



Learning & Assessment Policy

Uniting RTO delivers to many diverse target groups where participants:

- have attained relevant qualifications
- are currently, or have been, employed by an organisation that is involved in or requires the participant to gain a qualification or skill set
- have, or intend having, a direct involvement in the delivery and/or assessment of VET
- may intend pursuing further studies in workplace operations.

These factors are carefully considered when identifying the learning needs of the participant/s. Prospective persons work experience profiles are critical to designing and developing appropriate and effective learning and assessment strategies.

Our trainers identifies delivery modes and training and assessment materials which would meet the needs of a range of clients within the target group. Training Plans are reviewed regularly, and adjustments are made when any changes are required. If ongoing reviews of training and assessment indicate that further learning needs have been required, the Training Plans will be amended accordingly and any subsequent issues relating to materials, resource and/or expertise will be addressed.

Our trainers view assessment as the purposeful, systematic and ongoing collection of information and evidence for use in making judgments about participant's learning.

In the context of a competency based approach to training, the assessment process involves:

- providing participants with opportunities to demonstrate core competencies/learning outcomes;
- gathering and recording evidence about participants' demonstrations of these core learning competencies/outcomes;
- using this evidence as the basis for making overall judgments about participants' demonstrations
- of core competencies/learning outcomes.

The purposes of assessment are to:

- promote, assist and improve learning
- inform industry activities in teaching and learning
- provide class activities that can be communicated to a range of people about the progress and achievements of the individual.

Uniting RTO Training and Assessment Policy TA2.V1.2020

Assessment strategies and tools will be developed so as to:

- enable judgments to be made on demonstrations of core competencies and/or
- learning outcomes that have been planned for
- promote the learners' development

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- take account of special considerations for participants with special needs
- be formative, summative and diagnostic
- reflect the principles of assessment
- be reviewed and validated at least annually in accordance with AQTF Standards for Registered Training Organisations: Standard 9.2

Principles of assessment

In the context of competency based training, assessment should:

- focus on learners' demonstration of core competencies/learning outcomes as planned
- provide evidence that performances are consistently judged in accordance with prescribed competencies/outcomes
- be comprehensive—that is, incorporate judgments from a range of sources such as learners, groups, instructors; and comprise a range of processes for gathering evidence of achievement
- be an integral part of the learning process—that is, provide information on learner progress and needs, intervention strategies and allocation of resources
- inform programs of training and assessment
- be valid - produce reliable results

To be effective, assessment should:

- reflect social justice principles
- accommodate the diverse needs of learners
- be sensitive to issues of gender, disability, culture, background language, socio-economic status and geographical location
- develop learner's capacity to self-monitor progress
- take place as close as possible to the place of learning
- be authentic (i.e. involve students in the use of relevant and useful knowledge, understandings and practical skills).

Formative assessment occurs when assessment, whether formal (for example, testing) or informal (for example, classroom questioning), is primarily intended for, and instrumental in, helping a student attain a higher level of performance.

Diagnostic assessment is a particular type of formative assessment that is intended for determining the nature of a student's learning problems and then providing the appropriate feedback or intervention (or, alternatively, determining the nature of a student's success and then providing the appropriate extension activities). Results do not count towards summative assessment.

Summative assessment is designed to indicate the achievement status or level of performance attained by a student at the end of a course of study. It is geared towards reporting or certification.

Validation is a quality assurance process designed to ensure comparability of standards awarded to participant's work.

Validated assessment enhances trainer and industry confidence in the reliability of the results of assessment. It can have a positive effect on the result of achieving an authentic assessment systems.