



TRAINING & PERSONNEL AUSTRALIA

ABN: 56 234 187 541

24/7 Ph: 1300 TOP JOB / RTO# 41096



ASSESSMENT POLICY & PROCEDURE

Maritime and General Programs – Career Start, Career Boost & Fee-for-Service

1. Applicable Standards, Contracts and Legislation

This Assessment Policy and Procedure supports compliance with the following:

- 2025 Standards for Registered Training Organisations – Outcome Standards relating to assessment quality, including the Principles of Assessment and Rules of Evidence, assessment system design, reasonable adjustment, and related provisions (including Outcome Standards 1.3, 1.4 and 1.7 as applicable)
- Vocational Education and Training Skills Assure Supplier Agreement (SAS Agreement) 2025–2028 and Skills Assure Supplier Policy 2025–2028 – including requirements for evidence of participation, assessment records, and observation evidence that supports competency judgements
- Career Start Program Policy 2025–28 and Career Boost Program Policy 2025–28
- Australian Qualifications Framework (AQF)
- National Vocational Education and Training Regulator Act 2011
- Disability Discrimination Act 1992 (Cth) and Disability Standards for Education 2005 (reasonable adjustment)
- QMS pillars related to Training and Assessment / Assessment quality.

TPA does not deliver apprenticeship or traineeship pathways. Assessment practices apply to general training pathway programs under Career Start, Career Boost and Fee-for-Service.

2. Purpose

This policy outlines how Training & Personnel Australia (TPA) designs, conducts, records and reviews assessment to ensure it is fair, valid, reliable and flexible, and that assessment judgements accurately determine whether students have achieved the required competencies.

It ensures assessment tools and practices maintain the integrity of nationally recognised training products, support student progress, and meet all regulatory and SAS contractual obligations.

3. Scope

This policy applies to all trainers, assessors, administration staff and any contractors involved in planning, conducting, recording or validating assessment for training products on TPA's scope of registration. It covers all delivery modes used by TPA and all funded and Fee-for-Service programs.

4. Definitions

- Principles of Assessment – Fairness, Flexibility, Validity and Reliability.

- Rules of Evidence – Validity, Sufficiency, Authenticity and Currency.
- Reasonable adjustment – A modification to assessment methods or processes that enables a student with disability (or other identified needs) to participate on the same basis as other students, without compromising the integrity of the unit or qualification.
- Observation checklist – The instrument used to record direct observation of a student’s performance of practical tasks, including detailed comments that support the competency judgement.
- AI (Artificial Intelligence) – Generative AI tools (e.g. large language models) that may assist with drafting but must not replace direct observation or professional judgement.

5. Assessment System

TPA maintains a systematic approach to assessment that ensures assessment:

- Is conducted in accordance with the Principles of Assessment and Rules of Evidence
- Is fair, appropriate and enables accurate judgements of competency
- Is fit for purpose and consistent with the training product and Training and Assessment Strategy (TAS)
- Requires students to demonstrate the skills and knowledge specified in the unit of competency (including dimensions of competency)
- Requires demonstration of performance in contexts that reflect workplace conditions where required
- Includes clear processes for recording, feedback, re-assessment and review of outcomes

Assessment tools are reviewed prior to use to confirm they support valid, reliable, fair and flexible assessment. Systematic validation of assessment practices and judgements is planned and implemented (refer to TPA’s Assessment Validation processes).

6. Principles of Assessment and Rules of Evidence

All assessment is guided by:

Principles of Assessment

- Fairness – full definition (individual needs, reasonable adjustments, informed of process, right to challenge/reassess)
- Flexibility – full definition (reflect needs; assess competencies however/wherever acquired; range of methods appropriate to context, unit and individual)
- Validity – full definition (justified decision; covers broad range of skills/knowledge; integrated with practical application; transferable to similar situations; aligned to unit)
- Reliability – full definition (consistently interpreted; comparable irrespective of assessor)

Rules of Evidence

- Validity – assessor assured learner has the skills, knowledge and attributes described in the unit
- Sufficiency – quality, quantity and relevance enable a judgement of competency

- Authenticity – evidence is the learner’s own work
- Currency – demonstrates current competency (present or very recent past)

7. Assessment Documentation and Observation Checklists

Assessment documentation for each unit (or cluster) includes clear instructions to the student, assessor guidance / benchmark answers / decision-making rules, recording tools, and mapping to the unit of competency.

Where assessment involves direct observation of practical performance, an observation checklist (or equivalent instrument) must be used. In line with SAS expectations for robust evidence of competency:

- The observation checklist must capture detailed observation comments that describe what the student actually did, how they performed the task, and any relevant context or conditions
- Comments must be specific and sufficient to support the assessor’s judgement of competence against the unit requirements
- Tick-box or single-word entries alone are not sufficient; narrative comments that demonstrate professional judgement are required

Artificial Intelligence (AI) tools may be used to assist in drafting observation comments, provided that:

- All input used to generate or refine comments is based on the assessor’s direct observation of the student
- The trainer/assessor reviews, updates and confirms all final comments before signing off the assessment record
- The final signed record remains the professional judgement of the nominated assessor
- AI must never replace direct observation or the assessor’s responsibility for the competency decision.

8. Reasonable Adjustment

Individual support needs for assessment are identified through the Pre-Enrolment Assessment and ongoing monitoring. Reasonable adjustments are made to assessment methods or processes where required so that students with disability (or other identified needs) can participate on an equal basis.

Adjustments must not compromise the learning or assessment requirements of the unit of competency or the integrity of the unit or qualification. Any reasonable adjustment applied is recorded on the assessment record and student file.

9. Submission, Feedback and Re-Assessment

Students are provided with clear information about assessment requirements, conditions and timelines before assessment occurs.

Written and theoretical tasks are assessed within a reasonable timeframe (target: within 10–15 business days of submission unless otherwise advised). Each task is marked Satisfactory or Not Satisfactory. A unit is recorded as Competent only when all required tasks for that unit have been marked Satisfactory.

Students are given timely, constructive feedback. Students have a reasonable number of attempts (typically up to three) to achieve a Satisfactory outcome on each task. After unsuccessful attempts, further training or support is provided before additional attempts. Where a student remains Not Yet Competent after available attempts, re-enrolment in the unit (or further training) may be required.

Students may appeal an assessment decision in accordance with the Complaints and Appeals Policy and Procedure.

10. Academic Integrity – Plagiarism, Cheating and Use of AI

TPA requires all assessment work to be the student's own. Plagiarism, cheating and unauthorised use of AI are not accepted.

Plagiarism includes presenting another person's work, ideas, words, calculations, diagrams or code as one's own without proper acknowledgement. Cheating includes any dishonest behaviour intended to gain an unfair advantage (e.g. collusion where individual work is required, impersonation, use of unauthorised materials in supervised assessment, fabrication of results).

Use of generative AI tools:

- Students may use AI as a learning aid only where explicitly permitted and with clear acknowledgement; AI-generated content must not be submitted as the student's own work.
- Submitting AI-generated answers, workings, explanations or practical result interpretations as one's own work is prohibited and treated as academic misconduct.

Suspected breaches are investigated. Consequences may include the task being marked Not Satisfactory, a requirement to re-attempt under supervised conditions, formal misconduct proceedings, or, in serious or repeated cases, withdrawal from the unit or course in accordance with the Student Code of Conduct.

Assessors use professional judgement, comparison of work, verbal questioning and other authenticity checks to verify that evidence is the student's own.

11. Recognition of Prior Learning (RPL)

RPL is available for all courses. Students are informed of the opportunity to apply for RPL. RPL decisions are based on evidence of prior skills, learning and experience, conducted in accordance with the Principles of Assessment and Rules of Evidence, and documented in a way that is fair, transparent and maintains the integrity of the training product. Refer to our RPL and Credit Transfer policy for further information.

12. Record-Keeping

Completed student assessment items and related evidence are retained in accordance with ASQA's General Direction on retention of completed student assessment items and SAS requirements (including

longer retention periods for funded students where applicable). Assessment outcomes are recorded accurately in the student management system and on the student file.

13. Feedback and Continuous Improvement

TPA collects feedback on assessment practices from students, trainers/assessors and, where relevant, industry. Feedback, validation outcomes and internal monitoring are used to improve assessment tools and practices.

14. Procedures

14.1 Preparing for and Conducting Assessment

1. Ensure the current approved assessment tools (including observation checklists where relevant) are used and that students have been informed of requirements and timelines.
2. Apply any reasonable adjustments identified in the student's Individual Support Plan or during assessment, and record them.
3. Conduct assessment in accordance with the Principles of Assessment and Rules of Evidence.

14.2 Observation Checklists and Detailed Comments

- When observing practical performance, complete the observation checklist with detailed narrative comments that describe the student's actual performance against the required criteria.
- Ensure comments are specific and sufficient to support the competency judgement.
- If AI is used to assist in drafting comments, the input must come from the assessor's direct observation; the assessor must review, update and confirm all final comments before signing off.
- Sign and date the assessment record as the nominated assessor.

14.3 Marking, Feedback and Re-Assessment

- Mark each task Satisfactory or Not Satisfactory using the benchmark answers / decision-making rules.
- Provide timely, constructive feedback to the student.
- Allow further attempts in accordance with this policy; provide additional training or support where needed before re-assessment.
- Record the overall unit outcome (Competent / Not Yet Competent) only when all required tasks have been assessed.

14.4 Academic Integrity Concerns

- Where plagiarism, cheating or unauthorised AI use is suspected, document the concern and report it to the relevant manager.
- Provide the student with an opportunity to respond.

- Decide on the outcome (e.g. re-submission under supervised conditions, Not Satisfactory, further disciplinary action) and record it on the student file.
- Advise the student of the outcome and their right to appeal.

14.5 RPL

- Inform students of the RPL pathway and provide the RPL application and self-assessment materials on request.
- Conduct RPL assessment in accordance with the Principles of Assessment and Rules of Evidence; gather and evaluate evidence; document the decision and any gap training required.
- Issue certification for units achieved through RPL in accordance with AQF certification procedures.

14.6 Recording and Retention

- Record assessment outcomes in the student management system and retain completed assessment items and related evidence for the required period.
- Ensure observation checklists with detailed comments form part of the retained evidence for practical assessment.

15. Roles and Responsibilities

- Director – Overall accountability for the assessment system, compliance and continuous improvement.
- Trainers and Assessors – Conduct assessment in accordance with this policy, complete detailed observation comments, apply reasonable adjustments, provide feedback, maintain academic integrity, and participate in validation.
- Administration / Student Support – Support record-keeping, student communication regarding assessment outcomes and re-assessment arrangements.
- All staff – Support students during assessment and report concerns regarding assessment quality or integrity.

16. Related Documents

- TPA Training and Assessment Strategies
- TPA Assessment tools, observation checklists and mapping documents
- TPA Student Wellbeing and Support Policy and Procedure (reasonable adjustment and Individual Support Plans)
- TPA Complaints and Appeals Policy and Procedure
- TPA Student Code of Conduct
- TPA Assessment Validation processes
- ASQA General Direction – Retention requirements for completed student assessment items



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17. Review

This Policy and Procedure is reviewed at least annually or earlier if there is a material change to the 2025 Standards, SAS Policy, or TPA's assessment practices. Next scheduled review: August 2027.

Version	Date	Description	Author	Approved By
1.0	08/2026	New Assessment Policy and Procedure aligned to SRTOs 2025, SAS evidence requirements, AI integrity and detailed observation checklist standards	Jamie Whittle	Director