



ASSESSMENT POLICY AND PROCEDURE

Purpose

This policy and procedure is designed to ensure ACE complies with the 2022 Standard Skills First Contract - Skills First Program, 2022 Guidelines about Eligibility Skills First Program; Skills Quality Charter, 2022 Guidelines about Apprenticeship / Traineeship Training Delivery - Skills First Program; VET Quality Framework, USI Registry requirements, National Code of Practice for Providers of Education and Training to Overseas Students 2018 and the Standards for Registered Training Organisations (RTOs) 2015 which states:

“The RTO 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; and*
- 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.” Standard 1.8 - 1.12*

This policy describes the commitment of ACE to measure learning progress and assess students in a fair and equitable manner aligned with the requirements of the training packages or VET accredited courses within its scope of registration and the principles of assessment and rules of evidence outlined in the Standards for Registered Training Organisations (RTOs) 2015.

This policy is to be read in conjunction with the following policies and procedures:

- Continuous Improvement QA & Compliance Policy and Procedure
- Training and Assessment Strategies and practices Policy and Procedure
- Trainer and Assessor Policy and Procedure
- Validation of Assessment Practices and Judgements Policy and Procedure
- Complaints and Appeals Policy and Procedure
- Plagiarism and Cheating Policy and Procedure
- Industry Engagement Policy and Procedure
- Recognition of Prior Learning and Course Credit Policy and Procedure

Scope

This policy applies to all of ACE’s activities related to the conduct of assessments of all Nationally Recognised Training within ACE’s scope of registration.

Definitions

ASQA	Australian Skills Quality Authority
Australian Qualifications Framework (AQF)	the framework for regulated qualifications in the Australian education and training system, as agreed by the Commonwealth, State and Territory ministerial council with responsibility for higher education.
Assessment	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.
Assessors	persons who assess a learner’s competence in accordance with Clauses 1.13 to 1.16.

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Assessment system	is a coordinated set of documented policies and procedures (including assessment materials and tools) that ensures assessments are consistent and are based on the Principles of Assessment contained in Table 1.8-1 and the Rules of Evidence contained in Table 1.8-2.
Competency	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.
Evidence of Participation	means evidence provided by the Training Provider of an individual's participation in learning and/or assessment, as required under Clause 9 of Schedule 1 of the 2022 Standard Skills First Contract - Skills First Program.
Scope of registration	the training products for which an RTO is registered to issue AQF certification documentation. It allows the RTO to: <ul style="list-style-type: none"> a) both provide training delivery and assessment resulting in the issuance of AQF certification documentation by the RTO; or b) provide assessment resulting in the issuance of AQF certification documentation by the RTO.
Training Package	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.
Training Product	AQF qualification, skill set, unit of competency, accredited short course and module.
Unit of competency	the specification of the standards of performance required in the workplace as defined in a training package.
VET	vocational education and training.
VET accredited course	a course accredited by the VET regulator in accordance with the Standards for VET Accredited Courses
VET Quality Framework	VET Quality Framework comprises of : <ul style="list-style-type: none"> • the Standards for Registered Training Organisations • the Australian Qualifications Framework • the Fit and Proper Person Requirements • the Financial Viability Risk Assessment Requirements • the Data Provision Requirements



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Policy

1.0 General

- 1.1 ACE shall ensure that it implements an assessment system where the 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 of the Standards for RTOs 2015.

Principles of Assessment:	Rules of Evidence:
<ul style="list-style-type: none"><i>Fairness</i><i>Flexibility</i><i>Validity</i><i>Reliability</i>	<ul style="list-style-type: none"><i>Validity</i><i>Sufficiency</i><i>Authenticity</i><i>Currency</i>

- 1.2 ACE shall ensure that the assessment system for each of the training product on its scope of registration is developed in consultation with industry.
- 1.3 ACE shall ensure that its assessment practices and judgements are validated systematically at least once every five years, with at least 50 per cent of products validated within the first three years of each five-year cycle, taking into account the relative risks of all of the training products on the RTO's scope of registration, including those risks identified by the VET regulator. (Please refer to the Validation of Assessment Practices and Judgements Policy and Procedure)
- 1.4 ACE shall ensure that validation will be undertaken by one or more persons who are not directly involved in the particular instance of delivery and assessment of the training product being validated, and who collectively have:
- vocational competencies and current industry skills relevant to the assessment being validated
 - current knowledge and skills in vocational teaching and learning
 - the training and assessment credential specified in Item 2, or Item 5 of Schedule 1 of the Standards for RTOs 2015 (Please refer to Trainer and Assessor Policy and Procedure)
- 1.5 ACE shall offer Recognition of Prior Learning. (Please refer to the Recognition of Prior Learning and Course Credit Policy and Procedure)

2.0 Evidence of Participation - Domestic students only

- 2.1 All Training Services delivered by ACE to an Eligible Individual will be supported by Evidence of Participation for each unit of competency in such a way that a reasonable judgement regarding an Eligible Individual's participation in in learning and/or assessment can be made.
- 2.2 Evidence sought in regards to each unit of competency will be authenticated by documented evidence from ACE of engagement by the student in the learning and/or assessment activity. For the assessment to be Valid, evidence provided will contain the student's name, student ACE ID, Unit Code, Unit Name, Unit start date and Unit End date.

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- 2.3 In addition, ACE Assessor will consider the following minimum specifications as an evidence of an Eligible Individual's engagement in Training Services activity:
- 2.3.1. **One (1) point of Evidence of Participation per unit of competency** will be provided if the period between the Enrolment Activity Start Date and Enrolment Activity End Date (inclusive) for the unit of competency is **30 days or less**;
- 2.3.2 **Two (2) points of Evidence of Participation per unit of competency** will be provided if the period between the Enrolment Activity Start Date and Enrolment Activity End Date for the unit of competency is **more than 30 days**, two points of Evidence of Participation per unit of competency will be provided in compliance with the following conditions:
- one point must be no later than 30 days after (and no earlier than) the reported Activity Start Date;
 - one point must be no earlier than 30 days before (and no later than) the reported Activity End Date; and
 - the two points of Evidence of Participation shall be two different items of evidence from the list specified in Clause 9.7 of this Schedule 1.
- 2.4 **Evidence of Participation that will be accepted by ACE is as follows:**
- Evidence of work submitted relating to engagement by the student in the unit of competency - This evidence will contain the student's signature, in addition to the student's name, unit of competency and date for all Evidence of Participation; **Or**
 - Trainer and/or assessor notes based on ACE Contact Sheet Form for delivery of the course through Workplace Delivery mode which records information of the participation, through personal interviews, telephone, e-mail, or other communication modes on the engagement of a student in learning and/or assessment activity of the unit of competency ; **Or**
 - ACE endorsed attendance roll: 'Endorsed' in this instance means a signature of the trainer and/or assessor on the attendance roll, the printed name and date (including a key to any symbols used if appropriate) including student signature for Evidence of Participation ; **Or**
 - Primary documentation that provides evidence of assessment - This indicates an actual result consistent with the outcome of an assessment (for example competent / not yet competent). The endorsed documentation will be supported for each unit of competency signed by trainer/assessor to confirm the accuracy of the information such as the actual assessment, Training Plan or similar record which confirms engagement by the individual student.

Procedures

1.0 Implementing the Principles of Assessment and Rules of Evidence

1.1 Principles of Assessment:

For an effective assessment system, ACE will incorporate the following Principles of Assessment into the assessment process:

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<i>Fairness</i>	<ol style="list-style-type: none"> 1. Consider and incorporate the individual learner's needs in the Training and Assessment Strategies (TAS), particularly in the assessment process. 2. Make reasonable adjustments, where appropriate, to consider the individual learner's needs, without compromising the rigour of the assessment process, and incorporate this in the TAS. 3. Inform the learner about the assessment process and performance expectations before undertaking assessment. 4. If a learner is unable to complete the required task to the level described in the assessment requirements, consider whether they need further training before being reassessed. 5. Provide the learner with the opportunity to challenge the result of the assessment and be reassessed if necessary. (Please refer to the Re-assessment Flowchart on Page 11)
<i>Flexibility</i>	<ol style="list-style-type: none"> 1. At Enrolment or prior to commencement of training, make recognition of prior learning available to all students. Assess competencies held by the learner no matter how or where they have been acquired. 2. Make any required adjustments to the training and assessment program for any student who has undertaken recognition of prior learning. If a student has demonstrated current skills and knowledge, he or she will not be required to be reassessed in those areas, unless previous demonstration of skills or knowledge was in a significantly different context or environment. 3. Draw from a range of assessment methods to help produce valid assessment decisions and recognise that students can demonstrate competence in a variety of ways.
<i>Validity</i>	<ol style="list-style-type: none"> 1. Validate assessment decisions based on the evidence of performance of the individual learner: <ol style="list-style-type: none"> a. against the unit/s of competency and the associated assessment requirements b. practical application c. evidence that a learner could demonstrate these skills and knowledge across a range of environments and contexts relevant to the unit or module. 2. Assess the individual learner's skills by observing the actual carrying out of the relevant task in an appropriate environment.



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<i>Reliability</i>	<ol style="list-style-type: none"> 1. <i>Check consistency of interpretation of evidence presented for assessment and comparability of assessment results irrespective of the assessor conducting the assessment.</i> 2. <i>Provide evidence criteria to help assessors make consistent judgement about the quality of performance across different students, including but not limited to:</i> <ol style="list-style-type: none"> a. <i>Model answers (where appropriate)</i> b. <i>Descriptions of observations needed to assess skills and application of knowledge in a particular activity</i>
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1.2 Rules of Evidence:

In addition to the above Principles of Assessment, ACE will ensure that evidence of assessment is appropriate and meets the following Rules of Evidence when conducting assessments:

<i>Validity</i>	<ol style="list-style-type: none"> 1. <i>Assessment tasks are clearly related to the units of competency and associated assessment requirements.</i> 2. <i>Assessment evidence presented by the students is directly related to the competency being assessed.</i>
<i>Sufficiency</i>	<ol style="list-style-type: none"> 1. <i>Quality, quantity and relevance of assessment evidence provided is sufficient to demonstrate competence.</i>
<i>Authenticity</i>	<ol style="list-style-type: none"> 1. <i>Evidence gathered to demonstrate learner's skills and knowledge belongs to the learner being assessed.</i> 2. <i>Where the assessor is not able to observe the learner completing the assessment task, other measures are implemented to confirm that the work was completed by the learner.</i> 3. <i>The person enrolled, trained and assessed is the same person that will be issued with a qualification or statement of attainment.</i>
<i>Currency</i>	<ol style="list-style-type: none"> 1. <i>There is current / recent enough evidence of the person's competence at the time assessment decision is made.</i> 2. <i>In the case of recognition of prior learning, current evidence of competency is within the past three (3) years. Otherwise, the learner will be required to undergo a 'gap training' program.</i>

2.0 Planning Assessment

- 2.1 Develop and implement an assessment system wherein assessment judgements are consistently made on a sound basis and validation of assessment judgements is carried out.
- 2.2 Develop assessment methods based on the assessment requirements for each unit competency, which is grouped into three areas – Performance evidence, Knowledge evidence, Assessment conditions (including any specific requirements for resources, trainers and assessors and the context for assessment). Assessment methods will typically be, but not limited to:
 - Written Assessments – written questioning of knowledge and understanding

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- Practical Assessments – observation of practical skills in a simulated environment or a workplace (for example apprentices)
- 2.3 When developing assessment materials, use the information from the unit or module elements, performance criteria and assessment requirements to determine the required competence for that unit.
 - 2.4 Employ assessment tools that can be contextualised to the student cohort to produce valid skills that are relevant to the student’s industry or work context.
 - 2.5 Where simulation of the workplace is used, provide a simulated workplace environment that matches the real workplace context as closely as possible. The assessment environment must allow for the demonstration of the broad concept of the competency being assessed.
 - 2.6 Ensure availability and competency of assessors for each unit. Assessors must have a sound knowledge of, and be skilled in, the relevant industry area, and meet the assessor requirements as outlined in the Standards for RTOs 2015 and in the Trainer and Assessor Policy and Procedure.
 - 2.7 Develop assessor guides to ensure consistency on the level of response required from the students across different assessors.
 - 2.8 Assess a student as ‘competent’ only if he or she has:
 - a. Absorbed the knowledge (Knowledge evidence)
 - b. Developed the skills (Performance evidence)
 - c. Can combine knowledge and skills to demonstrate:
 - i. ability to perform relevant tasks in a variety of workplace situations, or accurately simulated workplace situations
 - ii. consistency in performance and a consistent ability to demonstrate skills when performing tasks
 - iii. understanding of what they are doing, and why, when performing tasks
 - iv. ability to integrate performance with understanding, to show they can adapt to different contexts and environments.
 - 2.9 Assess a student against all the tasks identified in the elements of the unit or module and ensure that he or she is able to demonstrate that they can perform these tasks to an acceptable level.
 - 2.10 Measure a student’s performance using observable behaviours to ensure that the student has undertaken all the required tasks and can demonstrate their ability to do so in different contexts and environments.
 - 2.11 Base assessment on the performance of the individual student. If assessment tasks are undertaken as a group, each student will be assessed on each component of the task. No assumption will be made that because a group of students completed a task each of them is competent.
 - 2.12 Conduct Recognition of prior learning in the same manner as all the other assessment activities being carried out. (Please refer to the Recognition of Prior Learning and Course Credit Policy and Procedure)
 - 2.13 Conduct Validation and moderation of assessment according to the Validation of Assessment Practices and Judgements Policy and Procedure.

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- 2.14 In all instances, only use assessment tools/instruments and methods, including reasonable adjustments, that have been developed and stipulated in the relevant Training and Assessment Strategy (TAS).

3.0 Conducting Assessment

3.1 Prepare the Candidate for Assessment

Inform all students of the Assessment process prior to undertaking the assessment tasks.

- 3.1.1 Explain the context and purpose of the assessment process prior to undertaking the assessment tasks.
- 3.1.2 Explain the competency standards to be assessed and the evidence to be collected.
- 3.1.3 Explain the assessment procedure, the preparation the candidate needs to undertake, and answer any questions the candidate may have.
- 3.1.4 Assess the needs of the candidate and, where applicable, negotiate reasonable adjustment for assessing people with disabilities without compromising the integrity of the competencies. Note these adjustments in the comments section for the specific task/s involved.
- 3.1.5 Seek feedback regarding the candidate's understanding of the competency standards, evidence requirements and assessment process.
- 3.1.6 Determine if the candidate is ready for assessment and, in consultation with the candidate, decide on the time and place of the assessment and its due dates.
- 3.1.7 Implement the assessment plan.

3.2 Conduct the Assessment

Conduct the Assessment according to the time and place agreed with the candidates.

- 3.2.1 Assessors complete the Pre-Assessment Checklist within the Record of Assessment form prior to commencing the assessment.
- 3.2.2 Students write their name and student ID on the Record of Assessment form and on each Assessment Cover Sheet per assessment.
- 3.2.3 Students affix their signature and the date on the 'Cheating and Plagiarism Declaration' portion of the Assessment Cover Sheet. (Please refer to the Plagiarism and Cheating Policy)
- 3.2.4 Students complete the Pre-Assessment Checklist in the Assessment Cover Sheet prior to commencing the assessment.
- 3.2.5 All students complete relevant assessments according to the training schedule and submit the completed assessments for marking.
 - For Practical Assessments, Assessor completes the Assessor Observation checklist for each student to ensure that the student was able to demonstrate necessary skills on all the criteria, by ticking Yes or No to indicate if Satisfactory for each criteria and writing comments, where necessary. Practical Assessment uses Direct Observation method of assessment and is conducted in a simulated workplace environment within ACE facilities or at workplace for apprentices.
 - For Written Assessments, Assessor completes the Assessor Checklist for each student to ensure that the student was able to demonstrate knowledge on all the criteria, by marking S – Satisfactory or NS – Not

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Satisfactory on each criteria and writing comments on the criteria marked as NS.

- 3.2.6 If a student does not complete the assessment in full, he should notify the trainer, give a valid reason (e.g., if due to illness, a medical certificate must be produced) and request for an extension of up to a maximum of 14 days after unit end date in order to avail of the reassessment opportunity.
- 3.2.7 Notification of assessment result will be within 10 working days from date of undertaking of an assessment. If a student is marked NS – Not Satisfactory on an assessment, he or she will be given the opportunity for re-assessment/second attempt within five (5) working days free of charge.
- 3.2.8 A final attempt on the assessment with applicable fees is given to student who is:
 - Marked as NS – Not Satisfactory in the 2nd attempt on the assessment
 - Does not take the 2nd attempt within five (5) working days after being notified of the assessment result.
- 3.2.9 After the final attempt, no further reassessment opportunities will be made available to the student. The student will be required to repeat the whole unit and pay for the unit in full. (Please refer to the Fees and Charges Policy and Procedure)
- 3.2.10 In the case of Plagiarism or Cheating (Please refer to the Plagiarism and Cheating Policy), the student will be given the appropriate sanctions and, in case of reassessment, the trainer/assessor will alter the assessment task to protect the integrity of the assessment with prior approval of the Course Coordinator:
 - First offense: the student will receive a Warning Letter and a NS – Not Satisfactory marking for the assessment plagiarised and will be permitted to retake the assessment and pay the applicable reassessment charges.
 - Second offense: the student will receive a Second Warning Letter and an automatic failure (NYC) in the unit of competency. The student will be allowed to re-enrol in the unit and pay the appropriate fees.
 - Third offense: the student will be suspended and enrolment will be cancelled

3.3 Record and Report the Assessment Decision

- 3.3.1 The assessor records the assessment judgement per assessment in the Assessment Cover Sheet, which is used as a record of the student’s competency in the unit.

Assessment Result	Satisfactory or Not Yet Satisfactory	If Not Yet Satisfactory – Please identify the re-assessment arrangements:
	<i>Assessor to circle the assessment result for this task.</i>	

- 3.3.2 The assessor records the overall assessment marking in the Record of Assessment form, which is the final record of student competency for each unit.
- 3.3.3 The Assessment Summary section is to be completed once all assessment tasks for a particular unit of competency have been finalised.



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For example:-

Evidence Recorded			Result	
Assessment	Method	Assessment description	S= Satisfactory NS = Not Satisfactory NA = Not Assessed	
1	Direct Observation	Practical demonstration of tasks	S NS NA	
2	Questioning	Written Assessment	S NS NA	
<i>Final Assessment Result for _</i>			Competent (C)	Not Yet Competent (NYC)

3.3.4 Only when all assessment tasks of a unit of competency have been graded as **S** – Satisfactory will a student be deemed as **C** – Competent in the final result of the unit of competency. If the student does not satisfactorily complete all the assessment tasks, he will be deemed as **NYC** – Not Yet Competent. Final assessment decision will be communicated to the student no more than 14 days following marking, unless otherwise agreed.

3.3.5 Student results are entered into the Student Management System (SMS) when all relevant paperwork is completed. This is noted in the section provided in the Record of Assessment form with the initials of the staff in charge and the date of encoding into the SMS.

3.4 Give Feedback on the Assessment Outcome

3.4.1 The assessor provides a general feedback on the student’s performance in the Feedback to Student section both in the Assessment Cover Sheet and the Record of Assessment form. However, specific task related feedback should be recorded throughout the assessment tool, where necessary.

3.4.2 The Assessor and the Student affix their signatures and dates signed on the space provided both in the Assessment Cover Sheet and the Record of Assessment form to verify the Assessment Outcome and that:

- Work completed is the student’s own;
- Student was adequately informed of the assessment process prior to commencing the assessment;
- Assessor adequately explained the assessment tasks with the student prior to commencing assessment.

3.4.3 If the assessment result of the student is NS – Not Satisfactory, he or she will be provided with clear and constructive feedback on the areas which he or she failed to achieve competency so that he or she can improve his or her knowledge and skills prior to reassessment or resubmission of evidence. A student may be assessed through a different method of assessment (e.g., verbal/oral questioning, problem solving exercises)

3.5 Retain Records of Assessment

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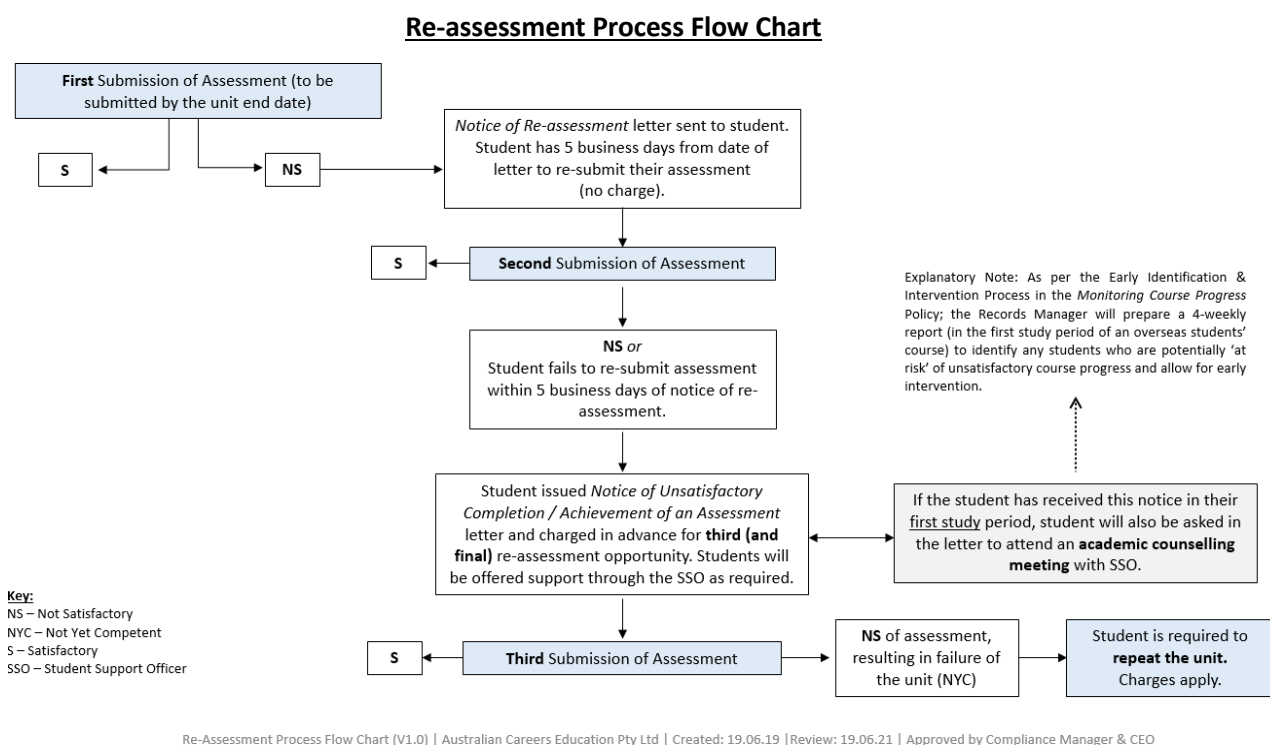


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Securely retain all completed student assessment items per student for a period of six (6) months from the date when the judgement of competence was made. **(International students)**
 Securely retain all completed student assessment items per student for a period of three (3) years from the date when the judgement of competence was made. **(Domestic students)**
 Records of qualification and statements of attainment issued to students will be retained for thirty (30) years from the time the student has completed the program of training and assessment.

4.0 Re-assessment and Appeals

4.1 Re-assessment Process Flow Chart



- 4.2 Intervention strategies, including student support services, are made available to students who are at risk of not completing their qualifications within the given timeframe. (Please refer to Monitoring Course Progress Policy and Procedure)
- 4.3 If a student is unable to demonstrate competence within the given timeframe, they will have the opportunity to be re-assessed up to, but not exceeding two (2) times. If, on the second attempt, competency has not been achieved, the student will be deemed NYC - Not Yet Competent and will be required to undergo additional training. Only after completing the additional training will the student be re-assessed.
- 4.4 Result of Re-Assessment is recorded in the Record of Assessment form. Feedback to student is given as in Section 3.4 above.
- 4.5 If a student seeks to appeal an assessment outcome then can do so in accordance with the Complaints and Appeals Policy and Procedure, using the Complaints and Appeals form.

5.0 Validation of Assessment

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- 5.1 ACE shall validate assessment practices and judgements systematically at least once every five years, with at least 50 per cent of products validated within the first three years of each five-year cycle, taking into account the relative risks of all of the training products on the ACE's scope of registration, including those risks identified by the VET regulator.
- when assessment validation will occur
 - which training products will be the focus of the validation
 - who will lead and participate in validation activities
 - how the outcomes of these activities will be documented and acted upon. (Please refer to Validation of Assessment Practices and Judgements Policy and Procedure)
- 5.2 ACE shall organise a team of one or more persons who are not directly involved in the particular instance of delivery and assessment of the training product being validated, and who collectively have:
- vocational competencies and current industry skills relevant to the assessment being validated
 - current knowledge and skills in vocational teaching and learning
 - the training and assessment credential specified in Item 2, or Item 5 of Schedule 1 of the Standards for RTOs 2015 (Please refer to Trainer and Assessor Policy and Procedure)

6.0 Recognition of Prior Learning

- 6.1 Make recognition of prior learning available to the students at pre- enrolment stage or prior to commencement of training.
- 6.2 Assesses a student's formal, non-formal and informal learning to determine the extent to which that he or she has achieved the required learning outcomes, competency outcomes, or standards for entry to, and/or partial or total completion of, a VET qualification. (Please refer to the Recognition of Prior Learning and Course Credit Policy and Procedure)

Legislative Context

- Standards for RTOs 2015, Chapter 2 Training and Assessment. Standard 1: Clauses 1.8 to 1.12— Conduct effective assessment
- National Code of Practice for Providers of Education and Training to Overseas Students 2018, Standard 10 – Complaints and appeals
- 2022 Standard VET Funding Contract Skills First Program
- 2022 Guidelines about Eligibility Skills First Program;
- 2022 Guidelines about Apprenticeship / Traineeship Training Delivery - Skills First Program
- Evidence of Participation Fact Sheet

Related Forms

- Training and Assessment Strategies (TAS)
- Record of Assessment
- Assessment Cover Sheet
- Complaints and Appeals Form

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Responsibilities

- CEO
- Course Co-ordinator
- Compliance Officer

Version History

Version	Date	Description of changes
4.0	07.01.2022	Updated document to add Version History section and reflect contractual changes.
3.0	01.02.2021	Currently released version