

Assessment and Evidence Collection Policy

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Responsible Officer	RTO Manager		
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Related Documents	<i>Academic Integrity Policy</i> <i>Complaints and Appeals Policy</i> <i>Course Progress and Completion Policy</i> <i>Credit Transfer and Recognition of Prior Learning Policy</i> <i>Data and Records Management Policy</i> <i>Facilities, Equipment and Resources Management Policy</i> <i>Special Considerations Policy</i> <i>Trainer and Assessor Competency Policy</i> <i>Training and Assessment Strategy Development Policy</i> <i>Validation Policy</i>		
Version	Authorised by	Approved	Effective Date
1.1	Chief Executive Officer	10/04/2025	14/04/2025

1. Context

This Policy ensures that the assessment and evidence collection system at Barrington Training Services (BTS) is fair, valid, reliable, and consistent with the requirements of the training products on our scope of registration. It aims to ensure high-quality assessment practices that enable accurate competency judgements for VET students in accordance with the Standards for RTOs.

2. Definitions

Refer to the *Explanation of Terms* document.

3. Scope

This Policy applies to all learners, trainers and assessors, and relevant stakeholders involved in the assessment and evidence collection process at BTS. It covers all training products on the RTO's scope of registration.

4. Principles

- a) Vocational Education and Training (VET) courses are assessed in accordance with the principles and standards of the Standards for Registered Training Organisations.

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- b) To facilitate quality outcomes, BTS ensures that training and assessment strategies and tools are designed to comply with the ***Principles of Assessment*** and the ***Rules of Evidence***, as specified in **Appendix 1** of this policy.
- c) By following these principles, the RTO ensures assessments fairly and accurately measure learners' knowledge and skills, regardless of their previous learning experiences or training delivery methods.

5. Policy details

5.1. Assessment system requirements

- a) BTS is dedicated to upholding an assessment system that aligns with training product requirements, ensuring all assessments accurately measure learner competency in line with current industry and regulatory standards.
- b) Assessment is a structured activity that allows students to demonstrate their skills and knowledge. It means the process by which an NVR registered training organisation, or a third party delivering services on its behalf, collects evidence for the purposes of determining whether a VET student is competent to perform to the standard specified in the training product.
- c) Assessment judgment means a determination of whether competency has been achieved by a VET student consistent with the training product and the Standards for RTOs. The assessment judgement is made by comparing the collected evidence against the specific requirements of a qualification or unit drawn from nationally endorsed Training Packages or accredited qualifications.
- d) Assessment is conducted using assessment tools and practices that have been developed and approved under the ***Training and Assessment Strategy Development Policy***.
- e) To maintain the integrity of assessments, BTS reviews all assessment tools **before** they are implemented. This review process ensures that the assessment instruments align with the ***Principles of Assessment***—fairness, flexibility, validity, and reliability—as well as the ***Rules of Evidence***—validity, sufficiency, authenticity, and currency. The review process also considers **accessibility, industry relevance, and suitable assessment conditions** that promote a positive learner experience.
- f) Students need to be enrolled in a qualification or unit to access assessments, which can be obtained through training and assessment or recognition. To support the success of each student, high-quality assessment materials and resources, qualified staff, credentialed trainers/assessors and appropriate facilities and equipment (where applicable) will be provided as needed.

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- g) BTS has established a continuous improvement process for its assessment tools and practices. The effectiveness of the assessment system is regularly reviewed and validated through insights gathered from validation activities, industry feedback, learner and assessor input, and regulatory updates. Any identified gaps, inconsistencies, or areas needing improvement are addressed through systematic updates and refinements.
- h) Changes to assessment tools are guided by evidence-based practices and implemented systematically to ensure consistency across training products. This proactive approach guarantees that assessments remain up-to-date, appropriate for their purpose, and reliable in producing accurate competency judgments. Ultimately, this supports high-quality training and assessment outcomes.

5.2. Assessment design

- a) Assessments incorporated in BTS's training products are competency-based with criteria and standards that reflect the expected learning outcomes. The purpose of assessing competency is to confirm that students can perform tasks to the required standards expected in the workplace.
- b) BTS's Assessment design process meets the requirements, standards, and packaging rules of endorsed Training packages or VET accredited courses.
- c) Assessments are designed to meet regulatory and workplace requirements, where relevant.
- d) Assessment tools are designed to help learners demonstrate their competency in various ways. They encompass a range of methods, which may include written tasks, projects, reports, practical demonstrations, group activities (both small and large), oral presentations, problem-solving tasks, case studies, discussions, and observations.
- e) Assessment design will recognise access, equity and cultural issues without compromising the integrity of the assessment.
- f) Assessment design will consider reasonable adjustments to be made to assessment tools and processes for people with special needs, such as people with disabilities or with language or literacy difficulties.
- g) Assessment tools will provide clear guidance for both assessors and students, ensuring that students are fully informed about the assessment process and performance expectations before undertaking any assessment tasks.

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- h) Assessment tools and processes are mapped to demonstrate alignment with Unit elements and performance criteria, performance evidence, knowledge evidence, assessment conditions, and the appropriate AQF level, as described in the published Unit of competency (UOC) details.

5.2. Assessment completion

- a) Students must satisfactorily complete all the assessment requirements, activities, and assessment tasks, to be deemed **Competent (C)** in a UOC. To be deemed competent, students must:
 - i. Submit all parts of assessable work on the Learning Management System (LMS) or via paper-based submission (where applicable), and
 - ii. Submit all assessable work **on or before the due date(s)** specified in the assessment instructions on the LMS or assessment workbook, unless a revised date has been agreed upon and approved by BTS or the Trainer/Assessor in advance.
- b) All assessment tasks and related assessment parts must be completed and submitted by the due date, with the considerations below:
 - i. Any part of an assessment marked as not satisfactory will result in an outcome of **Not Yet Competent (NYC)** for that Unit of Competency. Students can then re-submit the revised assessment based on the assessor's feedback.
 - ii. Extenuating circumstances may be considered for reassessment or late submission of assessments.
- c) Formative activities scheduled as self-directed learning may also be assigned (where applicable) for participation and engagement and recorded on the LMS. These activity tasks form part of a unit's assessment tools.

5.4. Assessment submission

- a) Assessments must be submitted in the format and method specified by the assessment instructions (e.g., online, hard copy, practical demonstration).
- b) Students must produce high-quality work in presentation and content, including proper referencing, grammar, and punctuation.
- c) Students must ensure their assessment submissions are their own work; any use of external sources must be properly referenced.

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- d) Late submissions must follow the BTS's extension request process, as per Section 5.9 of this Policy.
- e) Plagiarism or academic misconduct will result in disciplinary action in line with BTS's **Academic Integrity Policy**.
- f) Attendance at all face-to-face components of an assessment, including workplace-based tasks and observations, is compulsory unless a submission or visual aid/video is required as assessment evidence. Students who fail to attend assessments or tasks due to illness or other compassionate or compelling reasons must provide evidence in writing according to the circumstances.

5.5. Determining competence

- a) BTS's Training and Assessment is delivered by appropriately qualified and credentialed trainers and assessors, who possess:
 - i. the training and assessment credentials specified in the Standards for RTOs and the Credential Policy;
 - ii. vocational competencies at least to the level being delivered and assessed;
 - iii. current industry skills directly relevant to the training and assessment being provided; and
 - iv. current knowledge and skills in vocational training and learning.
- b) Competency is determined based on the student's ability to demonstrate required skills and knowledge as per the unit of competency.
- c) Assessors use the approved assessment benchmarks and marking guides to evaluate whether the student has met all required outcomes.
- d) Assessors must mark all assessments submitted by students enrolled in the UOC **within seven days** from the assessment submission date.
- e) Assessments are marked **Satisfactory (S)** or **Unsatisfactory (U)**, and students are provided with feedback by the trainer/assessor via the LMS. Students are notified by email of their assessment results and feedback. Please see **Appendix 2 – Grading System** for a detailed explanation of the grades and their applicable contexts.
- f) A student is deemed **Competent (C)** in the completed UOC if all criteria of the unit have been met. To be deemed competent in a unit, a student must have satisfactorily answered all questions in their assessments or have met the criteria for every question of each assessment, as displayed in the marking guide. Students who are assessed as not satisfactory for any performance criteria or assessment requirement are required to resubmit their revised assessment.

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5.6. Assessment resubmission

- a) Students who receive an **Unsatisfactory (U)** result are allowed to correct the original work following the assessor's feedback and re-submit for further marking within the designated due date.
- b) Additional support and feedback will be provided to help the student meet competency requirements. If the student remains NYC after resubmission, they may need to undergo further training before attempting another reassessment.
- c) The student is allowed a **maximum of three (3) attempts** to submit satisfactory work.
- d) Re-submissions must be finalised within the study period in which the assessment is due.

5.7. Reassessment

- a) Any student who receives a grade of **Not Yet Competent (NYC)** or fails to resubmit their work by the designated due date or study period will be required to follow the Reassessment process initiated by BTS.
- b) Students have the opportunity to attend feedback sessions and may receive revision guidance to help address any assessment gaps based on the level of unsatisfactory assessment outcomes.
- c) Where a student fails to submit a satisfactory assessment within the 3 attempts permitted (unless evidence is provided of extenuating circumstances), an **administrative fee of \$50 per unit of competency applies** to re-open and/or re-sit the assessment task. Please refer to the Schedule of Administrative Fees available on the BTS website.
- d) Students submitting for re-assessment will be allowed **only one attempt**. It is important that all feedback from previous attempts, as graded by the assessor, is reviewed and understood. Furthermore, all practical observable tasks must be included in the re-assessment attempt.
- e) If the student is assessed as Not Yet Competent again, every subsequent attempt will incur an administrative fee.
- f) Request for reassessment due to extenuating circumstances should be made as described in the **Special Considerations Policy**, available on the BTS website.

5.8. Assessment feedback

- a) Trainers and assessors will provide clear and constructive feedback on assessments, enabling students to understand where they have not met the performance criteria and assessment requirements.
- b) Feedback may include:
 - i. Areas of competency achieved.
 - ii. Areas requiring improvement.
 - iii. Recommendations for further learning or support.
- c) Students are encouraged to discuss their assessment outcomes with their assessor if further clarification is needed. This can be done face-to-face in class, through BTS's Learning Management System, or via digital messages such as emails or Zoom/MS Teams conversations.
- d) BTS cannot provide complete copies of the marking guidelines because doing so would reveal the answers to the students, undermining the integrity of the assessment.

5.9. Extensions

Students who have compelling or compassionate grounds supported by valid documentary evidence may apply for an extension of the assessment submission, however, this must be done within the maximum duration of the course. Students can apply for an extension by contacting BTS at training@barringtons.com.au. If the student's request for an extension is granted, no administrative fee will apply.

5.10. Academic integrity

- a) BTS is committed to actively ensuring integrity across all academic pursuits and undertakings and takes immediate disciplinary actions when students' academic misconduct is detected and confirmed based on valid grounds, as specified in the ***Academic Integrity Policy*** available on the BTS website.
- b) Academic misconduct is defined as deliberate submission or intention to submit unreliable, insufficient, non-current or invalidated assessment evidence. Plagiarism, contract cheating, collusion, and dishonest conduct, are examples of academic misconduct.

5.11. Artificial Intelligence (AI)

- a) At BTS, we recognise the transformative potential of Artificial Intelligence (AI) tools, including Generative AI, in the ever-changing field of education. We believe it is essential for

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students to understand these advanced technologies, including their capabilities and potential applications. However, we emphasise that these tools should not replace students' own intellectual pursuits, learning, and understanding.

- b) While the use of AI can provide innovative perspectives and aid in research and concept development, BTS stresses that **the work students submit must be their own** as per the **Academic Integrity Policy**. This reflects our commitment to ensuring academic integrity, which is founded on honesty, fairness, respect, and responsibility.

5.12. Assessment outcomes and record keeping

- a) The results of the assessments are recorded on the LMS platform. BTS will finalise and release the assessment grades on the platform, along with feedback for each assessment. Each student's outcome for every Unit of Competency is published on the LMS and can be accessed through their profile.
- b) To comply with various auditing and compliance requirements, BTS will retain evidence of students' submitted work as outlined in the **Data and Records Management Policy**. This may include, but is not limited to, the following forms of documentation:
 - i. Scanned copies of all hard-copy assessments submitted;
 - ii. Digital copies of all assessments submitted; and/or
 - iii. Photographic, video, or audio evidence of projects, presentations, interviews, or work placement activities.

5.13. Assessment Validation and Quality Assurance

BTS implements a structured validation process to ensure consistent, high-quality assessment outcomes, as specified in the **Validation Policy**. This includes:

- i. Regular validation of assessment practices and judgements, occurring at least every five years per training product, informed by risk factors, industry changes, and stakeholder feedback.
- ii. A risk-based approach to determining the components of training products and the sample size for validation.
- iii. Validation conducted by individuals with:
 - Industry skills and knowledge relevant to the training product.
 - A practical understanding of current industry practices.
 - A relevant credential as specified in the BTS Trainer and Assessor Competency Policy and the Standards for RTOs

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- iv. A transparent process where validation outcomes are not solely determined by the individuals who designed or delivered the training or assessment.
- v. Implementation of validation findings to improve the assessment system.

5.14. Recognition of Prior Learning (RPL)

BTS supports students with prior skills, knowledge, competencies and experience to apply for RPL as described in the ***Credit Transfer and Recognition of Prior Learning Policy***, ensuring:

- i. Students are informed about RPL opportunities and the related BTS policy.
- ii. RPL assessments are conducted based on valid evidence of prior learning and experience.
- iii. RPL decisions are fair, consistent, transparent, and documented while maintaining the integrity of the training product.

5.15. Credit Transfer (CT)

BTS facilitates credit transfer for learners who have previously completed an equivalent training product as described in the ***Credit Transfer and Recognition of Prior Learning Policy***, by ensuring:

- i. Students are informed of credit transfer opportunities and the related BTS policy.
- ii. Credit transfer is granted based on authenticated AQF certification documentation or a verified VET transcript, except where licensing or regulatory requirements prevent recognition.
- iii. Credit transfer decisions are fair, consistent, transparent, and documented.

5.16. Facilities, resources, and equipment for assessments

BTS ensures that all facilities, resources, and equipment (where applicable) used for assessments are fit-for-purpose, safe, accessible, and sufficient as described in the ***Facilities, Equipment and Resources Management Policy***.

5.17. Responsibilities of assessors

Assessors at BTS **must**:

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- i. Hold current vocational competencies and required assessor credentials as per the Standards for RTOs.
- ii. Understand the **Principles of Assessment** and the **Rules of Evidence** to apply them practically for making competency judgments, following BTS's systems and processes.
- iii. Provide timely, constructive feedback to learners.
- iv. Participate in validation activities and continuous improvement processes.
- v. Participate in professional development activities.
- vi. Maintain current skills and knowledge in training and assessment.
- vii. Maintain current industry skills directly relevant to the training and assessment being provided.

6. Breaches

If a student or staff member is found to be in breach of this Policy, she or he may be subject to disciplinary action in accordance with the relevant Code of Conduct and Misconduct Procedure, the Academic Integrity Policy, and the Course Progress and Completion Policy.

7. Appeals

Appeals concerning any decision taken in relation to this Policy, including assessment appeals, should be made under the relevant Complaints and Appeals Policy, which can be accessed from the BTS website.

Document History:

Version	Date	Author	Reason	Sections
0.1	8/03/2025	Ivan Negro	Document Creation	All
1.0	10/04/2025	Jennifer Willis	Document Approval	All
1.0	10/04/2025	Allen Barry	CEO Endorsement	All
1.1	15/07/2025	Ivan Negro	Addition of Appendix 2 – Grading System. Updated sections 5.5 and 5.6.	Appendix 2 5.5, 5.6

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APPENDIX 1

Source: Standards for Registered Training Organisations (RTOs) 2025.

Principles of Assessment

The assessment system facilitates assessment which must be conducted in accordance with the following principles:

Fairness	Assessment accommodates the needs of the VET student, including implementing reasonable adjustments where appropriate and enabling reassessment where necessary.
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.
Validity	Assessment includes practical application components that enable the VET student to demonstrate the relevant skills and knowledge in a practical setting.
Reliability	Assessment evidence is interpreted consistently by assessors and the outcomes of assessment are comparable irrespective of which assessor is conducting the assessment.

Rules of Evidence

Assessors make individual assessment judgements that are justified based on the following rules of evidence:

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
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.
Authenticity	The assessor is assured that a VET student's assessment evidence is the original and genuine work of that VET student.
Currency	The assessment evidence presented to the assessor documents and demonstrates the VET student's current skills and knowledge.

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APPENDIX 2 - Grading System

Grade	Description	Where used
S	Satisfactory	1. Grading of an assessment item (e.g. question/activity) within an assessment task/tool. 2. Outcome of an assessment task when all related assessment items have been graded as Satisfactory.
NFD	Needs Further Development <i>The learner has partially met the requirements but needs further development or clarification to be marked as Satisfactory.</i>	Grading of an assessment item (e.g. question/activity) within an assessment task/tool.
NS	Not Satisfactory <i>The learner has not met the requirements and needs significant improvement to demonstrate competence.</i>	Grading of an assessment item (e.g. question/activity) within an assessment task/tool.
U	Unsatisfactory*	Outcome of an assessment task when one or more related assessment items have been graded as Not Satisfactory.
C	Competent	Outcome of the Unit of Competency (UOC) when all related assessment tasks have been marked as Satisfactory.
NYC	Not Yet Competent	Outcome of the Unit of Competency (UOC) when one or more related assessment tasks have been marked as Unsatisfactory.

* In certain cases, such as when using a paper-based assessment task or tool that has not yet been updated as part of the BTS continuous improvement process, the grade 'Not Yet Satisfactory' (NYS) may be used instead of 'Unsatisfactory' (U).