# VET TRAINING AND ASSESSMENT
# POLICY & PROCEDURE

## Introduction

The Australian Academy of Commerce (AAC) is committed to providing high-quality, industry-relevant assessment services that support student achievement, meet workplace expectations, and comply with the Standards for Registered Training Organisations (RTOs) 2025 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 the design, implementation, monitoring and continuous improvement of all training and assessment activities within AAC's Vocational Education and Training (VET) programs. It encompasses assessment tools, assessor qualifications, validation, moderation, Recognition of Prior Learning (RPL, credit transfer and quality assurance to ensure compliance with the Principles of Assessment and Rules of Evidence.

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 maintains a documented, quality-assured assessment system that delivers transparency, consistency, and integrity in every judgement of competence. By upholding the Principles of Assessment and the Rules of Evidence, we provide confidence to students, employers, and regulators alike. All assessment tools are contextualised to realistic workplace conditions, aligned to current industry practice, and subject to continuous validation through both external consultation and internal quality reviews.

Assessment sits at the heart of each Training and Assessment Strategy: students are evaluated fairly and accurately on demonstrable performance in settings that mirror real work. Our practices remain fully compliant with national standards, producing outcomes that are valid, reliable, and flexible while meeting every requirement of the relevant training package or accredited course. In this way, we support learner success, foster strong industry alignment, and drive ongoing improvement across all programs.

AAC ensures that all assessment systems, tools, and processes:
- Are aligned to the requirements of the relevant training product, including elements, performance criteria, foundation skills, range of conditions, and assessment requirements
- Are valid, fair, flexible, and reliable, and consider the needs of diverse students, where required reasonable adjustments are identified and implemented

1

- Are consistent with the level of difficulty, performance expectations and workplace relevance of the qualification being assessed
- Are developed through structured processes that include tool review, trialling, and industry consultation
- Are conducted by assessors who meet or exceed current vocational and assessor competency requirements
- Include rigorous pre- and post-assessment validation processes to verify alignment and comparability of judgements
- Include formal reviews of each tool prior to implementation, ensuring alignment with the Principles of Assessment and Rules of Evidence
- Use the outcomes of tool reviews and trialling to inform any necessary changes before use
- Incorporate moderation activities between assessors to ensure consistent interpretation of assessment evidence and outcomes
- Promote academic integrity and include safeguards against unauthorised assistance and plagiarism
- Are reviewed regularly through validation, feedback mechanisms, and continuous improvement initiatives
- Incorporate industry input to reflect current practices and workplace requirements.

**Assessment System**

The assessment system at AAC includes structured processes for assessment development, implementation, and continuous review. All assessment tools are contextualised for the cohort and delivery mode. Commercial assessment tools are not used 'off-the-shelf' without adaptation. Each tool is developed and validated to ensure alignment with the training package and the principles of assessment and rules of evidence. Mapping documents and assessor guides are provided to ensure consistent application.

Assessment tools must undergo formal pre-use review using a structured review checklist. This review confirms that the tasks are fair, flexible, valid, reliable, and allow for the collection of evidence that is valid, sufficient, authentic, and current. The outcomes of each review are documented, and changes must be implemented prior to tool approval and deployment. A version history log records revisions.

Where possible, tools are trialled with a group representative of the student cohort and reviewed by industry representatives to confirm workplace relevance. Trial feedback informs adjustments to the tools prior to delivery.

The assessment system includes provisions for digital and remote delivery, ensuring accessibility, version control, and secure submission protocols through LMS or equivalent systems. All digital assessment tools and LMS-based resources are subject to the same pre-use review, contextualisation, and version control processes as hard-copy materials, with updates recorded in the Assessment Tool Version History Log.

The assessment system accommodates recognition of prior learning and credit transfer where appropriate, enabling students to demonstrate competence regardless of how or where learning was acquired.

AAC ensures that all assessments address the full range of competency dimensions:
- Task Skills – performing the actual work activity
- Task Management Skills – managing multiple tasks and responsibilities
- Contingency Management Skills – responding to irregularities and problems

- Job/Role Environment Skills – fitting into the workplace and working with others
- Transfer Skills – applying learning in new contexts or environments.

**Assessment Tools**

AAC does not use commercial assessment tools "off the shelf" without thorough review. Where third-party resources are adapted, they are mapped against the unit of competency, validated for contextual relevance, and modified to meet the needs of the delivery mode and student cohort. Evidence of mapping and contextualisation is maintained.

All new or substantially revised assessment tools undergo a mandatory pre-use review and where possible the assessment tools are trialled with trainers and assessors prior to implementation. The purpose of trialling is to ensure clarity, usability, and appropriateness for the target cohort. Further, where possible, tools are also reviewed by an industry representative to confirm relevance and contextual alignment. Trial feedback informs tool adjustments and is documented in the Continuous Improvement Log.

AAC supports clustered assessment approaches where appropriate to reduce duplication and improve integration across related units. Assessment tasks are mapped to unit elements and performance criteria using a structured mapping template. Each cluster is validated for coherence, workplace alignment, and compliance with training package rules.

**Types of Assessment**

Assessment practices incorporate two levels of evaluation:
- Formative assessment to monitor learning progress and provide feedback
- Summative assessment to make the final judgement of competence based on the full range of evidence gathered through structured assessment tasks.

**Simulated Work Environment**

Where assessments are conducted in simulated environments, AAC ensures that the conditions replicate the workplace to the extent required by the relevant training package or accredited course. Simulations must reflect:

- Realistic performance expectations, including productivity and safety standards
- Access to tools, equipment, and documentation commonly used in the workplace
- Conditions that allow demonstration of all required dimensions of competency (task, management, contingency, job role, and environment).

These simulations are developed with input from industry stakeholders and validated to confirm their appropriateness.

**Validation Program**

Validation processes are risk-based and prioritised according to the training product's risk profile. Validation is scheduled annually, and samples are selected based on assessor, product, and student cohorts. Where possible, an independent validator or a second assessor with relevant vocational and TAE credentials participates in the review. Results are recorded in the validation register, and any non-compliances trigger immediate review and rectification actions.

While moderation is not mandatory, AAC implements it as a quality assurance strategy, particularly when qualifications are newly added to scope or when new assessors are engaged. See the Validation Policy and Procedure for more detail.

**Academic Integrity and Authenticity**

AAC upholds authenticity through direct assessor observation, student declarations, and, where appropriate, use of tools to detect plagiarism and unauthorised assistance. Assessors are trained to identify inconsistencies in student submissions and may conduct follow-up interviews to verify knowledge. AAC applies its Academic Integrity Policy to guide the handling of breaches. See Academic Integrity Policy and Procedures.

To further support authenticity, AAC verifies student identity prior to assessment using photo ID checks, digital platform access controls, or assessor confirmation of enrolment. See the Academic Integrity Policy and Procedure.

**Assessor Code of Conduct**

AAC assessors agree to a code of conduct that includes making evidence-based, impartial decisions; maintaining confidentiality; avoiding conflicts of interest; participating in professional development; and upholding the principles of assessment and the rules of evidence. Assessors must also ensure that the safety, dignity, and rights of students are respected throughout the assessment process.

See the Trainer and Assessor Competency Policy and Procedures for specific guidance on qualification, currency, and professional development requirements.

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). |
|---|---|
| Assessment | 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 System** | The coordinated policies, processes, and tools that support the consistent and compliant implementation of assessment. |
| **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. |
| **Assessor** | An individual who meets the training and assessment and vocational competency requirements to assess competency. |
| **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. |
| **Authenticity Tools** | Systems or methods used to confirm that submitted assessment evidence is the student's own work. May include ID checks, plagiarism detection, follow-up questioning, or observation. |
| **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. |
| **Competency Based Assessment** | An approach that determines whether a person can demonstrate the skills and knowledge required to perform to a defined standard. |
| **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. |
| **Contexualisation** | The process of adapting assessment materials to suit the characteristics of the learner cohort, the mode of delivery, and the specific workplace or vocational context, while maintaining the integrity of the training product. |
| **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. |
| **Fit-for-Purpose Assessment** | An assessment approach that is valid for the context, delivery mode, and student cohort, and enables accurate and consistent assessment of competence in accordance with the training product. |
| **Moderation** | The process of bringing assessment judgements and standards into alignment. It is a process that ensures the same standards are applied to all student assessment results within a unit of competency or module. Moderation is generally conducted after assessment and is focused on making valid assessment decisions. |
| **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. |
|---|---|
| Post-Assessment Validation | Validation of assessment decisions and tools after use, to confirm consistency and effectiveness. |
| Pre-Use Review | Assessment tools are reviewed prior to use to ensure they are appropriate and meet the rules of evidence and the principles of assessment. |
| Reasonable Adjustment | Include any adjustments for a VET student with a disability made by an RTO in a manner consistent with the Disability Standards for Education 2005. |
| 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 | A quality review process that confirms assessment tools and practices are aligned with unit requirements and produce quality evidence. |
| Validation Schedule | A structured plan for the systematic validation of assessment tools and practices. |

## Regulatory and Legislative Requirements

- AQF Framework
- ESOS National Code; Standards 2, 6 & 8
- Standards for RTOs 2025; Quality Area 1 – Training and Assessment, Outcome Standards 1.3 & 1.4

# 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. Reasonable Adjustments

Prior to assessment, students are informed of the assessment process, criteria, available support, and academic integrity requirements. Where required, reasonable adjustments are implemented in

consultation with the student and documented using the Reasonable Adjustment Record Form, ensuring assessment outcomes are not compromised.

## 8. 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*

## 9. 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.*

## 10. Assessors

Assessment is conducted by assessors who possess the vocational competencies, training and assessment credentials, and current industry skills required under the Standards. AAC verifies and records these credentials as part of its workforce planning and induction processes. Assessors are supported through ongoing professional development and access to clear guidance on the use of assessment tools.

## 11. Assessment Judgements

Post-assessment, students receive timely and constructive feedback. Students have the right to request a review of their assessment outcome and may access the Complaints and Appeals process where required.

## 12. Recordkeeping

Assessment decisions are recorded clearly in the Student Management System, and evidence is stored securely in accordance with the records management policy. Where students are not competent, structured opportunities for reassessment, including support and gap training, are provided.

### 13. 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.

## Procedure Summary

| Procedure Step | Action | Responsible | Timeframe |
|---|---|---|---|
| 1. Develop Assessment Tools | Design tools mapped to unit requirements, with clear benchmarks and marking guides. | Training Product Developer / Director of Studies (VET) | Prior to training product delivery |
| 2. Validate Assessment Tools | Conduct pre-use review to ensure alignment with unit requirements, Rules of Evidence, and Principles of Assessment. | Compliance Officer / Validation Panel / / Director of Studies (VET) | Before first use |
| 3. Schedule and Prepare Assessments | Schedule assessments and inform students of requirements, academic integrity, and support options. | Trainer/Assessor | Start of each unit/module |
| 4. Conduct Assessment | Use validated tools to assess under realistic conditions. Collect and document evidence. | Trainer/Assessor | During or end of unit/module |
| 5. Make Assessment Judgement | Assess evidence against benchmarks. Ensure decisions meet Rules of Evidence. | Trainer/Assessor | Within 10 working days |
| 6. Provide Feedback | Offer clear, constructive feedback and explain reassessment or appeal options. | Trainer/Assessor | Within 10 working days |

| 7. Record and Report Results | Record outcomes in SMS and ensure records are accurate and retained according to data requirements | Trainer / Student Services Officer (SSO) | Within 5 working days |
|---|---|---|---|
| 8. Implement Reasonable Adjustments | Identify and apply adjustments without compromising competency. Record on appropriate form. | Trainer/Assessor | As required |
| 9. Conduct Post-Assessment Validation | Validate completed assessments to confirm judgement consistency in accord with Validation Program. | Validation Panel / Compliance Officer / Director of Studies (VET) | Every 5 years per unit or when triggered |
| 10. Store Assessment Evidence | Securely retain completed tools, outcomes, and supporting evidence. | Compliance Officer / Director of Studies (VET) | As per retention schedule |
| 11. Continuous Improvement | Analyse data from validation, feedback, and complaints to improve assessment practice. | Compliance Officer | Ongoing; each validation cycle |

## Roles and Responsibilities

| Role | Responsibility |
|---|---|
| CEO | Ensures AAC maintains a compliant training and assessment system that aligns with the Standards for RTOs 2025 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. |

## Policy Implementation

This policy will be referenced in the Staff Handbook and disseminated to all training and assessment personnel. Assessors will participate in ongoing professional training to ensure consistent understanding and implementation of the policy.

## 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

| Version | Date | Description | Approved by | Approval date | Author | Review date |
|---------|------|-------------|-------------|---------------|--------|-------------|
| V1.0 | Feb 2025 | New policy for AAC | CEO | 20 Feb 2025 | Compliance Officer | Feb 2026 |
| V2.0 | Jun 2025 | Policy updated in line with new Standards for RTOs 2025 | CEO | 28 July 2025 | Compliance Officer | July 2027 |

## Policy and Document Information

| | |
|---|---|
| **Author:** | Compliance Team |
| **Policy owner:** | Compliance Officer |
| **Approved by:** | CEO |
| **Approved date:** | 28 July 2025 |
| **Status:** | Approved |
| **Next review due:** | July 2027 |