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ACADEMY of
COMMERCE
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VET TRAINING AND ASSESSMENT POLICY & PROCEDURE

Introduction

The Australian Academy of Commerce (AAC) is dedicated to maintaining training and assessment practices that are valid, reliable, fair, and flexible, in alignment with the Standards for Registered Training Organisations (RTOs) 2015 and the Australian Qualifications Framework (AQF). Additionally, all materials for qualifications and accredited courses within AAC's scope of registration, whether purchased or developed, are ensured to be valid, sufficient, current, and authentic. These materials consistently adhere to Training Package and VET Accredited course requirements while also meeting industry standards and vocational expectations.

Purpose

This policy outlines the principles, responsibilities, and procedures governing the training and assessment of learners to ensure compliance with national standards and industry requirements. It provides a framework for the design, delivery, and evaluation of training and assessment, ensuring fair, transparent, and effective processes that support learner success and continuous improvement.

Scope

This policy applies to all training and assessment activities within AAC's Vocational Education and Training (VET) programs. It encompasses formative and summative assessments, Recognition of Prior Learning (RPL), and credit transfer processes. The policy is applicable to all trainers, assessors, students, and administrative staff involved in the delivery, facilitation, and administration of training and assessment.

Policy Statement

AAC ensures that training and assessment:

- Align with the requirements of the relevant training package or accredited course.
- Are designed and delivered using a variety of methods to accommodate different learning styles.
- Are conducted in accordance with the Principles of Assessment and Rules of Evidence.
- Support students in demonstrating competency through valid, authentic, sufficient and current evidence.
- Provide clear assessment criteria and feedback mechanisms.
- Are systematically validated and continuously improved through industry engagement and feedback
- Recognises Prior Learning (RPL) by assessing an individual's existing skills, knowledge, and experience against the required competency standards, ensuring a fair and efficient recognition process.

All training and assessment materials provided by AAC support competency-based training (CBT), which is the process of collecting evidence and making judgements about whether competency has been achieved.

Training and Assessment Materials are defined by AAC as being:

- Learner and trainer and assessor course instruction guides
- Assessment tools
- Mapping guides
- Marking guides



- Feedback gathering material for students and trainers and assessors.

Definitions

Appeal	A request to review a decision made by AAC (e.g., assessment outcomes, disciplinary actions).
Australian Qualifications Framework (AQF)	The framework for regulated qualifications in the Australian education and training system, as agreed by the Commonwealth, State and Territory ministerial council with responsibility for higher education.
Assessment (VET)	The process of collecting evidence and making judgments 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 accredited program and is conducted in accordance with the principles of assessment and the rules of evidence.
Assessment Tool	A structured instrument or resource used to gather evidence of a learner's competency. It includes assessment tasks, instructions, marking guides, and recording tools to ensure consistency and fairness in assessment.
Assessment Validation	A quality review process that ensures the assessment system produces valid and reliable outcomes aligned with training package requirements.
Competency Based Training (CBT)	A training approach that focuses on developing the skills and knowledge required to perform tasks to the standard specified in a Training Package. Learners progress through training at their own pace, based on demonstrated competence rather than time spent in training.
Competent	The status awarded when a learner has successfully demonstrated the required knowledge and skills to meet competency standards as outlined in the relevant Training Package or accredited course
Competency	The consistent application of knowledge and skill to the standard of performance required in the workplace. It embodies the ability to transfer and apply skills and knowledge to new situations and environments.
Currency	The requirement that competency-based evidence reflects the learner's ability to perform tasks or demonstrate skills at the time of assessment. Evidence must be recent and relevant to current industry standards.
Not Yet Competent	The status given when a learner has not yet demonstrated the required skills or knowledge to meet competency standards. Learners may be given opportunities for re-assessment where appropriate.
Principles of Assessment	Fairness, validity, reliability and flexibility applied during RPL and credit assessments.
Re-Assessment	The process where a learner who has been deemed Not Yet Competent is given another opportunity to demonstrate their competency through an additional assessment attempt.
Recognition of Prior Learning (RPL)	A process that evaluates a learner's existing skills, knowledge, and experience against competency standards in a Training Package or accredited course. This allows individuals to gain credit for previously acquired competencies without needing to complete formal training.



Rules of Evidence	Guidelines ensuring evidence is valid, sufficient, current and authentic when determining competency.
Training and Assessment Strategy (TAS)	A document outlining how a qualification will be delivered and assessed in order to enable learners to meet the requirements of the training package or accredited course.
Training Package	A set of nationally endorsed standards, qualifications, and guidelines for training and assessment within an industry.
Validation Schedule	A structured plan for the systematic validation of assessment tools and practices.

References

- AQF Framework
- Standards for RTOs 2015; Specifically, Standard 1

Related AAC Policies and Procedures

- Academic Integrity Policy and Procedure
- Continuous Improvement Policy and Procedure
- Course Completion and Qualification Issuance Policy and Procedure
- Industry Engagement Policy and Procedure
- Training and Assessment (TAS) Policy and Procedure
- Trainers and Assessors Policy and Procedure
- VET Assessment Validation Policy and Procedures

Training and Assessment Procedure

1. Training and Assessment Materials

AAC is committed to providing high quality training and assessment materials that meet Training Package and VET accredited course requirements as well as currency and relevancy to the vocational outcome of the qualification being delivered. AAC will have training and assessment materials for each qualification or VET Accredited course on its Scope of Registration which:

- Are developed in consultation with industry
- Meet the requirements of the Training Package or VET Accredited Course
- Meet the needs of the different target groups to which AAC delivers training and assessment services, and
- Are regularly reviewed for currency with industry.

Before delivery of each unit, trainers and assessors are provided with a complete Trainer and Assessor Materials Pack. This includes;

- course outline
- training and assessment schedule
- training and assessment unit guides
- training and assessment mapping guides
- trainer support resources
- assessment tools
- assessment marking guides, and

- assessor feedback form.

In addition to this, they are also provided with a copy of the relevant Training and Assessment Strategy (TAS) to ensure their complete understanding of and compliance to the program. Students receive all training and assessment materials from the trainer and via AAC's Learner Management System.

2. Development of Training and Assessment Materials

In the instance where pre-written training and assessment materials are unavailable or fail to adequately meet the requirements of the Training Package or VET accredited course or Training and Assessment Strategy, AAC will develop their own training and assessment materials. In this instance, the Director of Studies (DoS) VET will engage a suitable resource developer to create the required materials.

In this instance, materials will be developed according to the following process. The materials developer will:

- clarify the requirements of the materials
- choose the most appropriate training and assessment methods
- design and develop the materials to be consistent with the requirements of the Training Package or VET accredited course and The Fashion Institute's own Training and Assessment Strategy, as well as with industry requirements, and
- trial and refine the materials before being released for use.

3. Review of Training and Assessment Materials

Training and assessment materials will be reviewed when:

- Inefficiencies or gaps are revealed in Validation and Moderation processes
- The respective Training Package has expired and is superseded, and
- Relevant industry requirements change or evolve, such as new process and technology.

All training and assessment materials are subject to regular validation and moderation processes as per AAC's *VET Assessment Validation Policy (RPL) and Procedure*.

4. Assessment Design and Development

AAC ensures that all assessment tools and procedures meet industry and regulatory standards by adhering to the following principles:

- Assessment tools are developed in collaboration with industry stakeholders to ensure they align with current industry practices.
- Assessment tools are mapped against the relevant training package or accredited course requirements, ensuring they meet competency standards.
- Formative and summative assessments are designed to support learning progression;
 - Formative assessments provide learners with feedback on progress before final assessments.
 - Summative assessments measure competency against all relevant criteria.



- Assessments incorporate a variety of methods, including written tasks, practical demonstrations, case studies, project, and workplace assessments, to cater to different learning styles.
- Assessors are appropriately qualified and undertake professional development.
- Students are informed of assessment requirements, including submission deadline and appeal processes.
- Re-assessment opportunities are provided for students deemed Not Yet Competent (NYC).

Development of New Assessment Materials

Where pre-existing assessment tools do not meet the required standard, AAC will develop new materials through the following process:

1. Identify Needs: Determine the gaps in existing materials and specify the requirements.
2. Consult Industry and Regulatory Standards: Ensure alignment with training package requirements, industry expectations, and RTO compliance obligations.
3. Develop Assessment Tools: Create assessment instruments that meet competency requirements while being practical and relevant to workplace applications.
4. Trial and Review: Pilot new assessments with trainers, assessors, and industry representatives to identify areas for refinement.
5. Validation and Approval: Finalise materials based on validation feedback before implementing them into training programs.

6. Recognition of Prior Learning (RPL) and Credit Transfer (CT)

AAC ensures that:

- RPL is conducted through rigorous assessment of prior formal, informal and non-formal learning.
- Credit Transfer is awarded where the student provides valid evidence of previously completed equivalent competencies.

For more information refer to AAC's *Course Credit and Recognition of Prior Learning Policy (RPL) and Procedure*.

7. Assessment Moderation and Validation Activities

AAC maintains and Assessment Validation Schedule, ensuring that:

- Each qualification is validated at least once every five years.
- High-risk or newly introduced qualifications are prioritised.
- Assessors engage in moderation to ensure consistency in assessment judgments.
- Industry input is sought to maintain relevance and quality.

For more information refer to AAC's *VET Assessment Validation Policy and Procedure*

8. Assessment Appeals

AAC provides students with the right to appeal an assessment decision on the following grounds:

- The assessment process did not follow the prescribed methodology.

- The assessment decision was not based on sufficient or valid evidence.
- The assessment outcome was influenced by bias.

Appeals must be lodged within twenty (20) business days of receiving the assessment outcome, following the *AAC Complaints and Appeals Policy and Procedure*.

9. Continuous Improvement

AAC is committed to continuous improvement in training and assessment practices. This is achieved through:

- Regular Validation and Moderation: Systematic validation of assessment tools and industry consultation ensure assessments remain current and effective.
- Industry Engagement: Continuous input from industry partners ensures training and assessment materials align with evolving workforce needs.
- Trainer and Assessor Feedback: Ongoing feedback from trainers and assessors helps refine materials and assessment strategies.
- Student Feedback: Learner evaluations provide insight into the effectiveness and fairness of training and assessment.
- Internal Audits and Compliance Monitoring: Regular audits identify areas for improvement and ensure compliance with Standards for RTOs 2015.
- Actionable Improvements: Findings from audits, feedback, and validation processes are documented, and corrective actions are implemented to enhance training and assessment practices.

Roles and Responsibilities

Role	Responsibility
CEO	Ensures AAC maintains a compliant training and assessment system that aligns with the Standards for RTOs 2015 and other regulatory requirements. Provides necessary resources, funding, and support to facilitate high-quality training and assessment. Ensures that trainers and assessors have access to appropriate professional development and that training and assessment materials are continuously improved.
Compliance Officer	Maintains validation records, monitors compliance with assessment policies, and ensures continuous improvement actions are implemented.
Director of Studies (DoS) VET	Oversees training and assessment practices, ensuring alignment with industry needs and regulatory standards. Approves updates to assessment materials.
Trainers and Assessors VET	Develop, deliver, and assess training in accordance with AAC policies. Participate in validation and moderation processes. Provide student feedback and contribute to continuous improvement initiatives.

Monitoring and Review

AAC's VET Training and Assessment policy is reviewed annually or as required due to changes in legislation, training packages or industry requirements. Compliance with this policy is monitored through internal audits, validation activities, industry consultation, trainers and assessor feedback and student feedback.



Version Control

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