

## 1. Purpose and scope

The purpose of the Assessment Policy and Procedure is to provide all RGIT stakeholders with the rules and principles of RGIT's assessment system that ensures full compliance with the ASQA Standards 2015.

The Policy outlines organisational training and assessment strategies and practices, that ensure consistency with the requirements of training packages and VET accredited courses and enable each learner to meet the requirements for each unit of competency or module in which they are enrolled.

## 2. Responsibility

Senior Management team at RGIT is responsible for implementing, monitoring and evaluating training and assessment strategies and practices.

## 3. Privacy and Confidentiality

RGIT in its assessment practices ensure full compliance with the Privacy Act 1998.

## 4. Definition

**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 and the Rule of Evidence.

**Assessment tools** are the instruments and procedures used to gather and interpret evidence of competence for the chosen assessment method. Assessment tools include but not limited to assessment tasks with clear evidence criteria/decision making rules, assessment mapping, marking guide, instruction to learners and assessors and information to learners regarding reasonable adjustment.

**Appeal**- Appeal is a process by which students can seek review of the decision made by the Assessor against student's submission

**Competency** involves the specification of skills and knowledge and their application to a particular standard of performance required in the workplace. Aspects of work performance included in this concept involve:

- Performance of technical skills at an acceptable level,
- Organising one's tasks,
- Responding and reacting appropriately when things go wrong transferring skills and knowledge to new situations and contexts.

**Failing a unit** means being assessed as NYC for a completed unit.

**RTO Manager** refers to RGIT's Student Management System.

**Study period** is one term of 10 weeks duration.

**Term** is a period of 10 weeks.

**Unit of Competency Academic Integrity Checklist** is a tool to ensure the integrity of the assessment records and the assessment completed by students and assessed by the assessors and the assessment submitted by the student must meet Rules of Evidence.

## 5. Policy

RGIT's assessment system ensures the amount of training provided to each learner with regard to:

- a. the existing skills, knowledge and the experience of the learner by the use of the Recognition of Prior Learning. Credit Transfer/ Equivalency procedure
- b. the mode of delivery of training and assessment is determined by the learner needs and
- c. enables the learner achieve Competent assessment outcome

RGIT implements, for all of its scope of registration Training and Assessment Strategies (TAS) that specifically address the following:

- Course duration and delivery location
- Course structure that includes details of the classroom, and work-based training and assessment
- Qualifications and experiences (both industry and VET) of the trainers and assessors to deliver training and assessment
- Course entry requirements, pre-enrolment procedure
- Strategies for
- educational and support services to meet the needs of the learner cohort/s undertaking the training and assessment
- Processes and systems put in place that ensure each student has RGIT email; all student communication records are documented on Student management System (SMS/RTO Manager), timetables issued to students prior to commencement of training; every student attends a student orientation session prior to commencement of training at RGIT,
- Teaching and learning methodologies that support individual learner needs, including session planning, use of IT in teaching and assessment, guest speaking, etc
- Assessment methodologies, description of assessment tools as they apply to a particular course delivery. Where the training packages require assessments to be conducted in a workplace RGIT ensures that assessments are conducted in the workplace.
- Strategies for educational /academic progress support, including LLN, support strategies, tuition, plagiarism workshops.
- Lists and describes learning resources to enable learners to meet the requirements for each unit of competency, and which are accessible to the learner regardless of location or mode of delivery
- all learning resources are current and accessible to students via Learner Management System LMS/Moodle
- Assessment strategies that include compliance with the ASQA Standards and other relevant regulatory bodies All assessment tools are validated and moderated as per RGIT yearly validation plan to ensure that all the assessment resources are current and in line with the regulatory requirements.

- Validation process that consists of assessment tool verification prior to assessment, validation of completed assessments, implementation of Continuous Improvement (CI) suggestions, compliance checking of the completed assessment work and development of for early interventions in supporting learners' academic progress.
- Industry consultation strategies that include on-going engagement of industry representatives in the review and validation of assessment tools as per RGIT's Validation and Industry engagement Policies and procedures.
- Details of the resources and facilities, whether physical or virtual, and equipment to accommodate and support the number of learners undertaking the training and assessment.
- RGIT ensures that all facilities are safe and conducive for learning, training and assessment.
- RGIT provides all the necessary resources and facilities to enable students complete their assessments as per the requirements of the Training package.

RGIT implements an assessment system that ensures that assessment (including recognition of prior learning):

- a. complies with the assessment requirements of the relevant training package or VET accredited course
- b. is conducted in accordance with the Principles of Assessment contained in Table 1.8-1 and the Rules of Evidence contained in Table 1.8-2.

## RGIT assessment system

RGIT assessment system could be described as 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 and the Rule of Evidence.

When developing assessment materials, RGIT Australia uses the information from the unit or module elements, performance criteria and assessment requirements to determine what competence looks like. And RGIT Australia ensures that assessment tools are contextualised (or can be contextualised) to the student cohort to produce valid skills that are relevant to the student's industry or work context.

RGIT Australia uses this information to set benchmarks for measuring the student's performance using 'observable behaviours'. This will ensure the student has:

- actually undertaken all the required tasks
- demonstrated their ability to do so in different contexts and environments.

Assessment must always be based on the performance of the individual student. If assessment tasks are undertaken as a group, each student must be assessed on each component of the task. RGIT Australia doesn't assume that because a group of students completed a task, each of them is competent.

The Assessment tools are a set of resources used during the assessment process: TAS, Learner Guide, Student Assessment Booklet, Trainer/ Assessor Marking Guide, mapping, records of formative assessments used during teaching, RTO Manager communication with the students as evidence of learner support provided during the delivery of the Unit of Competency, student attendance records documented via RTO Manager.

The Student Assessment Book contains all assessment information that helps the student understand RGIT assessment process, This includes explanatory notes in relation to support services, Unit information, Assessment issue dates, assessment due dates, assessment duration, assessment rubrics, assessment submission methods, Student Declaration to confirm that the work is their own, assessment conditions, assessment instructions, evidence requirements, marking criteria for each assessment task, assessment outcome Codes and their definitions, feedback to students, and unit of competency outcomes records.

For a student to be assessed as competent, RGIT Australia ensures the student has:

- absorbed the knowledge
- developed the skills
- can combine the knowledge and skills to demonstrate:
  - ability to perform relevant tasks in a variety of workplace situations, or accurately simulated workplace situations
  - consistency in performance and a consistent ability to demonstrate skills when performing tasks
  - understanding of what they are doing, and why, when performing tasks
  - ability to integrate performance with understanding, to show they are able to adapt to different contexts and environments.

A student must:

- be assessed against all of the tasks identified in the elements of the unit or module
- demonstrate they are capable of performing these tasks to an acceptable level.

Through the above process, the student must demonstrate they hold all of the required skills and knowledge specified in the unit or module assessment requirements.

Trainer/Assessor ensures that students have been provided with all the equipment and assessment resources to complete the assessment work, as prescribed by the assessment instructions and the Unit of Competency (UOC) assessment requirements

Trainer/Assessor re-iterates attendance and participation in learning requirement for the student to successfully complete the UOC.

Trainer/Assessor issues assessment results within 10 working days of submission of the assessment work by the student

Trainer/Assessor provides a detailed feedback to the student after completion of each assessment task and after completion of the entire UOC via RTO Manager.

Trainer/ Assessor compiles with all the evidence as per the assessment task requirements.

## Recognition of Prior Learning /Credit Transfer

Recognition of prior learning is simply a form of assessment of a student's competence. Recognition of prior learning uses evidence from formal, non-formal and informal learning rather than from specific assessment activities directed by the RTO. This evidence is often combined with assessment activities sometimes known as 'challenge testing'. As such, recognition of prior learning must be conducted with the same rigour as any other form of assessment.

## Assessment requirements

Each unit of competency contains assessment requirements grouped into three areas:

- performance evidence
- knowledge evidence
- assessment conditions.

**Performance evidence** and **knowledge evidence** describe what a student must demonstrate in order to be considered competent.

**Assessment conditions** describe the conditions under which a student must demonstrate this, including any specific requirements for resources, trainers and assessors and the context for assessment.

Some training packages and courses may not have been updated to this format. In these cases, 'required skills and knowledge' and 'evidence guide' or similar terms are used.

When planning assessment, RGIT ensures that assessment tools address all of the requirements of the unit or module. This includes the performance criteria of each unit or module.

All assessments should:

- comply with the assessment guidelines included in the applicable nationally endorsed Training Packages or the assessment requirements specified in accredited courses,
- include coversheet that contain learner declaration with respective learner's and assessor's name, date and signature,
- lead to the issuing of a Statement of Attainment (SoA) or Award under the Australian Qualification Framework (AQF) when a person is assessed as competent against nationally endorsed unit(s) of competency in the applicable Training Packages.
- Unit Academic Integrity Checklist is consistently implemented for each unit assessment submitted by the students.

RGIT Australia develops and implement a system to ensure:

- assessment judgements are consistently made on a sound basis
- validation of assessment judgements is carried out.

## 5.1 Principles of Assessment

### a) Fairness

- At enrolment or prior to commencement of training, RGIT will make recognition of prior learning available to all students. RGIT will ensure any required adjustments are made to the training and assessment program for each student.
- The individual learner's needs are considered in the assessment process. Where appropriate, reasonable adjustments will be applied to take into account the individual learner's needs.
- RGIT informs the learner about the assessment process and provides the learner with the opportunity to appeal the result of the assessment and be reassessed if necessary.

### b) Flexibility

Assessment is flexible to an individual learner by:

- reflecting the learner's needs,
- assessing competencies held by the learner no matter how and 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.

## c) Validity

Any assessment decision of RGIT is justified, based on the evidence of performance of the individual learner. Validity requires:

- 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.
- Assessment to be based on evidence that demonstrates that a learner could demonstrate these skills and knowledge in other similar situations, and
- Judgment of competence is based on evidence of learner performance that is aligned to the unit/s of competency and associated assessment requirements.

## d) Reliability

Evidence presented for assessment is consistently interpreted and assessment results are comparable irrespective of the assessor conducting the assessment.

## 5.2 Rules of Evidence

### a) Validity

The assessor is assured that the learner has the skills, knowledge and attributes as described in the unit of competency and associated assessment requirements.

### b) Sufficiency

The assessor is assured that the quality, quantity and relevance of the assessment evidence enable a judgement to be made of a learner's competency.

### c) Authenticity

The assessor is assured that the evidence presented for assessment is the learner's own work. RGIT verifies that the person enrolling, training and assessing is the same person that will be issued with a qualification or statement of attainment if they meet all the requirements. On-line students must identify themselves via a video recording uploaded on LMS during submission of the assessment.

### d) 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 past.

## 5.3 Forms of evidence

A range of assessment methods will be used to accommodate the diversity in learning styles of students and preferences. These assessment methods may include but not limited to:

- written assessments
- demonstrations of skills and knowledge

- project work
- case studies and scenarios
- oral presentation
- workplace based training

## 5.4 Assessors

- Human Resources Department manages trainer/assessor recruitment process which is guided by the ASQA Standards requirements
- Trainer/Assessor ensures that their Trainer Matrix provides evidence of their currency of skills and experience to deliver and assess the UOC

The assessor's role is to conduct assessments in full compliance with the assessment requirements of the training product and meet principles of assessment and rules of evidence. RGIT trainer/assessors must have current knowledge and skills in the relevant industry area and at least to the level being taught.

All assessments must be conducted by qualified assessors who:

- ✦ hold the Certificate IV in Training and Assessment (TAE40110 or TAE40116), or its successor, or
- ✦ hold a diploma or higher-level qualification in adult education.

In addition, trainers and assessors delivering the Certificate IV in Training and Assessment, Assessor Skill Set, or Advanced Assessor Skill Set must hold one of the following qualifications:

- ✦ TAE50111/TAE50116 Diploma of Vocational Education and Training
- ✦ TAE50211/TAE50216 Diploma of Training Design and Development, or
- ✦ a higher-level qualification in adult education.

If an Assessor does not hold one of the qualifications listed above, the Assessor must:

- ✦ hold TAE40110/TAE40116 Certificate IV in Training and Assessment
- ✦ work under the supervision of a trainer/assessor that meets the requirements of SRTOs 2015 Clause 1.23 (a), and
- ✦ not determine assessment outcomes.

The assessor must comply with the assessment guidelines and the requirements of this policy and procedure.

## 5.5 Benchmark for competency

All learners enrolled at RGIT must successfully achieve competency in all units included in every stage of their course to obtain their appropriate certification.

## 5.6 Penalties for plagiarism, collusion and cheating

If a learner is found cheating or reported for plagiarism or collusion on any form of assessment:

- a) The learner's assessment will be deemed unsatisfactory. The learner will be given a warning and will be required to redo the assessment by completing assessment work different from the original. If the learner is found cheating a second time, the Institute may require the learner to repeat the unit of competency. A repeat of the unit of competency will attract additional charges.

- b) Continued behaviour of this kind may result in the learner being expelled from the course.
- c) For the conditions not mentioned here, refer to the Plagiarism and Cheating Policy and Procedure.

## 6. Assessment Submission

Learners are required to submit the assessment by the due date stated in their assessment booklet and/or as advised by their trainer/assessor. Assessment must be submitted, and the results finalised by the trainer/assessor within a week of the end date of the delivery of a unit of competency. All the assessments are to be completed and finalised within the term end dates for the units that are delivered during the term. If the learners are not able to complete the assessment within the term, they may require to re-enrol in the unit of competency or may apply for reassessment. Please refer to the reassessment section(s) in this policy for more.

### 6.1 Extension for Assessment Submission

An extension cannot be granted to students for submission of assessments unless a formal request is made in writing by the student, and the request is reviewed and approved by the course coordinator.

Extension may be granted if students provide evidence that compassionate or compelling circumstances precluded them from completing the assessment.

Compassionate or compelling circumstances may include:

- illness accompanied by a medical certificate;
- death in the family accompanied by a death certificate;
- serious social or physical upheaval in the student's home country that required the student to suspend their studies, which the student can substantiate with evidence; or
- other reasons which the student is able to substantiate through written evidence.

### 6.2 Finalisation of Assessment Outcome

On completion of each unit, all assessments and results must be finalised within one week; all supporting evidence collated, common and agreed assessment record sheets compiled (both soft and hard copies) and uploaded/presented to the Program Coordinator. Trainers must get approval in advance from the Program Coordinator or Academic Head if any extension is required to finalise the assessment outcome.

Trainers are responsible for maintaining their class results and student progress. Marked assessments are to be submitted to the respective Department Coordinator no later than 7 days from the date of the completion of the delivery of the unit.

All assessment deemed 'competent' will be reviewed by RGIT Training or Course Coordinator to ensure that the assessments meet Rules of Evidence.

Where the RGIT Course Coordinator finds the assessment not meeting the Rules of Evidence, he/she has the right to alter the outcome, recall the SoA('s) / certificate(s) and request for the learner to be reassessed.

The final outcome determined by RGIT Training Manager /Course Coordinator shall be the official result entered onto RTO Manager.

Students will not be deemed competence just by submitting Assessment.

## 7. Reassessment

Learners who are deemed “Not Yet Competent” may choose to apply for reassessment by submitting a new assignment to their trainer/assessor. They need to make the reassessment request in writing.

- I. If a learner has been awarded **Not Yet Competent (NYC)** in a UOC during a term, they will be given an opportunity for a reassessment. For each unit, learners will be given two reassessment opportunities to demonstrate their competencies.
- II. If the learner is still deemed **Not Yet Competent (NYC)** after two reassessments in a particular Unit of Competency, the learner will be required to repeat the unit as per the scheduled delivery of the course.
- III. If the learners do not submit the assessment by the due date the first time and has been awarded NYC, they will be allowed a reassessment opportunity (subject to course coordinator’s approval)
- IV. All reassessments are subject to following conditions:
  - All reassessments must be approved by the Course Coordinator
  - Learners will not be charged additional fees if:
    - i. the learner is being reassessed for the first time for a particular UOC
    - ii. the reassessment is being conducted as a result of an appeal.
  - Learners will be charged reassessment fees:
    - i. If the learner is being reassessed for the second time for the same Unit of Competency (refer to the fees and charges schedule)
    - ii. If the learner was granted NYC as a result of non-attendance.

### 7.1 Reassessment administration process and fees

#### 7.1.1 Reassessment administration fees are as follows:

- \$60 per unit of competency for all the students except HLT54115 (Diploma of Nursing) Students. For HLT54115, the reassessment fee is \$210 per unit of competency (except practical units); and
- \$100 per practical assessment (inclusive of all materials except for HLT54115 students).
- \$25 per each additional hour for LAB assessment for HLT54115
- each additional day of work placement fee is \$135 per day for HLT54115

#### 7.1.2 Reassessment fees are paid and the reassessment is conducted as follows:

- Trainer informs the students about the NYC outcome(s) and the need to complete reassessment for the respective unit(s).
- Trainer advises the student about the reassessment fees structure and the process of reassessment.
- Student goes to:
  - Melbourne campus students: Level 7 Accounts, Main Campus
  - Hobart campus students: Level 3 Reception, Hobart Campus

- Student pays the outstanding reassessment fees and provides the receipt to the trainer as evidence of payment.
- The trainer organises with the student the reassessment day and time.
- Reassessment is conducted.
- Student retains a copy of the reassessment submission receipt for their own records.

*NB: The paid invoice is to be retained by student.*

## Reassessment Fees categories

In addition to fees information above, if the reassessments are approved and the students are in at least one of the below categories, they will need to pay reassessment administration fees:

- attended less than 80 percent of scheduled classes for a unit and failed an assessment in that unit;
- If they do not submit the assessment by the due date and are asked to submit the assessment with a new submission date (subject to approval)
- has NYC units carried over from earlier terms (only if the reassessment was approved and student not deemed necessary to re-enroll); or
- has failed a practical unit such as cooking practical class/lab class.

Students will need to pay reassessment administration fees to cover costs which include (and are not limited to) those associated with the admin work involved, trainer and assessor involvement and/or purchasing practical assessment materials.

## Fee Exemptions

Students will not have to pay reassessment administration fees if the student provides evidence that compassionate or compelling circumstances precluded them from completing an assessment within the period the unit was originally scheduled.

Compassionate or compelling circumstances may include:

- illness accompanied by a medical certificate;
- death in the family accompanied by a death certificate;
- serious social or physical upheaval in the student's home country that required the student to suspend their studies, which the student can substantiate with evidence; or
- other reasons which the student is able to substantiate through written evidence.

## 8. Student Not Attending Classes and NYC

If a student has not attended any scheduled classes for a unit, the student must redo the unit in a subsequent term. The student will not be permitted to do reassessments by simply paying reassessment administration fees.

To redo a unit, the fee is \$300 per unit except HLT54115 units, plus a re-enrolment fee of \$250 which is applicable if the student needs to extend their Confirmation of Enrolment (COE) to redo the unit. Unit re-enrolment fees for HLT54115 units are available at course section on RGIT website or can be requested from RGIT Australia student services department. For HLT54115 each additional hour of lab assessment fee is \$25 per hour and each additional

day of work placement fee is \$135 per day. Student who have missed their regular work placement (as per time table) are also subject to additional fee of \$135 per day for each work placement day.

## 9. Trainer and Assessor support

The Trainer and Assessor's role is to support students to complete the failed (NYC) units. Those students who have not attended at least 80 percent of scheduled classes for a unit will be asked to attend one-on-one tuition classes and complete learning activities to prepare the student for the assessment.

If the Trainer and Assessor finds that the level of skills and knowledge the student has acquired is not sufficient, the Trainer and assessor provide the student with support plan specific to the learners situation, and the student may be required to undertake supplementary work to better prepare for the assessment.

On-line students are required to complete 80% of the learning activities and provide evidence of participation in learning to be able to submit assessment work for marking.

## 10. Assessment Procedure

This section defines the procedure used for conducting assessments. The procedure applies to all assessments conducted for the purposes of national recognition in both institutional and workplace contexts. Equally, it applies to assessment-only pathways, training and assessment pathways or Recognition of Prior Learning (RPL).

All students are appropriately informed of the RGIT Assessment Policy prior to commencement or their first day at RGIT (Orientation pack, includes a Student Handbook, Policy is published on the RGIT website)

### Step 1: Establish the assessment context

The Assessor establishes the context and purpose of the assessment by identifying the relevant competency standards, assessment guidelines and qualification framework and accesses the Institute's support materials that have been developed to facilitate the learning and assessment process.

### Step 2: Prepare the student

Trainer/Assessor ensures that all students have access to the Learning resources on the day of the commencement of the UOC.

Trainer/Assessor ensure that all students have been explained and students understood all of the following

- explain the context and purpose of the assessment process
- explain the competency standards to be assessed and the evidence to be collected
- assess the needs of the student and, where applicable, negotiate reasonable adjustments for assessing people with disabilities without compromising the integrity of the competencies

- reasonable adjustments must be documented and agreed upon prior to assessment
- seek feedback regarding the student's understanding of the competency standards, evidence requirements and assessment process
- determine if the student is ready for assessment and, in consultation with the student,
- requirements for work-based assessments where necessary

### Step 3: Plan and prepare the evidence gathering process

The Assessor must:

- use the Institute's assessment tools to gather sufficient and valid evidence about the student's performance in order to make the assessment decision,
- organise equipment or resources required to support the evidence gathering process,
- coordinate and brief other personnel involved in the evidence gathering process.
- Use trainer/Assessor Marking Guide for benchmarking purposes and to ensure the assessment judgments are reliable

### Step 4: Collect evidence and make the assessment decision

The Assessor must:

- establish and oversee the evidence gathering process to ensure its validity, reliability, fairness and flexibility
- collect appropriate evidence and assess this against the Elements, Performance Criteria, Foundation Skills, Performance Evidence and Knowledge Evidence in the relevant Units of Competency including evidence of participation in learning, formative assessments
- evaluate evidence in terms of the four dimensions of competency – task skills, task management skills, contingency management skills and job/role environment skills
- incorporate allowable adjustments to the assessment procedure without compromising the integrity of the competencies
- evaluate the evidence in terms of validity, consistency, equity, authenticity and sufficiency
- consult and work with other staff in the assessment process
- record details of evidence collected
- make a judgement about the candidate's competency based on the evidence and the relevant Unit[s] of Competency.
- All work based assessments must be undertaken in the workplace with all the evidence gathered as per the requirements of UOC, including evidence such as Workplace Agreement, Facility Risk Assessment Checklist, Unit WBBT Workbook, attendance records (log book), workplace documents used in the assessment process, etc.

## Step 5: Ensure integrity and quality assurance of assessment

- Assessor must go through each criteria of the Unit Academic Integrity Checklist to ensure that the assessments submitted by the students meet the assessment criteria,
- The checklist must be implemented for each assessment task and unit of competency as a whole and saved in students file.

## Step 6: Provide feedback on the assessment

The Assessor must provide advice to the student about the outcome of the assessment process. This includes providing the student with:

- clear, constructive, comprehensive and objective feedback on the assessment decision to enable learners to understand how they were assessed.
- information on ways of overcoming any identified gaps in competency revealed by the assessment, the opportunity to discuss the assessment process and outcome information on reassessment and the appeals processes
- an opportunity for reassessment.

## Step 7: Record and report the result

The Assessor must:

- record the assessment outcome for each unit and maintain confidentiality
- provide signed and dated assessment outcomes to the Administrative Office
- record all the communication and evidence to the student profile in student management system. For e.g. communication and documents related to assessment reassessment/extension request and outcome etc.

The Student Services Department must:

- retain All completed student assessments for a period of minimum of six (please check the conditions) months from the date of completion (or for the duration as required by the regulatory authority) after which they are disposed of responsibly.
- Ensure all the relevant student document related to the assessment system is properly recorded and maintained.

## Step 8: Review and validation of the assessment process

RGIT Australia Trainers/Assessors are expected to act as internal validators/moderators and follow organisational procedures. Validation checklist is provided to trainers to assist them in the validation process. Trainers must undertake validation of assessment tool/s as directed by the Course Coordinator, complete a validation report, and submit it to the Course Coordinator.

RGIT uses independent validators and RGIT trainers are expected to work alongside independent validators when required.

As requested by the Institute, the Assessor must be willing to:

- participate in a review of the assessment process, including participating in validation meetings

- provide feedback on the positive and negative features of the assessment to those responsible for the assessment procedures
- make suggestions (if necessary) on improving the assessment procedures to appropriate personnel in the Institute.
- Implement Continuous Improvement to the assessment practice using RGIT PDRI quality cycle

## Step 9: Participate in reassessment and appeals process

The Assessor must:

- provide feedback and counselling to the student, if required, regarding the assessment outcome or process including guidance on further options
- provide the student with information on the reassessment and appeals process
- report any assessment decision that is disputed by the student to the Course Coordinator and/or the Dean of Academic Affairs and Quality
- participate in the reassessment or appeal according to the policies and procedures of the Institute.

If a student is dissatisfied with an assessment outcome, they may appeal the assessment decision. In the first instance, they are encouraged to appeal informally by contacting the Assessor and discussing the matter with them. If they are dissatisfied with the outcome of the respective discussion, they may appeal further to either the Course Coordinator and/or the Dean of Academic Affairs and Quality. If they are still dissatisfied, they may appeal formally and in writing to have the result reviewed. For more information, refer to the Complaints and Appeals Policy and Procedure.

## 11. Associated Documents

- ASQA Standards RTO 2015
- Training and Assessment Strategy (TAS)
- Trainer and Assessor Guide (TAG)
- Mapping Guide
- Unit Academic Integrity Checklist
- Appeal Form
- Trainer Handbook
- Study Plan
- RGIT Policies and Procedures