



P-017 ASSESSMENT POLICY AND PROCEDURE

P-017 Assessment Policy and Procedure v1.5

1. Purpose

This policy outlines the approach of Dijan Training Program Ltd to the design, implementation, and quality assurance of assessment strategies across all qualifications on scope. It ensures all assessment practices meet the requirements of the Standards for RTOs 2015, with a focus on Clauses 1.1-1.8, 1.12-1.16, and 3.5. The aim is to maintain the integrity, fairness, and reliability of assessment outcomes, while providing culturally appropriate and Learner-focused support.

2. Scope

This policy applies to:

- All nationally recognised training products delivered by Dijan Training Program Ltd
- All teachers and assessors involved in the assessment process
- All staff responsible for course development, validation, or compliance monitoring

3. Definitions

- Assessment: Process of collecting evidence and making judgments about whether competency has been achieved.
- Assessment Strategy: Documented framework outlining how assessment will be conducted for each training product.
- TAS: Training and Assessment Strategy
- Teacher/ Assessor: Person with appropriate qualifications responsible for delivering training and conducting assessment
- RPL: Recognition of Prior Learning
- Credit Transfer: Recognition of AQF certification issued by another RTO
- Reasonable Adjustment: Measures taken to support equitable access to assessment for Learners with special needs.
- AI: Artificial Intelligence-Uses and compliance

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4. Policy Statements

4.1 Assessment Design

All assessment activities:

- Align with unit of competency requirements
- Reflect the Principles of Assessment (Fairness, Flexibility, Validity, Reliability)
- Meet the Rules of Evidence (Validity, Sufficiency, Authenticity, Currency)
- Are contextualised where appropriate for remote Aboriginal communities

4.2 Assessment Strategy Development

Each TAS includes:

- Assessment methods and timing
- Delivery contexts and modes (e.g., in-class, workplace-based)
- Resources and equipment required
- Assessment tools and validation schedules
- Industry consultation outcomes and evidence of alignment to workforce needs

4.3 Teacher Qualifications

All teachers:

- Hold TAE40122 or equivalent (Clause 1.14)
- Hold current vocational competencies relevant to their delivery
- Have current industry experience (Clause 1.13b)
- Complete a minimum of 20 PD points annually (Clause 1.16). Professional Development (PD) points may include workshops, webinars, industry experience, and formal qualifications.
- Track teacher qualifications in the Teacher-Assessor Qualification Mapping Register

4.4 Industry Support and Consultation

- Industry partners are consulted in the development and validation of assessment strategies
- Industry input informs contextualisation, placement opportunities, and assessment relevance
- Consultation is recorded in the Industry Consultation Register and outcomes are reviewed annually

4.5 Assessment Validation

- Validation schedule ensures each training product is validated at least once every 5 years
- Includes assessment tools, Learner evidence, and validation outcomes
- Teachers participate in validation and outcomes are documented in the Assessment Validation and Schedule Register

4.6 Credit Transfer & RPL

- Credit Transfer offered based on authenticated AQF certification
- RPL process includes self-assessment, interview, third-party evidence, and demonstration of competency
- All outcomes are documented in Learner records

4.7 Learner Support & Reasonable Adjustment

- LLN and support needs identified at enrolment
- Individual Support Plans created where required
- Reasonable adjustments documented in the Assessment Record Tool
- Learner support includes academic, cultural, digital, and health-related assistance
- Support is tailored to each Learner's context, particularly Aboriginal Learners in remote communities
- Teachers and support staff collaborate to offer:
 - o Flexible delivery or assessment schedules where needed
 - o One-on-one mentoring and tutoring
 - o Assistance with digital literacy and using the LMS
 - o Access to counselling and wellbeing services
 - o Referrals to internal or external agencies for housing, transport, or health services
- A designated Learner Support Coordinator or Senior Teacher will oversee implementation and monitoring of support interventions

4.8 Quality Assessment and Continuous Improvement

- Assessment practices are monitored for quality and compliance
- Assessment moderation is conducted when more than one assessor is involved
- Continuous improvement activities are recorded in the Continuous Improvement Register

- Feedback from Learners, teachers, and industry informs updates to tools and strategies
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5. Conducting Assessment.

Assessors must provide Learners with feedback that is:

- o Relevant and specific to the assessment tasks and performance;
- o Informative, indicating why outcomes were achieved or not achieved;
- o Constructive, including guidance on how to improve future performance.

5.1 Assessment Attempts

Dijan Training Program Ltd supports Learners with fair and transparent assessment processes. Learners are allowed up to three (3) attempts for each assessment task:

- **First Attempt:** Learner completes the task. Formative feedback is provided, and results are recorded
- **Second Attempt:** Conducted at least one week after the first attempt, following additional support or guidance if needed
- **Third Attempt:** Conducted at least one week after the second attempt. This is the Learner's final opportunity. If competency is still not achieved, the Learner must re-enrol in the unit and complete further training before reassessment

5.2. Recording of Attempts

- All assessment attempts will be recorded in the Learner's record on the **Learner Management System (Cloud Assess LMS)** and documented in the **Assessment Outcome Summary Sheet**
- Feedback will be provided in writing for each attempt, and all attempts will be retained for audit and quality assurance purposes

5.4 Assessment Support Between Attempts

- Learners who are deemed **Not Satisfactory (NS)** after an attempt will be offered:
- One-on-one feedback from the assessor;
- Additional learning resources or tutorial support;
- A reasonable timeframe to reattempt the assessment.

5.5 Reassessment After Three Attempts

Learners who exhaust their three attempts must undertake:

- A review interview with the Teacher/Assessor;
 - o Relevant and specific to the assessment tasks and performance

- Informative, indicating why outcomes were achieved or not achieved;
- Constructive, including guidance on how to improve future performance

5.6 Reasonable Adjustments and Individual Circumstances

- Reasonable adjustments are available to support Learners with identified needs
 - Where compassionate or compelling circumstances exist, additional assessment attempts may be considered on a case-by-case basis by the **RTO Business Manager** or **Senior Compliance Manager**, with justification documented in the Learner's file
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6. Assessment Marking Timeframes

- All submitted Learner assessments will be marked and feedback provided within **two (2) weeks** of the submission date, unless exceptional circumstances arise (e.g. staff illness, system outages), in which case the delay will be documented, and Learners informed of the revised timeframe
- Teachers/Assessors must mark assessments promptly and communicate results to Learners via Cloud Assess LMS

6.1 Assessor Feedback

- Assessors must provide feedback that is:
 - Relevant and specific to the Learner's performance against assessment criteria
 - Informative and constructive, explaining why the Learner achieved or did not achieve competency
 - Guidance-focused, helping the Learner understand how to improve for future attempts
 - Feedback must be:
 - Provided in writing via Cloud Assess LMS
 - Delivered within 2 working days of the assessment being marked
 - Retained as part of the Learner's assessment record
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7. Academic Integrity

- Allegations of plagiarism, cheating or collusion are investigated
- Resubmission or alternative assessment may be required
- Serious misconduct may result in withdrawal

Serious misconduct may result in withdrawal, in line with the Complaints and Appeals Policy. Learners have the right to appeal assessment decisions through the Learner Assessment Appeals Form.

7.1. Dijan Training implements an assessment system that ensures that assessment (including recognition of prior learning):

- Complies with the assessment requirements of the relevant training package or VET accredited course
- Is conducted in accordance with the Principles of Assessment contained in Table 1.8-1 and the Rules of Evidence contained in Table 1.8-2.

7.2 Principles of assessment

Fairness: The individual Learner's needs are considered in the assessment process.

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

Flexibility: The assessment is flexible to the individual Learner by:

- reflecting the Learner's needs;
- assessing competencies held by the Learner no matter how or where they have been acquired; and
- drawing from a range of assessment methods and using those that are appropriate to the context, the unit of competency and associated assessment requirements, and the individual.

Validity: 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; and
- judgement of competence is based on evidence of Learner performance that is aligned to the unit/s of competency and associated assessment requirements.

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

7.3 Rules of evidence

Validity: The assessor is assured that the Learner has the skills, knowledge and attributes as described in the module or unit of competency and associated assessment requirements

Sufficiency: the assessor is assured that the quality, quantity and relevance of the assessment evidence enables a judgment to be made

Authenticity: The assessor is assured that the evidence presented for assessment is the Learner's own work

Currency: Assessors must ensure that the evidence demonstrates the learner's current competency. This requires the assessment evidence to be from the present or the very recent past.

Dijan Training program has implemented a plan for ongoing systematic validation of assessment practices and judgements that includes for each training product on the RTO's scope of registration:

- a. when assessment validation will occur
- b. which training products will be the focus of the validation
- c. who will lead and participate in validation activities
- d. how the outcomes of these activities will be documented and acted upon.

8. Quality Review and Validation Using Cloud Assess LMS

Dijan Training Program Ltd is committed to maintaining the integrity, consistency, and continuous improvement of its assessment practices. As part of the organisation's internal self-assurance processes, structured quality checks and secondary reviews are conducted through the Cloud Assess LMS platform.

8.1 Cloud Assess LMS Quarantine Process

- To ensure immediate quality control, **30% of all assessments will be quarantined in Cloud Assess LMS** for a secondary review before results are released to the Learner.
- The second review will be conducted by:
 - o Another qualified Teacher/Assessor; and
 - o The Compliance or Academic Coordinator (or Senior Compliance Manager).
- The second review focuses on:
 - o Validity of assessment judgments;
 - o Consistency in the application of assessment criteria;
 - o Sufficiency and authenticity of evidence;
 - o Adequacy and quality of feedback provided to Learners;
 - o Compliance with the Principles of Assessment (Fairness, Flexibility, Validity, Reliability).

- Where discrepancies are found, results will not be finalised until issues are resolved.
 - Records of second reviews will be retained as evidence of validation and quality assurance.
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8.2 Review Process

- Quality checks and quarantined reviews are conducted by staff **not involved in the original assessment** to ensure objectivity.
 - Each review evaluates:
 - o Compliance with unit and assessment requirements;
 - o Consistency of assessment decisions across different assessors;
 - o Completeness and accuracy of feedback and assessment records.
 - All findings are documented in the **Assessment Quality Review Register** and may trigger:
 - o Immediate validation sessions;
 - o Updates to assessment tools and processes;
 - o Tailored professional development for assessors.
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8.3 Continuous Improvement and Feedback

- Trends identified through Cloud Assess LMS reviews inform:
 - o Updates to assessment tools and practices;
 - o Individualised feedback and professional development for assessors;
 - o Updates to the annual Validation Schedule;
 - o Systemic changes, recorded in the Continuous Improvement Register.
 - Learners and teachers may be contacted for clarification or feedback if further information is required to support the review process.
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8.4 System Integration

- Cloud Assess LMS is utilised to:
 - o Randomly assign assessment samples for review;
 - o Log outcomes, feedback, and corrective actions;
 - o Tag assessments for follow-up, moderation, or further validation;

- Produce reports for governance, compliance, and management review meetings.

9. Recordkeeping

- Assessment records retained for 6 months after final decision (ASQA General Direction)
- Stored securely in Cloud Assess LMS LMS
 - Cloud Assess LMS is protected with role-based access controls.

Record Type	Retention Period
AVETMISS, certification records	30 years
Assessment evidence	6 months post judgement date-competency decision Funding requirements may differ
Retention periods for reassessment plans and feedback records	6 months post judgement date-competency decision Funding requirements may differ
Enrolment and ID data	30 years
Participation (e.g. attendance sheets, progress)	7 years
Teacher files (qualifications, PD)	7 years from the date of termination
Continuous improvement register	5 Years

10. Procedures

10.1 Developing the Assessment Strategy

- Review training package requirements
- Identify assessment methods and tools
- Map assessment to unit elements and performance criteria
- Document in TAS and validate with industry
- Track Training Product transition periods through the Training Product Transition Mapping Tracker

10.2 Conducting Assessment

- Provide Learners with clear instructions and assessment tools
- Ensure consistency and fairness
- Record outcomes and provide timely feedback

11. AI in Assessment

AI tools must **not** be used by learners to generate assessment submissions unless explicitly permitted in the assessment instructions.

All learner submissions will be subject to authenticity checks, including plagiarism detection tools that may include AI components.

Trainers and assessors are responsible for identifying AI-generated content and ensuring it meets the **Principles of Assessment** and **Rules of Evidence**.

Assessor Use of AI:

Assessors may use AI tools for developing marking guides, learner resources or assessment plans, provided all content is manually reviewed and aligned to training package requirements.

Compliance Reference:

- Standards for RTOs 2015 – Clauses 1.8-1.12, 1.13
- AQTF Evidence Guide – Principles of Assessment

*Assessors must only use AI tools that have been risk-assessed and approved by the Senior Compliance Manager.

AI systems must:

- Use encrypted data transmission
- Store data securely in Australia or under GDPR-equivalent jurisdictions
- Avoid integration with external apps unless approved

AI-generated data must be reviewed and verified before being used in decision-making processes, assessments, or communications.

12. Continuous Validation and Moderation

- Dijan Training Program will conduct **continuous validation** to cover **100% of all assessments during the initial registration period**.
- Validation activities will occur monthly and include:
 - o Review of assessment instruments against unit requirements
 - o Analysis of assessment outcomes to identify patterns or issues
 - o Checks for consistency in marking across assessors

All Teachers/Assessors are required to actively participate in validation and moderation activities to:

- Share insights and professional judgment

- Ensure consistency and fairness in assessment practices
- Identify opportunities for improvement in assessment tools, practices, and decisions

Immediate action will be taken to rectify any identified gaps, inconsistencies, or areas for improvement to ensure ongoing compliance with the Standards for RTOs.

13. Managing RPL and Credit Transfer

- Issue and review RPL application kits
- Verify authenticity of third-party evidence
- Document outcomes in Cloud Assess LMS LMS

14. Providing Learner Support

- Conduct LLN screening and support planning
- Allocate resources or refer Learners as needed
- Monitor and update support plans throughout course duration
- Provide one-on-one academic support where appropriate
- Document all Learner support interventions and reasonable adjustments

15. Record Management

- Maintain assessment evidence and feedback
- Secure digital and physical storage in line with retention policy
- Conduct internal audits of recordkeeping practices annually

16. Responsibilities

Role	Responsibilities
Executive Director	Policy oversight and approval
RTO Business Manager	Coordinates and delegates roles and responsibilities
Senior Compliance Manager	Senior Compliance Manager: Audits processes, manages teacher files, oversees quarantine allocation and validation records, and supports continuous improvement and document control.,
Senior Teacher	Develop TAS, review Learner support, support new teachers

Teachers	Conduct assessment, participate in validation, apply reasonable adjustments, maintain quality
Administration in lieu of Support Coordinator	Coordinate support plans, provide targeted Learner support, liaise with external agencies
Administration Team	Recordkeeping, SMS updates

17. Related Standards for RTO's 2015 and Documents

Cloud Assess LMS User Guide

Validation and Moderation Policy and Procedure

Validation Schedule and Records

Teacher/Assessor Feedback Templates

Continuous Improvement Register

Credit Transfer Policy and Procedure

Training and Assessment Strategy (TAS) Policy, Procedure and Development Guidelines

Individual Learner Support Form

Assessment Mapping Tool

Teacher-Assessor Currency and Profession Development Policy

Skilled Teacher and Assessor Policy and Procedure

Teacher Assessor Profile

Continuous Improvement Register

Industry Engagement Policy and Procedure

Industry Consultation Register

Complaints Form

Complaints & Appeals Policy and Procedure

Complaints & Appeals Register

Standards for RTO's 2015

Clause	Requirement	Policy Section	Evidence of Alignment
1.1-1.2	TAS for each product	4.2, 5.1	TAS includes methods, contexts, validation, industry input
1.3-1.4	Meets package/course requirements	4.1, 4.2, 5.2	Tools mapped to unit requirements; delivery contexts defined
1.5-1.6	Principles & Rules of Assessment	4.1	Fairness, flexibility, validity, reliability, evidence rules followed
1.6	Industry consultation	4.2, 4.4, 5.1	Industry informs TAS, validation, contextualisation
1.8-1.12	Conduct Effective Assessment	10,11,12,13	Complies with assessment requirements, conducts assessment in accordance with the principles and rules of evidence
1.11	Assessment validation	4.5, 5.3	5-year cycle; tools/evidence reviewed; outcomes recorded
1.13 (a-b-c)	Teacher competency & industry currency	4.3	Relevant quals & current industry exp required, tracked in matrix
1.14-1.15	Teacher TAE qualification	4.3	TAE40122 or equivalent required
1.16	Teacher PD	4.3	20 PD points/year required
3.4	Recordkeeping	4.10, 5.6	6 months retention; secure digital storage in Cloud Assess LMS
5.1-5.3	Learner support & LLN	4.7, 5.5	LLN screening, support plans, adjustments, referrals
6.1	Complaints & appeals	Related Docs	Refers to separate Complaints and Appeals Policy
8.5-8.6	Continuous improvement	4.8, 5.3, 6.0	Feedback, validation, audits, CI Register used