

What you need to know – key take outs

- All assessments meet the Training Package, Accredited Course, Unit of Competency, or Skill Set requirements as published on training.gov.au and that all assessments are consistent with the organisation's Training & Assessment Strategies Procedure;
- The assessment meets workplace performance standards as defined in the Training Package and are refined by liaison with industry;
- Assessment tools meet the requirements of the Principles of Assessment and are valid, reliable, flexible, and fair;
- The assessment evidence collected and analysed meets the requirements of the Rules of Evidence and is sufficient, valid, authentic, and current;
- Assessment tools are reviewed through a pre-validation procedure prior to their use; and
- All evidence submitted as part of applications for RPL meet all assessment requirements, including the requirements of the training package, the Principles of Assessment, and the Rules of Evidence.

Always read this policy in conjunction with the related procedures identified below.

Policy principles	This policy and associate procedures are designed to ensure that all assessment undertaken by ITeC Academy is delivered in a manner consistent with the principles of assessment and rules of evidence.
Purpose	The purpose of this policy is to ensure that all assessment undertaken by ITeC Academy meet the requirements of the relevant training package as published on training.gov.au.
Risk statement	IRT and ITeC Academy have a low-risk appetite for failing to meet our legislative obligations.
Scope	The scope of this policy covers all ITeC Academy students, employees and/or third parties acting on behalf of ITeC Academy.
Related procedure	Full procedures are outlined in the ITeC Academy Procedure Manual Section/s; <ul style="list-style-type: none">• Assessment Mapping• Assessment• Training and Assessment Strategies• Learning and Assessment Assets• Assessment Development• Conduct of Assessment

	<ul style="list-style-type: none"> • Credit Transfer • Recognition of Prior Learning • Validation
Related documents	<ul style="list-style-type: none"> • Policy 1.03.24 Training and Assessment • Policy 1.03.842 Training Package Transition • Policy 1.03.855 Validation • Policy 1.03.839 Industry Engagement • Policy 1.03.845 Credit Transfer & Recognition • Policy 1.03.810 Continuous Improvement • Policy 1.03.813 Record Retention & Reporting • Policy 2.81 Privacy Compliance-ITeC Academy • Student Handbook • Administration Process Manual • Procedure Manual
Compliance requirements	<ul style="list-style-type: none"> • National Vocational Education and Training Regulator Act 2011 • Standard 1. Training and Assessment <ul style="list-style-type: none"> ○ Assessment <p>1.3 The assessment system is fit-for-purpose and consistent with the training product.</p> <p>1.4 The assessment system ensures assessment is conducted in a fair and appropriate way and enables accurate judgements of VET student competency.</p> ○ VET Student Support <p>2.4 Reasonable adjustments are made to support VET students with disability to access and participate in training and assessment on an equal basis.</p>
Diversity Statement	IRT and ITeC Academy are committed to respecting, valuing and celebrating diversity in all its forms in our customer, older people and workforce population and catering for diverse needs through respectful, inclusive and equitable practices.
Policy owner	General Manager ITeC Academy
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1 Regulatory Standards and Relevant Legislation

This policy has been written to align with the Standards for RTOs 2025 and other relevant legislation and regulations. The following table explains the link between this policy and the relevant external requirements.

Standard / legislation	What this means
National Vocational Education and Training Regulator Act 2011	<p>The National Vocational Education and Training Regulator Act 2011 is legislation that establishes the Australian Skills Quality Authority (ASQA) as the national regulator for the vocational education and training (VET) sector.</p> <p>ASQA is tasked with ensuring the quality and consistency of VET services across Australia.</p> <p>ASQA has powers to investigate complaints, conduct audits of providers, impose sanctions for non-compliance, and revoke registrations or accreditations where necessary to protect the integrity and quality of the VET sector.</p>
Disability Discrimination Act 1992 (DDA)	<p>The Disability Discrimination Act 1992 (DDA) is an Australian law that makes it illegal to discriminate against people with disabilities in various areas of public life. This includes discrimination in employment, education, accessing goods and services, and more. The DDA also aims to promote equal opportunity and access for people with disabilities</p>
Disability Standards for Education 2005 (DSE)	<p>The Disability Standards for Education 2005 (DSE) clarify the obligations of education and training providers under the Disability Discrimination Act 1992 (DDA). The DSE seek to ensure that students with disability can access and participate in education on the same basis as students without disability.</p>
Standards for RTOs 2025	<ul style="list-style-type: none"> • The Standards for Registered Training Organisations (RTOs) 2025 are a set of regulations developed by the Department of Employment and Workplace Relations and enforced by the Australian Skills Quality Authority to ensure that RTOs deliver quality training and assessment services. • Standard 1. Training and Assessment • Assessment <ul style="list-style-type: none"> ○ 1.5 The assessment system is fit-for-purpose and consistent with the training product.

Standard / legislation	What this means
	<ul style="list-style-type: none"> ○ 1.6 The assessment system ensures assessment is conducted in a fair and appropriate way and enables accurate judgements of VET student competency. • VET Student Support 2.4 Reasonable adjustments are made to support VET students with disability to access and participate in training and assessment on an equal basis.

2 Principles of Assessment

2.1 Fairness

Our assessment approach encourages fairness in assessment through consideration of the student's needs and characteristics and through making reasonable adjustments to enable students with disability to undertake assessments for a training product on the same basis as students without disability. Assessors achieve this through clear communication with a student to ensure that the student is fully informed about, understands and can participate in, the assessment process, and agrees that the process is appropriate.

2.2 Flexibility

We strive to provide assessment opportunities that reflect a student's needs. Our chosen assessment strategies provide for recognition of a student's current competence, employ a range of methods appropriate to the context of the industry, the training product and the student.

2.3 Validity

We develop and conduct assessments that integrate the skills and knowledge with practical applications so that students will be equipped with capabilities to demonstrate these skills and knowledge in similar situations.

2.4 Reliability

We seek to gather and interpret evidence in a manner that provides for consistent (reliable) interpretation across different Assessors and reach consistent assessment judgements.

3 Rules of Evidence

3.1 Validity

The assessor is assured that the student has the skills, knowledge, and attributes as described in the unit of competency and associated assessment requirements.

3.2 Sufficiency

The assessor is assured that the quality, quantity, and relevance of the assessment evidence enables an informed judgement to be made of a student's competency.

3.3 Authenticity

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

3.4 Currency

The assessor is required to determine that the assessment evidence demonstrates current competency. This requires the assessment evidence to be from the present or the very recent past.

The level to which the student must demonstrate capability in the dimensions of competency is dependent on the Australian Qualifications Framework (AQF) level at which the student is training. For example, a student studying at the Certificate I level will be required to demonstrate a lower level of task management, contingency management, and environmental skills and particularly transfer skills than that of a student training at the Diploma level.

The assessment system should ensure that assessment design takes into account the AQF level in which the student is training and incorporates the dimensions of competency to the appropriate depth. This should be guided by the AQF.

4 Training Product Requirements

The RTO Manager must confirm that the relevant Training Product requirements are met in the development and delivery of each training and assessment strategy by ensuring there is a process which requires training and assessment staff to:

- Confirm that the Training Product is up to date prior to developing or delivering any nationally accredited training and assessment.
- Training and assessment staff contribute to determining that the program structure meets the qualification packaging rules and, where relevant, licensing and registration requirements.
- Training and assessment staff contribute to determining that the assessment strategy is consistent with the entire requirements of the unit of competency or accredited course.

5 Pre Validation

All assessment tools and strategies are reviewed prior to their use by an appropriately qualified team of RTO personnel and/or industry representative/s. The Compliance Manager is responsible for establishing the team to conduct the pre-validation and to complete the necessary documentation.

The purpose of the pre-validation process is to ensure that the assessment can be conducted in line with the principles of assessment and rules of evidence.

The pre-validation timing will be scheduled as part of the training product development project/action plan.

6 Recognition of Prior Learning (RPL) and Credit Transfer

The relevant procedures as outlined in the Procedure Manual and associated RTO policy are to be followed to ensure that all applications meet the requirements outlined within the Training Product.

7 Reasonable Adjustments

Reasonable adjustments are made to support VET students with disabilities to access and participate in training and assessment on an equal basis.

Considerations will include the following:

- Student's language, literacy, numeracy requirements
- Provision of personal support services, for example, reader, interpreter, scribe, support person
- Use of adaptive technology or special equipment
- Flexible assessment sessions to allow for fatigue or administering of medication
- Adjustment of assessment materials, for example use of audiotape/videotape
- Adjustments to the physical environment or venue
- Considerations relating to age and gender; and
- Considerations relating to cultural beliefs, traditional practices and religious observances.

8 Industry/Third Party Assessment Evidence

Where industry representatives/approved third parties are engaged to contribute toward assessment evidence, ITeC Academy will use a standard approach to collect this evidence.

This evidence contributes to the assessment decisions made by an ITeC Academy approved Assessor.

We do not however, advocate the use of industry evidence (also referred to as third party evidence) as a substitute for the gathering of direct evidence by an Assessor.

9 Certification

Trainer/Assessors must confirm that all competencies required for the qualification have been demonstrated according to the Training Package, Accredited Course, Unit of Competency, or Skill Set requirements prior to the issuing of any Qualification or Statement of Attainment.

10 Record Keeping and Retention

All employees are responsible for accurate record keeping and retention as per the relevant policies and procedures of the RTO and to uphold the requirements of the assessment system.

11 Continuous Improvement

As part of ITeC Academy's Continuous Improvement Activities; student, trainer and other stakeholder feedback, the experience and results of assessment practices will be reviewed by the RTO Leadership team to determine overall effectiveness of the strategies, the requirement for improvement and associated actions.

In practice example:

As part of the RTOs plan to offer the Certificate III in Civil Construction – Plant Operations, the Compliance Manager establishes a pre-validation schedule to ensure all assessment tools and strategies are reviewed by an appropriately qualified and experienced team prior to their use.

12 Roles and Responsibilities

Role	Responsibility
Policy Owner – General Manager ITeC Academy	Ensures that the RTO uses an assessment system which provides for assessments to meet the requirements of the relevant Training Package, the Principles of Assessment, and the Rules of Evidence.
Policy Monitor – Compliance Manager	<ul style="list-style-type: none"> Review operational compliance with policy. Prepare draft policy improvements.
Policy Monitor – RTO Manager	Ensure day to day implementation and compliance with policy.

Role	Responsibility
Implementation – Administration employees	Implement day-to-day operations associated with assessment record keeping and retention.
Implementation-Trainer/Assessors	Responsible for the conduct of assessment following the instructions detailed within the assessment tool. May be delegated the responsibility of assessment tool development.

13 Definitions

In this Policy, words have the following meaning:

Term	Definition
Assessment	The process of collecting evidence and making judgements 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 VET accredited course.
Assessment system	A coordinated set of documented policies and procedures (including assessment materials and tools) that ensure assessments are consistent and are based on the Principles of Assessment and the Rules of Evidence.
Validation	A formal, mandatory process where Registered Training Organisations (RTOs) ensure their assessment tools and methods are reliable, valid, and aligned with national standard.
Reasonable adjustment	Reasonable adjustment is a legislative term that, for VET, refers to measures or actions taken by an education provider to enable learners with disabilities to participate in education and training on the same basis as learners without disabilities ⁴ . The concept and role of reasonable adjustment in VET aim to increase the participation of all learners, especially those with disabilities, and reduce the impact of disability on achieving a vocational qualification leading to employment.