

ASSESSMENT VALIDATION POLICY

1. Purpose

- 1.1 This document applies to the **Innovative Institute of Australia**, its courses, its clients (students), and its controlled entities (collectively, "IIA", "Institute", "the Institute", "we", "us", "our").
- 1.2 The purpose of this policy is to support the integrity and compliance of our assessment system and to ensure students' skills and knowledge are assessed in accordance with the requirements of the training product, the rules of evidence, and the principles of assessment.
- 1.3 This policy is implemented in compliance with the requirements of the Education Services for Overseas Students Act 2000 (the ESOS Act), the Standards for Registered Training Organisations (2025), and the National Code of Practice for Providers of Education and Training to Overseas Students 2018 (the National Code 2018).
- 1.4 In this file, words that import gender include all other genders; the singular 'they' is gender-neutral and used to avoid specifying a person's gender; words in the singular number include the plural and vice versa.
- 1.5 This policy does not affect students' rights under the Australian Consumer Law.
- 1.6 The Institute reserves the right to amend these terms and conditions at any time.
- 1.7 This policy does not affect students' rights under the *Australian Consumer Law*.

2. Definitions

- 2.1 Assessment means the process of gathering evidence and making judgements on whether competency has been achieved to confirm that an individual can perform to the standard expected in the workplace, as specified in a training package or a vocational education and training accredited course.
- 2.2 Assessment tools are the media (electronic or hard copy) used to gather evidence

about a student's competence. The following are examples of assessment forms and documents that may be incorporated into an assessment tool in support of each unit of competency:2

- i. Assessment instruction for the assessor and the student
- ii. Assessment recording tools
- iii. Assessment outcome reports
- iv. Assessor Marking Guide
- v. Assessment mapping
- vi. Third-party reports or work placement records

2.3 Training package means the nationally endorsed document that records the competencies required by different occupations and industries and describes how these competencies may be packaged into nationally recognised and portable qualifications that comply with the Australian Qualifications Framework.

2.4 Training product means AQF qualification, skill set, unit of competency, accredited short course and module.

2.5 An education agent refers to an entity (in or outside Australia) that

- vii. Engages in any of the following activities in relation to a provider:
 - A. The recruitment of overseas students, or intending overseas students;
 - B. providing information, advice or assistance to overseas students, or intending overseas students, in relation to enrolment;
 - C. otherwise dealing with overseas students, or intending overseas students; and
- viii. is not a permanent full-time or part-time officer or employee of the Institute.

2.6 Agent Agreement refers to the agreement between the Institute and the agent, including the schedules.

2.7 CRICOS refers to the Commonwealth Register of Institutions and Courses for

Overseas Students.

- 2.8 ESOS Act refers to the *Education Services for Overseas Students Act 2000 of the Commonwealth of Australia*.
- 2.9 National Code refers to the *National Code of Practice for Providers of Education and Training to Overseas Students 2018*.
- 2.10 Prospective student/applicant/client refers to a person who intends to become, or who has taken any steps towards becoming, an 'overseas student' or 'intending overseas student' as defined by the *ESOS Act*.
- 2.11 DHA refers to the Department of Home Affairs.
- 2.12 OSHC refers to the Overseas Student Health Cover.
- 2.13 eCoE refers to the electronic Confirmation of Enrolment.
- 2.14 2025 Standards for RTOs refers to the *National Vocational Education and Training Regulator (Outcome Standards for NVR Registered Training Organisations) Instrument 2025*.

3. Policy

3.1 Assessing the Unit of Competency

- i. The Institute uses units of competency drawn from nationally endorsed Training Packages as the primary benchmark for assessment. Supporting these are industry standards or codes of practice. These and other industry-specific publications inform the context and standard of performance during assessment.
- ii. To identify the precise assessment criteria, we apply a methodology of unpacking a unit of competency to assess the full scope of the unit, including elements of competence, performance evidence, knowledge evidence and the requirements of the evidence conditions. This process ensures that our assessment strategies accurately reflect the requirements of the relevant training package and are valid. To ensure alignment with all components of a unit of competency, unit mapping

must be undertaken during the design and development of the assessment. Unit mapping must also be undertaken when carrying out pre-assessment validation.

- iii. Unit mapping will show the relationship between the planned assessment activities and each unit component. This must be conducted at a micro level of detail to allow the mapping to be useful later as a reference to demonstrate the assessment's validity. An assessment mapping document is available for this purpose.

3.2 Assessment context

- i. The Institute recognises the importance of establishing the right context for students during their assessment. Assessment context refers to the physical and non-physical environment in which skills and knowledge are assessed. This may be a workplace, such as an office setting or a manufacturing workshop. The non-physical environment refers to things such as workplace policies and procedures, workplace tempo, and culture. Many units of competency may be applied in any workplace, such as skills and knowledge relating to workplace safety or leadership.
- ii. It is our responsibility to ensure that students have the right context to complete their assessment activities. To achieve this, we will apply the following strategies:
 - A. Incorporation of the student's own workplace policies and procedures into the assessment scenario or activity.
 - B. Conduct the assessment in the student's workplace, performing real workplace tasks where possible.
 - C. Integration of relevant industry codes of practice and other industry information into the assessment activity.
 - D. Incorporation of industry job descriptions for students to align with during realistic simulated workplace scenarios and case studies.
 - E. Incorporation of regulatory information relating to licensing that applies to the unit of competency.
 - F. Tailoring the program outcomes to meet the organisational training needs

of the enterprise without compromising the Training Package requirements.

- G. Creating assessment activities that require the student to conduct specific research relating to industry situations and occurrences, where applicable.
- H. Provide a realistic simulated workplace within the Institute's facilities.

3.3 While applying these strategies, it is important to ensure that, in establishing the assessment context, we do not affect the transferability of the unit of competency. When the student is assessed as competent, this also means the student can transfer applicable skills and knowledge across different workplaces and contexts. This means that the competency is transferable and is a fundamental element of competency-based training and assessment.

3.4 In the delivery of assessment services, the Institute applies the principles of assessment. Assessment strategies have been designed to ensure:

- i. Fairness. Our assessment approach encourages fairness by considering the student's needs and characteristics, making reasonable adjustments when appropriate, and enabling reassessment if necessary. Assessors achieve this through clear communication with a student to ensure that the student is fully informed about, can participate in the assessment process, and agrees that the process is appropriate.
- ii. Flexibility. Assessment is flexible to the context, training product, and student, and assesses the student's skills and knowledge, irrespective of how or where they were acquired. Our assessment strategies provide recognition of a student's current competency and employ a range of methods appropriate to the industry context, the unit of competency, and the student.
- iii. Validity. Assessment of skills and knowledge is integrated with practical application, enabling the student to consistently demonstrate these skills and knowledge in similar situations. We conduct assessments against the broad range of skills and knowledge identified within each unit of competency, which are integrated with the performance of workplace tasks. We ensure that the

assessment is transferable to different contexts and situations, and all components of the unit of competency are assessed.

- iv. **Reliability.** Assessment evidence is interpreted consistently by assessors, and the outcomes of assessment are comparable regardless of the assessor. We achieve this by using assessors who have the required assessment competencies and the relevant vocational competencies. Our assessment resources also provide standardised outcomes, supported by model answers, to guide assessors in their judgements. Reliability is also supported by the moderation of assessment judgements across our assessors, achieved through our validation activities.

3.5 **Collecting evidence that counts: the rules of evidence.** In collecting evidence, the Institute applies the rules of evidence to inform the assessment strategy. Assessment strategies have been designed to ensure:

- i. **Validity.** We collect evidence that directly aligns with the components documented within each unit of competency to assure the assessor that the VET student has the skills and knowledge described in the training product. The collected assessment evidence must replicate the task's outputs as if they were being performed in an actual workplace. This may include observing the student performing tasks relevant to the unit of competency or collecting completed workplace products. Evidence of the student's ability to perform a task must include observation of the student performing the task or evidence of their work. Evidence of the student's knowledge about the task may contribute to additional knowledge evidence, but is not a substitute for the student demonstrating the actual task.
- ii. **Sufficiency.** We ensure the collection of relevant assessment evidence in sufficient quality and quantity to demonstrate that all aspects of the competency have been satisfied and that the competency can be demonstrated repeatedly. The collection of sufficient assessment evidence will be supported by using a range of assessment methods, which lead to the collection of evidence over time based on a range of performances. Particular regard is paid to the requirements of the performance evidence statement within each unit of competency regarding

the number of occasions that tasks must be demonstrated on and the range of performance requirements that need to be satisfied.

- iii. **Authenticity.** We seek authentic evidence. To support this, assessors must be assured that the evidence presented for assessment is the student's own work. Where documentary evidence is relied on, it must be certified or supported by two other forms of evidence that demonstrate the same skill or knowledge. In all instances where work is submitted externally to The Institute (i.e., electronically, via distance assignments, or online), it must include a signed authenticity statement by the student certifying that the work is their own. We also implement rigorous measures to prevent plagiarism and are mindful of the use of AI and its potential impact on the integrity of the assessment process.
- iv. **Currency.** We ensure the assessment evidence demonstrates the student's current skills and knowledge in relation to a particular unit of competency. Assessment evidence is to be based on the student's performance either at the time of the assessment decision or in the very recent past. Questions of evidence currency will mostly relate to recognition of prior learning applications, where a student has been in the workplace for many years and seeks recognition of skills and knowledge gained through workplace experience or previous training. In all situations, assessors must validate the currency of a student's knowledge and skills.

3.6 Employers and other parties contributing to the assessment evidence

- i. When industry representatives are engaged to contribute to assessment evidence, we will use a standard approach to collect it. We place a high value on assessment evidence provided by supervisors or employers in the workplace. This evidence is usually very current and valid and contributes to the assessment decisions made by a qualified 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. In all areas of our operation, industry evidence is only to be used to complement and support the evidence being gathered by a qualified assessor. It is not to be used as primary evidence.

- ii. During the development of assessment tools, assessors are to ensure that the observation criteria used in industry evidence reports are wholly task-oriented. These observation criteria should reflect the tasks that the supervisor would expect to issue to an employee and monitor during normal workplace duties. The industry evidence report should not include assessment criteria drawn from a unit of competency, as these are suitable only for trained and qualified assessors to interpret.
 - iii. It is also not desirable to collect industry evidence simply by providing a document to be completed. This leads to the collection of insufficient evidence and is an annoyance to the industry. Where possible, assessors are to engage directly with industry representatives and collect evidence of a student's performance through discussion with a supervisor. This discussion will be based on observable workplace tasks, and evidence is to be recorded by the assessor. These discussions may be undertaken face-to-face or over the phone. The assessor must record the industry representative's details, contact information and the date/time of the engagement.
- 3.7 Engagement with industry: The Institute is well-positioned to leverage existing industry associations to incorporate industry requirements into the assessment process. Consultation with enterprises or industry will provide information about assessment requirements relevant to workplaces. Regulatory requirements related to specific units of competency will be incorporated to ensure our students are well-prepared for their workplace duties.
- 3.8 Recognition of prior learning: The Institute will provide all students with the opportunity to seek recognition of their prior learning. Recognition is viewed simply as another method of assessment and, therefore, is conducted in accordance with this policy.
- 3.9 Competence of assessors: In accordance with the Outcome Standards for RTOs, assessors are required to hold the minimum competencies for training assessment and the vocational competencies at least to the level being assessed. The Institute has appropriate systems in place to ensure that all staff members are appropriately

qualified to meet our requirements under the Outcome Standards for RTOs.

- 3.10 Assessment validation: the process of comparing and evaluating assessors' methods, procedures, and decisions. The Institute will facilitate pre-assessment validation to verify the alignment of the assessment with the requirements of the respective training product, the rules of evidence and the principles of assessment. We will also validate the assessment after its implementation to verify that the assessment has been implemented in accordance with this policy.
- 3.11 Assessment tools: We have developed assessment tools that support the assessment of applicable units of competency in accordance with the requirements of industry Training Packages. These are generic tools that provide us with a starting point for developing other supporting tools that reflect the needs of our clients or target industry group. Staff must be satisfied that the tools developed for assessment meet the requirements of the target industry and the enterprise. Some units of competency are associated with licensing requirements, and whilst this is not always stipulated in the unit of competency, we will need to be informed of the additional requirements this imposes during assessment.
- 3.12 Assessment information: Our assessment activities should be supported by clear information to ensure reliable assessment across our operations. Ultimately, the quality of a student's assessment outcomes will be directly affected by the quality of the information provided at the start of the activity. Examples of assessment information include:
- i. Instructions to set the framework for the activity, such as who, what, where, when and how. The expected outcomes of the assessment should be included in these instructions, and they must be straightforward and in line with the student's preparation during learning or through other competency development pathways.
 - ii. Scenario information provides the context for a simulated assessment activity. This may be a simple case study or a deep scenario that requires analysis and interpretation. It is important to note that the higher the AQF qualification level,

the greater the requirement to analyse and apply cognitive skills to produce workplace outcomes. Scenario information used to support assessment at a Diploma level, for example, should be relatively deep and complex to allow the student to exercise their analytical skills and produce viable workplace products and outcomes.

- iii. Industry information includes codes of practice, policies and procedures, legislation, and regulations. Whilst this may not be provided in hard copy to every student, they may also be **given contacts, websites**, or hyperlinks to access this information. Electronic copies of industry information are also acceptable.

3.13 Re-assessment: It is the policy of The Institute to provide three opportunities for training and re-assessment at no additional cost to the student or employer. The initial assessment is one, and therefore the student will have two remaining opportunities if they are not able to demonstrate competency on the first attempt. Students who require additional training and re-assessment after exhausting their three opportunities will be charged a fee for the additional training and re-assessment. Please refer to the current fee schedule to identify the re-assessment fee. Students requiring additional learning support are to be brought to the attention of the Training Manager so that the student's progress can be monitored closely and additional support services can be provided well before it becomes necessary to impose an additional fee for re-assessment. Where students repeatedly fail to demonstrate competence despite significant learning and assessment support, a student's enrolment can be determined by mutual agreement.

4. Measures

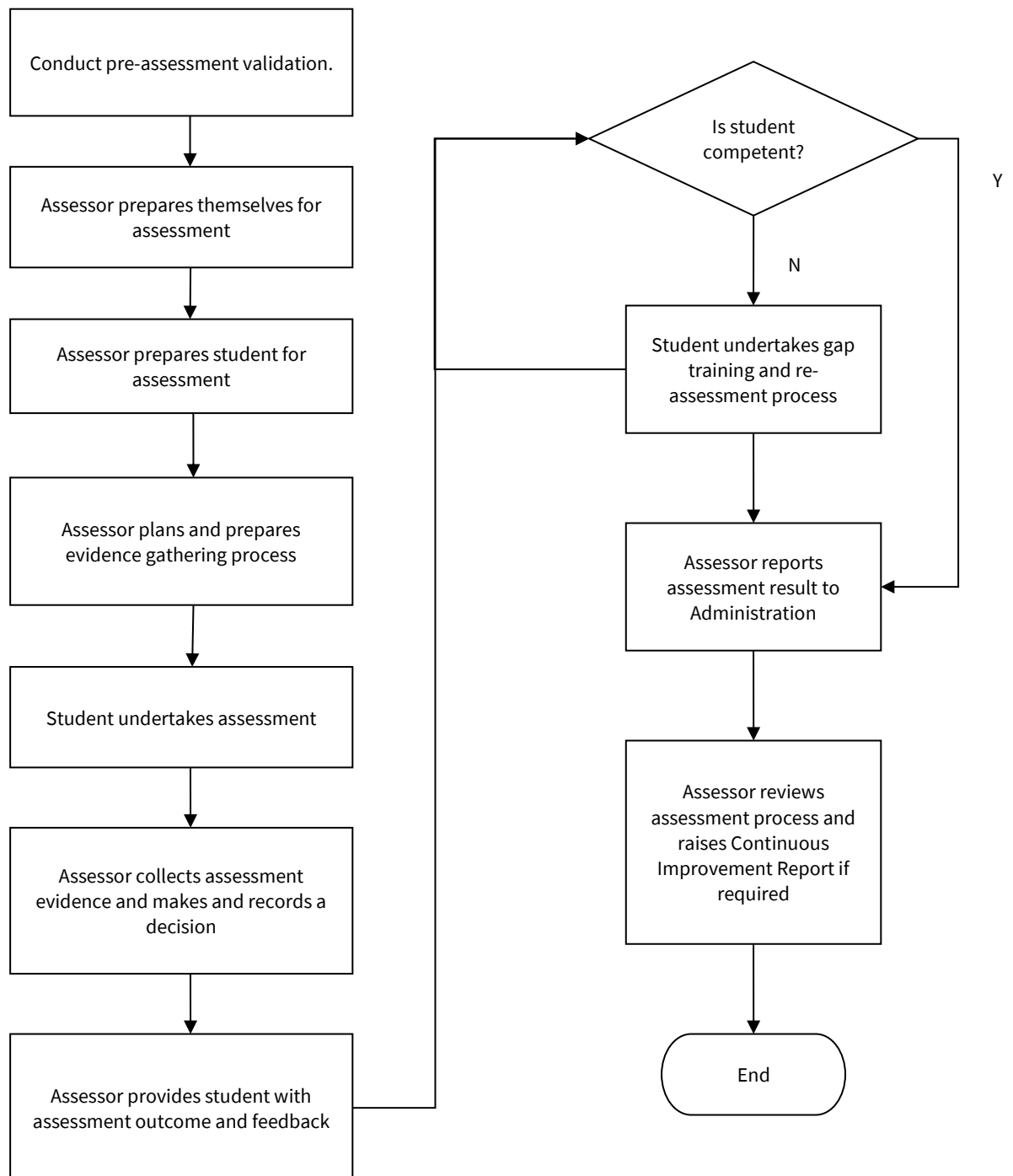
Steps	Person/s responsible
Assessment	
Conduct pre-assessment validation. Conduct a pre-assessment validation on all assessment tools for all units of competency, before they are used to conduct assessments.	Training Manager
Prepare for assessment. The assessor is to: - Establish the context and purpose of the evidence to be collected. - Identify and analyse the units of competency, Training Package and the Institute assessment strategy to identify the evidence requirements; and - Review the assessment tools and confirm their currency and adequacy in meeting the rules of evidence.	Trainer
Prepare the student. The assessor meets with the student to: - Explain the context and purpose of the assessment and the assessment process. - Explain the units of competency to be assessed and the evidence to be collected; - Outline the assessment procedure and the preparation the student should undertake, and answer any questions. - Assess the needs of the student and, where applicable, negotiate reasonable adjustments for assessing people with disabilities without compromising the competency outcomes;	Trainer

▪ Seek feedback regarding the student's understanding of the units of competency, evidence requirements and assessment process; and ▪ Determine if the student is ready for assessment and, in consultation with the student, decide on the time and place of the assessment.	
Plan and prepare the evidence-gathering process. The assessor must: ▪ Establish a plan to gather sufficient, high-quality evidence of the student's consistent performance to make the assessment decision. ▪ Source or develop assessment materials to assist the evidence-gathering process; ▪ Organise equipment or resources required to support the evidence-gathering process; and ▪ Coordinate and brief other personnel involved in the evidence-gathering process.	Trainer
Collect the 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 match compatibility to the elements, performance criteria, range statement and evidence guide 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.	Trainer

▪ Evaluate the evidence in terms of validity, consistency, currency, authenticity and sufficiency; ▪ Consult and work with other staff, assessment panel members or technical experts involved in the assessment process; ▪ Record details of evidence collected; and ▪ Make a judgment about the student's competence based on the evidence and the relevant unit(s) of competency.	
Provide feedback on the assessment. The assessor must provide the student with advice on the outcomes of the assessment process. This includes providing the student with: ▪ Clear and constructive feedback on the assessment decision. ▪ Information on ways of overcoming any identified gaps in competency revealed by the assessment; ▪ The opportunity to discuss the assessment process and outcome; and ▪ Information on reassessment and the appeals process, if applicable.	Trainer
Record and report the result. The assessor must: ▪ Record the assessment outcome in the student management system. ▪ Maintain records of the assessment procedure, evidence collected and the outcome. ▪ Maintain the confidentiality of the assessment outcome; and ▪ Organise the issuance of statements of attainment.	Trainer
Participate in the reassessment and appeals process. The assessor must:	Trainer

▪ Provide students assessed as not yet competent with detailed verbal and written feedback to help them identify gaps in their knowledge and skills to be addressed through further training. These students are to receive additional training and learning support to address their specific knowledge and/or skill gaps and prepare them for reassessment. ▪ 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 the student disputes to appropriate personnel; and ▪ Participate in the reassessment or appeal.	
Record and report the result of reassessment and appeals. The assessor must: ▪ Record the reassessment outcome in the student management system. ▪ Maintain records of the reassessment, evidence collected and the outcome.	Trainer
Review the assessment process. On completion of the assessment process, the assessor must: ▪ Review the assessment process. ▪ Report on the positive and negative features of the assessment to those responsible for the assessment procedures; and ▪ If necessary, suggest methods to improve the assessment procedures by raising a Continuous Improvement Report or providing input for the next scheduled assessment validation.	Trainer

5. Flow chart



VERSION HISTORY

Version Number	Date	Summary of changes
1.0	September 2021	New policy
2.0	July 2025	Revised and updated to include the changes according to the Standards for Registered Training Organisations (2025).
3.0	December 2025	Revised and updated to include the changes according to the ESOS 2000 Act.