1. Purpose

AAMC Training Group is committed to providing quality training and assessment in accordance with the 2025 Standards for Registered Training Organisations (2025 SRTOs). As such, AAMC Training Group is required to implement an assessment system that ensures assessments (including recognition of prior learning) comply with the assessment requirements of national Training Packages and VET Accredited courses within its scope of registration.

This policy ensures AAMC Training Group assessment practices comply with the SRTOs, provides AAMC Training Group assessors with clear information on assessment processes and evidence requirements, and ensures that assessments are conducted in accordance with the principles of assessment and rules of evidence.

This policy also establishes processes for ongoing self-assurance, validation, and internal review of assessment practices and tools, ensuring that all assessments remain current, valid, and aligned with the requirements of the 2025 Standards for RTOs and associated ASQA Practice Guides.

2. Policy Statement

AAMC Training Group offers assessment opportunities to all enrolled VET students. AAMC Training Group is committed to ensuring that all assessment is conducted in a fair and equitable manner, meeting the requirements of the relevant Training Package, industry expectations and standards.

AAMC Training Group applies flexible assessment options, which recognise the diversity of individual VET student needs and circumstances, facilitating wherever possible the realisation of their learning and vocational goals.

AAMC Training Group ensures that:

- all assessment options and processes implemented are in compliance with competency-based assessment and Training Package requirements;

- all assessments ensure the integrity of the VET system;

- assessment complies with the Principles of Assessment (POA) as prescribed in the Standard for RTOs;

- evidence submitted for assessment is assessed in accordance with the Rules of Evidence (ROE) as prescribed in the Standard for RTOs; and

- all assessments are conducted by individuals who meet the necessary requirements as noted in the Standards for RTOs.

Where any person conducts assessment activities while *working under direction*, AAMC Training Group ensures that supervision, oversight, and final decision-making occur in accordance with the Credential Policy and Standards 3.2 and 3.3 of the 2025 Standards for RTOs.

3. Definitions

The following words and expressions have the following specific meaning, as in the 2025 Standards for Registered Training Organisations (RTOs).

Assessment 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.

Assessment system 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 judgments of VET student competency and meets the requirements of the instrument.

Assessment tools mean the instrument, instructions and methods used to gather and interpret assessment evidence for the purposes of determining VET student competency, including:

(a) The context and conditions of assessment;

(b) The tasks to be administered to the VET student;

(c) An outline of the assessment evidence to be gathered from the VET student;

(d) The criteria used to judge VET student competency; and

(e) The administration, recording and reporting requirements for assessments and assessment evidence.

Competency means the consistent application of knowledge and skill to the standard of performance required in the workplace. It embodies the ability to transfer and apply skills and knowledge to new situations and environments.

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.

a) formal learning refers to learning that takes place through a structured program of instruction and is linked to the attainment of an AQF qualification or statement of attainment (for example, a certificate, diploma or university degree);

b) non-formal learning refers to learning that takes place through a structured program of instruction, but does not lead to the attainment of an AQF qualification or statement of attainment (for example, in-house professional development programs conducted by a business); and

c) informal learning refers to learning that results through experience of work-related, social, family, hobby or leisure activities (for example the acquisition of interpersonal skills developed through several years as a sales representative).

Validation: A quality review process that involves checking that the assessment tools, processes, and outcomes are valid, reliable, sufficient, current and authentic. Validation includes sampling student work and the judgments made by assessors to ensure consistency.

Moderation: A process (separate from validation) used to bring assessment judgments into alignment and consistency across assessors prior to finalisation of results.

Working under direction: Refers to individuals who are assisting in the assessment process under supervision from a qualified assessor as permitted under the Credential Policy.

Credential Policy: Refers to AAMC Training Group's internal policy outlining qualification and competency requirements for trainers, assessors, and persons working under direction.

4. Policy Principles

4.1 Underpinning Principles

a) Competency-based assessment is a system of collecting evidence about a person's performance to a pre-set competency standard with emphasis placed on what a person can do (the outcome) rather than comparing a person's achievement to others. There is no concept of pass or fail, only S – Satisfactory; awarded to a student who has demonstrated that they are competent to the specified standard against each of the elements being assessed, NYS – Not Yet Satisfactory; Awarded to a student who has failed to demonstrate that they are competent to the specified standard against each of the elements being assessed. The training is focused and allows for greater participation of the VET student in the assessment process.

b) Assessments will be contextualised to the specific industry, workplace, and cohort as required by the Training Package and delivery mode. All assessment tools will clearly identify the conditions of assessment and allow for flexibility without compromising the integrity of outcomes.

The Assessment Model
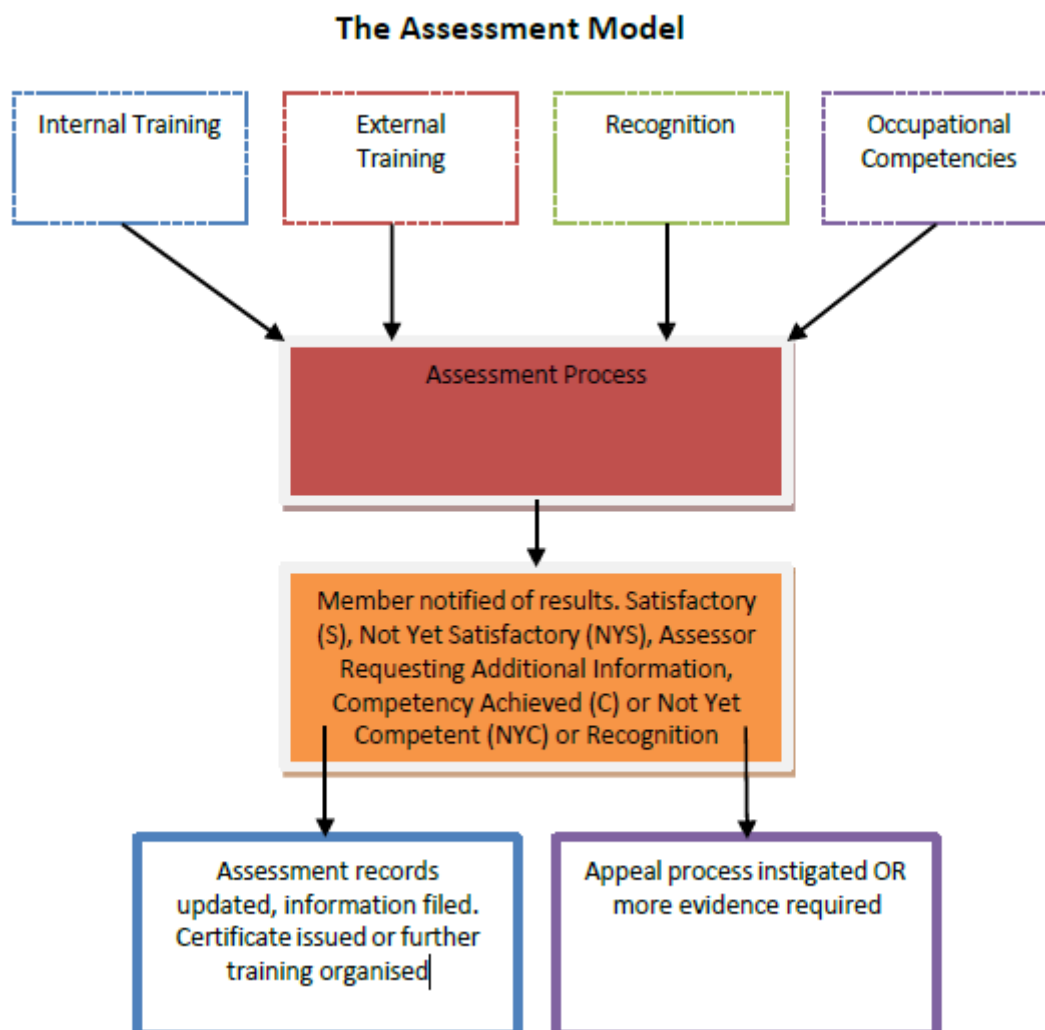
c) Assessment modes may include:

– As part of training
– Off-the-job (Simulation)
– Completion and submission of assignments / work projects
– Recognition of Prior learning (RPL)

d) Evidence gathering methods commonly used by AAMC Training Group may include, but are not limited to:

– Projects
– Written Assignments
– Workplace assignments
– Workplace performance
– Documentation
– Demonstration
– Questioning
– Role play Simulation
– Oral presentations
– Written tests
– Portfolio
– Third party reports.

e) Assessment is carried out in accordance with the requirements of the relevant Training Package, on a consistent and timely basis to ensure that learning has taken place and that VET students have acquired the knowledge and skills required to demonstrate competency. All assessments will be recorded in accordance with AAMC Training Group **Records Management Policy**, ensuring compliance with the Records and Data Retention provisions of the 2025 Standards for RTOs.

f) All assessments will be recorded in accordance with AAMC Training Group Records.

g) Feedback is provided to VET students and includes the assessment outcome and guidance for further learning and assessment (as appropriate);

h) Assessment tools must be reviewed and approved prior to use to ensure they meet the principles of assessment and rules of evidence. The review process will verify mapping against unit requirements, clarity of instructions, appropriateness for the student cohort, and that all Performance Criteria, Knowledge and Performance Evidence are addressed

5. Special Considerations

a) Clients who experience unforeseen circumstances or have special needs that affect their performance in an assessment may be eligible to apply for a special consideration and reasonable adjustment to assessment.

b) Special consideration may apply to VET students who during training or assessment experience one of the following circumstances:

• Serious illness or psychological conditions for example, hospital admission, serious injury, severe anxiety or depression (requires doctor's certificate).
• Bereavement.
• Hardship/Trauma for example, victim of crime, sudden unemployment.
• Other exceptional circumstances (to be assessed on application).

Clients wishing to apply for special consideration in the above circumstances may do so by discussing their circumstances with National Course Administrator, AAMC Training Group.

c) Approved applications for Special consideration may be subject to one of the following outcomes:
- Extension of submission date (3 months or as deemed appropriate based on students' circumstances);
  i. Deferred Assessment;
  ii. Additional assessment;
  iii. No action;
  iv. Withdrawal from course without penalty;
  v. Resubmit/reassessment; or
- Opportunity to recommence course, dependent on availability on another date.

All special consideration decisions will be documented, retained in the student file, and reported to the Managing Director for monitoring to ensure consistency and fairness across the organisation.

6. Reasonable Adjustments to Assessment

a) Clients have the right to apply for and receive adjustment to assessment activities to accommodate individual/special needs.

b) Reasonable adjustment requests are made by the trainers/assessors on behalf of VET students to the National Administrator.

c) The National Administrator is responsible for reviewing each application to ensure that reasonable adjustment does not compromise the integrity of the training package requirements.

d) Adjustments to assessment cannot compromise the integrity of assessment, elements and performance criteria of the unit of competency.

e) Adjustments to assessment will not provide an unfair advantage / disadvantage to VET students.

f) The National Administrator advises the assessor if the reasonable adjustment is approved. The assessor is then responsible for advising the VET student of approved reasonable adjustment.

g) The National Administrator advises the assessor and student directly should the reasonable adjustment not be possible, ensuring that all involved parties are aware of the reasoning behind the decision.

h) The National Administrator will maintain a Reasonable Adjustment Register documenting all requests, decisions, and justifications, to enable audit, monitoring and continuous improvement.

7. Assessment Submission

7.1 Electronic submission

a) All assessment items should be submitted online via the AAMC Training Group Learning Management System (LMS) via the student's Member Area. If a student is unable to submit their assessment via the LMS, they are required to contact the administration staff who will assist in troubleshooting. Admin staff are only permitted to upload an additional document to a submission, not submit a new assessment on behalf of the student.

b) AAMC Training Group maintains audit trails within the LMS to verify submission authenticity and ensure compliance with the Rules *of Evidence (Authenticity and Currency)*. The LMS logs, assessor feedback, and student communications form part of the retained assessment evidence.

7.2   Number of Attempts

a)   Students are permitted three (3) attempts to achieve a satisfactory result. An assessor will communicate feedback with the student via the LMS or email/phone to request any missing/additional information to meet the requirements of the assessment.

b)   Students will be given reasonable opportunities to demonstrate competence, supported by feedback and remediation, consistent with the Principles of Fairness and Flexibility.

7.3   Student Integrity

a)   Students are accountable to standards of professionalism and ethics throughout their course of study and therefore AAMC Training takes a strong position on plagiarism and other instances of academic dishonesty. All students should ensure that their assessment work is their own and that they have not obtained academic advantage for themselves or another student by dishonest or unfair means.

b)   AAMC Training Group recognises that the emergence of digital and AI-assisted tools (e.g. ChatGPT, paraphrasing tools) introduces new forms of potential academic misconduct. Students must disclose any use of such tools and ensure submitted work represents their own understanding and skill. Assessors may verify authenticity through oral questioning, version tracking, or practical demonstration where required.

Refer to the **Plagiarism Policy** for further details.

8.   Principles of Assessment

a)   Assessments are conducted in accordance with the Principles of Assessment as prescribed in the 2025 Standards for RTOs. Below is an excerpt from Standard 1.4 Performance Indicator (a):

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 assess the VET student's skills and knowledge that are relevant to the training product, regardless of how or where the VET student has acquired those skills or that knowledge.
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 assessors is conducting the assessment.

b)   AAMC Training Group ensures that assessment tools are validated and reviewed periodically to confirm continued compliance with the Principles of Assessment. All assessment updates, contextualisations and replacements are documented within the Assessment Validation Register.

9. Rules of Evidence

a) Assessments are conducted ensuring compliance with the Rules of Evidence (ROE) as prescribed in the 2025 Standards for RTOs. Below is an excerpt from Standard 1.4 Performance Indicator (b):

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 enables 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.

b) The organisation will undertake periodic internal audits of student submissions to ensure ongoing compliance with the Rules of Evidence, particularly authenticity and currency. Findings from these audits will inform continuous improvement and assessor professional development.

10. Assessor Requirements

a) All assessments are undertaken by suitable qualified Assessors who have both assessor competencies and vocational competencies at least to the level being assessed, and as prescribed in Standards 3.2 and 3.3 and Credential Policy 1A of the 2025 Standards for RTOs.

b) Where assessors are supported by individuals *working under direction*, supervision will be direct and documented. Final assessment judgments may only be made by fully credentialed assessors. Records of supervision will be retained.

11. Assessment Resources

a) Assessment resources are developed in consultation with industry.

b) Assessment tools are the resources used by assessors to identify and record the skills and knowledge VET students must demonstrate to be deemed competent in a unit/module.

c) Assessment tools are crucial for the accurate and consistent assessment of VET students against competency standards.

d) Assessment records and evidence are securely retained for a **minimum of two (2) years from certification date**, or longer where required by funding or regulatory bodies, in accordance with the Records Management Policy and 2025 Standards.

e) Assessment tools may consist of:

   i. Instructions for VET students;
   ii. Instructions for assessors;
   iii. Assessment instruments;
   iv. Pre assessment briefing;
   v. Assessment checklists; and
   vi. Assessment outcome Summary.

f) AAMC Training Group will ensure that the assessment tools and tasks:

    i. are clear to VET students and their employers (if applicable) and sufficient instructions are provided to guide assessors to make consistent decisions about the competency of the enrolled VET student;

    ii. will address the entirety of the unit of competency being assessed and that it incorporates a level of difficulty that is appropriate;

    iii. will clearly specify the standard of performance required and will cover workplace performance incorporating the dimensions of competency (including task skills, task management skills, contingency management skills, job role/environmental skills and transfer skills).

g) All assessment tools must include a **mapping matrix** aligning each task to the relevant unit of competency's elements, performance criteria, performance evidence, knowledge evidence, and assessment conditions. This mapping must be reviewed before tool release and again during validation. *Added per 2025 Standards – mapping and coverage requirement.*

h) Where assessment tools are adapted or contextualised for specific delivery modes, industry partners or learner cohorts, these changes will be documented and version controlled to ensure consistency and integrity of outcomes. *Added per 2025 Standards – contextualisation control.*

12. Assessment Validation

AAMC Training Group assessment policies, processes, resources and outcomes are validated regularly. (See **Validation Policy**)

13. Assessment Marking

a) Assessments are not graded.

b) Assessments are assessed/marked in order of submission date.

c) When marking assessments, Assessors will make comments and provide genuine feedback for the entire assessment.

d) Clients are notified of assessment outcomes within 10 business days of submission.

e) Feedback provided will reference specific task and performance requirements to support the student's ongoing learning. The 10-business-day timeframe also applies to reassessments unless otherwise approved by the National Administrator or Senior Assessor.

14. Assessment Decisions and Outcomes

a) Assessment outcomes are recorded as one of the following:

- **Satisfactory (S)**; awarded to a student who has demonstrated that they are competent to the specified standard against each of the elements being assessed.
- **Not Yet Satisfactory (NYS)**; Awarded to a student who has failed to demonstrate that they are competent to the specified standard against each of the elements being assessed.
- **Competent (C)** - Clients are deemed 'competent' when they have consistently demonstrated their skills and knowledge to the standard required in the workplace, for a full unit/module.
- **Not Yet Competent (NYC)** – Clients are deemed 'Not Yet Competent' when they are unable/have not demonstrated appropriate levels of competence in accordance with the

minimum performance standards for a full unit/module.

- **Assessor Requesting Additional Information (try again)** – Students who may need to submit additional information so the assessor can make an assessment decision are requested to supply additional information. Once the additional information is supplied the assessor will then be able to assess accordingly and supply an outcome as detailed above.

a) Clients assessed as 'Not Yet satisfactory/competent' shall receive feedback and guidance from the Assessor, before re-assessment.

b) In cases where students disagree with an assessment decision, they will be advised of their right to appeal and provided with details of the formal appeals process and timeframes (see Appeals section).

15. Assessor Code of Conduct

a) All AAMC Training Group Assessors abide by the following code of conduct.

Assessment specialists have developed an international code of ethics and practice (The National Council for Measurement in Education (NCME)). The Code of Practice below is based on the international standards.

i. The differing needs of VET students will be identified and handled with sensitivity.

ii. Conflict of interest in the assessment process will be identified with appropriate referrals made to the operations manager when identified.

iii. All forms of harassment will be managed throughout the planning, conduct, reviewing and reporting of the assessment outcomes as per the Access and Equity Policy

iv. The rights of the VET student are protected during and after the assessment.

v. Personal or interpersonal factors that are not relevant to the assessment of competency must not influence the assessment outcomes as per the Complaints and Appeals Policy

vi. The VET student is made aware of rights and processes of appeal.

vii. Evidence that is gathered during the assessment is verified for validity, reliability, authenticity, sufficiency, and currency.

viii. Assessment decisions are based on available evidence that can be accessed and verified by another assessor.

ix. Assessments are conducted within the boundaries of the assessment system policies and procedures.

x. Assessment tools, systems, and procedures are consistent with equal opportunity legislation.

xi. Prior to the assessment the VET student is informed of all assessment reporting processes, and all known potential consequences of decisions arising from the assessment.

xii. Confidentiality is maintained regarding assessment results and are only released with the written permission of the VET student.

xiii. The assessment results are used consistently with the purpose explained to the VET student.

xiv. Self-assessments are periodically conducted to ensure current competencies against the Training and Assessment Competency Standards.

xv. Professional development opportunities are identified and sought by assessors.]

xvi. Opportunities for networking amongst assessors are created and maintained with

technical assistance in planning, conducting, and reviewing assessment procedures and outcomes.

xvii. Assessors will also maintain independence during validation processes and disclose any conflict of interest prior to participating.

xviii. Assessors are expected to participate in periodic professional development related to assessment design, validation, and the use of digital assessment technologies. Records of PD must be retained for compliance.

16. Recognition of Prior Learning

a) All VET students are offered access to Recognition of Prior Learning (RPL), Recognition of Current Competency upon application of enrolment. (See Recognition Policy)

b) RPL assessments will be subject to the same principles of assessment and rules of evidence as other assessments. Evidence provided through RPL must be current, authentic, valid, and sufficient. Each RPL application will be reviewed and validated by a qualified assessor prior to final decision.

17. Plagiarism, Cheating and Collusion in Assessment

a) Plagiarism, cheating and collusion in assessment are expressly prohibited.

b) VET students cannot submit any piece of work for assessment that is not entirely their own work.

c) VET students cannot assist other AAMC Training Group VET students with assessed work.

d) VET students cannot accept assistance from other AAMC Training Group VET students with assessed work.

e) VET students cannot submit the same piece of work for assessment as another learner/VET student of AAMC Training Group.

f) All cases of plagiarism, cheating and collusion are treated as a serious matter and will be reviewed and treated on a case-by-case basis.

g) Depending on severity and circumstances, penalties of plagiarism, cheating and collusion may include one or more of the following (i.e. sanctions may not be discreet):

   i. Completion and resubmission of a new assessment task; and/or

   ii. All parties receiving a "Not Yet Satisfactory" result for the assessment task; and/or

   iii. Verbal or written warning; and/or

   iv. Suspension or expulsion from the course.

h) VET student records will be noted with all investigated and proven incidents.

i) All incidents will be reviewed by the Senior Assessor, AAMC Training Group.

j) Where suspected academic misconduct involves AI-generated or externally produced content, assessors may require the student to complete a supplementary oral assessment or written verification activity to confirm authenticity.

18. AAMC Training Group Responsibilities

18.1 Managing Director

The Managing Director of AAMC Training Group is responsible for ensuring assessments comply with the requirements of National Training packages, the current AQF Handbook and the Standards for Registered Training Organisations and that they are within the current scope of registration.

The Managing Director of AAMC Training Group must ensure the assessment process is open, structured, consistent and comprehensive incorporating feedback to the VET student on the outcomes of the assessment process, as well as information regarding the appeals procedure and guidance on other options.

The Managing Director of AAMC Training Group is responsible for ensuring the assessment strategies are designed with the flexibility to meet the needs and circumstances of a wide range of VET students, including those who may be socially, linguistically, educationally, or otherwise disadvantaged.

The Managing Director will ensure:

a) All appointed and authorised Assessors possess and maintain relevant qualifications and vocational competency in accordance with those required in Standards of RTOs.

b) Clients are provided information on the assessment process prior to assessments being conducted.

c) Assessors incorporate the principles of assessment including validity, reliability, flexibility and fairness when conducting assessments.

d) Assessors apply the rules of evidence including validity, sufficiency, currency and authenticity when conducting assessments.

e) Assessment processes provide for Recognition of Prior Learning (RPL).

f) An effective feedback mechanism is established and implemented to inform VET students and VET students on their assessment progress and results.

g) An effective recording and reporting process of the unit of competency/module including access to information by VET students to their records.

h) Clients have access to an open, equitable and transparent appeals process.

i) Awards of qualifications are in accordance with RTO Scope of Registration as listed on TGA (www.training.gov.au).

j) Ongoing internal monitoring and validation of the assessment system for quality control checks.

k) Management and staff participation in an independent (external auditing) quality control process conducted by the VET regulator.

l) The Managing Director ensures that AAMC Training Group's assessment system includes ongoing **self-assurance activities**, such as internal audits, peer review of assessor judgments, and analysis of validation outcomes. Results are recorded in the Continuous Improvement Register and used to inform policy updates and assessor PD.

m) The Managing Director will also ensure transition arrangements are implemented for students enrolled in superseded qualifications, ensuring completion or transfer to new training products within the regulatory transition period.

n) Where assessment is conducted under a **third-party arrangement**, AAMC Training Group maintains full responsibility for assessment quality and outcomes. Third-party assessors will be monitored, validated, and included in the validation and PD schedule.

18.2 Assessors

Assessors conducting assessment on behalf of AAMC Training Group will:

a) Ensure they assess and judge a VET student's skills and knowledge of competence against set standards, principles of assessment and rules of evidence.

b) Ensure that safety of the personnel involved in the assessment is maintained at all times.

c) Ensure that assessment focuses on the application of knowledge and skills to the standard of performance required in the workplace and covers all aspects of workplace performance.

d) Ensure the assessment process is open, structured, consistent, and comprehensive, incorporating feedback to the VET student on the outcomes of the assessment process, as well as information regarding the appeals procedure and guidance on other options.

e) Interpret and understand the performance criteria and evidence requirements.

f) Select appropriate assessment methods and materials.

g) Make fair and objective judgements.

h) Abide by the Assessor Code of Conduct.

i) Provide all relevant paperwork to administration for processing in a timely manner.

19. Appeals

Clients have the right to appeal an assessment decision. (See **Appeals Policy**)

20. Access and Equity

Clients have fair and equal rights to assessment. (See **Access and Equity Policy**)

21. Records Management

a) All completed assessment items and related evidence will be securely stored for **a minimum of two (2) years from certification date**, or longer if required by contractual, funding, or state-based regulations. Assessment decisions, validation records, appeals, and feedback must be accessible for audit by ASQA or other authorities.

b) All competencies achieved, and qualifications and statements of attainment issued will be recorded and kept for a minimum period of 30 years.

c) All documentation from Assessment processes are maintained in accordance with the Records Management Policy. (See **Records Management Policy**)

22. Monitoring and Improvement

AAMC Training Group maintains a **Continuous Improvement Register** to document findings from validation, audits, appeals, complaints, and student/assessor feedback. Data is analysed quarterly to identify systemic issues, with corrective actions implemented and tracked.

Internal **assessment audits** are conducted at least annually to confirm consistency of judgments, quality of assessor feedback, and compliance with assessment system requirements.

All Assessment practices are monitored by the Managing Director AAMC Training Group and areas for improvement identified and acted upon. (See **Continuous Improvement Policy**)

VERSION CONTROL

Version Control Table			
Date	**Summary of Modifications**	**Modified by**	**Version**
1st July 2025	Version 1 produced in compliance with the 2025 Standards for RTOs		1.0