Effective Training, Assessment and Validation Policy and Procedure

Contents

1.   Purpose

To ensure that Assured Learning Australia's training and assessment procedures meet the requirements of the endorsed training packages and outcomes specified in the accredited courses within Assured Learning Australia's scope of registration. Additionally, the assessment process meets the Principles of Assessment and Rules of Evidence.

2.   Policy Statement

Assured Learning Australia Pty Ltd (RTO#52765) is committed to providing quality training and assessment products and services in compliance with the Standards for Registered Training Organisations (RTOs) 2015.

3.   Compliance

This procedure relates to the following Standards: 1.1-1.4, 1.8-1.27.

The policy and procedure relate to new 2025 RTO Standards 1.1-1.6

This procedure is designed to be read in conjunction with the

- Training and Assessment Strategy Development Procedure (outlines how training programs are developed)

- Industry Engagement Policy and Procedure (outlines how we engage industry to inform our training and assessment practices)

- Capability & Development Procedure (outlines how Assured Learning Australia ensures that assessment is undertaken by suitably qualified assessors)

- Learner Support Procedure (outlines how learner needs are identified, and assessments can be adapted to meet individual learner requirements)

- Complaints and Appeals Procedure (outlines how learners can challenge assessment decision outcomes)

- Collusion and Plagiarism Policy and Procedure (outlines how authentic evidence from learners is protected and collected)

- Quality and Continuous Improvement Policy and Procedure (outlines how key improvements are recorded and made)

- Risk Management Policy and Planning Tool (related to how courses are risk rated and therefore applicable validation schedules)

This procedure should be read in conjunction with Chapter 4 of the RTO User Guide and the ASQA Guide for Developing Assessment Tools.

While Assured Learning Australia is regulated by ASQA, Assured Learning Australia takes into account advice and resources from both regulators in order to ensure that the broadest understanding of current regulator interpretations of the Standards is understood.

4. Scope

This policy and procedure is designed to ensure that the cornerstone of VET Training and Assessment is undertaken in line with the standards, training package requirements and best practice.

This procedure is designed to ensure an effective assessment system is applied to all learners within Assured Learning Australia.

Curriculum Development under the Quality Advisor (QA) is responsible for ensuring that tools developed meet training package requirements and the principles of assessment and allow for evidence to be collected in line with the Rules of Evidence.

Assessors are responsible for final assessment outcomes.

QA is responsible for development and maintenance of the assessment system; training of staff in this policy and current regulator interpretations; monitoring of outcomes in line with this procedure.

Director is responsible for performance management of staff who are identified as not conforming to the procedure.

5. Training (2025 RTO Standard 1.1-1.2)

We are committed to delivering high-quality, structured, and engaging training that meets the needs of learners and industry. We determine the appropriate amount of training by understanding our learner cohort, consulting with industry, and following our Training and Assessment Development Policy and Procedure. Our approach ensures learners have access to the necessary physical and learning resources while training materials are contextualised to maximise engagement and relevance. Additionally, we provide a range of learner support strategies and ongoing staff development, aligning with our Capability Policy and Learner Support Policy to create an inclusive and supportive learning environment.

Determining the appropriate amount of training

We ensure that the amount of training provided aligns with the needs of our learners, industry expectations, and training package requirements. This is achieved through a structured approach that considers the diverse backgrounds, skills, and learning needs of our learner cohort. Before enrolment, we assess learners' prior knowledge, experience, and language, literacy, and numeracy (LLN) skills to determine their readiness for training. It is informed in line with industry engagement and advice from the Regulator ASQA, https://www.asqa.gov.au/guidance-resources/determining-appropriate-training-and-course-duration/amount-training. Additionally, we review learner demographics to ensure that training delivery methods and support strategies are suited to a wide range of learning styles and needs. This process is outlined in our TAS Development Policy and Procedure and evidenced best through our TASs for each course.

To maintain industry relevance, we actively engage with industry partners, employers, and community stakeholders. Their insights help shape our training programs by ensuring they reflect current workforce demands, skill application, and workplace integration. By seeking regular feedback, we confirm that course durations are appropriate, training remains practical and job-ready, and learners are well-prepared for employment or further study. For more information about this process, refer to our Industry Engagement Policy and Procedure.

By taking a learner-centric and industry-informed approach, we provide a course structure that allows for engaging, effective training that is tailored to individual needs while meeting broader workforce and compliance expectations.

Determining required resources and contextualising training

To deliver high-quality, engaging training, we ensure that all required resources, facilities, and materials are fit-for-purpose and accessible to all learners. We assess the equipment, tools, facilities, and digital resources required for each training product, ensuring they support effective learning outcomes. Whether training is delivered face-to-face, online, or through blended learning, we prioritise sufficient access to learning materials to enable all learners to participate fully and achieve competency.

We recognise the importance of contextualising training to enhance learner engagement and relevance. Training materials and delivery methods are adapted to reflect industry practices, learner needs, and local job market demands, ensuring graduates are well-prepared for employment. We incorporate real-world scenarios and case studies into training to provide practical, industry-relevant learning experiences that build confidence and job-readiness. Feedback is undertaken from industry experts such as Aniwaya Education Services, our trainers, industry bodies and employers through this process.

By maximising contextualisation, we support learners in connecting theory to practice, increasing their motivation and engagement. Trainers and assessors work collaboratively to tailor learning materials for different learner cohorts, including culturally and linguistically diverse (CALD) learners and those with additional learning needs. By embedding industry relevance and inclusive practices into our training delivery, we create an environment where learners can actively engage, develop essential skills, and transition smoothly into the workforce.

More information about how we determine and manage resources can be found in our Resource Policy and Procedure. Additionally, please refer to the Work Placement Section within this policy and procedure.

Learner engagement and support strategies

To ensure all learners receive the support they need to successfully complete their training, we implement a range of engagement strategies. This includes targeted learner support, such as one-on-one coaching, LLN assistance, accessibility adjustments, and alternative assessment methods to ensure fairness and inclusivity. More about this can be understood through our Learner Support Policy and Procedure. Learners are informed of available support services from enrolment to course completion. Our staff development initiatives, aligned with the Capability Policy, provide trainers with professional development on engagement techniques, inclusive education, and industry updates to maintain high-quality instruction. Additionally, we maximise engagement through active learning methods, including practical exercises, role-playing, group work, and digital tools, while trainers monitor engagement levels and apply early intervention strategies where needed. By integrating learner support, staff training, and engaging teaching practices, we foster a positive, inclusive, and high-quality training environment that promotes learner success.

6.   Objectives (Assessment)

The assessment system is designed to ensure that assessment within the organisation:

- Meets the needs of learners, staff and stakeholders

- Provides clear guidelines for staff on assessment practices

- Meet the principles of assessment and rules of evidence

- Is undertaken by qualified trainers and assessors

- Meet obligations to:

    o   Australian Skills Quality Authority (ASQA)

    o   Australian Qualifications Framework (AQF)

    o   Training Package Requirements

- Meet organisational commitments and obligations to access and equity

7.   Assessment System

The assessment system has four major components:

1. Assessment Development – Assured Learning Australia ensures that assessments are developed contextualised for the audience and delivery mode. Off the shelf tools are not acceptable. All tools are tested to ensure that they can be conducted in line with principles of assessment and rules of evidence, this is through review and checking of the mapping. This is referred to pre-validation in the validation register.

2. Assessment is explained to Assessors and to Learners - When assessments are implemented, assessors have an opportunity to work with developers or management to ensure that they understand the tools and how to collect evidence using the tools. In turn, assessors work with Learners to ensure that Learners understand how evidence of competency is collected in plain terms.

3. Assessment is undertaken by qualified Assessors - Refer to Capability and Development policy to see how Assured Learning Australia ensures that only qualified, competent and current assessors undertake assessment judgements.

4. Validation of Assessment Practice - Assessment validation occurs regularly in line with the validation schedule and is managed systematically in line with the risk presented by the product and cohort. Refer to section below for how this is managed.

8.   Workplace Training and Assessment

Workplace training is an essential component of vocational education and can occur through apprenticeships, traineeships, mandatory workplace placements in training packages (e.g., hospitality, individual support, childcare), or as a means to enhance training and assessment and improve employment outcomes. Regardless of the purpose, when training and assessment take place in the workplace, Assured Learning Australia implements structured processes to ensure compliance, quality, and learner support while meeting training package requirements.

- Marketing, Enrolment and Orientation - At the marketing, enrolment, and orientation stages, learners are informed if workplace training or assessment is required, along with their responsibilities and those of Assured Learning Australia.

- Before Training and Assessment - Before workplace assessment begins, Assured Learning Australia collaborates with employers to confirm workplace suitability, ensuring the environment provides access to the necessary facilities, resources, and industry exposure required for learners to meet the training product requirements. The roles of Assured Learning Australia, learner, and employer are clearly defined, and employers are advised of any required resources, supervision, or access provisions necessary for training success.

- State Funding - Where state funding applies, Assured Learning Australia may be required to gather additional evidence, such as verifying suitable supervision arrangements and supervisor ratios to ensure compliance.

- Workplace Sign Off or contribution to training and assessment - When workplace sign-off is required, Assured Learning Australia works with qualified supervisors to ensure they understand their responsibilities in assessing and supporting the learner.

The Training and Assessment Strategy (TAS) will outline how work-integrated learning aligns with training package requirements, and Assured Learning Australia will monitor the quality of workplace training and assessment to ensure learners are gaining the required competencies in a structured and supportive manner.

By maintaining clear communication, structured agreements, and ongoing monitoring, we ensure that workplace training is effective, compliant, and beneficial for both learners and employers. This process aligns with Standard 1.1(e), ensuring workplace training environments support the development of required skills and knowledge.

9.   Assessment Model

Assessment involves collecting and interpreting evidence in order to make a decision to determine competency. Competency based assessment is a system of collecting evidence about a person's performance to a pre-set standard.   The emphasis is placed on what a person can do (outcome), rather than comparing a person's achievement to others.   There is no concept of pass or fail, only competent (C) or not yet competent (NYC) for units of competency.   Individual assessment instruments are deemed either satisfactory or not yet satisfactory.

Summative assessment can take place in many different ways and may include:

- Practical assessment such as demonstrations and observations;

- Theoretical assessments such as knowledge-based tests, written questions, essays, etc;

- Product based methods such as completed JSAs, position descriptions, projects and job cards;

- Recognition of Prior Learning (see Recognition section for more details).

Three levels of assessment

Diagnostic also known as pre-assessment provides information about prior knowledge and skills. This baseline information may diagnose a problem or training requirement. This assessment type may be utilised prior to enrolment as part of suitability assessments, entry assessments, LLN assessments or as part of the recognition process.

Formative assessment assists and supports training by monitoring and advising learners of their performance and rate of progress against the training outcomes. This provides feedback to the learner, supervisor and trainer on what development activities are needed to achieve the required competencies. Generally, observations, and activities are used as common formative assessments as these take place over a period of time and in conjunction with training. Generally, formative assessments are not mapped and do not form part of the required evidence of competency as these are activities which reinforce learning, they are part of the training and learning, and help trainers understand when learners are ready to participate in summative assessment.

Summative is cumulative evaluation of achievement of the Training outcome. Often conducted in the workplace or a simulated workplace (depending on the qualification/unit of competency/cohort), summative assessment confirms achievement of the competency requirements have been met for the unit. Some examples of standard summative assessments are demonstrations (often supported by job cards), knowledge based written assessments and practical placements (where required by the training package or as determined within the TAS).

Principles of Assessment

All assessments are designed and validated to ensure that they meet the Principles of Assessment as outlined below. Assessments are designed with specific instructions and templates to ensure that instructions are as clear as possible for all parties.

Fairness

Assessment takes into account VET learner needs, including applying adjustments where appropriate and enabling reassessment if necessary.

Where appropriate, reasonable adjustments are applied by Assured Learning Australia to take into account the individual learner's needs. *Needs are initially assessed at enrolment but can be identified later in class also by the trainer and/or assessor, refer to Enrolment Procedure.*

Assured Learning Australia informs the learner about the assessment process and provides the learner with the opportunity to challenge the result of the assessment and be reassessed if necessary. *This is addressed through providing clear instructions in the learner guides.*

For more information see Learner Support Procedure.

Flexibility

Assessment is appropriate to the context, training product and VET learner, and assesses skills and knowledge held by the VET learner irrespective of how or where they have been acquired.

For example:

    Where the learner demonstrates all skills sufficiently, Assured Learning Australia cannot require additional evidence;

    Assured Learning Australia offers RPL and/or Credit Transfer;

    Assured Learning Australia aims to design assessment that does not over assess the learner.

    Offers learners an opportunity for reasonable adjustment.

For more information see Learner Support Procedure.

Validity

Any assessment decision of Assured Learning Australia is justified based on the evidence of performance of the individual learner. Assessment of skills and knowledge is integrated with practical application and would enable the VET learner to demonstrate these skills and knowledge in similar situations.

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

- judgement of competence is based on evidence of learner performance that is aligned to the unit/s of competency and associated assessment requirements.

Our general process for this is to ensure that learners have underpinning knowledge, and then integrate knowledge into practical application of skills through projects and practical observation of skills in the workplace or a simulated environment.

For more information see the Validation Procedure.

Reliability

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

Marking guides are available to all assessors to ensure that judgements are consistent and expectations for competency are as clear as possible.

Assessors are also included in validation processes, alongside assessment experts and often external consultants. This means that a variety of voices contribute to validation and through this process assessors are upskilled and more consistent interpretations are made.

For more information see the Validation Procedure.

Rules of Evidence

Evidence is collected in line with the rules of evidence.

Validity

The assessment evidence assures ***the assessor*** that the VET learner has the skills and knowledge described in the training product.

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.

Mapping tools assist assessors in ensuring that all components of the units of competency are addressed through the assessment guide. Marking guides provide guidance on the quality and quantity of evidence expected. Validation processes confirm assessment decisions have been made correctly.

Our general process is that knowledge criteria will be covered through explicit questions and performance evidence and practical performance criteria will be covered through projects, practical

tasks which are evidenced through observation checklists and supporting documentation such as job cards, reflection forms, other forms, reports, etc.

Authenticity

The assessor is assured that the evidence presented for assessment is the learner's own work.

Observation of skills is undertaken directly by the assessor, written submitted assessments are periodically monitored for plagiarism and validated by competency questions where assessors have doubts about the authenticity or consistency in evidence submissions. Assured Learning Australia has a collusion and plagiarism policy in place which outlines in more detail how these processes are managed.

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 recent past.

10. Validation Procedure

- Admin will be responsible for preparing materials for the validation

- Assessors are responsible for participating in validation as directed

- QA or Compliance to undertake the review/scope, risk assessment, will provide an annual review and update the register

- QA or Compliance will work with trainers and the Director/s to undertake validation as per the validation schedule

- The Director/s and owner/s are ultimately responsible for ensuring the assessment system is compliant and actioning any non-compliances

This section must be reviewed and undertaken in line with the Risk Management Policy and Planning Tool.

Determining samples

The number of units assessed is determined by the Risk rating of the training product, refer to the Risk Management and Planning Tool for more information.

Determining who participates in validation

QA will choose a unit based on the schedule, a trainer based on random selection and progress through to ensure all trainers are reviewed over the course of a year. An alternative trainer with industry competency and currency will work with the QA. Where there is only one trainer within the organisation, the QA will work with other organisations to undertake validation. This ensures that all validations are undertaken by a group that holds competency and currency.

Updating and considering risk

Each year the QA will review the risk of each training product. Refer to the Risk Management and Planning Tool for more information.

Unit selection

Units are scheduled to ensure that all units are undertaken over a period of five years; each year the register will be reviewed by the QA and the list is updated based on new superseded released units, additions to Assured Learning Australia's scope, etc.

Choosing assessors and completed units - for each month a unit is scheduled, admin will choose units as directed within the schedule, as a result, learner and assessor will be random selection, however, the QA or Director can request units from an assessor (especially where there are new assessors, or where a complaint has been raised by a learner, or where an appeal has been requested). Any situation above may represent an increased risk to quality and as such, should be monitored more closely.

Who can validate

Validation is usually undertaken by a trainer and external VET expert or management member who holds:

- a qualification as outlined in the Credential Policy; or

- TAE40116 Certificate IV in Training and Assessment or its successor

- A diploma or higher-level qualification in adult education.

Trainers who have undertaken the assessment cannot lead validation in their own assessment tool but can participate and are encouraged to participate from a VET currency perspective.

Validation participants are recorded in the validation register.

Non-compliances

Where a non-compliance is identified, the following process is to be followed;

- CEO, QA and Lead Validator will discuss and confirm consensus of non-compliance;

  o If non-compliance is primarily related to tool design, then the tool will be adapted, a review of all active learners undertaken, and gap assessment will take place;

  o If the non-compliance is primarily related to poor application of the tool, the CEO and QA will review further units to identify the scope of the trainers' lack of compliance and will then address with the trainer to action reassessment as well as upskill the assessor in their understanding of Assured Learning Australia's requirements and the RTO Standards.

In either scenario, a failed assessment validation will result in an additional point for each validation (each learner and unit of competency) that fails that will affect the courses internal risk rating for a further 12 months. For example, if undertaking six validations and three fail, a further three points are added to the risk rating.

Where more than 50% of the assessments are found to have more than minor non-compliances, another batch of the equivalent number of units will need to be undertaken to determine the scope of the non-compliance.

11. Quality and Continuous Improvement

Quality and continuous improvement will be achieved through the development, review and continuous assessment of procedures against Registered Training Organisations best practice assessment systems. For more information see Continuous Improvement Procedure and Industry Engagement Procedure.

12. Role of the Assessor

The primary role of the assessor is to assess and judge a learner's skills and knowledge of competence against a set of standards.

The assessor must:

- Ensure that safety of the personnel involved in the assessment is maintained at all times

- Interpret and understand the performance criteria and evidence guides

- Ensure that supplied evidence meets the standards

- Ensure that the evidence is valid, reliable, authentic, consistent, current and sufficient

- Make fair and objective judgements

Additionally, assessors are required to provide feedback in the development of assessment tools and validation of assessment outcomes.

Assessor Requirements

In order to initiate assessment of training outcomes, occupational competencies and recognition of prior learning, assessors must have:

- Accredited assessment competencies as outlined in Standards 1.13-1.16 and 2025 Standards 3.2, 3.3;

- Relevant vocational competencies at least to the level being assessed;

- Demonstrated current industry skills directly relevant to the assessments being performed;

- Continual development of their Vocational Education Training knowledge and skills as well as their industry currency and assessor competence.

All assessors must be approved by the CEO and have been inducted to Assured Learning Australia's policies and procedures prior to undertaking any assessment on behalf of Assured Learning Australia.

For more information on this process refer to the Trainer & Assessor Capability and Development Procedure.

Assessors are encouraged to abide by the Assessor Code of Conduct outlined below.

Assessors align with the Credential Policy currently found at https://www.dewr.gov.au/revisions-standards-registered-training-organisations/resources/policy-draft-credential-policy.

13. Assessors Code of Conduct

Code of practice for assessors

The code of practice detailed below is included in these Assessment Guidelines to support professionally responsible and ethical assessment practice and to guide TAE10 assessors in the responsibilities of their work. This code is loosely based on an international code developed by the US-based National Council for Measurement in Education.

The code reinforces the performance outcomes of assessment units in TAE10 Training and Education Training Package.

We, as assessors, understand and will ensure:

- The differing needs and requirements of the candidates, the local enterprises and/or industry are identified and handled with sensitivity.

- Potential forms of conflict of interest in the assessment process and/or outcomes are identified, and appropriate referrals are made, if necessary.

- All forms of harassment are avoided throughout the assessment process and in the review and reporting of assessment outcomes.

- The rights of candidates are protected during and after the assessment process.

- Candidates are made aware of their rights and processes of appeal.

- Personal or interpersonal factors that are irrelevant to the assessment of competence must not influence the assessment outcomes.

- Evidence is verified against the rules of evidence.

- Assessment decisions are based on available evidence that can be produced and verified by another assessor.

- Assessments are conducted within the boundaries of the assessment system policies and procedures.

- Formal agreement is obtained from candidates and the assessor that the assessment was carried out in accordance with agreed procedures.

- Assessment systems and tools are consistent with equal opportunity legislation.

- Candidates are informed of all assessment reporting processes prior to the assessment.

- Candidates are informed of all known potential consequences of assessment decisions, prior to the assessment.

- Confidentiality is maintained regarding assessment decisions/outcomes and records of individual assessment outcomes which identify personal details and are only released with the written permission of the candidate/s.

- Assessment outcomes are used consistently with the purposes explained to candidates.

- Self-assessments are periodically conducted to ensure current competence against TAE10 Training and Education Training Package competency standards.

- Professional development opportunities are identified and sought.

- Opportunities for networking amongst assessors are created and maintained.

- Opportunities are created for technical assistance in planning, conducting and reviewing assessment practice and participating in validation.

14. Recording Assessment Outcomes

Assured Learning Australia is responsible for recording assessment outcomes and for the maintenance and security of records in a permanent and accessible system.

Assessment records are checked by administration prior to outcomes being recorded in the Learner Management System and reported to state or federal bodies.

Checking assessments before entering outcomes

Admin have the responsibility of checking assessments before entering results into the system, spot checks completed by admin are not validations, however, contribute to the overall quality assurance process. The checks completed by admin include:

- Checking to ensure that all questions have been answered and marked by the assessor (no blanks)

- Checking to ensure that all observations have been completed (ticked as Satisfactory)

- Checking to ensure that all signatures have been filled in

- Checking to ensure that the dates have been completed correctly

- As admin become more familiar, they may also be able to identify incorrect answers

Where documentation has not been completed correctly, it is returned to the assessor. Continuous issues with the quality of assessor paperwork are to be raised with the Office Manager. If issues are not resolved, this is passed on to the CEO for performance management.

Office Manager and team will regularly check work to ensure it is being entered correctly, both admin and assessors have KPIs related to the quality of assessment documentation submitted and entered.

15. Appeals process

Appeals will be managed in accordance with the Appeals Procedure. All learners have access to appeal assessment decisions made.

16.   Recognition

This section focuses on how Assured Learning Australia provides recognition such as Credit Transfer and Recognition of Prior Learning (RPL).

Credit Transfer is provided to a learner where the learner has provided a Statement of Attainment, Record of Results or USI Transcript. Please note that ONLY these documents can be used, Statement of Results, emails, etc. cannot be used for Credit Transfer.

Where Credit Transfer is being sought, a Credit Transfer form should be completed (Assured Learning Australia can choose just to accept the Statement of Attainment or similar if they so choose), the documentation must be validated prior to updating the records in the Learner Management System. The following methods are approved for validating for Credit Transfer:

- confirming via a QR code (note to be made on file, QR validated); OR

- validated through provision of an original or original electronic version of a USI transcript (USI transcript to be retained on file); OR

- calling the issuing RTO to confirm qualification was issued (note to be made of date of the call, note that not all RTOs will release this information over the phone); OR

- emailing the issuing RTO to confirm and receiving email from RTO to confirm (copy of email to be retained).

Where RPL is sought, please note that RPL recognises prior learning, it is not recognition of current competency. As such, RPL may be applied for through the provision of evidence that the learner has extensive industry experience in the field. If approved by a trainer, the learner may undertake an assessment only pathway, where theory assessments are completed in the learner's own time and practical assessments are coordinated between Assured Learning Australia and the learner.

The cost of RPL is determined based on the number of visits or practicals required to collect sufficient evidence of competent skills (unless otherwise dictated by a State Training Authority).

17.   Updating of Training Packages (1.26-1.27)

The process for handling the updating of training packages and products is outlined below and should be read in conjunction with the Training and Assessment Strategy Development Policy and Procedure. The following process will occur over 12-24 months depending on extension period provided by regulator, the extent to which changes and development are required and the speed with which the STA allows for new qualifications to be funded and enrolled (where applicable).

There are two overall processes to follow, further information about the transition of training products is also documented through the TAS Development Policy and Procedure.

Process for Equivalent Training Products automatically added to RTO scope

New training product is released on TGA → Training product is automatically added to RTO scope due to listed equivalency → Marketing and website are updated for superseded product, denoting product is superseded → Quality Advisor commences engagement of indusry experts internally or externally to review units and look at development load

↓

Development schedule is createa for new product ← TAS is developed in line with industry consultation (refer Industry Engagement Policy and Procedure) ← Training and assessment materials are developed and/or purchased and contextualised ← Trainers are reviewed to confirm current compliance with 1.13-1.16 for new qual
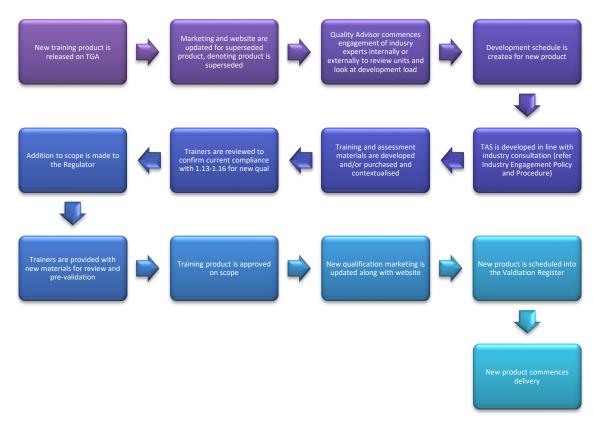
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Trainers are provided with new materials for review and pre-validation → New qualification marketing is updated along with website → New product is scheduled into the Valdiation Register → New product commences delivery

Process for updating training product not listed as equivalent and requiring an addition to scope with Regulator

New training product is released on TGA → Marketing and website are updated for superseded product, denoting product is superseded → Quality Advisor commences engagement of indusry experts internally or externally to review units and look at development load → Development schedule is createa for new product

↓

Addition to scope is made to the Regulator ← Trainers are reviewed to confirm current compliance with 1.13-1.16 for new qual ← Training and assessment materials are developed and/or purchased and contextualised ← TAS is developed in line with industry consultation (refer Industry Engagement Policy and Procedure)

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Trainers are provided with new materials for review and pre-validation → Training product is approved on scope → New qualification marketing is updated along with website → New product is scheduled into the Valdiation Register

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New product commences delivery

18. Re-assessment

Learners will generally have several opportunities to resubmit their knowledge assessments. Where practical assessments require significant additional one on one time with an assessor, requires hiring of additional equipment or purchase of consumables, Assured Learning Australia may charge reassessment fees, where applicable, this will be made available on the website and in the marketing of the fees and charges.

Where a learner does not satisfactorily meet the requirements of an assessment, assessors can review under reasonable adjustment if further changes can be made to the assessment without compromising the integrity of the outcome of the unit of competency.

Where a practical assessment that has high resource requirements is required to be re-assessed fees may apply, see Financial Management Policy and Procedure for more details.

19. Clustered Assessment Determinations

Achieving a Not Yet Satisfactory on a clustered assessment does not necessarily preclude a learner from achieving Competent across all units within the cluster.

Where a learner has undertaken a clustered assessment but is only able to successfully demonstrate competency to some but not all of the assessment, the assessor should refer to the mapping guides to make a determination of competency specific to individual units of competency within the cluster.

20. Understanding Assessment Determinations

Below are a range of possible assessment outcomes and their definitions as supplied by the AVETMISS Data Element Definitions.

Competency not achieved/fail

The learner has attempted all the requirements for the assessment and has been assessed as not competent, or as not satisfying one or more of the requirements for the unit of competency or module. For example, this code would apply if a learner attempted ten often required assessments and was assessed as not competent in one or more of the assessments. However, if a learner had only attempted nine of the ten assessments, this code would not be used as the learner must attempt all the assessments in order to receive a 'Competency not achieved/fail' code.

Withdrawn/discontinued

Withdrawn is reported for learners under two possible scenarios. The first scenario is that the learner has engaged in some learning activity and has then notified the training organisation of their withdrawal before completing all of the assessment criteria.

The second situation is where the learner has engaged in some learning activity and then stopped attending or submitting assessments (i.e. discontinues) without notifying the training organisation.

In this situation, a learner does not attend the final assessment and has not made contact with the training organisation to formally withdraw or arrange a continuing status. The withdrawn code applies in this situation, even if the learner has completed some assessments and been assessed as not competent for one or more assessments.

Non-assessable enrolment

Only to be used for non-accredited training.

21. Procedure

- Admin will be responsible for enrolling learners in LMS and in any online eLearning as applicable

- Assessors are responsible for ensuring that all learners have access to training and assessment materials (with support of admin)

- Assessors are ultimately responsible for ensuring that evidence of competency is collected in line with the training package, Rules of Evidence and Principles of Assessment

- Admin are responsible for spot checking every assessment before entering

- QA will provide an annual review of the effective assessment policy and provide any outstanding issues in a report to the CEO or Office Manager for actioning

- QA will work with trainers and the CEO or Office Manager to undertake validation as per the validation schedule

- The Director/s and owner/s are ultimately responsible for ensuring the assessment system is compliant.

22. Related documents

The following documents are part of Assured Learning Australia's assessment system -

- Training and Assessment Strategies

- Assessment documentation

  - Mapping Guide

  - Assessor Guides (also referred to as marking guides)

  - Learner Assessment Guide (Learner Versions also referred to as Record of Evidence or other names, available through hard copy and online versions, please refer to TAS for more information)

  - Industry Placement Logbooks (only used in some qualifications, refer to TAS)

  - Host Employer Suitability Checklists (used apprenticeship delivery)

  - Video and photographic uploads

- Trainer & Assessor documentation

  - Trainer matrices

  - aXcelerate matrices

  - various AQF documentation

- o   evidence of currency for both industry and VET will vary

- Validation documentation

    - o   Validation register

    - o   Validation forms

23.   Monitoring and Improvement

Policy Review

This policy will be reviewed each year and as a standing item, include details of the date it was reviewed and any changes.

- November 2022 - initial creation

- October 2023 - update in line with new draft standards, clarification of assessment system and further information on validation process and assessment development process

- Jan 2024 - updates in line with the new draft RTO policies and procedures

- Jan 2025 - updates in line with updated Credential Policy, Compliance Requirements, advice from ASQA, Policy Guidance from DEWR

    - o   Inclusion of more explicitly how training is developed and structured

    - o   Inclusion of how workplace training and assessment is managed

    - o   Updates to definitions of principles of assessment and rules of evidence

    - o   Inclusion of new sections policy in practice and evidence of policy in practice

- Feb 2025 – final review and sign off by Office Manager and CEO

Policy Additions or Amendments

Separate to the mandated annual review, the policy may be varied at any time due to legislative changes or to fall in line with widely accepted best practices in the workplace. In the event of any changes, the policy will be updated, and relevant stakeholders advised.

Lyle Barrett (CEO)

24. Policy in Practice

When this policy is correctly enacted, learners experience structured, high-quality training and fair, transparent assessment that supports their learning and skill development. Training is engaging, well-paced, and contextualised, ensuring learners can apply their knowledge in real-world industry settings. They receive clear instructions, timely feedback, and opportunities for hands-on practice, allowing them to develop competency through structured learning activities. Assessments are fair, consistent, and aligned with industry expectations, with assessors providing guidance and support to help learners demonstrate their skills. Where workplace training is required, Assured Learning Australia ensures the workplace provides the necessary resources and supervision to facilitate effective learning and competency development. Validation and continuous improvement processes ensure training and assessment remain relevant, rigorous, and aligned with regulatory standards, providing learners with a reliable pathway to employment or further study.

25. Evidence of Policy in Practice

The successful implementation of this policy is supported by a range of documents and records that demonstrate compliance with training package requirements, regulatory standards, and continuous improvement processes. These include:

- Training and Assessment Strategies (TAS): Outlines the structure, delivery, and assessment approach for each course, ensuring alignment with industry requirements and learner needs.

- Mapping Documents: Demonstrate the alignment of assessments with unit of competency requirements, ensuring all performance criteria, knowledge evidence, and assessment conditions are addressed.

- Assessor Guides and Marking Guides: Provide clear assessment instructions, expected responses, and marking criteria to ensure consistency and reliability in assessment judgments.

- Completed Learner Assessments and Records of Assessment: Document learner competency outcomes, including assessor feedback, demonstrating adherence to Principles of Assessment and Rules of Evidence.

- Validation Forms and Validation Register: Capture assessment validation activities, including outcomes, recommendations, and continuous improvement actions to maintain the integrity of the assessment system.

- Industry Consultation Records: Evidence engagement with industry stakeholders to ensure training and assessment remain current, relevant, and aligned with workforce needs.

- Workplace Training Agreements and Employer Feedback Forms: Document collaboration with employers to confirm workplace suitability, supervision arrangements, and learner progress in work-integrated learning environments.

- Trainer and Assessor Professional Development Records: Ensure all assessors meet credentialing requirements and maintain industry currency and pedagogical competency.

These documents collectively demonstrate that training and assessment practices are structured, compliant, and continuously improved, ensuring a high-quality experience for learners and alignment with RTO regulatory obligations.