ASSESSMENT POLICY AND ASSOCIATED PROCEDURES

PURPOSE OF THE POLICY

This policy and associated procedures ensure that assessment practices at AICC meet the required standards of integrity, consistency, and regulatory compliance for both domestic and international (CRICOS) students. It outlines the framework to deliver quality assessment services in accordance with ASQA and ESOS requirements.

This policy and associated procedures are to comply with Standard 1.3 to 1.5 of the National Vocational Education and Training Regulator (Outcome Standards for NVR RTOs) Instrument 2025.

PRINCIPLES OF ASSESSMENT

AICC applies the following four principles in every assessment:

Fairness

- During orientation or/and prior to commencement of training, AICC will ensure that all learning material, resources, timetables and access to our Learning Management System (Moodle) are available to all students. AICC will ensure any required adjustments are made to the training and assessment program for each student.
- All students are given clear assessment instructions outlined in the student assessment booklet.
- The individual student's needs are considered in the assessment process. Where appropriate, reasonable adjustments will be applied to take into account the individual student's needs.
- AICC informs the students about the assessment process and provides the students with the opportunity to appeal the result of the assessment and be reassessed if necessary. This is read in conjunction with **AICC Complaints and Appeals Policy and Procedures.**

Flexibility

- Assessment is flexible to an individual student by:
  - reflecting the student's needs,
  - assessing competencies held by the students no matter how and where they have been acquired, and
  - drawing from a range of assessment methods and using those that are appropriate to the context, the unit of competency and associated assessment requirements, and the individual.

- recognising prior learning and previous working experiences, where appropriate.

Validity

- Any assessment decision is justified, based on the evidence of performance of the individual student. 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 students could demonstrate these skills and knowledge in other similar situations (practical or/and in workplace), and
  - Judgment of competence is based on evidence of student performance that is aligned to the unit/s of competency and associated assessment requirements. Assessment tasks match the unit's performance criteria, skills, and knowledge evidence requirements.

Reliability

- Evidence presented for assessment is consistently interpreted and assessment results are comparable irrespective of the assessor conducting the assessment.
- Assessment outcomes are consistent across assessors, courses, and delivery sites.
- Benchmark answers and marking guides are used.

RULES OF EVIDENCE

AICC ensures all evidence collected is:

- **Valid** – The evidence must be directly aligned with the requirements of the unit of competency. The assessor must be confident that the student possesses the skills, knowledge, and attributes specified in the unit and its associated assessment conditions.
- **Sufficient** – The evidence (often occur in different method of assessments such as written, practical, work placement, etc) must be comprehensive enough to enable a well-founded judgment of competency. The assessor must be assured that the quality, quantity, and relevance of the submitted evidence support a valid decision regarding the student's performance.
- **Authentic** – The evidence must be the student's own work. AICC ensures this by verifying the identity of students at enrolment (including a photo taken during orientation and cross-checked against the passport). Throughout the course, AICC ensures that the person enrolled, trained, and assessed is the same individual who will receive the qualification or statement of attainment. Students are also required to complete a declaration in the Student Assessment Booklet affirming the authenticity of

their submitted work.

- **Current** – The evidence must reflect the student's current skills and knowledge. The assessor must be confident that the demonstrated competencies are recent and applicable to present industry standards and workplace requirements.

TYPES OF EVIDENCE

A range of assessment methods will be used to accommodate the diversity in learning styles of students and preferences. These assessment methods may include but not limited to:

- written assessments
- demonstrations of skills and knowledge
- project work
- case studies and scenarios
- practical workshop demonstration and assessment
- work placement (only for unit of competency that has work placement assessment in the mapping)

SELECT ASSESSOR AND THEIR ROLES

The assessor's role is to conduct assessments in full compliance with the assessment requirements of the training product and meet principles of assessment and rules of evidence.

AICC trainer/assessors must have current knowledge and skills in the relevant industry area and at least to the level being taught. This is read in conjunction with the **AICC Staffing HR Policy and Associated Procedures**.

All assessments must be conducted by qualified assessors who:

- hold the Certificate IV in Training and Assessment (TAE40116 or TAE40122), or its successor.
- hold a diploma or higher-level qualification in adult education.

ASSESSOR BENCHMARK FOR COMPETENCY JUDGEMENT

An assessor must:

- Hold relevant TAE qualifications and demonstrate current industry and vocational currency.
- Ensure assessment decisions are based on the Principles of Assessment and Rules of Evidence.

- Use validated assessment tools and clear benchmarks (marking guides and checklists) for each unit of competency.
- Apply professional judgement consistently and without bias or external influence.
- Provide clear, timely, and constructive feedback to students based on specific assessment criteria.
- Avoid performing the characteristics of “lazy marking”. For example, the assessor provides generic comments like “ok” or “good” without explanation. Or avoid the use of assessor/marking guide, fail to detect or verify authenticity, overlook plagiarism, cheating, or make inconsistent judgement, etc.
- Record decisions and evidence thoroughly, ensuring audit readiness and traceability.
- Engage in validation activities to benchmark assessment practices across trainers and ensure continuous improvement.
- Adapt assessment strategies (including reasonable adjustments) to support student needs while maintaining the integrity of the competency requirements.

PLAGIARISM, CHEATING AND COLLUSION

If a student is found cheating or reported for plagiarism or collusion on any form of assessment:

- Provide the student found to have plagiarised, cheated or colluded with an opportunity to respond to the allegations.
- Send a written communication to the student outlining the issues.
- Advise the student in writing that they will be required to redo the assessment in full and of any associated charges and that in the event of any further instances their enrolment may be cancelled.

If a student is found to have engaged in cheating for a second time, AICC reserves the right to require the student to repeat the unit of competency or, in cases of serious misconduct, terminate their enrolment. For further details, **please refer to the Plagiarism Policy and Associated Procedures.**

ASSESSMENT SUBMISSION AND EXTENSION

Students must submit all assessments by the due date outlined in the Moodle System or advised by the trainer/assessor. All assessments must be completed and finalised by the due date. Failure to do so may require re-enrolment in the unit or a reassessment application. Assessment Extensions are only granted: 1, within the current course enrolment, and 2, upon a formal written request/email and approved by the Academic Manager in consultation with trainer in charge. AICC may request reassessment applications to be supported by evidence of compassionate or compelling circumstances, such as:

- Illness with a medical certificate
- Death in the family with a death certificate
- Major social or physical disruption in the student's home country
- Other substantiated reasons such as depriving of a proper place to stay, house break-in and laptop stolen, laptop damaged or etc.

ASSESSMENT OUTCOME

Upon completion of each unit, all assessments must be marked, results finalised, and supporting evidence collated within 14 days. Pre-requisite units must be marked and finalised within 7 days or/and before the students commence the next unit of competency (whichever comes first). This includes compiling common and agreed assessment record sheets in both soft and hard copies, which must be submitted via the Moodle System.

If additional time is required to finalise assessments, trainers must seek **prior approval** from the Academic Manager or/and CEO.

Trainers are responsible for:

- Maintaining accurate class results and tracking student progress.
- Submitting marked assessments via Moodle within 14 days of the unit's conclusion. Pre-requisite units are of top priority against other unit of competency and must be marked and finalised within 7 days or/and before the students commence the next unit of competency (whichever comes first).

All assessments marked as 'Competent' may be subject to a quality review by the Academic and Compliance Manager to ensure they meet the Rules of Evidence. All assessment judgments will be subject to an additional quality review prior to issuance of academic record documents.

If any assessment is found not to comply with these standards, the Academic and Compliance Manager, in consultation with the CEO and the affected trainers, has the authority to:

- Change the assessment outcome,
- Recall any issued Statement of Attainment (SoA) or qualification, and
- Request a reassessment for the students.

REASSESSMENT

Students who are deemed "Not Yet Competent" may choose to apply for reassessment by submitting a new assignment to their trainer/assessor. They need to make the reassessment request in writing and copied to the Academic Manager.

- If a student has been awarded Not Yet Competent (NYC) in a Unit of Competency during a term, they will be given an opportunity for a reassessment. For each unit, Students will be given two reassessment opportunities to demonstrate their competencies.
- If the student is still deemed Not Yet Competent (NYC) after two reassessments in a particular Unit of Competency, the students will be required to repeat the unit as per the scheduled delivery of the course.
- If the student does not submit the assessment by the due date the first time and has been awarded NYC, they will be allowed a reassessment opportunity (subject to Academic Manager's approval)
- All reassessments are subject to following conditions:
  - All reassessments must be approved by the Academic Manager
  - Students will not be charged additional fees if:
    - the student is being reassessed for the first time for a Unit of Competency within the same term following an initial NYC attempt.
    - the reassessment is being conducted as a result of an appeal and subsequently approved on compassionate and compelling grounds.
- Student will be charged reassessment fees:
  - If the student is being reassessed for the second time for the same Unit of Competency
  - If there is significant unjustified delay in assessment submission.
  - If the student was granted NYC as a result of non-attendance.

The final outcome approved by the Academic Manager will be considered the official result and recorded in the RTO Manager system. Please refer to the **Fees and Charges Schedule in the Letter of Offer and AICC Fees and Refunds Policy and Associated Procedures**.

ASSESSMENT PROCEDURES

Step 1: Establish the assessment context

The Assessor establishes the context and purpose of the assessment by identifying the relevant competency standards, assessment guidelines and qualification framework and accesses the AICC support materials that have been developed to facilitate the learning and assessment process.

Step 2: Prepare the student

The Assessor meets the candidate to:

- explain the context and purpose of the assessment process

- explain the competency standards to be assessed and the evidence to be collected
- assess the needs of the student and, where applicable, negotiate reasonable adjustments for assessing people with disabilities without compromising the integrity of the competencies
- reasonable adjustments must be documented and agreed upon prior to assessment
- seek feedback regarding the student's understanding of the competency standards, evidence requirements and assessment process
- determine if the student is ready for assessment and, in consultation with the student,

Step 3: Plan and prepare the evidence gathering process

The Assessor must:

- use the AICC's assessment tools to gather sufficient and valid evidence about
- the student's performance in order to make the assessment decision, organise equipment or resources required to support the evidence gathering process,
- coordinate and brief other personnel involved in the evidence gathering process.

Step 4: Collect evidence and make the assessment decision

The Assessor must:

- establish and oversee the evidence gathering process to ensure its validity, reliability, fairness and flexibility
- collect appropriate evidence and assess this against the Elements, Performance Criteria, Foundation Skills, Performance Evidence and Knowledge Evidence in the relevant Units of Competency
- evaluate evidence in terms of the four dimensions of competency − task skills, task management skills, contingency management skills and job/role environment skills
- incorporate allowable adjustments to the assessment procedure without compromising the integrity of the competencies
- evaluate the evidence in terms of validity, consistency, equity, authenticity and sufficiency
- consult and work with other staff in the assessment process
- record details of evidence collected make a judgement about the candidate's competency based on the evidence and the relevant Unit[s] of Competency.

Step 5: Ensure integrity and quality assurance of assessment

- Assessor must go through each criteria of the Unit Academic Integrity Checklist to ensure that the assessments submitted by the students meet the assessment criteria,

- The checklist must be implemented for each assessment task and unit of competency as a whole and saved in student file.

Step 6: Provide feedback on the assessment

The Assessor must provide advice to the student about the outcome of the assessment process. This includes providing the student with:

- clear, constructive, comprehensive and objective feedback on the assessment decision to enable Students to understand how there were assessed
- information on ways of overcoming any identified gaps in competency revealed by the assessment
- the opportunity to discuss the assessment process and outcome information on reassessment and the appeals processes
- an opportunity for reassessment.

Step 7: Record and report the result

The Assessor must:

- record the assessment outcome for each unit and maintain confidentiality
- provide signed and dated assessment outcomes to the Student Services Officer or/and Academic Manager
- record all the communication and evidence to the student profile in student management system. For e.g. communication and documents related to assessment reassessment/extension request and outcome etc.

The Student Services Officer or/and Academic Manager must:

- retain All completed student assessments for a period of minimum of six (please check the conditions) months from the date of completion (or for the duration as required by the regulatory authority) after which they are disposed of responsibly.
- Ensure all the relevant student document related to the assessment system is properly recorded and maintained.

Step 8: Review and validation of the assessment process

This is to be read in conjunction with **AICC Validation and Moderation Policy and Procedures, AICC Training and Assessment Policy and Associated Procedure and AICC Compliance and Quality Assurance Policy and Procedures**.

AICC Trainers/Assessors may be required to act as internal validators/moderators and follow organisational procedures. Validation checklist is provided to trainers to assist them in the validation process. Trainers must undertake validation of assessment tool/s as directed by the Academic and Compliance Manager, complete a validation report, and submit it to the

Academic and Compliance Manager. AICC uses independent validators and AICC trainers are expected to work alongside independent validators when required.

As requested by the AICC, the Validator/Moderator must be willing to:

- participate in a review of the assessment process, including participating in validation meetings
- provide feedback on the positive and negative features of the assessment to those responsible for the assessment procedures
- make suggestions (if necessary) on improving the assessment procedures to appropriate personnel in the AICC.

Step 9: Participate in reassessment and appeals process

The Assessor must:

- provide feedback and counselling to the student, if required, regarding the assessment outcome or process including guidance on further options
- provide the student with information on the reassessment and appeals process
- report any assessment decision that is disputed by the student to the Academic Manager
- participate in the reassessment or appeal according to the policies and procedures of the AICC.

Document Control

Version number:	V1.1	Approved by:	CEO/PEO
Approval date:	01 July 2025	Review date:	01 July 2026