

# Assessment Policy and Procedure

## Purpose

The purpose of this policy is to establish a consistent, transparent, and compliant approach to assessment practices at the Institute of Research and Learning (IRLearning).

This policy ensures that assessment is conducted in accordance with the Standards for RTOs 2025 and that assessment practices are fair, valid, reliable, flexible, and conducted with integrity.

This policy applies to all assessment activities undertaken by IRLearning across its Scope of Registration, including qualifications, skill sets, units of competency, and accredited courses.

The policy provides the framework for ensuring that assessment decisions are evidence-based, consistent, and aligned with the Principles of Assessment and Rules of Evidence, and that they accurately confirm student competency against training product requirements.

## Scope

This policy applies to all assessment activities conducted by the Institute of Research and Learning (IRLearning) across its Scope of Registration.

It applies to all training products delivered by IRLearning, including qualifications, skill sets, units of competency, and accredited courses.

The assessment system includes the design, delivery, and review of assessment practices and tools used to determine competency, including Recognition of Prior Learning (RPL), in accordance with training product requirements.

All assessment activities are conducted in alignment with the Standards for RTOs 2025 to ensure consistency, integrity, and compliance across all delivery modes.

## Definitions

The following terms and definitions are applicable to this policy.

Term	Definition
<b>Assessment</b>	means the process by which an NVR registered training organisation, or a third-party delivering services on its behalf, collects evidence for the purposes of determining whether a VET student is competent to perform to the standard specified in the training product.
<b>Assessment judgement</b>	means a determination of whether competency has been achieved by a student consistent with the training product and the Standards for RTOs 2025.
<b>Assessment system</b>	means a coordinated set of documented policies, procedures and assessment tools designed to ensure that assessment, including recognition of prior learning,

	produces consistent and valid judgements of VET student competency and meets the requirements of the Standards for RTOs.
<b>Assessment tools</b>	mean the instrument, instructions and methods used to gather and interpret assessment evidence for the purposes of determining VET student competency, including: <ul style="list-style-type: none"> <li>• the context and conditions of assessment,</li> <li>• the tasks to be administered to the VET student,</li> <li>• an outline of the assessment evidence to be gathered from the VET student,</li> <li>• the criteria used to judge VET student competency, and</li> <li>• the administration, recording and reporting requirements for assessments and assessment evidence.</li> </ul>
<b>Assessor</b>	means a person who determines a VET student's competency for, or on behalf of, an NVR registered training organisation.
<b>Training product</b>	means an AQF qualification, a skill set, a unit of competency, accredited short course or module.

## Assessment System

IRLearning has implemented a comprehensive system of assessment based around the principles of assessment and the rules of evidence, that is fit-for-purpose and consistent with each training product being delivered.

The assessment system is quality assured by appropriately skilled and credentialed persons through a regular process of validating assessment practices and judgements. IRLearning ensures that assessors are appropriately applying the assessment tools and related guides, and that consistency of assessment is being achieved in practice.

Assessment benchmarking and moderation activities may also be conducted to support consistency of assessment judgements across trainers and assessors.

The assessment system includes not only the actual materials used directly in conducting assessment, but also policies, procedures and other supporting documents that inform the way assessment is conducted within IRLearning.

IRLearning ensures assessment is consistent with the requirements of the training product being delivered.

IRLearning develops and maintains detailed training and assessment strategies that holistically describe the assessment (including how it is conducted and quality assured) in line with each training product on the IRLearning Scope of Registration and that IRLearning delivers.

For a student to be assessed as competent, IRLearning ensures the student demonstrates their:

- Ability to perform relevant tasks in a variety of workplace situations, or accurately simulated workplace situations,
- Understanding of what they are doing, and why, when performing tasks, and
- Ability to integrate performance with understanding, to show they can adapt to different contexts and environments.

All students:

- Are assessed against all of the tasks identified in the elements of the unit or module,
- Demonstrate they are capable of performing these tasks to an acceptable level,

- Must demonstrate they hold all the required skills and knowledge, as specified in the unit or module assessment requirements.

IRLearning assessment approaches are always based on the performance of the individual student. If assessment tasks are undertaken as a group, each student is still assessed on each component of the assessment task.

All assessments conducted by IRLearning are undertaken online and/or remotely. IRLearning implements appropriate controls and verification processes to confirm student identity, verify the authenticity of assessment evidence, and maintain the integrity, validity, reliability, and security of assessment outcomes. These measures may include student declarations, LMS authentication, direct questioning, assessor interviews, plagiarism and AI-detection tools, supervised assessment activities, version tracking, third-party verification, and monitoring of assessment participation and engagement.

IRLearning's assessment system is quality assured by appropriately skilled and credentialed people through a regular process of validating assessment practices and judgements. Please refer to the **Validation Policy** for further information.

## Assessment Requirements

Each Unit of Competency contains assessment requirements grouped into three areas:

- Performance evidence,
- Knowledge evidence, and
- Assessment conditions.

Performance and knowledge evidence describe what a student must demonstrate to be considered competent. Assessment conditions describe the conditions under which a student must demonstrate this, including any specific requirements for resources, trainers and assessors and the context for assessment. Note that some training packages and courses may not have been updated to this format. In these cases, 'required skills and knowledge' and 'evidence guide' or similar terms are used.

## Academic Integrity

IRLearning is committed to upholding the principles of academic integrity in all training and assessment activities. Academic integrity ensures that all students demonstrate honesty, responsibility, and fairness in their learning and assessment processes.

## Cheating & Plagiarism

**Cheating** is the act of attempting to circumvent the assessment practices in an unethical or illegal manner. **Plagiarism** is a form of cheating. Plagiarism is the practice of claiming or implying original authorship of (or incorporating material from) someone else's written or creative work, in whole or in part, into one's own without adequate acknowledgement.

Cheating and plagiarism are serious breaches of academic integrity and may result in disciplinary action, including exclusion from a unit, module, or course. To maintain integrity in assessment, students must ensure that all work submitted is their own and properly reference any external sources used.

Examples of cheating and plagiarism include, but are not limited to:

- Submitting any work created by another person as one's own, whether intentional or unintentional.
- Copying another student's work or allowing another student to copy one's work.

- Submitting work that is substantially identical to another student's work.
- Using unauthorised materials or assistance during an assessment.
- Falsifying data or information within an assessment.
- Failing to properly acknowledge sources, including information copied from the internet.
- Purchasing, commissioning, or otherwise obtaining assessment responses or evidence from another person or service (“contract cheating”).

## Generative AI

IRLearning acknowledges the increasing use of Generative Artificial Intelligence (AI) tools in various educational and workplace settings. While these tools can support learning and skill development, their use in assessment must align with principles of academic integrity and the competency-based assessment requirements of the Australian VET sector.

Students are expected to demonstrate their own knowledge, skills, and competence in assessment tasks. The unauthorised use of Generative AI tools to produce, modify, or complete assessments without proper acknowledgment may be considered academic misconduct, including plagiarism or cheating.

### Permitted Use of Generative AI

Generative AI may be used in assessments only under the following conditions:

- When explicitly permitted by IRLearning within a specific assessment task or unit.
- When students transparently acknowledge the use of AI-generated content, detailing the extent of AI assistance.
- When AI is used to support research, idea generation, or structuring responses, but final submissions must reflect the student's understanding and original work.
- Students must comply with any assessment-specific instructions regarding permitted or prohibited use of Generative AI.
- Use of Generative AI does not remove the requirement for students to demonstrate authentic competency and understanding.

### Prohibited Use of Generative AI

The following uses of Generative AI are considered breaches of academic integrity:

- Submitting AI-generated responses as original student work without acknowledgment.
- Using AI tools to complete assessments intended to measure individual competency.
- Fabricating evidence, data, or work-based examples using AI.
- Bypassing assessment conditions that require independent completion, such as supervised assessments or practical demonstrations.
- Using Generative AI contrary to specific assessment instructions provided by the trainer and assessor.

IRLearning reserves the right to verify student submissions using AI detection tools, plagiarism-checking software, and direct questioning to confirm the authenticity of student work. Suspected misuse of AI will be investigated under IRLearning’s Academic Integrity and Conduct Policy and procedures.

## Student Responsibilities

Students are expected to maintain regular engagement with their training and assessment activities, respond to trainer communication, and progress through their course in accordance with agreed course timeframes.

Students must ensure that all assessments are completed independently unless group work is explicitly permitted. If unsure about proper referencing or citation methods, students should seek guidance from their trainer and assessor before submitting assessments.

Students must ensure that any AI-generated content used in assessments is properly referenced and does not compromise the integrity of their learning outcomes. If unsure, students should seek clarification from their trainer and assessor before submitting work.

Students may be required to participate in verbal questioning, competency conversations, supervised activities, or identity verification processes to confirm the authenticity of assessment evidence.

All students are required to sign a declaration when submitting assessments, confirming that the work is their own, except where references to external sources are clearly acknowledged. Any suspected breaches of academic integrity will be investigated under IRLearning's academic misconduct procedures.

## Assessment Personnel

Please refer to the **Trainers/Assessors Requirements Policy** for detailed information on the various personnel, roles and requirements for individuals undertaking or supporting the assessment process.

## Principles of Assessment

IRLearning's assessment system facilitates assessment which must be conducted in accordance with the following principles.

### **Fairness**

Assessment accommodates the needs of the VET student, including implementing reasonable adjustments where appropriate and enabling reassessment where necessary.

### **Flexibility**

Assessment is appropriate to the context, training product and VET student, and assesses the VET student's skills and knowledge that are relevant to the training product, including through formal, non-formal, informal, workplace, or life experience learning pathways.

### **Validity**

Assessment includes practical application components that enable the VET student to demonstrate the relevant skills and knowledge in a practical setting.

### **Reliability**

Assessment evidence is interpreted consistently by assessors, and the outcomes of assessment are comparable irrespective of which assessor is conducting the assessment.

## Rules of Evidence

IRLearning assessors make individual assessment judgements that are justified based on the following rules of evidence.

### Validity

Assessment evidence is adequate, such that the assessor can be reasonably assured that the VET student possesses the skills and knowledge described in the training product.

### Sufficiency

The quality, quantity and relevance of the assessment evidence enable the assessor to make an informed judgement of the VET student's competency in the skills and knowledge described in the training product.

### Authenticity

The assessor is assured that a VET student's assessment evidence is the original and genuine work of that VET student.

### Currency

The assessment evidence presented to the assessor documents and demonstrates the VET student's current skills and knowledge.

IRLearning ensures that its trainers and assessors have a strong understanding of the principles of assessment and the rules of evidence and apply these in a practical way, guided by IRLearning's systems and processes.

## Assessment Methods

Assessment methods are the particular techniques used to gather different types of evidence. IRLearning uses a combination of assessment methods to ensure valid, reliable, sufficient, and authentic assessment decisions.

There are three main assessment methods or techniques used by IRLearning:

- **Observation** (sometimes referred to as demonstration, simulation, role play, or practical task), where the student is observed performing tasks to demonstrate practical skills and applied knowledge in a real or simulated environment.
- **Interview / Questioning** (including structured questioning, verbal questioning, written knowledge tests, quizzes, competency conversations, case study questions, or scenario-based questioning), where the student demonstrates their understanding of required theory, concepts, and knowledge evidence through responses to targeted questions.
- **Product** (sometimes referred to as project, case study, report, scenario response, portfolio evidence, or work product), where the student provides tangible evidence they have created to demonstrate application of skills and knowledge in context.

Knowledge evidence requirements for each unit of competency are explicitly assessed through structured questioning, written knowledge assessments, or integrated scenario-based assessment tasks, ensuring students demonstrate theoretical understanding in addition to practical competence.

## Assessment Planning

When planning assessments, IRLearning addresses all the requirements of the unit or module. This does not mean separate assessment activities for each item, but that, as a whole, assessment activities cover every area required. To achieve a 'competent' result, students must meet all the requirements of the unit.

As similar requirements are often expressed in multiple units of competency, IRLearning may 'cluster' a number of units together for assessment to avoid repeating assessment of the same tasks.

IRLearning communicates clear and achievable assessment timeframes so students know how long they can expect to wait to receive results and progress in their course.

If issues arise, IRLearning ensures it communicates early and openly, to ensure students' course progress isn't unreasonably delayed.

IRLearning delivers training and assessment primarily through online and remote learning arrangements that support flexible, self-paced progression. Students are expected to actively engage in their course and complete a minimum of one unit of competency per month unless alternative arrangements have been approved.

Students are responsible for planning, completing, and submitting assessment activities, including practical assessment videos where applicable, within the expected course progression timeframes.

Trainers and assessors maintain regular contact with students to monitor participation, provide academic support, respond to assessment queries, and assist students who may be experiencing barriers to progression. Students who require additional support or extensions are encouraged to contact their trainer and assessor as early as possible to discuss appropriate assistance arrangements.

## Simulated Work Environments

When conducting training and assessment in a simulated workplace environment, IRLearning ensures that the simulated environment reflects real-world settings and gives students the opportunity to meet the following critical criteria:

- Quality - The work is of the standard required for entry into the industry.
- Productivity - The work is performed within a timeframe appropriate for entry to the industry.
- Safety - The work is performed in a manner that meets industry safety standards.

The design and use of simulated environments for training and assessment is informed by input from current industry experts.

This approach ensures that students are 'work ready' on successful completion of units of competency.

All simulations used provide opportunities for integrated assessment of competence that include coverage of the Dimensions of Competency:

- Performing the task (task skills),
- Managing several tasks (task management skills),
- Dealing with workplace irregularities such as unexpected problems, breakdowns and changes in routine (contingency management skills),
- Fulfilling the responsibilities and expectations of the job and workplace, including working with others (job/role environment skills), and
- Transferring competencies to new contexts.

Assessment activities are designed to be realistic and reasonable in terms of scale. Assessment conducted under simulated conditions therefore reflects those typically found in the workplace.

Simulated environments include access to appropriate facilities, equipment, resources, documentation, workplace procedures, and time pressures reflective of real workplace conditions, where required by the training product.

## Recognition of Prior Learning (RPL)

**Recognition of Prior Learning (RPL)** means an assessment process that involves assessment of an individual's relevant prior learning and experience (including skills and knowledge obtained through formal and informal learning) to determine the extent to which the individual meets requirements specified in the training product.

RPL is an assessment pathway only and does not include additional training unless gaps are identified requiring further development.

RPL is simply a form of assessment of a student's competence. As such, recognition of prior learning must be conducted with the same rigour as any other form of assessment.

Recognition of Prior Learning uses evidence from formal, non-formal and informal learning. This evidence is often combined with assessment activities sometimes known as 'challenge testing'.

IRLearning ensures all students are made aware of their right to have their prior learning considered for RPL (where it is not prevented by any licensing or regulatory requirements).

Students with prior skills, knowledge and competencies are supported to seek recognition of prior learning to progress through the training product.

Students are offered opportunities to seek recognition of prior learning and are made aware of IRLearning's policies for this. Please refer to the *Recognition of Prior Learning and Credit Transfer Policy* for further information.

RPL is based on evidence of prior skills, learning and/or experience, and is conducted in accordance with the assessment system. Decisions relating to RPL are:

- Based on evidence of prior skills, learning and experience, and are undertaken in accordance with IRLearning's assessment system, and
- Documented and decided in a way that is fair, transparent, consistent amongst VET students, and maintains the integrity of the training product.

## Recognition of Prior Learning (RPL) Pathways

IRLearning offers multiple Recognition of Prior Learning (RPL) pathways to support students in demonstrating existing competency gained through formal, non-formal, and informal learning experiences.

RPL assessment methods are selected based on the requirements of the training product, the nature of the student's prior experience, the evidence available, and industry expectations.

### Portfolio-Based RPL Pathway

The portfolio-based RPL pathway allows students to submit evidence demonstrating their existing skills and knowledge against the requirements of the relevant training product.

Evidence may include, but is not limited to:

- resumes and employment history,
- position descriptions,

- work samples and workplace documents,
- third-party reports and references,
- professional licences or registrations,
- previous qualifications and statements of attainment,
- professional development records, and
- other relevant supporting documentation.

Students will also be required to participate in additional assessment activities, including self-assessment activities, competency conversations, practical demonstrations, questioning, workplace observations, or RPL interviews to verify the authenticity, currency, validity, and sufficiency of evidence provided.

Where gaps are identified between the evidence provided and the requirements of the training product, gap assessment and/or gap training may be required prior to competency being granted.

### **Assessment-Only RPL Pathway**

IRLearning also offers an assessment-only RPL pathway designed to assess a student's existing competency through direct assessment methods rather than extensive portfolio evidence.

The assessment-only pathway may include:

- competency conversations and structured interviews,
- practical demonstrations and observations,
- challenge tasks and practical activities,
- workplace simulations,
- questioning activities,
- third-party verification, and
- review of limited supporting evidence where appropriate.

Assessment-only RPL is conducted using the same standards of rigour, fairness, flexibility, validity, reliability, and evidence requirements as all other assessment conducted by IRLearning.

As RPL is conducted online or remotely, IRLearning implements appropriate verification processes to confirm student identity and the authenticity of evidence presented.

All RPL assessment decisions are evidence-based, documented, and made by qualified assessors in accordance with the assessment system and the requirements of the relevant training product.

### **Developing Assessment Tools**

**Assessment tools** comprise the instrument and instructions for gathering and interpreting assessment evidence to determine competency, including:

- The context and conditions of assessment
- The tasks to be administered to the student
- The evidence to be gathered from the student
- The criteria used to judge competency, and
- The administration, recording and reporting requirements.

IRLearning ensures all assessment tools are reviewed prior to use to ensure assessment can be conducted in a way that is consistent with the principles of assessment and rules of evidence. IRLearning

systematically uses the outcomes of reviews to inform any necessary changes to assessment tools and ensure they are fit-for-purpose.

Assessment tool reviews may include:

- Testing them with industry experts or employers, other trainers and assessors with current industry knowledge, or with a group of people with similar levels of knowledge to the target student cohort.
- Consulting with industry to confirm that the content of the tool is correct and relevant to the workplace.
- Moderating the tool with other trainers and assessors who have current skills and knowledge.
- Trialling the tool with a select group of individuals who have similar characteristics and abilities to your student cohort.

Specific Unit of Competency assessment documentation is prepared and used for all IRLearning's operations to ensure all training package and assessment requirements are met. IRLearning always maintains resources available for delivery of every training product on its Scope of Registration - whether the training product is currently being delivered or not.

All resources comply with specific requirements in the relevant training package or accredited course. Assessment tools are, where possible, developed or contextualised by IRLearning personnel and tailored to the needs of each individual student and group.

When developing Assessment Tools, IRLearning uses the information from the unit or module elements, performance criteria and assessment requirements to determine what competence *looks like*.

IRLearning uses this information to set benchmarks for measuring the student's performance using 'observable behaviours.'

This approach ensures that, once a student has completed the assessment tasks, the student has:

- actually, undertaken all the required tasks, and
- demonstrated their ability to do so in different contexts and environments.

Using the Competency Mapping document, IRLearning confirms that these resources are aligned to, and meet requirements of, national competency standards.

Assessment tools are subject to document control, version management, and review processes to ensure only current approved versions are used for delivery and assessment.

## Using other Parties to Collect Evidence

Involving another party in the collection of evidence allows assessors to gather authentic and valid evidence in difficult circumstances in a cost-effective way.

It is common to use another party for evidence-gathering in cases where workplace evidence is required, but where it is not possible for the assessor to directly observe the student at work. For example, in cases where:

- The presence of an observer may compromise workplace safety, or
- Where work activities involve issues of patient confidentiality and privacy.

The use of other people in collecting evidence is also a valuable strategy for collecting evidence of 'everyday performance' rather than performance carried out as part of the formal assessment process.

When using other parties to collect evidence, IRLearning ensures:

- That it is appropriate to involve another party in the collection of evidence, and

- The assessment processes lead to the collection of quality evidence.
- The final assessment judgement remains the responsibility of the qualified assessor.

## Arrangements for Using Other Parties to Collect Evidence

IRLearning ensures sufficient guidance to both assessors and the other party by:

- Providing assessors with comprehensive guidance about selecting the best person/s to collect evidence,
- Providing quality materials for collecting evidence,
- Providing the other party with comprehensive information about their role in the evidence-gathering process,
- Obtaining confirmation that the other party understands their role in the process,
- ‘Interpreting’ training package and accredited course information to be relevant to the other party, and
- Setting requirements for assessors in confirming the authenticity of evidence provided by a student.

## Verification of Appropriateness of Other Party

Where IRLearning is confirming the appropriateness of an individual in supporting the evidence collection process, the following items are considered and confirmed:

- The individual is not a relative or partner of the student, nor have any other relationship with the participant that may present a conflict of interest.
- The individual is a direct line supervisor or other valid role involving the student who is an appropriate person to observe or report on the student’s performance.
- Where prior credentials held by the individual are used as the basis for supporting appropriateness, these credentials are verified using the Document Verification Form.

## Assessment Procedure

IRLearning is committed to delivering student-centred assessment practices that are consistent, fair, and aligned to the requirements of the relevant training products and the Standards for RTOs 2025. Assessment processes are designed to support individual learner needs while maintaining the integrity and consistency of competency-based assessment decisions.

IRLearning ensures that a range of assessment methods are available where appropriate and consistent with the training product requirements. These may include online written tasks, practical demonstration via video submission, competency conversations, and other evidence-based assessment activities suitable for remote delivery.

IRLearning’s assessment system ensures that all assessment decisions are based on valid, sufficient, authentic, and current evidence, and are made in accordance with the Principles of Assessment and Rules of Evidence. All assessment judgements are conducted by qualified assessors and are subject to quality assurance processes, including validation and moderation activities.

As all assessment is conducted remotely, IRLearning implements integrity controls to ensure authenticity of student evidence, including identity verification processes, submission tracking, assessor questioning where required, and review of consistency across submitted evidence.

Students are required to submit assessment evidence through approved systems and formats as directed by IRLearning. Assessment submissions are recorded and tracked through the student management system to ensure transparency, traceability, and compliance with assessment requirements, including attempt limits (maximum three attempts per assessment task unless otherwise approved).

IRLearning ensures that student personal information collected during the assessment process is securely stored, accessed only by authorised personnel, and managed in accordance with privacy and data protection requirements.

## Assessor Responsibilities

Each assessor employed by IRLearning is responsible for the preparation, delivery and finalisation of their assessment activities. The following procedures apply to all training and assessment, assessment only and recognition (RPL) processes.

Assessment Context	Documentation
<p>Assessment Tools provided to students can be contextualised to include such requirements as organisational policies and procedures, organisational safety management strategies, state and territory regulatory requirements, organisational resources or equipment.</p> <p>If contextualising any resources, assessors must:</p> <ul style="list-style-type: none"> <li>• Meet with key personnel within the organisation such as supervisors, human resources personnel and team leaders to identify sources of information and establish how performance and knowledge are demonstrated within the workplace,</li> <li>• Re-map the resources in the relevant Competency Mapping to ensure the integrity of the assessment tool is unaffected, and</li> <li>• Forward contextualised resources to IRLearning’s Chief Executive Officer for approval.</li> </ul> <p>Any changes on approval of contextualised resources are recorded within the Assessor Guide for the contextualised Assessment Tool as an additional Competency Mapping.</p>	<p>Assessment / Recognition Tool Assessor Guide</p>
Student Needs	Documentation
<p>When planning and confirming the assessment approach, it is important to consider your students’ and the variety of differences that they will bring to the assessment. For example, students might:</p> <ul style="list-style-type: none"> <li>• Come from different organisations,</li> <li>• Come from a range of educational backgrounds,</li> <li>• Be an Aboriginal or Torres Strait Islander,</li> <li>• Be a person who does not speak English as their first language,</li> <li>• Have disabilities,</li> <li>• Have limited literacy and numeracy capabilities, and</li> <li>• Not have undertaken assessment for a long time.</li> </ul> <p>Assessment Tools are designed to provide multiple assessment options for students, whilst maintaining robust integrity of the assessment process and unit requirements.</p>	<p>Assessment / Recognition Tool Assessor Guide</p>

Reasonable Adjustments	Documentation
<p>It is important that assessors take meaningful, transparent and reasonable steps to consult, consider and implement reasonable adjustments for students with disability.</p> <p>Where students have disabilities, assessors should spend time with them learning about what modifications might need to be made to the Assessment Tools or approach to make them more accessible for the individual needs of each student. Reasonable adjustments can be made to the way in which evidence of student performance can be collected. Whilst reasonable adjustments can be made in terms of the way in which evidence of performance is gathered, the evidence criteria for making Competent/Not Competent decisions should not be altered in any way.</p> <p>That is, the standards expected should be the same irrespective of the group and/or individual being assessed, otherwise comparability of standards will be compromised.</p> <p>All personnel must be familiar with, understand and maintain adherence to these assessment concepts and requirements outlined above as the following assessment procedure is implemented.</p>	<p>Assessment / Recognition Tool</p> <p>Assessor Guide</p>
Assessment Plan	Documentation
<p>Assessment arrangements are planned as a part of each Unit of Competency assessment process.</p> <p>For on-the-job assessment observations, the assessor will organise to visit the student on-site at a mutually convenient time.</p> <p>The assessor meets with the student to:</p> <ul style="list-style-type: none"> <li>• Explain the context and purpose of the assessment and the assessment process,</li> <li>• Explain the competency standards to be assessed and the evidence to be collected,</li> <li>• Outline the assessment procedure, the preparation which the student should undertake, and answer any questions,</li> <li>• Assess the needs of the student and, where applicable, negotiate reasonable adjustment for assessing Individuals with disabilities without compromising the integrity of the competencies,</li> <li>• Seek feedback regarding the student's understanding of the competency standards, evidence requirements and assessment process, and</li> <li>• Determine if the student is ready for assessment and, in consultation with the student decide on the time and place of the assessment.</li> </ul> <p>The assessor must:</p> <ul style="list-style-type: none"> <li>• Organise equipment or resources required to support the evidence gathering process,</li> <li>• Coordinate and brief other personnel involved in the evidence gathering process (if required), and</li> <li>• Organise the correct assessment tools to gather sufficient and quality evidence about the student's performance to make the assessment decision.</li> <li>• Complete the Assessment Plan with the student.</li> </ul>	<p>Assessment / Recognition Tool</p> <p>Assessor Guide</p>

Workplace Supervisors	Documentation
<p>For workplace-based students, a self-assessment and workplace supervisor Third Party Report should be completed and provided to demonstrate that:</p> <ul style="list-style-type: none"> <li>• The student is ready for assessment,</li> <li>• The student confirms that all competency requirements have been covered,</li> <li>• The workplace supervisor confirms that workplace assessment has been completed, and workplace performance is competent, and</li> <li>• The student confirms evidence requirements and prepares evidence gathering for assessment.</li> </ul>	<p>Assessment / Recognition Tool Assessor Guide</p>
Evidence Collection	Documentation
<p>For each Unit of Competency (and each element within the unit), it is a requirement that all assessments maintain at a minimum, multiple types of appropriate evidence to verify the student’s competence, which address the assessment requirements.</p> <p>At least one of these evidence pieces should be a form of direct evidence (it should be noted that evidence pieces may overlap elements and units within the qualification).</p> <p>Assessors, when deeming a student competent, must have judged evidence collected to also have met the requirement of the dimensions of competency and be certain that the student can transfer the skills and knowledge covered into new work situations.</p>	<p>Assessment / Recognition Tool Assessor Guide</p>
Assessment Decision	Documentation
<p>The assessor must:</p> <ul style="list-style-type: none"> <li>• Oversee the evidence gathering process to ensure its validity, reliability, fairness and flexibility;</li> <li>• Collect appropriate evidence and assess this against assessment requirements;</li> <li>• Assessment tasks are marked as Satisfactory (S) or Not Satisfactory (NS). A unit outcome of Competent (C) can only be awarded where all required assessment tasks have been satisfactorily completed;</li> <li>• Incorporate allowable adjustments to the assessment procedure without compromising the integrity of the competencies (if required);</li> <li>• Evaluate the evidence in terms of validity, consistency, currency, authenticity and sufficiency;</li> <li>• Record details of evidence collected and of outcome of each assessment task (Satisfactory or Not Satisfactory);</li> <li>• On the conclusion of the evidence collection process for the Unit of Competency, make a judgement about competency based on the evidence and record the unit outcome;</li> <li>• Students have the right to appeal assessment decisions in accordance with the <i>Complaints and Appeals Handling Policy</i>.</li> </ul>	<p>Assessment / Recognition Tool Assessor Guide</p>
Student Feedback	Documentation

<p>The assessor must provide advice to the student about the outcomes of the assessment process. This includes providing the student with:</p> <ul style="list-style-type: none"> <li>• Clear and constructive feedback on the assessment decision,</li> <li>• 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, and</li> <li>• An opportunity for reassessment if appropriate or requested by the student.</li> </ul>	<p>Assessment / Recognition Tool  Assessor Guide</p>
<p><b>Completing Assessment Records</b></p>	<p><b>Documentation</b></p>
<p>As assessment evidence is collected and reviewed, the assessment process is documented on an Assessment Tool. Each Assessment Tool is designed for a specific target group and assessment conditions &amp; context. The resource highlights assessment activities, resources required, any pre or co-requisites and evidence requirements including decision making rules for the assessment. All parties to the assessment must complete the assessment declaration and signature. The assessor must:</p> <ul style="list-style-type: none"> <li>• Record the assessment outcome on the required assessment documents,</li> <li>• Provide signed and dated assessment outcomes, and the original assessment to records for processing, and</li> <li>• Maintain the confidentiality of the assessment outcome.</li> </ul> <p>All nationally recognised course programs require assessment evidence to be retained on the student’s file for each Unit of Competency. Electronic signatures, declarations, and assessment submissions are accepted where systems and processes support authentication and secure record retention.</p>	<p>Assessment / Recognition Tool  Assessor Guide</p>
<p><b>Recognition of Prior Learning Results</b></p>	<p><b>Documentation</b></p>
<p>Assessors, when processing RPL Granted results, are required to:</p> <ul style="list-style-type: none"> <li>• Complete the same assessment process and records as required above RPL assessments have the same evidence or recording obligations, and</li> <li>• Note the result as ‘RPL Granted’ on the assessment record.</li> </ul>	<p>Assessment / Recognition Tool</p>

## Result Codes

The following Unit of Competency result codes and definitions are the common codes used by IRLearning’s personnel as relevant to record results in documentation for data entry into the SMS, aXcelerate.

Code	Description
C = Competency achieved	The student has been assessed and satisfies all the requirements for the unit of competency or module.

RPL-G = Recognition of Prior Learning Granted	The student has been assessed, and recognition of prior learning has been granted.
CT = Credit Transfer	Credit transfer means the process of recognising and awarding credit for prior successful completion of an equivalent unit of competency or module. Credit transfer is essentially an administrative process. The student has been given credit for the unit as the student has completed the exact same unit code previously and presented a certified testamur for credit, or the unit has been deemed 'equivalent' in a training package mapping advisory document.
RPL-NG = Recognition of Prior Learning Not Granted	The student has been assessed, and recognition of prior learning has not been granted.
WD = Withdrawn / discontinued	Withdrawn is reported for students under two possible scenarios. The first scenario is that the student has engaged in some learning activity and has then notified of their withdrawal before completing all the assessment criteria. The second situation is where the student has engaged in some learning activity and then stopped attending or submitting assessments (i.e. discontinues) without notifying IRLearning. In this situation, a student does not attend the final assessment and has not contacted IRLearning to formally withdraw or arrange a continuing status. The withdrawn code applies in this situation, even if the student has completed some assessments and been assessed as Not Competent for one or more assessments.
NC = Competency not achieved	The student has attempted <b>all</b> the requirements for the assessment and has been assessed as Not Satisfactory, or as not satisfying one or more of the requirements for the unit of competency or module. For example, this code would apply if a student attempted ten of ten required assessments and was assessed as not satisfactory in one or more of the assessments. However, if a student had only attempted nine of the ten assessments, this code would not be used as the student must attempt all of the assessments to receive a 'Competency not achieved' code.
Continuing	This code is used when the student has engaged in learning activity but has not completed all the training and assessment criteria.
Not Yet Started	This is a preliminary code that is used when the student has enrolled in a unit or module but has not yet commenced activity.

## Reassessment Opportunities

Students assessed as Not Satisfactory, or requiring further evidence will be provided with clear feedback and up to three (3) assessment attempts for each assessment task or unit requirement, where appropriate.

Additional training, guidance, academic support, or assessment clarification may be provided prior to reassessment to support student progression and competency achievement.

Where a student is unable to achieve competency after three (3) attempts, IRLearning may recommend additional training, re-enrolment, or other appropriate intervention strategies.

The reassessment process is designed to support competency development and does not preclude additional support or discretionary assessment opportunities in exceptional circumstances.

## Assessment Records

Retention of student evidence on file through delivery services is a key requirement of IRLearning operations. All personnel must keep evidence on file for various purposes throughout the course program, and on completion and archiving of the student records.

IRLearning securely retains completed student assessment items for at least two (2) years following the student's completion of the training product, and typically for longer periods as per stakeholder requirements.

Smart and Skilled/Skills Assure subsidised student records are retained for three (3) years from the student's completion.

Assessment evidence is securely stored, protected from unauthorised access, and backed up in accordance with the Records Management Policy.

## Monitoring and Evaluation

IRLearning monitors and evaluates assessment processes to ensure performance is effective and outcomes are met.

A process of performance monitoring, evaluation, and reporting has been established and implemented.

IRLearning continually improves the effectiveness and efficiency of processes. Process performance and outcomes are regularly audited to identify and remove causes of existing and potential problems, as well as to uncover any opportunities for improvement.

Continuous improvement activities may include analysis of validation outcomes, complaints and appeals, student feedback, trainer feedback, industry engagement outcomes, assessment outcome data, and audit findings.

## Responsibilities\*

The following roles are responsible for ensuring compliance with this policy and procedure:

Staff	Responsibility
CEO	Overall accountability for assessment system integrity. Approves assessment policy, validation outcomes with critical risk, and discretionary decisions (e.g., exceptional RPL, assessment appeals escalation, or systemic non-compliance actions).
Quality & Compliance Lead	Maintains assessment system compliance with Standards for RTOs 2025. Oversees validation schedule, audit readiness, continuous improvement register, and monitoring of assessment quality trends. Ensures assessment tools remain fit-for-purpose and mapped to training products. Oversees implementation of assessment strategy, ensures trainers follow assessment procedures, monitors assessment completion expectations (including "1 unit per month engagement expectation"), and escalates non-compliance or disengagement.
Trainers and Assessors	Conduct assessments in accordance with principles of assessment and rules of evidence. Provide clear instructions, assess student evidence, conduct competency conversations, RPL assessment (portfolio + interview + assessment-only pathway), apply 3-attempt rule consistently, and provide timely

	feedback. Support learners through clarification and additional guidance where needed.
Student Administration	Manage assessment records in SMS (aXcelerate), ensure assessment submissions are logged, track assessment attempts (including 3-attempt limit), issue outcome records, maintain audit trails, and support certification release processes.
Students	Complete assessments independently unless group assessment is explicitly required. Submit original work, comply with academic integrity requirements, meet expected engagement (approx. 1 unit per month), communicate with trainer when support is required, and adhere to assessment submission requirements (including video/practical evidence).
Third-Party Workplace Supervisors (if applicable)	Provide authentic workplace verification of performance where required. Complete Third-Party Reports honestly, confirm authenticity of observed performance, and declare conflicts of interest where applicable.
Validation Panel / Industry Representatives	Participate in validation of assessment tools and judgements. Review sampling evidence, confirm industry relevance, and recommend improvements to ensure assessments reflect current workplace requirements.

**\*Note:** All personnel involved in assessment processes must hold and maintain relevant vocational competency and current industry skills in accordance with IRLearning requirements.

## Complaints and Appeals

Any grievance, complaint or appeal in relation to the implementation of this policy will be managed in accordance with the *Complaints and Appeals Handling Policy*.

IRLearning maintains records of all complaints and appeals, including their outcomes and any rectifications on the Complaints and Appeals Register, which is securely stored according to the *Privacy Policy*.

## Related Policies and Forms

- Academic Integrity and Conduct Policy
- Access & Equity Policy
- Assessment Validation Policy
- Recognition of Prior Learning and Credit Transfer Policy
- Training and Assessment Strategy Policy
- Complaints and Appeals Handling Policy
- Training Package Transition Policy
- Competency Mapping (included in each Assessor Marking Guide)
- Validation and Moderation Tool
- Trainer and Assessor Profile
- Verification Consent Form
- Student Handbook and Course Guides/Brochures

## Relevant Legislation and Guidelines

- Standards for NVR Registered Training Organisations 2025
- ASQA Practice Guides
- Disability Standards for Education 2005
- Australian Core Skills Framework

## Additional References

- Smart and Skilled Contract Terms and Conditions
- Smart and Skilled Operating Guidelines
- Skills Assure Supplier Policy

## Review

This policy and procedure will be reviewed annually or amended following continuous improvement strategies implemented by the IRLearning.

## Version Control and Responsible Officers

<b>Responsible Officer:</b>		Quality and Compliance Lead
<b>Approved by:</b>		Chief Executive Officer
<b>Next review scheduled:</b>		March 2027
<b>Approved and commenced:</b>		March 2026
<b>Version</b>	<b>Authored/Reviewed by</b>	<b>Brief Description of Changes</b>
V2.0	Quality and Compliance	New policy developed and implemented. (May 2023)
V3.0	Quality and Compliance	Full review and update to align with the Standards for RTOs 2025, including updated assessment practices, validation processes, and compliance requirements (June 2025).
V3.1	Quality and Compliance Lead	Comprehensive update to strengthen assessment system compliance. Included: clarified online/remote assessment integrity and identity verification processes; introduction of structured reassessment limits (maximum three attempts per assessment task/unit); expanded Recognition of Prior Learning (RPL) framework including portfolio, competency conversation, and assessment-only pathway options with gap training; enhanced student progression and engagement expectations (including one-unit-per-month progression guidance and trainer contact requirements); and improved alignment with evidence collection, assessment decision-making, and continuous improvement processes (March 2026).

## Appendix 1

### Procedure Summary Table\*

Stage	Procedure	Responsibility	Records / Evidence
1. Assessment Planning & Readiness	The student is provided access to unit requirements, assessment instructions, and performance expectations via the LMS. The student is informed of the “one unit per month” progression expectation and reassessment conditions (up to 3 attempts per task/unit).	Trainer / Assessor	LMS access logs, Student handbook acknowledgement
2. Student Confirmation of Readiness	The student confirms readiness to commence assessment tasks and acknowledges assessment conditions, academic integrity requirements, and submission expectations.	Student	Assessment declaration (digital)
3. Assessment Submission (Online/Remote)	Student completes and submits assessment tasks via LMS, including written tasks, projects, and video-based practical demonstrations	Student	Submitted assessment evidence (LMS upload)
4. Identity & Authenticity Verification	Trainer/Assessor verifies student identity and authenticity of submitted evidence (including video submissions, written work, and supporting documentation).	Trainer/Assessor	Verification checklist, LMS upload, video review notes
5. Evidence Review Against Criteria	Assessor evaluates submitted evidence against unit requirements, performance criteria, knowledge evidence, and assessment conditions.	Trainer/Assessor	Completed marking guide / assessment tool
6. Application of Principles & Rules	Assessor ensures assessment decision meets principles of fairness, flexibility, validity, reliability, and rules of evidence (validity, sufficiency, authenticity, currency).	Trainer/Assessor	Assessor judgement record
7. Assessment Decision	Competent / RPL Granted / Credit Transfer / Withdrawn / Continuing.	Trainer/Assessor	Assessment outcome record in SMS
8. Feedback to Student	Student receives clear, constructive feedback outlining strengths, gaps, and required improvements. Where applicable, guidance is provided for resubmission.	Trainer/Assessor	Feedback report in LMS
9. Reassessment (if required)	If Not Satisfactory, the student is given up to three (3) attempts per assessment task/unit. Additional support or clarification may be provided before each attempt.	Trainer/Assessor	Reassessment records, updated submissions

10. Intervention & Support (if required)	Where a student is not progressing (including failure to meet engagement expectations or assessment attempts), the trainer initiates support strategies, including additional training, coaching, or escalation.	Trainer/Assessor	Intervention notes, support records
11. RPL Assessment Pathway (if applicable)	For RPL applicants, evidence is collected via portfolio submission, competency conversation/interview, third-party verification, and/or challenge testing. Gap training is provided where required.	Trainer/Assessor	RPL assessment kit, interview notes, evidence portfolio
12. Final Competency Decision	Final competency outcome is confirmed once all evidence requirements are met and validated.	Trainer/Assessor	Final assessment record
13. Recording of Results	Results are recorded in the Student Management System (SMS) and coded appropriately (C, NC, RPL-G, CT, WD, etc.).	Administration / Assessor	SMS entry
14. Certification Eligibility Check	Certification is only issued once all required units are deemed Competent and all financial obligations are met.	Administration	Completion checklist
15. Issuance of Results & Certification	Statement of Attainment or Qualification is issued in accordance with completion rules and regulatory requirements.	Administration	Issued certificate record
16. Records Retention & Storage	All assessment evidence is securely stored for the required retention period (minimum 2 years post-completion, longer where required).	Administration	LMS/SMS storage, archive records
17. Continuous Improvement & Validation	Assessment outcomes, feedback, and performance data are reviewed during validation activities. Improvements are documented and implemented.	Quality and Compliance	Continuous Improvement Register

**\*Note:** This assessment procedure is implemented in accordance with the requirements of the Standards for RTOs 2025 and is designed to ensure assessment is fair, valid, reliable, and consistent across all delivery modes, including online and remote delivery.

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