AILFE
AUSTRALIAN INSTITUTE OF LANGUAGE AND FURTHER EDUCATION

*Empowering knowledge for corporate excellence*

# Assessment Policy and Procedure

## 1. Purpose

To ensure that Australian Institute of Language and Further Education (AILFE) has an implemented system to ensure assessments:

- Comply with the assessment requirements of the relevant training package,
- Are conducted in accordance with the Principles of Assessment and Rules of Evidence, and
- Provide clear instructions for both Students and Assessors.

## 2. Related Documents

Assessment Validation Policy and procedures
Industry Consultation and Engagement Policy and procedures
Continuous Improvement Policy and Procedures
Relevant Training Package Requirements
Unit Assessment Agreement Form
Recognition of Prior Learning/ Credit Transfer Policy
Relevant Training and Assessment Strategy (TAS)
Student Progress Monitoring and Reporting Procedure V1.1
Student Progress Monitoring and Reporting Procedure V1.1

## 3. Relevant Legislation

ESOS Act 2000
National Code 2018
NVR Act 2011
Standards for Registered Training Organisations 2025
SMIPA Framework (2015)

## 4. Scope

This policy and procedure apply to all courses offered by AILFE. All Trainers and Assessors must comply with this policy whenever they are engaged in any aspect of the assessment process.

This policy and procedure cover the assessment of VET qualifications.

Unless stated otherwise, this policy and procedure cover assessment as part of a learning and assessment pathway and as an assessment only process (Recognition of Prior Learning).

This policy is publicly available from the AILFE website under Students\Policies and Procedures at www.ailfe.wa.edu.au

## 5. Responsibility

The PEO is responsible for the implementation of this Assessment Policy.

Assessors, in consultation with the Compliance Officer are responsible for ensuring that AILFE materials and judgement tools are designed and developed to meet:

- The relevant training package requirements and specifically the Assessment Requirements of each relevant unit of competency, and
- The Principles of Assessment, and
- The Rules of Evidence.

The PEO in consultation with the Compliance staff are responsible for the development and maintenance of the AILFE assessment system, and for informing and monitoring the trainers and assessors, and relevant support staff practices and behaviours specifically regarding the content of this policy, and compliance monitoring practices.

## 6. Definitions

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|---|---|
| Assessments | the action of assessing someone or something including visually or in written form |
| Assessment criteria | statements that provide Students and instructors with information about the qualities, characteristics, and aspects of a given learning task |
| Assessment items | A questionnaire, a test or any other activity used to evaluate whether a student has achieved the objectives that have been established |
| Competency | the capability to apply or use a set of related knowledge, skills, and abilities required to successfully perform "critical work functions" or tasks in a defined work setting. |
| Disability | a disadvantage or handicap, especially one imposed or recognized by the law |
| Formative Assessment | Monitors a student's learning to provide ongoing feedback that can be used by trainers to improve their delivery and by students to improve their learning and understanding |
| Summative Assessment | Evaluates a student's knowledge and skills at the end of delivery of a unit by comparing the students' knowledge and performance against the assessment requirements and the benchmark |
| Unit of Competency | A Unit of Competency is the smallest component of a Training Package that can be assessed and recognised. It gives a description of the skills and knowledge required to perform effectively to a specific standard in a particular workplace role or function. |

## 7. Policy

AILFE recognises that well-designed and correctly implemented assessments are a prerequisite for successful outcomes. Therefore, our policy, procedures and assessment resources refer to the terms, definitions and guidelines contained within relevant authorities and organisations publications. AILFE trainers and assessors are required to be familiar with the following publications and their content:

- The Education Services for Overseas Students (ESOS) Act 2000, (ESOS Act 2000)
- The National Code of Practice for Providers of Education and Training to Overseas Students 2018 (National Code 2018)
- The National Vocational Education and Training Regulator Act 2011 (NVR Act 2011)
- The Standards for Registered Training Organisations 2025
- Australian Qualifications Framework (AQF)
- The relevant Training Package and Assessment requirements for each selected unit to be delivered/assessed within an approved AILFE Course.

Further, AILFE will:

- Provide Recognition of Prior Learning (RPL) processes.
- Conduct assessments to support continuous learning and decide outcomes.
- Apply special considerations and reasonable adjustments to assessments as appropriate.
- Value authenticity of assessment work and enforce penalties for academic misconduct.
- Conduct assessment processes ethically.
- Ensure Trainer specify due dates and approve extensions in line with determined parameters.
- Allow resubmission of assessment pieces and supplementary assessments within determined parameters.
- Apply consistent grading schemes to education and training sectors and qualifications within sectors.
- Provide a process for students to appeal against assessment processes and decisions.
- Validate and moderate assessment tools, processes and candidate evidence and assessor decisions.

AILFE Trainers and Assessors are provided relevant induction training and information regarding their being qualified and the expectation of them in knowing, understanding, and applying the following Principles of Assessment and the Rules of Evidence whenever they are undertaking assessment activities on behalf of AILFE.

Principles of Assessment

Whilst each of the principles of assessment play an important part in their own right, assessment activities should, wherever possible be a holistic which reflects all principles where possible and not elevate the importance of one at the expense of another. Refer to Table 1.8-1 as taken from Standards for Registered Training Organisations 2025

**Fairness:**
*The individual student's needs are considered in the assessment process. Where appropriate, reasonable adjustments are applied by the RTO to take into account the individual student's needs. The RTO informs the student about the assessment process and provides the student with the opportunity to challenge the result of the assessment and be reassessed if necessary.*

AILFE meets these requirements by:

- accommodating individual student's needs in accordance with the process outlined as
- part of special considerations and/or reasonable adjustments, contained within this policy.
- providing students with a copy of the Assessment Cover Sheet on the first day of each unit of competence, outlining number of assessments and assessment dates, as well as details about how and when assessments should be submitted, including format requirements.
- providing the opportunity for students to appeal assessment results as outlined to students on the Assessment Cover Sheet and in the Student Handbook.
- ensuring students have participated in a sufficient number of sessions and have the required skills/knowledge to be deemed 'assessment ready'. Students who have participated in more than 60% of scheduled classes will be deemed assessment ready, unless instructed otherwise by the student. All other students may be required to complete a verbal or written test to prove they are ready for the assessment.

**Flexibility:**
*Assessment is flexible to the individual student by:*

- *reflecting on the student's needs.*
- *assessing competencies held by the student. 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.*

AILFE meets these requirements by:

- ensuring students are advised of the RPL and Credit Transfer (CT) processes via the AILFE website, within the AILFE brochure, the student Enrolment Application, and the International Student Handbook, and
- accommodating individual student's needs in accordance with the process outlined as part of special considerations and/or reasonable adjustments.
- using a range of appropriate assessment methods, which are reviewed as part of the AILFE Validation process.
- providing students with an opportunity to apply for RPL and CT as outlined in the AILFE RPL and CT Policy and Procedures

**Validity:**
*Any assessment decision of the RTO 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 student could demonstrate these skills and knowledge in other similar situations, and*
- *judgement of competence is based on evidence of student performance that is aligned to the unit/s of competency and associated assessment requirements.*

AILFE meets these requirements by ensuring our assessments are regularly validated in accordance with our Validation Schedule. Validation includes both practices and decisions.

**Reliability:**
*Evidence presented for assessment is consistently interpreted and assessment results are comparable irrespective of the assessor conducting the assessment.*

AILFE has a Validation – Assessment Decision process, which is included on our Validation Schedule, this process is to ensure that assessment results are interpreted consistently across a variety of assessors.

<u>Rules of Evidence</u>

Whilst each of the rules are important factors in their own right, assessment activities should reflect all rules and not elevate the importance of one at the expense of others. Refer to Table 1.8-2 as taken from Standards for Registered Training Organisations 2025.

**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.*

AILFE meets these requirements by ensuring our assessments are regularly validated as per the Validation Schedule.

AILFE meets these requirements by:

- Ensuring students are not permitted to submit assessments more than five (5) weeks after the unit has been completed, as outlined on the Assessment Coversheet and Student Handbook.
- Requiring students to pay additional fees, as outlined in the Assessment Coversheet and Student Handbook. When the assessments are submitted late, thereby encouraging the timely submission of assessments.

## 8. Recognition of Prior Learning (RPL) process

AILFE provides students with an opportunity to undertake apply and undertake a Recognition of Prior Learning (RPL) process, where applicable. RPL is an 'assessment only' process. For further information, please refer to the AILFE RPL policy and Procedures via the AILFE Website, on request from Student Services, or within the Student Handbook.

## 9. Assessment Outcomes

At AILFE we acknowledge the importance of providing timely and constructive feedback to students to facilitate their learning. Students Assessment Results (Assessment Outcomes)

and Unit Results (Training Outcomes) will be made available to students including via the Student Management System Portal.

Students will receive their final results after their study break for each term.

For units that include Work Based Training, the assessment due date is the last scheduled date/day of the work-based training placement. Students must allow at least four (4) weeks from receipt of their workplace log book for the outcome of their results. If there are insufficient documents or gaps in the workplace log book then this can take time for the results to be finalised as it depends on how soon the student can fix the gaps.

Assessment results will be provided to each student via Moodle portal and will include specific feedback, including details on any gaps identified (as applicable). Where required, this communication will also include re-submission requirements and details. Where Assessments are submitted late (after the due date/end of unit date), students must allow four (4) weeks from receipt for this assessment for their results to be made available to them. It is the student's responsibility to check for their results on a regular basis; this can be done via their trainer, emailing Student Services, or by checking their AILFE Portal (access via AILFE website).

Assessment decisions can be appealed. Please refer to the AILFE Complaints and Appeals Policy for further information - available via the AILFE Website, on request from Student Services, or within the International Student Handbook.

Assessment Feedback is to be provided to each student both via the AILFE Trainer/Assessors and/or using the Feedback section located on each assessment document. Students are also informed that they can check their Assessment Outcomes and Training Outcome via Student Services Staff, and the Student Portal.

Formative assessment (learning activities):
Formative assessment is used for the purpose of providing students with ongoing feedback as part of their learning. It can also be used for diagnostic purposes to establish learning needs. Learning activities are generally conducted in class, or in class groups.

Summative assessment:
Is the assessment of learning; Summative assessment is the tools and processes used to gather evidence to make the decision if a student is **competent or not competent**.

AILFE uses a variety of Summative Assessment Methods including, but not limited to:

## 10. Assessment Methods

| Method | Examples of Methods |
|---|---|
| **A = OBSERVATION** | Real work/real-time activities at the workplace and/or a realistic workplace business/industry environment and Workplace activities and timelines within a simulated workplace environment |
| **B = STRUCTURED ACTIVITY** | Simulations, Role-plays, Projects, Presentations, Activity sheets *(as developed, designed and approved by the AILFE)* |
| **C = THEORY/KNOWLEDGE** | Written questions, Interviews, Self-evaluation, Verbal questioning, Case studies, Scenarios |
| **D = SUPPLIMENTARY EVIDENCE** | Portfolios, Collections of work samples/research, Products with supporting documentation, historical evidence, Journals/logbooks, Information about life experience *(as developed, designed and approved by the AILFE)* |
| **E = DEMONSTRATION** | Products as a result of a project, Work samples/products and actions |
| **F = THIRD PARTY** | Reports from employers/supervisors, professional/personal references, Evidence of training, authenticated prior achievements, Interviews with employers, supervisors or peers |

Evidence considered for summative assessment, collectively ensures that the following have been met:

- *The rules of evidence*
- *The requirements of the component of study as documented in the Training Package*
- *The dimensions of competency*
- *The employability & foundation skills*

## 11. Assessment Marking

AILFE trainers and assessors are required to observe the industry "best practice" when marking assessments and making judgements/decisions. The primary purpose of marking is to provide students with quality feedback on their performance. There are three components to marking assessments at AILFE:

**Review** – where the assessor checks the response the student provides against the assessment criteria and the AILFE provided Benchmark assessment response/requirement then indicates a tick (✓) or 'S' for sufficient or a cross for insufficient (**X**) or 'NS'- as applicable.

**Making a judgement/decision** – where the assessor has reviewed all evidence available and makes a decision regarding the student's assessment outcome and determines a student's assessment is S – satisfactory or NS – Not Satisfactory. At this time the trainer must also sign and date in the space provided.

**Feedback** – where the assessor provides written feedback for the student in relation to the student's overall outcome for the relevant assessment being reviewed.

*Please note that on each AILFE assessments document there is an allocated space specifically for entering feedback to the student from the trainer. This space must be used to provide substantive feedback on the student's performance.*

As a student progresses through a unit and completes the scheduled and required assessment tasks and activities, they are assessed on each task/activity and provided with an outcome of either; '**Satisfactory** – (**S**)' or '**Not Satisfactory** – (**NS**)'.

Assessors will make a determination as to whether the student has satisfactorily completed the assessment task/activity considering **all** of the following:

- all parts of the assessment task have been completed to a standard that satisfactorily meets the requirements of the unit of competency and to the assessment benchmark standard set out in the marking guide and
- sufficient and relevant evidence, has been collected from the student
- student's work is of a standard to be acceptable in the relevant industry workplace.
- student's evidence/submission meets acceptable formatting, expression, language, spelling grammar and other LLN requirements
- the assessment evidence is the student's own work, except as appropriately acknowledged

## 12. Observation Checklists

Observation checklists form part of the evidence gathering tools specifically with observed students' demonstrable skills and as required within the assessment requirements in the relevant unit of competency. Using this assessment method enables assessors to:

- observe a student in a focussed and directed way,
- to take structured notes that can be referred to when making the assessment decision,
- to provide informed feedback to candidates, and
- to enhance the objectivity of the assessment decision.

As such, these checklists must always be used correctly and completely. This means that all AILFE observation checklists:

- need to contain clearly observable qualities and should not simply be a copy and paste of performances requirements from the unit of competency assessment requirements.
- must have a check or tick box available next to each of the observable qualities
- must have a section located on the observation checklist for assessor and students' comments and feedback
- must have a section for the assessor to sign off the outcomes, comments and/or feedback or other evidence gatherer.

**Note:** Observation checklists with some, or all of the above requirements being incomplete and/or missing - will not be acceptable for processing as they do no meet and/or support the principles of assessment and/or rules of evidence.

## 13. Course Progress Monitoring and Intervention

AILFE will monitor students course progress which includes monitoring the student's assessment completion rates. Students experiencing difficulty in meeting their course progress requirements will be invited to participate in an 'Intervention Strategy' meeting with the Student Services staff. This may be initiated by the student's trainer, Student Services Staff, or as a result of AILFEs Course Progress Monitoring procedures.

An Intervention Strategy Meeting with the student will provide them with an appraisal of their performance and progress, an opportunity to discuss and agree strategies for improvement, associated timeframes and details of the date/time of a subsequent review of their performance and course progress. An Individual Intervention Strategy and a Student Study Plan is to be developed between the student, their Trainer and/or a Student Services Staff member. A copy of all related correspondence/documentation must be retained on the student record/file and a copy of the Students Intervention Strategy and Individual Study Plan provided to the student for their retention.

## 14. Special Considerations and/or Reasonable Adjustments:

AILFE is committed to the promotion, application, and outcome of equality. The AILFE assessment procedures and practices ensure students' needs are considered and support provided where required and relevant.

Applying special consideration encompasses making appropriate adjustments to assessment processes whilst maintaining the integrity of the assessment outcomes and the requirements of the relevant unit of competency.

Reasonable adjustment refers to measures or actions taken by AILFE to provide our students with disabilities through appropriate and relevant adjustments in the assessment process whilst maintaining the integrity of the assessment outcomes and the requirements of the relevant unit of competency.

To be reasonable, adjustments must be appropriate for that person, be permissible within rules defined in the relevant training package and conducted in accordance with the principles of assessment and rules of evidence.

Special consideration or reasonable adjustment in an assessment may include, but is not limited to:

- extra reading time
- extra writing time
- break times during an examination
- a reader
- a writer/scribe
- an interpreter for deaf and hearing-impaired students
- alternative facility and/or equipment
- adaptive technology equipment
- for paper-based assessment, audio/video versions, Braille or CD, enlarged text or re-writes to provide reasonable adjustment to language

To request special consideration, students must submit a written application and discuss their requirements with their trainer, Student Services staff, and submit appropriate evidence and/or documentation as follows.

Grounds for the request for special consideration in their assessment including, but not limited to:

- Illness / medical condition
- English language limitation
- Language, literacy and numeracy concerns
- Compassionate matters
- Religious Observance
- Community Service e.g. Jury Duty

Students will be advised of the outcome of their written request for special consideration. A record of the special consideration must be documented by the trainer and/or Student Services staff and a copy of all documentation and supporting evidence to be kept in the student's records/file.

Students seeking reasonable adjustment in an assessment must discuss their requirements with a Student Services staff member and/or their trainer, prior to the commencement of the relevant component of study or at the earliest possible time. Students may be requested to provide documentation to support their request for reasonable adjustment.

Reasonable adjustments made to a student's assessment during the class delivery must be communicated to the student in writing by the Trainer – not simply verbally/orally. A written record of the reasonable adjustment requested and/or provided must be documented and a copy placed on the students record/file.

If a student is refused reasonable adjustment in an assessment, an appeal may be lodged (in accordance with the AILFE Complaints and Appeals Policy.

All information and supporting documentation associated with an application for reasonable adjustment in assessment is to remain confidential.

## 15. Academic Dishonesty (Plagiarism/Cheating)

Students must ensure that the evidence that they submit for their scheduled/due course assessments is their own and/or that they acknowledge the work of others involved when and if applicable.

Plagiarism is to copy (including cutting and pasting) work without acknowledging the source, and such activities are also considered to be a form of cheating.

Cheating is when a student misleads, deceives, or acts dishonestly on purpose. In addition, and in an educational and assessment environment this may include cheating on a test, cheating by stealing someone else's idea for a project or by copying a book, report or content off the Internet and turning it in as if it's the students own original work.

AILFE will not tolerate cheating (including plagiarism).

Cheating is defined as:

- handing in someone else's work as your own (with or without that person's permission)
- using any part of someone else's work without the proper acknowledgement, including
- breaches of copyright
- handing in a completely duplicated assessment
- allowing someone else to hand up your work as their own
- copying sentences or paragraphs from one or more sources
- presenting substantial extracts from books, articles, thesis, unpublished work such as
- working papers, seminar and conference papers, internal reports, computer software, websites, lecture notes or tapes, without clearly indicating their origin
- using notes or other resources without permission during assessments
- having several individuals complete the assessment together and hand in multiple copies of the same assessment response / document, all represented (Implicitly or explicitly) as being their individual work
- stealing an examination or solution from a Trainer

AILFE does not condone cheating (including plagiarism) under any circumstances. If a Trainer suspects cheating, they are to investigate further to establish evidence and notify the Supervisor, Student Services of their suspicions and evidence, and set out the concerns to the student in writing, using the Incident Record Form and requesting a time to discuss the matter with them.

Once this discussion has occurred, giving the Trainer and student the opportunity to provide relevant information, one of the following will occur:

- If it is a minor or unintentional offence the student will be required to resubmit the assessment, making the necessary adjustments. The penalty is that the student is required to pay the re-assessment fee (Refer to the relevant AILFE course fees and charges on our website, in the Student Handbook or enquire with Student Services).
- If it is outside the allowable assessment time (being the relevant term for the specific scheduled unit) AND if it is a serious or deliberate offence the student will receive a NS (not satisfactory) and/or NC (not competent) result for the assessment/s and the student will be required to re-enrol for the relevant unit and pay the appropriate fees to re-enrol. In this circumstance, students will also receive an official written warning, which advises that any further cheating identified, the student's enrolment will be cancelled for breach of AILFE's Code of Conduct.
- All relevant evidence, discussions and meeting outcomes are to be documented and retained on the students record/files, with students being provided a copy for their own retention and records. Repeated offences of cheating – minor or serious – may result in the cancellation of the student's enrolment, for breach of AILFE Code of Conduct as outlined to the student in the International Student Handbook and this AILFE Policy and Procedures.

Students are to be advised of their entitlement to appeal the decision /outcome and are to be referred to the AILFE Complaints and Appeals Policy.

If a student believes that his or her work has been plagiarised or copied, he/she must report the matter at once to the appropriate Trainer or a Student Services Officer.

## 16. Assessment Submission Fees

AILFE has set four (4) assessment fees payable that may be imposed on students in the following circumstances:

- Late Submission of Assessments
- Re-Assessment
- Re-Enrolment
- Re-sit practical

At the commencement of each unit of competency within a students enrolled course at AILFE, the trainer will in detail each assessment activity and set due date.

The Moodle portal will provide to students for each unit the **DUE DATE** for each assessment, as well as the assessment submission instructions and/or guidelines, additional handouts and the Learner Guide / Student Assessment Booklet.

Students are required to fill out the Student Request Form (SRF) and submit to SSO. The following table outlines the procedure for Trainers to follow, where an assessment fee is required to be invoiced/paid:

| Assessment Fee Type | Reason for Fee | Fee Amount | Notes | Procedures for Trainers or Student Services Officer (SSO) |
|---|---|---|---|---|
| **Late Submission of Assessments** | Assessments submitted after the due date | $50 per assessment / per units | Late fees are only due where the assessment is submitted **5 days** <u>or more</u> from the Due Date, and where there are no compelling /compassionate grounds to explain late submission.<br><br>**N.B.** If the assessment is submitted for the <u>1st time</u> more than 7 weeks after unit end date, then refer to the **Re-enrolment fee** section below. | 1) SSO to notify trainer the confirmation of the payment.<br>2) Trainer to proceed with marking the assessment and upload into moodle and a copy saved in the student's folder. |
| **Re-Assessment** | Fees apply if an assessment is **NS/NC** due to the following:<br><br>• submitting clearly intentionally plagiarised work<br>• submitting work that clearly | $200 per assessment | Re-Assessment fees are only due when a student has exhausted 3 attempts or plagiarised in any of the 3 attempts. | 1) Trainer to send out the "**Re-Assessment Notice**" email to the student and copy in SSO.<br>2) Once the Re-assessment is confirmed and new due date has been set by Trainer, SSO will open Moodle submission portal with the new due date for the student and notify the trainer. |

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| | belongs to another student<br><br>**N.B.** If a student's assessment has simple issues related to referencing, **fees should not be applied.** Trainers/ Course Coordinators should provide assistance for completion. | | | |
| **Re-Enrolment** | Fees apply if a student has not submitted their first submission within **seven (7) weeks** of the unit being completed*<br><br>**N.B.** All student materials say first submission must be submitted within five (5) weeks of unit completion so there is a discretionary two-week period for trainers before | Per unit fee or term fee (students may need to submit Enrolment Variation Form) | Re-Enrolment fees are only due if a student has not submitted a first submission **seven (7) weeks** after the unit end date, and if there are no compelling / compassionate grounds to explain the reason, they have not submitted. | Student Services/Admission to process the Enrolment Variation Form.<br><br>1) SSO to check with trainer and confirm the re-enrolled units and arrange meeting with the student.<br>2) Once the new study plan is confirmed, SSO will notify Admissions Officer to issue new LOO and/or new timetable. |

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| | the fee has to be applied. | | | |
| **Re-sit** | Fee applies if student is absent for practical activities such as role plays, presentations, etc | $50 per assessment / per unit | Re-sit fees are only due if the student was absent for the scheduled practical session and if there are no compelling / compassionate grounds to explain the absence. | 1) Trainer to provide the student list to SSO<br>2) Student to fill out the SRF with SSO's guidance.<br>3) SSO will confirm a new practical session time for the student/s with the trainer<br>4) SSO will email the trainer the confirmed schedule. |

**Please note:** Assessments must be submitted within five (5) weeks of the unit end date. If students have not submitted their assessments (first submission) within this timeframe, they will be deemed Not Yet Competent (NYC) and assessment submission fees may apply.

Each of the above situations will result in an additional charge being incurred by the student. As a Trainer, the charging of this fee is **discretionary**, not compulsory; therefore, if a trainer considered that the fees may be 'waived' only in circumstances where the student has discussed their compelling/compassionate grounds for the late submission.

If a fee is appropriate, trainers are to follow the instructions outlined in the "Procedures for Trainers" column in the above table. In addition, you must send out the appropriate "email responses" (detailed above to the relevant student's email address. The responses may be sent from the AILFE relevant assessment email account, or from the Trainers' AILFE email account.

## 17. Conducting assessment processes ethically

AILFE take all possible steps to identify and/or prevent real or perceived conflict of interest in the assessment process. Examples include, but are not limited to the following circumstances:

- Assessing a family member, relative or close friend
- Assessing a colleague or business associate particularly if the outcome of the assessment can be used to gain employment, promotion, pay increases or other benefits
- Assessing another AILFE staff member, particularly where a supervisor / subordinate relationship exists
- Assessing oneself

If a real or perceived conflict of interest is identified, it is the responsibility of the relevant assessor to discuss the situation with Training Manager and/or Training Manager at the earliest convenience. The Training Manager will determine whether the assessor should progress with conducting the assessment or not - in this specific case and/or, in circumstances where the assessor has already conducted part or all of the assessment, whether there is a requirement for the said assessment should be confirmed by another Assessor.

## 18. Assessment Due Dates

Students are provided with Moodle login and all Units' Assessment due dates are pre-set in the moodle portal. The assessment due date refers to the scheduled date for the submission of assessment task and/or activity, or the student's attendance and participation in a scheduled activity to satisfy assessment requirements i.e. written assessment, role play activity etc.

It is the student's responsibility to submit the required assessment and/or attend and participate in scheduled assessments on or prior to the scheduled/agreed due date. If the student is unable to meet an assessment due date, the student may request an extension from the assessor. A request for extension must be documented and received and granted by the Assessor prior to the assessment due date. A response from the Assessor to a student's request for extension will be made in writing. This written advice will include a clear timeframe and revised/set due date for the extension and the assessment activities that the extension relates to.

An extension of assessment activities may be granted where a due date disadvantages a student in a significant way. Such circumstances may include:

- compassionate grounds, sickness supported by a doctor's certificate,
- employment obligations supported by the employer
- language, literacy and numeracy requirements of the student

Assessors may request to see evidence of progress towards the assessment activity before granting an extension.

## 19. Assessment Retention Requirements

<u>As outlined in the ASQA General direction</u>:

Retention requirements for completed student assessment items:

- AILFE is required to securely retain and be able to produce in full at audit if requested to do so, all completed student assessment items for each student, for a period of six months from the date on which the judgement of competence for the student was made.

To ensure compliance with this directive, Student Services and/or the Course Coordinator are required to include specific filing details on the assessment cover sheet. Options available include:

- clearly identifying the Unit Code, Student name and Student ID. The Assessments will be then uploaded into the relevant students record/file by the Academic Staff
- Saved into the approved Archive Folder on the AILFE Academic Server file, details of folder/documents are provided.

## 20. Industry Consultation

The Standards for Registered Training Organisations (RTOs) 2015, requires AILFE to undertake regular industry consultation and engagement activities. Ongoing partnerships and engagement activities between AILFE and industry stakeholders is important in ensuring that students have the relevant and required skills, knowledge and capacity required by industry employers.

Improvements generated by industry consultation/industry engagement, are registered and processed as part of the AILFEs continuous improvement process and where relevant, actions may be undertaken and implemented into our training delivery and assessment practices to update and improve the relevant policy and procedure.

## 21. Training and Assessment Strategies (TAS)

AILFE consult with industry about the selection of units of competence for each new qualification as well as all of our training, delivery and assessment strategies. This consultation extends to discussions and recommendations concerning work experience and employment pathways. In order to ensure that AILFE graduates will have success in finding relevant employment, we ensure the involvement of industry organisations when developing and altering the content of all our courses. We complete Industry Consultation at key points including prior to initial registration, during the planning stages for new courses (Scope and CRICOS application); when significant changes are planned for a qualification (new delivery option or multiple changes to the units being delivered); changes to the training package or accredited course or annually, to ensure that our qualifications contain the most relevant units of competency.

## 22. Validation of Assessment Practices and Decisions

While AILFE trainers possess a wealth of industry experience, it is extremely beneficial, on occasion, to include representatives from the industries for which we train the current and future workforce, in order to gain current perspective on training materials and industry methods.

## 23. Work Based Training

All AILFE Commercial Cookery and Hospitality Management courses, Childcare, Individual Support and Community Services courses will require students to complete a mandatory work-based training placement. Each placement includes regular visits by a AILFE Trainer/assessor. The visits are primarily for monitoring the activities and progress of the student, but also serve to ascertain whether the skills and knowledge being demonstrated by the student during the placement, and that they reflect current industry standards and practice.

## 24. Professional Development (PD)

AILFE is firmly committed to the College policy and procedures in place that requires and enables each Academic Staff member (trainers/assessors) to fulfil the professional development requirements outlined in The Standards for Registered Training Organisations (RTOs) 2015. AILFE Trainers are required to maintain their industry currency and this requirement is the primary purpose of AILFE's PD program. As a corporate member of VELg all trainers do have the sibling membership with VELg.

By encouraging our trainers to interact with industry through professional development, we enable them to:

- have the vocational competencies at least to the level being delivered and assessed
- have current industry skills directly relevant to the training and assessment being provided
- have current knowledge and skills in vocational training and learning
- maintain, upgrade or develop new skills relevant to the current industry needs

## 25. Assessment Materials Review Process

AILFEs has a Validation schedule for each course, in which AILFE conducts regular validation reviews of our completed student records, assessment materials and judgement tools on all courses held on its scope.

**Before the scheduled meeting:**

The Compliance Manager maintains a list of all qualifications and chosen units on scope at AILFE, each of these are scheduled to be reviewed, and to ensure that all assessment materials and judgement tools are reviewed in accordance with the training package requirements, student and trainer feedback, and in accordance with industries standards and requirements.

Prior to conducting a review of scheduled unit assessment resources and judgement tools, the Course Coordinator must complete the following:

- Book the qualification/s and/or unit/s to be reviewed and the date and location to undertake the review activity.
- Identify suitable and relevant team members to attend the session; at a minimum the session requires a representative from the relevant program.
- Prepare all the relevant documents to be reviewed during the session. Necessary documents at this stage include but are not limited to:
  - Training and Assessment Strategy
  - Assessment Resources
  - Assessment Instructions to Students and Assessors
  - Completed Assessment Judgement tools
  - Trainer/Assessor Marking Guide
  - Relevant Mapping tools/documents
  - Unit of Competency and Assessment Requirements, available on http://training.gov.au/
- Once a validation session has been booked, the Course Coordinator will send out a Google Calendar invitation to each participate as planned/scheduled.

**During the meeting:**

The Course Coordinator is responsible to record the units reviewed at each session specifically the Assessment Materials and Judgement tools being reviewed, dates, participants, outcomes and actions.

When reviewing assessment materials and judgement tools, each aspect of the Unit of Competency (UoC) requirements (assessment requirements – eg: *performance and knowledge evidence, the unit elements, performance criteria and foundation skills*) are to be analysed and measured against the assessment materials and judgment tool being use for assessment to ensure the unit and its assessment requirements are being met/addressed and in accordance with the Principles of Assessment and Rules of Evidence – as required by the Standards for RTO's, 2015.

All gaps and areas of concern identified and/or requiring changes and/or updating (if any) are to be to be clearly documented during the meeting by the Course Coordinator and include the recommended actions entered on the required rectification/action section of the document. The Required Rectification/Action section is to include an indication of the tasks/action to be undertaken and the nominated person responsible for the completing/overseeing task/action being undertaken/completed.

**After the meeting:**

Following the completion of each scheduled Validation review meetings, the Course Coordinator will set a due date for completion of identified and/or required actions listed on the validation document. The Course Coordinator is then responsible for noting a progress check date in the AILFE calendar for following up with each nominated responsible person regarding the allocated action/rectification progress. Each follow up and outcome/completion of task/action is to be recorded on the Validation documents and actions must be saved to the AILFE validation folder on the AILFE server.

**On completion/finalising of each task/action:**

A final re-review must take place, this must involve finalising the Validation documentation and action plan – indication when there are no further corrections are required against each task/action listed. Once all rectification and/or action is complete and the relevant AILFE documentation, assessment materials and/or judgement tools have been rectified and/or updated (*including marking guides, instructions to assessors and students, strategies, judgement tools and mapping documents*) and are available for implementation and use, they must be registered on the continuous improvement register, all details recorded and updated regarding the version control and authorised by the relevant delegate for release and loading onto the relevant systems and locations.

Prior to releasing, distributing, and replacing current assessment resources, materials and judgement tools, the Compliance Manager is to ensure information eg: emails are sent to all relevant staff and trainers to advise them of the changes and updating of the documentation and/or processes.

## 26. Revision History

| Creation/ Revision Date | Comment | Created/ Revised By |
|---|---|---|
| May 2020 | Released AILFE new comprehensive Policy and Procedures for Assessment (AILFE Assessment Systems) | PEO |
| May 2021 | Reviewed – minor changes in Assessment due dates. | PEO |
| Jul 2021 | Minor corrections eg: spelling, 3 x position titles of Academic Manager located and changed to Training Manager in accordance with AILFE org Structure, | PEO |
| April 2022 | External Consultant reviewed and updated to meet current compliance requirements and the RTO practices and behaviour eg: trainer induction, Unit Assessment Agreement requirements | PEO |
| Feb 2024 | Further updates made in some sections due to new courses added to the scope | PEO |

## Compliance Mapping Table – RTO Standards 2025

| RTO Standards 2025 – Clause | Policy / Procedure Reference | How Compliance is Achieved |
|---|---|---|
| Clause 1.1 – Training and assessment strategies | Training and Assessment Strategies (TAS) section | Policy requires TAS to be informed by industry consultation, validated, and aligned with unit of competency requirements. |
| Clause 1.2 – Amount of training | Scope / Assessment Processes | Assessment system ensures both knowledge and practical application are integrated with training duration consistent with AQF and industry standards. |
| Clause 1.8 – Principles of Assessment | Principles of Assessment section | Policy details fairness, flexibility, validity, and reliability with practical examples and processes for implementation. |
| Clause 1.8 – Rules of Evidence | Rules of Evidence section | Policy outlines how evidence must be valid, sufficient, authentic, and current with assessment schedules and requirements. |
| Clause 1.12 – Validation of assessment | Assessment Materials Review Process / Validation of Assessment Practices | Regular validation schedule ensures assessment tools and judgements meet RTO Standards 2025 requirements. |
| Clause 2.2 – Industry consultation | Industry Consultation section | Policy mandates ongoing engagement with employers and stakeholders to maintain industry relevance. |
| Clause 3.1 – Support for learners | Special Considerations and Reasonable Adjustments section | Procedures ensure equitable access, adjustments for LLN, disability and compassionate circumstances. |
| Clause 6.1 – Complaints and appeals system | Managing Complaints Procedure V1.1 / Managing Appeals Procedure V1.1 | Policy provides clear process for complaints and appeals in compliance with RTO Standards 2025. |
| Clause 8.2 – Continuous improvement | Continuous Improvement and Validation sections | Feedback from trainers, students, and industry incorporated into |

| | | |
|---|---|---|
| | | improvements of policy and practices. |
| Clause 8.4 – Fit and proper governance | Responsibility / Compliance monitoring sections | The PEO and Compliance Officer oversight responsibilities ensure organisational accountability. |

# Additional Compliance Mapping – ESOS Act 2000 and National Code 2018

| Legislation / Code | Policy / Procedure Reference | How Compliance is Achieved |
|---|---|---|
| ESOS Act 2000 | Scope / Responsibility / Assessment Outcomes sections | Ensures protection of overseas students by maintaining transparent assessment processes, academic integrity, and reporting requirements. |
| National Code 2018 – Standard 8 (Overseas student progress, completion and attendance) | Student Progression, Exclusion and Graduation Policy and Procedure/ Intervention Strategy sections | Monitoring, reporting, and intervention processes ensure compliance with attendance and course progress requirements. |
| National Code 2018 – Standard 10 (Complaints and appeals) | Complaints and Appeals Policy | Provides overseas students with accessible, fair and transparent complaints and appeals processes. |