



Assessment Policy and Procedure

Version Control History

Date	Version	Changes made	Author
Oct 2021	V1.0	This policy is a consolidated policies that replaces previous policies such as: 1) Acceptable evidence for assessment guidelines 2) Assessment and examination policy 3) Record of Training and Assessment Policy	Compliance Dept.
Oct 2022	V1.1	Included assessment evidence retention requirements in accordance with Queensland SAS and South Australia DIS	Compliance Dept.
Oct 2023	V2.0	Amended 'Number of Assessment Re-Attempts' section	K Adhikari
Jul 2025	V3.0	Updated to align with Standards for RTOs 2025: revised assessment retention (2 years/30 years + state funding rules), expanded validation requirements, and added appeals timeframe	K Adhikari

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1. Purpose

To outline Axis Institute's assessment framework and the general principles that guide the Institute's assessment practices for its Vocational Education and Training (VET) courses. Axis Institute is committed to providing quality training and assessment in accordance with the Standards for Registered Training Organisations and Training Package requirements. Additionally, Axis Institute is required to implement an assessment system that ensures assessments including Recognition of Prior Learning (RPL), comply with Training Package requirements and the specific requirements of relevant industry peak bodies such as Nursing and Midwifery Board of Australia (NMBA)/ Australian Nursing and Midwifery Accreditation Council (ANMAC) and state-based funding contracts/agreements.

2. Scope

This policy is applicable to the following:

- All training products on Axis Institute's current scope of registration
- Axis Institute campuses
- Trainers/Assessors
- Internal staff and external contractors responsible for development/design of assessment resources and systems
- All Student Services staff
- All Axis Institute Students enrolled in VET courses

3. Responsibility

The responsibility for the development, implementation, review and update of this policy and procedure rests with the RTO/Campus Manager. They may delegate specific areas of responsibility for the implementation of this policy to relevant staff including but not limited to:

- Trainers/Assessors
- Internal Assessment Resource Development Staff
- External Assessment Resource Development Staff
- Student Admin Staff
- Data Reporting Staff

4. Compliance Mapping

Reference	Requirement
Standards for RTOs 2025 – Outcome Standards 1.3 to 1.7	These Outcome Standards outline how the RTO must ensure assessment is conducted effectively, including principles of assessment, rules of evidence, validation, reasonable adjustment, RPL, and credit transfer.
Standards for RTOs 2025 – Compliance Standards 9 to 12	These Compliance Standards set requirements for certification issuance, record retention (30 years for certification, 2 years for assessment evidence), student identifier obligations, and correct use of the NRT logo.
National Code of Practice for Providers of Education and Training to Overseas Students 2018 (Clause 8.18-8.22)	These clauses outline the requirements for training/assessment by online and distance learning/assessment.
Credential Policy (effective 1 July 2025)	Specifies required trainer and assessor credentials (e.g., TAE40122, assessor skill sets, or higher qualifications) and conditions for those actively working towards credentials or delivering under supervision.

5. Definitions

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

Assessment system is a coordinated set of documented policies and procedures (including assessment materials and tools) that ensure assessments are consistent and are based on the Outcome Standard 1.4 (Principles of Assessment and Rules of Evidence, Standards for RTOs 2025).

Assessors are persons who assess a learner's competence in accordance with Credential Policy 2025 (Trainer and Assessor Requirements).

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.

Industry Peak Bodies means the bodies that have a stake in the services provided by RTOs. These can include, but are not limited to:

- enterprise/industry clients, e.g. employers;
- group training organisations;
- industry organisations;
- industry regulators;
- industry skills councils or similar bodies;
- industry training advisory bodies; and
- unions.

Recognition of Prior Learning (RPL) means an assessment process that assesses the competency/s of an individual that may have been acquired through formal, non-formal and informal learning to determine the extent to which that individual meets the requirements specified in the training package or VET accredited courses.

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).

Training Package means the components of a training package endorsed by the Industry and Skills Council or its delegate in accordance with the Standards for Training Packages. The endorsed components of a Training Package are: units of competency; assessment requirements (associated with each unit of competency); qualifications; and credit arrangements. The endorsed components form part of the requirements that an RTO must meet under these Standards. A training package also consists of a non-endorsed, quality assured companion volume/s which contains industry advice to RTOs on different aspects of implementation.

6. Policy Requirements:

Axis Institute is committed to ensuring assessment practices that meet the following requirements:

- **Competency Based Assessment** - Competency based assessment that demonstrates the student's consistent application of all knowledge, skills and performance evidence to the standard of performance required by the workplace and embodies the ability to assess transferable application of knowledge and skills to new situations and environments.
- **Training Package Requirements** - Assessment (including recognition of prior learning) complies with the requirements of the relevant training package or VET accredited course. Axis Institute ensures that it meets assessment requirements for each unit of competency. The assessment requirements are grouped into three areas:
 - performance evidence
 - knowledge evidence
 - assessment conditions.
- **Recognition of Prior Learning (RPL)** – Axis Institute offers students the opportunity to seek recognition of prior learning in instances where students are able to provide evidence of prior knowledge, skills, qualifications and industry experience relevant to the qualification. RPL is an assessment only pathway and does not involve the delivery of training. Assessment resources for RPL are developed separate to the standard training and assessment resources for a qualification in the form of RPL Tool Kits and typically include the collection of assessment evidence in stages. The full range of RPL evidence must include the following:
 - Student RPL Application Form
 - Student Self Evaluation Form
 - Portfolio of Evidence (includes resume, work samples, testimonials, third party testimonials etc.)
 - Competency Conversation with the student
 - Challenge Tests including Practical Skills assessment
 - Employer Verification/Conversation of Student's Workplace Competence
 - Critical Analysis of Evidence and Assessment Decision
- **Credit Transfer (CT)** - Axis Institute ensures that students are offered opportunities for Credit Transfer at enrolment and throughout their training, in accordance with Outcome Standard 1.7 of the Standards for RTOs 2025. Students who provide authentic AQF certification (e.g. Statements of Attainment or Qualifications) issued by other RTOs will have equivalent units recognised. Credit Transfer decisions are:
 - Verified against the issuing RTO and the AQF certification documentation;
 - Documented in the student's file and Student Management System; and
 - Provided to the student in writing, including confirmation of the impact on their training plan and duration of study.
- **Assessment Instructions** - Assessment is designed to provide clear instructions to both trainers/assessors and students specifically with regard to the context, conditions, consistency requirements (as outlined by assessment guidelines of the relevant training package) and expectations of how assessment evidence will be gathered.
- **Assessment at the relevant AQF Level** - Axis Institute will ensure that assessment is designed to elicit knowledge and skills consistent with the AQF level of the qualification in accordance with the AQF framework.

- **Assessment Timeframes** - Trainers/Assessors will provide clear information to students regarding assessment submission timeframes.
- **Assessment Marking** - Trainers/Assessors will mark all submitted assessments within 10 working days from the due date for submission of assessment by the student or from the date of submission.
- **Types of Assessment Evidence** - Types of assessment evidence collected can be broadly classified into the following categories:
 - **Direct evidence** – this is where an assessor directly observe or witness the student as they provide the assessment evidence. Examples may include:
 - Observation of workplace performance (includes direct observation over TEAMS or SKYPE);
 - Oral questioning;
 - Demonstration; and
 - Challenge test
 - Written test (online and face-to-face)
 - **Indirect evidence** – This is where an assessor can review work previously completed by the student. This is commonly reflected in an RPL process wherein the evidence gathered includes previous work samples, projects, finished products, portfolios etc. Examples may include:
 - Finished products or work samples.
 - A portfolio of previous work performed.
 - **Supplementary evidence** – this is where additional evidence is presented to assessors by a third party to support a candidate’s claim of competence. Examples may include:
 - Reports from supervisors, colleagues and/or clients.
 - Testimonials from employers.
 - Work diaries.
 - Training Record Books/Logs
- **Assessment Evidence Gathering Techniques**- These will vary in accordance with the specific requirements of each unit of competency and may include but will not be limited to:
 - Written tasks/assignments
 - Multiple choice tests
 - Role plays
 - Projects
 - Demonstration of practical tasks
 - Case studies
 - Oral presentations
 - Workplace Samples
 - Portfolio of workplace evidence
- **Qualified Assessors** - All trainers/assessors must hold the required training and assessment credentials as specified in the Credential Policy (effective 1 July 2025), e.g. TAE40122 or equivalent, or be actively working towards under supervision.
- **Number of Assessment Re-Attempts** - Students will be permitted a total of 3 attempts for all assessment items within a teaching period (initial attempt plus 2 resubmissions/resits). Some assessment items are broken down into distinct activities and therefore if a student is unable to achieve a Satisfactory result for one activity or more, it is at the discretion of the trainer as

to whether the student must resubmit the entire assessment item or only the activities where a Satisfactory result was not achieved.

Fees may apply for resubmissions as determined by the qualification a student enrolls into (refer Fees Policy published on Axis Institute's website). After three attempts, if the student is still not able to achieve competency for the unit of competency, then the student will be required to re-enrol in the unit of competency, attend training or gap training as is deemed appropriate, and attempt assessment again.

For students to be able to attempt the assessment again, they need to have submitted the previous assessment by the due date. There will be no reassessment if the student misses the deadline for the previous submission.

- **Principles of Assessment and Rules of Evidence** - Axis Institute ensures that assessment practices and systems comply with the assessment requirement of the relevant training package or VET accredited course, and are conducted in accordance with the principles of assessment and rules of evidence as per the Outcome Standard 1.4 (Principles of Assessment and Rules of Evidence, Standards for RTOs 2025):

Principles of Assessment

Principles of Assessment are required to ensure quality outcomes. They are defined in the NVR Standards as being fair, flexible, valid and reliable as below:

1. **Fair:** Fairness requires consideration of the individual candidate's needs and characteristics, and any reasonable adjustments that need to be applied to take account of them. It requires clear communication between the assessor and the candidate to ensure that the candidate is fully informed about, understands, and is able to participate in, the assessment process, and agrees that the process is appropriate. Students have the right to appeal an assessment outcome via the Complaints and Appeals Policy."
2. **Flexible:** To be flexible, assessment should reflect the candidate's needs; provide for recognition of competencies no matter how, where or when they have been acquired; draw on a range of methods appropriate to the context, competency and the candidate; and, support continuous competency development.
3. **Valid:** Any assessment decision of the RTO is justified, based on the evidence of performance of the individual learner. Validity requires:
 - assessment against the unit/s of competency and the associated assessment requirements covers the broad range of skills and knowledge that are essential to competent performance
 - assessment of knowledge and skills is integrated with their practical application
 - assessment to be based on evidence that demonstrates that a learner could demonstrate these skills and knowledge in other similar situations
 - judgement of competence is based on evidence of learner performance that is aligned to the unit/s of competency and associated assessment requirements.
4. **Reliable:** Evidence presented for assessment is consistently interpreted and assessment results are comparable irrespective of the assessor conducting the assessment.

Rules of Evidence

Rules of evidence provide guidance on the collection of evidence

1. **Valid:** The evidence gathered is valid when it is directly relevant to the required knowledge, skills and performance evidence requirements as outlined in the unit of

competency. Validity is assured when the evidence gathered is consistent with the expectations of the assessment tasks/activities and the assessment tasks/activities in turn match or reflect the requirements of the unit of competency.

2. **Sufficient:** Sufficiency relates to the quality and quantity of evidence assessed. It requires collection of enough appropriate evidence to ensure that all aspects of competency have been satisfied and that competency can be demonstrated repeatedly. Supplementary sources of evidence may be necessary. The specific evidence requirements of each unit of competency provide advice on sufficiency.
 3. **Authentic:** To accept evidence as authentic, an assessor must be assured that the evidence presented is that of the student only and not compromised through acts of plagiarism, cheating, ghost writing and other forms of academic misconduct. In the case of online assessment
 4. **Current:** Currency relates to the age of the evidence presented by candidates to demonstrate that they are still competent. Competency requires demonstration of current performance, so the evidence must be from either the present or the very recent past.
- **Assessment Results** - The recognised training and assessment approach in the VET sector is competency-based. This means there is an emphasis on what a person can do in the workplace as a result of completing a course of training.

The following table identifies the results awarded for students at the Institute:

Satisfactory	S	Awarded to a student demonstrating satisfactory performance at the individual assessment task/activity level. The evidence must be consistently marked in accordance with the assessor marking guide.
Not Satisfactory	NS	Awarded to a student to show not yet satisfactory performance at the individual assessment task/activity level. The evidence must be consistently marked in accordance with the assessor marking guide.
Competent	C	Awarded to a student who has achieved satisfactory results across the full range of assessment tasks for a unit of competency in accordance with specified standard and consistent with the assessor marking guide requirements.
Not Yet Competent	NYC	Awarded to a student who has achieved not yet satisfactory results across the full range of assessment tasks for a unit of competency in accordance with specified standard and consistent with the assessor marking guide requirements. Even if one assessment task is marked 'Not Yet Satisfactory', then the assessment outcome will result in a 'Not Yet Competent' outcome.
Withdrawn	W	Relates to when a student withdraws from a unit of competency/unit of study before the census date.

- **Submission of Assessment Items** – Excepting the demonstration of practical assessment tasks completed in class, it is the responsibility of all students to keep a copy of all submitted assessment items until they are marked and returned by the trainer/assessor for review. After a student has reviewed their marked assessment item, they must return it to their trainer as the Institute is required to retain all assessment items for a set period of time (refer to Assessment Retention).

- **Paper-based Submission** - All paper-based assessment items other than those completed in class (i.e. quizzes) must include a completed and signed Assignment Cover Sheet/Statement of Authorship and be handed or posted to the trainer for that particular unit of study by the due date indicated in the Unit of Study Outline unless prior alternative arrangements have been made.

The Assignment Cover Sheet/Statement of Authorship contains important information about privacy, plagiarism and academic dishonesty, must be carefully read before signing and is available from the Downloads link on the Institute website.

All approved assessment tools/guides/books must be used as part of the assessment submission. Assessment items not in the approved format will be returned to the student for resubmission.

- **Electronic Submission** - All assessment items that are submitted electronically should be submitted online via the Institute's Learning Management System (LMS). Students will not be able to submit their assessment item until they have read, understood and agreed to a set of terms in relation to privacy, plagiarism and academic dishonesty. Assessments must be submitted by the specified due date indicated in the Unit of Study Outline unless prior alternative arrangements have been made either as below or via the Special Circumstances Policy.

In the unusual event of a technical failure, if a student is unable to submit their assessment item via the LMS, they are required to contact the LMS Support staff. If there is a system error with the LMS that won't be resolved until after the assessment due date, the LMS Support staff will advise the trainer that extensions are required for the entire class.

- **Practical Assessments** - In cases where a student is unable to attend a practical examination at the scheduled time, they must advise their trainer as soon as they are aware of this so that an alternate time can be scheduled. Any missed practical examination time (whether the trainer is advised or otherwise) will count as an attempt and will result in a grade of NYS for that attempt. Any rescheduled practical examination time will count as a resit or second assessment attempt. It is the responsibility of the student to make themselves available at the time that the trainer reschedules their practical examination.

In the event that a practical examination is scheduled towards the end of a teaching period, there will be limited time available to schedule one or more resits prior to the deadline for trainers to finalise results (results must be finalised one week after the end of a teaching period). As such, students may receive an interim result of 'Incomplete' for the Unit of Study until their assessment result can be finalised. Results of 'Incomplete' will be either replaced with a result of C or NYC upon completion of the outstanding assessment item or before census date for the following teaching period. If a student is aware of their unavailability prior to census date they should consider either withdrawing from the Unit of Study without penalty, changing to another class time or swapping to another Unit of Study.

- **Written Assessments** - If a first attempt at a written assessment item is not submitted by the due date, the student will receive a result of NYS for that attempt unless prior arrangements have been made. This means that any late submissions will be considered to be a resubmission and may incur a fee in accordance with the International Students Fees Payment and Protection Policy and Procedure – refer to the Axis Institute Website.

- **Integrity** - Students are accountable to standards of professionalism and ethics throughout their course of study and therefore Axis Institute 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. Refer to the Axis Institute Academic Misconduct Policy for further details.
- **Feedback for Students** - Students receive specific, timely, supportive, constructive and developmental feedback on their learning and performance. Written feedback should be provided to students on all assessment items other than multiple choice tests. Students are entitled to see their results for all assessment items within three weeks from the date that the assessment item was due.

Formative assessment does not require formal feedback from trainers, and alternative forms of providing feedback can be used, e.g. group and peer marking and self-marking from a supplied answer guide.

- **Return of Assessment Items** - Where a student has completed an assessment item that warrants written feedback from the trainer, they will have the opportunity to review their result and the feedback within 3 weeks of the assessment item due date. On-campus students will normally have their assessment item returned to them for review in class whilst online students will likely receive their feedback via the LMS. Assessment items will not be returned to students for them to keep, only for review (refer to Assessment Retention for further information).
- **Appeal against Assessment Outcome** - If a student receives a result for an assessment item that they disagree with, they have the right to lodge a grievance in accordance with the Institute's Complaints and Appeals Policy. Students will need to complete the Assessment Appeals Form available on the Axis Institute website.
- **Reasonable Adjustment/Access and Equity** - Assessment tasks may be subject to reasonable adjustment where a student has a specific disability or special need as per Axis Institute's Access and Equity Policy. Any student who has special needs may be eligible for reasonable adjustment and should speak with Student Services or their trainer/assessor at the time of enrolment/commencement to receive advice on available services and to complete the required documentation. Examples of reasonable adjustment may include:
 - Extend or modify timeframes for assessment.
 - Extra reading/writing/performance time for completion. Where speed is an important component of the learning outcome, approval for extra time should be sought from the Lead Trainer/Assessor.
 - Extend break times during an assessment task or workplace assessment.
 - Use of a scribe for those requiring assistance when they have difficulty with writing.
 - Use an Interpreter for students who are deaf or who have a hearing impairment.
 - Allow adaptive technology equipment (for example digital audio and video recordings or files, speech recognition software, ergonomic furniture, etc).
 - View video evidence of a student undertaking a task.
 - Seek evidence from an independent party to demonstrate competence (Note: independent evidence is supplementary and should be used to support direct evidence gathered by the assessor).

- Ensure the language used in the formulation of assessment instruments does not create barriers (for example, plain, understandable English is to be used, suitably matched to the level of the learners).
- Enlarged text would be required should there be visual impairment.
- Altered fonts on learning and assessment material (e.g. easier fonts to read for people with dyslexia).
- **Special Circumstances** - Axis Institute recognises that there may be times when a decision made upon application of this policy (or other related policies) may require reassessment due to special circumstances. The Institute must be satisfied that a student's circumstances are beyond their control (i.e. if a situation occurs which a reasonable person would consider is not due to the student's action or inaction, either direct or indirect, and for which the person is not responsible).

Special consideration may apply to clients, 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).

Students wishing to apply for Special consideration in the above circumstances may do so by discussing their circumstances with Student Services Staff or Trainer/Assessor. The case will be further reviewed for approval by the Axis Institute RTO Manager.

Approved applications for Special consideration may be subject to one of the following outcomes:

- Extension of submission date
- Deferred Assessment;
- Additional assessment;
- No action;
- Withdrawal from course without penalty;
- Resubmit/reassessment; or
- Opportunity to recommence course, dependent on availability on another date.
- **Assessment Marking Guides-** Axis Institute will define and provide the benchmark criteria for each assessment task to enable assessors to make consistent, reliable and valid assessment judgements about a student's competency.
- **Assessment Retention Requirements** - Axis Institute complies with **Compliance Standard 10 of the Standards for RTOs 2025**, which requires all registered training organisations (RTOs) to securely retain:
 - **Completed student assessment items** for a minimum of **two (2) years** after the student's completion of the relevant training product. Where it is not possible to retain a student's actual work (e.g. practical demonstrations), the assessor's completed marking guide, criteria, and observation checklist must be retained as evidence.
 - **Certification records** (testamurs, statements of attainment, and the register of all qualifications issued) for **thirty (30) years**.
- In addition to these national requirements, Axis Institute must meet state-based contractual obligations, which may impose longer retention periods:

- **Queensland Skills Assure Supplier Policy:** Assessment records must be retained for **seven (7) years** from the end of the agreement term.

Where there is a difference between national and state/funding requirements, the **longer period applies**.

- **Verification, Validation and Moderation of Assessment** - Axis Institute is committed to ensuring the assessment tools developed and used across all qualifications comply with training package requirements and are consistent with the principles of assessment and rules of evidence through the following quality assurance practices:
 - *Verification* – Verification is the process of reviewing assessment tools (either purchased or developed inhouse) to ensure they meet the principles of assessment and rules of evidence prior to use. This practice ensures that there is documented mapping of each assessment item against the unit of competency requirements demonstrating how each requirement is addressed.
 - *Moderation* - Axis Institute may undertake moderation, where risks are identified during validation, as an internal pre-finalisation process to support assessor consistency. While not required under the Standards for RTOs 2025, moderation is adopted as a best practice measure to complement validation.
 - *Validation* -- Axis Institute implements a systematic validation framework to ensure assessment tools and processes consistently produce valid judgements.
- a. Frequency Requirements:
 - Every training product validated at least once every 5 years
 - Higher-risk training products validated more frequently based on risk assessment
 - TAE qualifications subject to independent validation after the first cohort
 - b. Validation Team Composition:
 - At least one validator must hold assessor credentials as per Credential Policy 2025
 - Include industry representatives where applicable
 - External validators for independent validation requirements
 - c. Validation Process:
 - Review assessment tools against training package requirements
 - Analyze assessment outcomes for consistency and validity
 - Evaluate assessment conditions and contexts
 - Review student feedback and industry input
 - Conduct statistical analysis of assessment results where applicable
 - d. Moderation process:
 - Conducted if risks are identified during validation (e.g. inconsistent assessor judgements).
 - A sample of marked assessments is reviewed across assessors.
 - Assessors meet to compare decisions, discuss differences, and agree on consistent standards.
 - Adjust judgements if required and refine guides or tools.
 - Document who participated, what was reviewed, and the agreed outcomes.
 - d. Documentation and Action:
 - All validation activities documented with findings and recommendations
 - Improvement actions implemented within specified timeframes
 - Validation outcomes integrated into continuous improvement processes

- Regular reporting to RTO Manager on validation outcomes.

7. Assessment Procedure

For a student to be assessed as competent, Axis Institute will ensure the student has:

- absorbed the knowledge
- developed the skills
- can combine the knowledge and skills to demonstrate:
 - ability to perform relevant tasks in a variety of workplace situations, or accurately simulated workplace situations
 - consistency in performance and a consistent ability to demonstrate skills when performing tasks
 - understanding of what they are doing, and why, when performing tasks
 - ability to integrate performance with understanding, to show they are able to adapt to different contexts and environments.

Axis Institute ensures a student is assessed against all of evidence requirements identified in the elements, performance criteria, knowledge and performance evidence of the unit of competency. The following procedure is to be applied for the development and implementation of assessments requirements that meet the standards of the training package and industry:

Assessment Processes/Tasks	Responsible Staff
1: Planning development or purchase of assessment tools	
Axis Institute may opt to purchase assessment tools or develop assessment tools based on various factors such as availability of good quality resources, time available for development, cost and compliance. If the decision is made to purchase resources, then sample resources are reviewed to check their adequacy and compliance against training package requirements, suitability for the student cohort and the model of delivery/assessment. Assessment Tools include Assessor Marking Guide, Student Assessment Workbooks, Tasks and Activities.	RTO Manager
2: Design and development of assessment tools	
In developing the design and development of assessment tools, the following will be considered to ensure suitability and compliance of assessment tools: <ul style="list-style-type: none"> • Components of the training package including elements, performance criteria, performance evidence, knowledge evidence and assessment conditions and how these can be met. • Ensure assessment criteria in assessment tools address foundation skills. • How will practical tasks be demonstrated (simulated or real work environment)? • How will knowledge be assessed? Will it be done via LMS or online or in a face- to-face classroom set up? • If adjustments need to be factored in due to COVID lock downs, how will the practical skills and performance evidence components be assessed? 	RTO Manager/Trainers/External Resource Developers
3: Verification of assessment tools before use	

Assessment Processes/Tasks	Responsible Staff
In reviewing the developed or purchased assessment tools, The feedback from review will be documented in a document titled 'Assessment Verification'. This document is designed to verify assessment tools in accordance with the principles of assessment and rules of evidence.	RTO Manager/Trainers/External Resource Developers
4: Addressing gaps in assessment and documenting mapping	
If gaps are identified in the assessment tools, further additions will be made to assessment tools to meet the requirements of the training package. The development of additional assessment tasks/activities may be assigned to a trainer/assessor or to specialist resource development external agencies/contractors.	Trainers/External Resource Developers
After development of gap assessments, the assessment tools are finalised using the Axis Institute document style guide (including version control).	Trainers/External Resource Developers
5: Uploading Assessment Tools	
Finalised assessment tools with version control are added to Sharepoint in the Academics Folder, in Document Management System (DMS) and selective access is provided to training staff and other staff (Compliance Department).	RTO Manager/IT support staff
A request is made to the IT Dept to upload assessment tools required to be added to the LMS (Moodle system) ready for use by trainers and students.	RTO Manager/IT support staff
6: Provide assessment tools access to the student	
A request for student access to LMS based assessment tools is made to IT support. The release of training and assessment resources is based on the sequence of delivery as outlined in the timetable.	RTO Manager/IT support staff
7: RPL assessment pathway	
<p>RPL is made available to all students who hold the required knowledge, skills and industry experience. The RPL assessment process requires the use of a structured RPL assessment tool kit. The trainer gathers assessment evidence from the student using a range of direct and indirect different methods such as:</p> <ul style="list-style-type: none"> • Candidate self-evaluation • Competency conversation • Challenge tests • Third party verification • Portfolio of evidence • Observation of practical skills <p>Once sufficient evidence has been gathered, the assessor will conduct a critical analysis of the evidence to determine if the requirements of the unit are met before making judgement of competency.</p>	RTO Manager/IT support staff
7: Provide instructions to the student	
<p>Trainer/assessor to provide information to the students regarding the following:</p> <ul style="list-style-type: none"> • Explain the context and purpose of the assessment and the assessment process. • Explain the unit to be assessed and the evidence to be collected. 	Trainer/Assessor

Assessment Processes/Tasks	Responsible Staff
<ul style="list-style-type: none"> Outline the assessment procedure and the preparation the student should undertake and answer any questions. Assess the needs of the candidate and, where applicable, negotiate reasonable adjustment without compromising the competency outcomes. Seek feedback regarding the student's understanding of the units, evidence requirements and assessment process. Determine if the student is ready for assessment and, in consultation with the student, decide on the time and place of the assessment. Provide clear instructions with regard to the timeframes for submission of assessment. 	
8: Reasonable Adjustment	
Trainer/Assessor will provide student with reasonable adjustments as required and will record them in the student profile in the student database management system and or assessment coversheet.	Trainer/Assessor
9: Plan and prepare for the evidence gathering process (for practical demonstration assessment tasks)	
<ul style="list-style-type: none"> Plan the date of assessment and provide notification to people involved (this may include the student's supervisor if assessment is to occur in the workplace) a few weeks in advance. Source or develop assessment materials to assist the evidence-gathering process. Organise equipment or resources required to support the evidence-gathering process. Provide students clear instructions regarding the context and conditions of assessment including time frames for each assessment activity. Coordinate and brief other personnel involved in the evidence-gathering process. 	Trainer/Assessor
10: Gather assessment evidence and make the assessment decision	
<p>The assessor must gather assessment evidence in accordance with the assessment instructions provided:</p> <ul style="list-style-type: none"> Establish and oversee the evidence-gathering process to ensure its validity, reliability, fairness and flexibility. Collect appropriate and sufficient evidence consistent with the requirements of the unit of competency (elements, performance criteria, performance evidence, knowledge evidence and assessment conditions). Evaluate evidence in terms of the four dimensions of competency—task skills, task management skills, contingency management skills and job/role environment skills. Incorporate reasonable adjustments if needed, to the assessment procedure without compromising the integrity of the competencies. 	Trainer/Assessor

Assessment Processes/Tasks	Responsible Staff
<ul style="list-style-type: none"> •Consult and work with other staff, assessment panel members or technical experts involved (including workplace qualified supervisors where applicable) in the assessment process. •Record sufficient details of evidence collected and analyse the evidence against the marking guides provided. •Analyse assessment evidence and ensure consistency of marking in line with assessor marking guide. •Ensure all assessment marking (LMS) and paper based assessment is marked within 10 working days. •Make a judgement about the candidate's competence based on the evidence and the relevant unit(s). 	
11: Validation of Assessment	
<ul style="list-style-type: none"> • Every training product validated once every 5 years. • Risk-based plan for more frequent validation. • If TAE on scope, independent validation after first cohort. • Validators must include at least one with assessor credential (per Credential Policy). • Findings documented and improvements actioned. • All validation recommendations must be documented in the Continuous Improvement Register and actioned within agreed timeframes. 	RTO Manager/Trainers/External Industry Consultants
12: Provide feedback to student	
<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"> •Clear and constructive feedback on the assessment decision. •If the decision is Not Yet Competent, then provide 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 process where applicable. 	Trainer/Assessor
13: Record and report results of assessment	
Record assessment outcomes in the LMS system and provide email notification to Administration Staff and Data Reporting Staff regarding assessment results for the student.	Trainer/Assessor
14: Number of assessment re-attempts	
<ul style="list-style-type: none"> • Students are allowed a total of three assessment attempts. The timeframes for assessment submission are two weeks for the first attempt and thereafter one week each for attempt two and 	Trainer/Assessor

Assessment Processes/Tasks	Responsible Staff
three. If, after the third assessment attempt, the student is still deemed Not Yet Competent (NYC), then the student may need to enrol in the Unit of Competency for further/gap training. Re-enrolment will also incur a fee (based on the individual unit fees). For students to be able to attempt the assessment again, they need to have submitted the previous assessment by the due date. There will be no reassessment if the student misses the deadline for the previous submission.	
15: Late assessment fees	
<ul style="list-style-type: none"> Students are required to pay late assessment fees of \$150 per unit of competency for non-submission on the due date. A re-sit of practical assessment, due to missed practical assessment is \$150 per day. However, the re-sit of practical assessment for Commercial Cookery and Nursing Courses are \$600 per day due to the high costs of materials, equipment and venue. 	Trainer/Assessor
16: Reassessment and appeals	
<ul style="list-style-type: none"> Provide feedback and counselling to the student, if required, regarding the assessment outcome or process, including guidance on reassessment requirements. Students may be required to pay re-assessment fees for non-submission on the assessment due date as per the fees payment policy and procedure. A re-sit of practical assessment due to missed practical assessment is to be paid as per the fee policy and procedure before the classes are confirmed. Provide the student with information on the reassessment and appeals process. Appeals will be acknowledged within 10 working days and resolved within the timelines specified in the Complaints and Appeals Policy. Appeals will be resolved in accordance with the timelines set out in the Complaints and Appeals Policy. 	Trainer/Assessor/RTO Manager/Accounts
17: Records Retention	
<ul style="list-style-type: none"> Ensure all completed and marked paper-based assessment evidence gathered is handed over to Administration Staff immediately. Student competency outcomes are recorded in the respective student profile in the student management system. All completed student assessment items retained for 2 years after completion (national minimum, per Compliance Standard 10). Certification records retained for 30 years. For overseas students, additional obligations apply under the National Code 2018 (Standard 8) regarding retention of records related to monitoring and support of online/distance training. 	Trainer/Assessor/Administration Staff
18. Certification Issuance	

Assessment Processes/Tasks	Responsible Staff
<ul style="list-style-type: none"> Axis Institute issues AQF certification within 30 days of completion and fees paid, in line with Compliance Standard 9. Certificates meet AQF Issuance Policy (mandatory details, NRT logo, no USI printed). A register of all certifications is maintained for 30 years. 	Student Support

8. Associated Documents

- Student Handbook
- Credit Transfer Policy and Procedure
- RPL Policy and Procedure
- Complaints and Appeals Policy
- Privacy Policy and Data Provision Requirements
- Assessment Validation Policy and Procedure
- Fees policy and procedure
- Industry Consultation policy and Procedure
- Academic Misconduct Policy and Procedure
- Assessment Resources for each qualification