:

1. The students' disability and their views
2. The effect of the adjustment on the student, including the impact on their ability to achieve learning outcomes, participate in courses or programs and achieve independence
3. The effect of the proposed adjustment on anyone else affected, including the education provider, staff and other students
4. the costs and benefits of adjusting.

As a result, what constitutes "reasonable" varies on a case-by-case basis, and the balance is sometimes difficult to strike. LCAD is not required to lower academic standards or disregard the needs of staff or other students. In more complex cases, a discussion with the disability service will be helpful. It may be useful to examine previous judgements from the DDA.

What if I believe a student cannot meet core course requirements?

Ensure that the core requirements of the course/program are clearly stated. This makes it easier to determine the reasonableness of any accommodation that may be required. You should not lower the academic standards of the course/unit to accommodate the needs of any student, but you may need to be flexible with how the program is delivered or assessed.

If the student applicant cannot fulfil the course's core requirements after reasonable accommodation has been made, it may be sensible to reject the student's application in these circumstances. Remember that it is not illegal to discriminate if this is done fairly. Still, you must demonstrate that you have consulted with the student, considered all possible

adjustments and sought expert assistance to decide.

The student may be able to complete an alternative course of study more appropriate to their abilities. The coordinator, interviewer or student support officer can assist in making this assessment.

Examples of adjustments include:

- modifications to physical environment, eg installing a lift
- changes to course design, eg substituting an assessment task
- changes in lecture schedules and arrangements, eg relocating classes to an accessible venue
- modifications to computer equipment
- provision of information or course materials in accessible format, eg a text book in braille
- changes in teaching practices, eg wearing an FM microphone to enable a student to hear lectures
- supply of specialised equipment or services, eg a notetaker for a student who cannot write.
- Adjustment of expectation of materials used due to allergies, disability, such as oil paint, dust.

- (i) Flexibility – assessment is appropriate to the context, training product and VET student, and assesses the VET student's skills and knowledge that are relevant to the training product, regardless of how or where the VET student has acquired those skills or that knowledge;

LCAD's TAS (training assessment strategy) and each study unit outline detail how LCAD's assessment aligns with its training products.

See RPL and CT policies.

- (ii) Validity – assessment includes practical application components that enable the VET student to demonstrate the relevant skills and knowledge in a practical setting;

See Assessment Procedures.

- (iii) Reliability – assessment evidence is interpreted consistently by assessors, and the assessment outcomes are comparable, irrespective of which assessor is conducting the assessment.

LCAD assures that its assessors interpret students' assessment submissions consistently and without relying on subjectivity or second-guessing. The instructions within the assessment tools go through a process to ensure that the assessor and/or student questions are clear to understand.

- (b) assessors make individual assessment judgements that are justified based on the following rules of evidence:

- (i) Validity – assessment evidence is adequate, such that the assessor can be reasonably assured that the VET student possesses the skills and knowledge described in the training product;

Each assessment tool, including RPL and guides used at LCAD, has clear instructions for the assessor and student of the type and kind of evidence required to be submitted by the students so that the assessor can be assured that the evidence is valid.

- (ii) Sufficiency – the quality, quantity and relevance of the assessment evidence enables the assessor to make an informed judgement of the VET student's competency in the skills and knowledge described in the training product;

Each assessment tool, including RPL and guides used at LCAD, has clear instructions for the quality and amount of assessment evidence the student requires to demonstrate their competence.

Authenticity – the assessor is assured that a VET student's assessment evidence is the original and genuine work of that VET student;

Each assessment tool, including RPL and guides used at LCAD, has clear instructions

for the assessor to observe that the student's assessment evidence is their own work.

Currency – the assessment evidence presented to the assessor documents and demonstrates the VET student's current skills and knowledge.

Each assessment tool, including RPL and guides used at LCAD, has clear instructions for the assessor to be mindful that the student's assessment evidence demonstrates that their skills and knowledge are current.

Assessment Requirements (Standard 1.5)

LCAD ensures that:

- Assessments comply with training package or accredited course requirements, including the assessment conditions, tasks, and context.
- Students receive detailed assessment instructions and criteria before commencing any assessment task.
- Students are provided with feedback on performance and outcomes.
- Assessment tools are reviewed and validated to ensure ongoing compliance and continuous improvement.

Procedures

Assessment Planning and Design

1. Development of Tools:
Trainers and assessors develop or contextualise assessment tools that align with the training package requirements and LCAD's Training and Assessment Strategies (TAS). See Assessment Detailed Procedures.
2. Validation:
All new and existing assessment tools are validated at regular intervals, according to the college's Validation of Assessment Policy, to ensure consistency, fairness, and alignment with competency standards.
3. Pre-Assessment Information:
Students are provided with study unit outlines for each course that include assessment instructions, due dates, criteria for success, and information about reassessment and appeals.

Conducting Assessment

1. Assessment Conditions:
See Students/ Assessment Procedures. Assessment is conducted in conditions that meet the specifications of the training package and provide students with a fair opportunity to demonstrate competency.
2. Assessment Judgement:
Only qualified trainers and assessors assess student performance and determine competency based on collected evidence and assessment criteria.
3. Feedback to Students:
Timely, constructive feedback is provided. Results (Competent/Not Yet Competent) are clearly communicated.

Reassessment and Appeals

1. Reassessment:
See Assessment Detailed Procedures. Students deemed Not Yet Competent are offered a

reasonable opportunity for reassessment.

2. **Assessment Appeals:**

Students may appeal an assessment decision via the college's Complaints and Appeals Procedure within [Insert Timeframe] of receiving their outcome.

Recordkeeping

- Assessment evidence and outcomes are retained for the required period in line with LCAD's Records Management Policy and regulatory requirements.
- Assessment records are securely stored and accessible only to authorised staff.

Responsibilities

- **Coordinator:** Oversees quality and compliance of all assessment practices. They also ensure assessment policies are regularly reviewed against relevant standards.
- **Trainers and Assessors:** Ensure assessment practices are consistent with the principles and rules outlined above.

Related Documents

- Assessment Procedures (under Students)
- Training and Assessment Strategy (TAS)
- Validation of Assessment Policy
- Checklist Validation
- Assessment Tools
- Study unit outlines
- Complaints and Appeals Policy
- Student Handbook