POLICY: 4.3
ASSESSMENT

1.0 INTRODUCTION

1.1 Context

The Australian Institute of Management Education and Training (AIM) as a nationally registered training organisation (RTO 0049)) has an obligation under the Standards for Registered Training Organisations (RTOs) 2015 (Standards for RTOs) Clauses 1.8, 1.9, 1.10 and 1.11 to undertake a quality review of its assessment system.

1.2 Purpose

This policy outlines the principles and responsibilities by which AIM ensures the quality and review of its assessment system: its assessment tools (including recognition of prior learning), processes, practices and judgements. This policy should be read in conjunction with the Assessment Procedure.

1.3 Scope

This policy applies to all AIM staff involved in processes related to assessment.

1.4 Scope Exceptions

The policy only applies to nationally recognised qualifications and accredited courses.

2.0 RESPONSIBILITIES

1. All those referred to under the Scope of this policy are responsible for complying with its terms and its procedure.

2. Specific responsibilities are provided in the AIM Assessment Procedure.

3.0 POLICY

3.1 Principles

1. AIM's assessment system, its assessment tools (including recognition of prior learning), practices and judgments comply with the Standards for RTOs and with other Commonwealth, state and territory legislation and regulatory requirements relevant to its operations and assessment system.

2. Assessment at AIM is conducted in accordance with the Australian Vocational Education and Training (VET) Framework and meets national standards as articulated in relevant training packages and accredited courses, including industry consultation.

3. AIM ensures it provides quality assessment through review and continuous improvement of its assessors, assessment practices and tools through its approach to RTO Self Assurance that also includes professional development of its trainers and assessors and its lifecycle approach to Training Products.

4. AIM follows the Principles of Assessment and Rules of Evidence to ensure consistency of assessment tools and assessor judgements to provide quality student outcomes.

5. AIM implements and updates its Assessment Validation plan every five years to ensure the quality of its assessment tools and practices moderation to assure assessor judgments.

6. AIM's approach to the granting of competency through Recognition of Prior Learning (RPL) will not unfairly advantage or disadvantage any prospective or current student. Students are not required to repeat learning activities, regardless of how or where the learning was acquired, providing that the learning is current and relevant to the unit/s of competency applicable. These learning experiences include the student's relevant formal, informal and non-formal learning.

7. Assessment methods provide a range of ways for students to demonstrate that they have met the required outcomes and can be granted RPL. Evidence may include but is not limited to: documentary evidence (third party reports, work samples, reports), questioning (oral or written), observation of performance or participation in structured assessment activities or simulations.

8. Assessments based on real work tasks/job functions and industry requirements may be clustered where Units of Competency have the same elements, skills and performance requirements that can be identified and addressed together.

9. AIM strives to provide a positive student experience to its students, and seeks to ensure that students are fully prepared for assessment through:

   - ensuring that assessment items are clear and unambiguous
   - monitoring student participation in assessment
   - requiring that students acknowledge that their submission is their own work or that activities are being undertaken under supervision.

10. AIM provides students with the opportunity to appeal an assessment decision through its Complaints and Appeals Policy and Procedure.

4.0 DEFINITIONS

- **Assessment** is the process of collecting evidence and making judgements on whether competency has been achieved, to confirm that a student can perform to the standard required in the workplace, as specified in a training package or VET accredited course.

- **Assessment appeal** refers to when a student disagrees with an assessment outcome and commences an appeal process. (Refer to the Complaints and Appeals Policy)

- **Assessment system** refers to the coordinated set of policies and procedures that inform assessment development and review, validation of assessment tools and assessor

judgements, and improvements made to assessments and assessor practice to ensure assessments are consistent and based on the Principles of Assessment and Rules of Evidence.

- **Assessment tool** refers to the instrument used to collect evidence and make judgements for an entire unit of competency or a cluster of units. An assessment tool includes the following components: context and conditions of assessment, tasks to be administered to the student, an outline of the evidence to be gathered from the student; and evidence criteria used to judge the quality of performance (i.e. the assessment decision-making rules). This term also takes in the administration, recording and reporting requirements.

- **Assessment validation** is the quality review of the assessment tools, processes, practices and judgements.

- **Additional information request** - The Assessor requests additional evidence from the student to be able to make an assessment judgement.

- **ASQA** - the Australian Skills Quality Authority, the national vocational education and training regulator.

- **Clustering** - The process of grouping competencies into combinations which have meaning and purpose related to work functions and needs in an industry or enterprise.

- **Competent** – RPL and Competency is granted based on the evidence provided (this may also include a competency conversation between the Assessor and student).

- **Currency -** A student's ability to demonstrate current industry skills, knowledge and understanding, so generally (depending on the industry and rate of change in practices) the evidence provided should be from either the present or the recent past (i.e. within the last 5 years).

- **Independent assessment validation** means validation carried out by a validator who is not employed or subcontracted by AIM to provide training and assessment.

- **Industry refers** to the bodies that have a stake in the services provided by AIM. These can include employers, group training and industry organisations, industry regulators; industry skills councils or committees, industry training advisory bodies, training advisory councils, occupational licensing bodies and unions.

- **Moderation** is the process of ensuring assessment judgements are aligned with the Rules of Evidence in the RTO Standards 2015. This process ensures the same standards are applied to all assessment results within the same unit of competency across all learner cohorts.

- **Not yet competent** – the Assessor has conducted assessment based on the evidence provided; however, the requirements of the unit/s of competency have not been met and the student cannot be deemed competent.

- **Re-assessment** refers to the opportunity provided to candidates for a second assessment attempt after a 'Not Yet Competent' result was received from the first assessment attempt or where the student has failed to submit an assessment task within the specified time-frames.

- **Principles of Assessment** are the principles contained in Clause 1.8 of the Standards for Registered Training Organisations (RTOs) 2015, which includes fairness, flexibility, validity, and reliability

- **Recognition of Prior Learning (RPL)** is the process by which prior learning (formal, informal) is identified and assessed for relevance and value against the requirements of

a VET course to determine the competencies that may be granted towards that training product

- **Rules of Evidence** are the rules contained in Clause 1.8 of the [Standards for Registered Training Organisations (RTOs) 2015](#), which include validity, sufficiency, authenticity and currency

5.0 REFERENCES AND ASSOCIATED INFORMATION

- Assessment Procedure
- Complaints and Appeals Policy and Procedure
- [Australian Qualifications Framework](#) (AQF) refers to the national policy for regulated qualifications in the Australian education and training system
- [Australian Skills Quality Authority](#) (ASQA) is the national regulator for VET in Australia. ASQA regulates courses and training provider
- [Standards for Registered Training Organisations (RTOs) 2015](#)
- Training Product Lifecyle Policy and Procedure

6.0 POLICY OWNERSHIP

Policy Owner	Executive Director AIM
Status	Reviewed on July 2022
Approval Authority	Chief Executive Officer
Date of Approval	13 September 2022
Effective Date	26 September 2022
Implementation Owner	Head of VET Product
Maintenance Owner	VET Compliance and Operations Manager
Review Due	11 August 2025
Content Enquiries	Head of VET Product Leon D'Souza leon.dsouza@aim.com.au

7.0 AMENDMENTS

Version	Amendment Approval (Date)	Amendment Made By (Position)	Amendment Details
4.3	13 September 2022	VET Compliance and Operations Manager	Policy and procedure updated in accordance with revised Scentia governance approach