



## POLICY AND PROCEDURE

Assessment		
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Refer to the following Legislative Frameworks		
National Vocational Education and Training Regulator (Outcome Standards for Registered Training Organisations) Instrument 2025	Quality Area 1: Division 1 - Training (Standard 1.1 and Standard 1.2)	
	Quality Area 1: Division 2 - Assessment (Standard 1.3, Standard 1.4, Standard 1.5, Standard 1.6, Standard 1.7 and Standard 1.8)	
	Quality Area 1: Division 5 - Feedback, complaints and appeals (Standard 2.7)	
	Quality Area 2: Division 2 - Training support (Standard 2.3 and Standard 2.4)	
	Quality Area 3: Division 2 - Trainer and assessor competencies (Standard 3.2 and Standard 3.3)	
National Vocational Education and Training Regulator (Compliance Standards for NVR Registered Training Organisations and Fit and Proper Person Requirements) Instrument 2025	Division 2 - Integrity of Nationally Recognised Training Products (14. Transition of training products)	
	Division 3 - Accountability (20. Compliance with laws)	
Other Applicable Legislation	Credential Policy Visa Condition 8202 (Meet Course Requirements)	
Related Documents and/or Supporting Resources (Internal)		
Australian International Institute of Technology Fit for Purpose Assessment System Australian International Institute of Technology Trainer and Assessor (Handbook Undertaking Assessment) Engagement with Industry (Checklist) Policy and Procedure: Artificial Intelligence (AI) in Assessment Practices Policy and Procedure: Credit Transfer Exemptions Policy and Procedure: Engagement with Industry Policy and Procedure: Language, Literacy and Numeracy (LL&N) Policy and Procedure: Monitoring Course Progress Policy and Procedure: Plagiarism, Collusion and Cheating Policy and Procedure: Reasonable Adjustment Policy and Procedure: Recognition of Prior Learning (RPL) Policy and Procedure: Student Evaluation and Survey's Policy and Procedure: Training and Assessment Strategies and Practices Policy and Procedure: Transition of Training Products Policy and Procedure: Quality Assurance and Continuous Improvement Policy and Procedure: Validation of Assessment Judgements and Practices Policy and Procedure: Work-Integrated Learning Work Placements and Community-Based Learning Recognition of Prior Learning (RPL) Kits as per registered scope Training and Assessment Strategy (TAS) and Practices documents as per registered scope Transition of Training Products (Checklist) Transition of Training Products (Scheduling Tool) Trainer and Assessor Report (Template) Register (Continuous Improvement) Register (Continuous Improvement) [Training Products] Register (Course Progress - Student at Risk)		



Register (Industry Engagement and Schedule)  
Register (Trainer and Assessors)  
Register (Validation of Assessment Practices and Judgements) [Corrective Actions | Schedule]  
Validation of Assessment Judgements and Practices Mapping Tool (Checklist)  
Validation of Assessment Practices and Judgements Schedule and Action Plan (5 Year Cyclic Schedule)

**Related Documents and/or Supporting Resources** (External)

The Australian Qualifications Framework, Second Edition (PDF) [112 Pages]  
ASQA - Guide to Developing Assessment Tools  
ASQA's General Direction: Transition and teach out.  
ASQA's Fact Sheet on Conducting Validation  
NCVER Glossary of VET  
Providing Reasonable Adjustment Fact Sheet  
TESQA Gen AI Knowledge Hub

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## 1. Purpose

Australian International Institute of Technology is committed to the provision of high-quality vocational education and training through the development of pedagogically sound, transparent, equitable and compliant delivery of training and assessment practices.

This policy and procedure outline Australian International Institute of Technology's fit for purpose assessment system and assessment practices ensuring that they are consistent with the guidelines and policies issued through the National VET Regulator and the assessment requirements and assessment conditions contained within the relevant National Training Framework, the National Register and Australian Standards (AS).

## 2. Scope

This policy and procedure is applied to all Australian International Institute of Technology's fit for purpose assessment system including all training products, qualifications, skill-sets and accredited courses listed as per the registered scopes and relates to all employees and third parties engaged or involved in the instructional design, consultation, delivering, assessing, validating, and moderation of these training products, including approving recognition of prior learning (RPL) and credit transfer (CT) exemptions.

This policy and procedure should be read in conjunction with Australian International Institute of Technology's "*Artificial Intelligence (AI) in Assessment Practices*", "*Monitoring Course Progress*" and "*Plagiarism, Collusion, and Cheating*" policy and procedures

## 3. Definitions

**Assessment** - the process of gathering and judging evidence to decide whether a person has achieved a standard or objective.

**Assessment Validation** - a process where assessors collaborate to compare and evaluate their assessment methods, tools, procedures, and decisions against relevant competency standards to ensure quality and consistency in the assessment event.

**Competency Based Assessment (CBA)** - the gathering and judging of evidence to decide whether a person has achieved a standard of competence.

**Equitable** - the assessment process and assessment judgements are fair and impartial, with provision for reasonable adjustments to be made for students with special needs, who are disabled or face unforeseen circumstances.

**Evaluation** - the process or results of an assessment or appraisal in relation to stated objectives, standards, or criteria. In vocational education and training, may be applied to organisations, programs, policies, courses, etc.

**Moderation** - the process of establishing comparability of standards of student performance across different courses, institutions, or organisations, to ensure that assessment is valid, reliable, and fair.

**National Training Framework** - the component parts of the vocational education and training (VET) system - national competency standards, national qualifications, and national assessment guidelines - and their relationship to each other including implementation, quality assurance and recognition strategies and procedures. The National Training Framework has been replaced by the National Skills Framework.

**National VET Regulator** - responsible for the registration and audit of registered training organisations (RTOs), and accreditation of courses in the vocational education and training (VET) sector. The Australian Skills Quality Authority (ASQA) is the national regulator for VET in the Australian Capital Territory, New South Wales, the Northern Territory, Queensland, South Australia, and Tasmania. It is also responsible for managing the registration of some RTOs in Victoria and Western Australia that offer courses to overseas students or to students in states that come under ASQA's jurisdiction.

**National Register** - Training.gov.au is the National Register of VET. It contains authoritative information about RTOs, Nationally Recognised Training (NRT), and the approved scope of each RTO to deliver NRT as required in national and jurisdictional legislation within Australia. (<https://training.gov.au/>)

**Transparent** - prior to the conduct of assessments, the relevant students are made aware of the assessment task requirements, marking criteria and eligibility. Unambiguous review procedures are published, including the responsibilities of employees and students.

**Unit** - A discrete component of study within a course; the term includes 'subject' and 'module'.

**Validation** - a process for confirming the correctness or soundness of information or findings. In quality assurance, an external process of verifying that an organisation satisfies the criteria for quality endorsement.

**Volume of Learning** - is a dimension of the complexity of a qualification. It is used with the level criteria and qualification type descriptor to determine the depth and breadth of the learning outcomes of a qualification. The volume of learning identifies the notional duration of all activities required for the achievement of the learning outcomes specified for an AQF qualification type. It is expressed in equivalent full-time years.

#### 4. Assessment Practices (General)

Australian International Institute of Technology's recognise that assessment is the core service offered to our students and is at the centre of our operations as a Registered Training Organisation (RTO).

Training must be engaging, well-structured and enables VET students to attain skills and knowledge consistent with the training product undertaken. Quality assessment ensures that the skills and knowledge of student are assessed using four (4) principal determinants:

- That assessment decisions are based on the assessment of skills and knowledge compared with units of competence drawn from Training Packages or Qualifications.
- That the target industry or enterprise requirements are contextualised and integrated within the assessment process and assessment tasks.
- That assessment is conducted in accordance with the "*principles of assessment*".
- That evidence is gathered that meets "*the rules of evidence*".

#### 4.2 Assessment Requirements

Each unit of competency contains assessment requirements grouped into three (3) areas:

- Performance Evidence (PE)
- Knowledge Evidence (KE)
- Assessment Conditions (AC)

The above information is to guide the assessment practices process and is to be accessed and/or download via the “National Register”, <https://training.gov.au/>, for the relevant training product.

#### 4.3 Performance Evidence (PE) and Knowledge Evidence (KE)

“Performance Evidence (PE)” and “Knowledge Evidence (KE)” describe what a student must demonstrate in order to be considered competent.

The above information is to guide the assessment practices process and is to be accessed and/or download via the “National Register”, <https://training.gov.au/>, for the relevant training product.

#### 4.4 Assessment Conditions (AC)

“Assessment Conditions (AC)” describe the conditions under which a student must demonstrate this, including any specific requirements for resources, trainers and assessors and the context for assessment.

Australian International Institute of Technology recognises the importance of establishing the right context and assessment conditions for students during their assessment.

It is Australian International Institute of Technology’s responsibility to ensure that students are provided with the right context and assessment conditions to undertake their assessment tasks.

To achieve this, we will apply the following strategies

- Incorporation of the student’s own workplace policies and procedures into the assessment scenario or task
- Conduct of the assessment in the student’s workplace performing real workplace tasks.
- Integration of relevant industry codes of practice and other industry information into the assessment process
- Incorporation of industry job descriptions for students to align with during realistic simulated workplace scenarios and case studies.
- Incorporation of regulatory information relating to licensing which applies to some units of competency.
- Tailoring the program outcomes to meet the organisational training needs of the enterprise without compromising the Training Package requirements.
- Creating assessment activities which require student to conduct specific research relating to industry situations and occurrences.
- Provide a realistic simulated workplace within Australian International Institute of Technology.

The above information is to guide the assessment practices process and is to be accessed and/or download via the “National Register”, <https://training.gov.au/>, for the relevant training product.

#### 4.5 Performance Indicators (Principles of Assessment)

In the delivery of training and assessment Australian International Institute of Technology assessment system facilitates assessment in accordance with the “*principles of assessment*” performance indicator.

The delivery of training and assessment strategies and practices have been designed to ensure:

- Validity - Australian International Institute of Technology will conduct assessment against the broad range of performance evidence, knowledge evidence and the assessment conditions identified within each unit of competency.
- Reliability - Australian International Institute of Technology will seek to gather and interpret evidence in a consistent manner that provides for reliable assessment both for the learner and for assessors.

- Australian International Institute of Technology achieve this by engaging assessors who have the required competencies in assessment and the relevant vocational competencies.
  - Australian International Institute of Technology's assessment system also provides for standardised outcomes supported by model answers to guide assessors in their judgements.
  - Reliability is also supported by the moderation, internal and external, and validation of assessment judgements.
- Flexibility - Australian International Institute of Technology strive to provide assessment opportunities that reflect a learner's needs. Australian International Institute of Technology's training and assessment strategies and practices documents provide for recognition of a learner's current competence, employ a range of methods appropriate to the context of the industry, the learning outcome, and the student.
  - Fairness - Australian International Institute of Technology's assessment approach encourages fairness in assessment through consideration of the learner's needs and characteristics and through making reasonable adjustments when it is required. Assessors achieve this through clear communication with a learner to ensure that the learner is fully informed about, understands and is able to participate in, the assessment process, and agrees that the process is appropriate.

#### 4.6 Performance Indicators (Rules of Evidence)

Australian International Institute of technology ensures assessors make individual assessment judgements that are justified based on the rules of evidence. The process of gathering evidence to be used in the judgement can be varied, ranging from evidence derived from workplaces or realistic simulations, observations made by assessors.

It is in gathering the evidence that "*reasonable adjustments*" can be safely made and implemented. If there is a reasonable adjustment that does not compromise the competency standard it is a requirement that this alternative assessment be made available to a student with an individual learning plan in place, if there is no reasonable adjustment that would not compromise the competency standard, it is not unlawful to deny the student an alternative assessment.

Guidance to assessors on what "*reasonable adjustment*" can be made for an assessment is provided in the Trainer Guides for the units of competency and the "*Reasonable Adjustment policy and procedure*".

In collecting evidence, Australian International Institute of Technology applies the performance indicator, "*the rules of evidence*", to inform the assessment practices and the assessment strategy.

Training and Assessment strategies (TAS) and practices have been designed to ensure:

- Sufficiency - Australian International Institute of Technology prioritise the collection of enough appropriate evidence to ensure that all aspects of competency have been satisfied and that competency can be demonstrated repeatedly.
- Validity - Australian International Institute of Technology collect evidence that is specified in the benchmarks for assessment e.g. industry evidence and detailed assessment including performance evidence and knowledge evidence.
- Authenticity - Australian International Institute of Technology seek evidence that is authentic. To support this, assessors must be assured that the evidence presented for assessment is the learner's own work.
  - Where documentary evidence is relied on it must be certified or supported by two (2) other forms of evidence which demonstrate the same skill or knowledge (triangulation).
  - In all instances, where work is submitted external to Australian International Institute of Technology (i.e. Learning Management System Moodle) is to include a completed cover sheet that the student certifies the work and submission as their own.
- Currency - Australian International Institute of Technology must be satisfied that the learner currently holds the skills and knowledge relating to an assessment task. This will mostly relate to recognition applications where a learner has been in the workplace for many years and is seeking recognition of skills and



knowledge obtained through workplace experience or previous training. Australian International Institute of Technology will apply assessment strategies which satisfy currency through the gathering of direct evidence in the workplace.

#### 4.7 Reasonable Adjustment

Reasonable adjustments are made to support VET students with disability to access and participate in training and assessment on an equal basis.

Australian International Institute of Technology is committed to ensure that students with recognized disadvantages can access and participate in education and training on the same basis as other students.

Disadvantages may be based, for example, upon age, cultural background, physical disability, limited or non-current industry experience, language, numeracy, or digital literacy issues.

Where pre-training reviews, diagnostics, and assessments identify that a student may require special support or where, after enrolment, it is made apparent that the student requires special support, reasonable adjustments will be made to the learning environment, training delivery, learning resources and/or assessment tasks to accommodate the particular needs of the student.

An adjustment is reasonable if it can accommodate the student's particular needs, while also taking into account factors such as the student's views, the potential effect of the adjustment on the student and others and the costs and benefits of making the adjustment.

Any adjustments made must:

- Be discussed, agreed, and documented in the assessment record;
- Benefit the student;
- Maintain the integrity of the competency standards and course requirements as stipulated in the training package;
- Be reasonable to expect in an industry workplace.

Reasonable adjustment may consist of:

- Providing additional time for students to complete the training and assessment tasks.
- Presenting questions orally for students with literacy issues.
- Asking questions in a relevant practical context.
- Using large print material.
- Extending the course duration or flexible scheduling and delivery of training and assessment, and
- Presenting work instructions in diagrammatic or pictorial form instead of words and sentences.
- Study support and study skills programs
- Language, literacy, and numeracy (LL&N) programs or referrals to these programs
- Use of trained support staff including specialist teachers, note-takers, and interpreters. The Academic Manager is responsible for investigating the availability of, and funding for, such services.

Reasonable adjustments should be negotiated effectively, they are individual. Usually, the individual with a disability will be the best person to explain the impact of their disability on their study and what recommended adjustments may help them, or they have found useful in the past.

#### 4.8 Assessment System

Australian International Institute of Technology has endorsed and fit for purpose assessment system consisting of assessment tools, supporting resources and other materials, for each unit of competency on scope, which support the delivery of training and assessment process. Australian International Institute of Technology is satisfied that the assessment tools purchased and contextualised for assessment fit with the requirements of each target cohort, target industry, and/or industry requirements.

The following are examples of assessment practices which may be incorporated into an assessment strategy to meet the Training package, qualification, accredited course, skill set, unit of competency "*rules of evidence*" and "*the principles of assessment*" include:

- Direct observation;
- Product-based methods;
- Portfolios;
- Questioning;
- Third-party evidence.

The list of assessment practices (above) identifies only a small number of assessment approaches which are approved for use at Australian International Institute of Technology. These methodologies are however the more common assessment methods and support holistic assessment encouraged and supported by Australian International Institute of Technology.

#### 4.9 Assessment Arrangements

Assessment will occur through a variety of methods, including projects and case study scenarios incorporating reports, role-plays and demonstrations, short answer questions, verbal questioning, and research both in simulated and real industry environments.

Assessment conditions will ensure a simulated workplace environment are provided when relevant.

Australian International Institute of Technology Assessment Practices and Assessments Tasks:

- Are completed “**individually**”.
- Follow the Assessment Conditions (AC) as prescribed in the National Register for each unit of competency.
- Align to the Elements, Performance Criteria, Foundation Skills, Performance Evidence (PE) and Knowledge Evidence (KE) requirements as prescribed for each unit of competency.
- Are assessed using the assessment criteria that relate to the relevance, quality of work and standards expected by industry.
- Where possible reflect real life and relevant industry specific work scenarios, tasks, timeframes or situations.
- Are required to be performed within industry standard timeframes; as specified by assessors in relation to each task output.
- Are performed to industry safety standards requirements as relevant and appropriate.
- Utilise authentic and current workplace documentation including policy and procedures.
- May require students to work with others or as part of a team.
- Require students to prepare, plan and prioritise competing work tasks within industry standard timeframes.
- Involve the use of standard workplace equipment, processes, systems, and technology such as computers and appropriate software.
- Ensure that students are required to consider workplace constraints such as time and budgets.

#### 4.10 Assessment Information (Trainer and Student Guides and Assessment Workbooks)

Australian International Institute of Technology ensure its assessment system is fit-for-purpose and consistent with the training product and includes the following resources and materials, but not limited to:

- **Student Guide and Assessment Workbook:** There is one for each individual unit of competency that includes instructions to students about each of their assessment’s tasks. It also includes the assessment plan, the assessment task, required Resource’s list and where students can record the due dates of each task and an Assessment Task Cover Sheet and Declaration that must be completed for each Assessment submission.
- **Trainer Guide:** There is one for each individual unit of competency which includes the Assessment Tasks with suggested model answers or examples for each assessment outcome, a Training Plan outline, a required Resource’s list, the Unit of Competency Mapping Guide and Assessment Observation Checklists in which the assessor is to record their assessment judgements and decisions and provide feedback.

Note the Assessment System includes other supplementary resources and supporting documents specific to the unit of competency and/or provided supporting case study scenario are also included with individual assessment tasks as required.

These resources include document templates, forms, guidance statements and simulated workplace policies and procedures, case study scenarios which are described in the Student Guide and Assessment Workbook, Trainer Guide and Assessment Task instructions.

#### 4.11 Assessment Design and Development

The design and implementation of Australian International Institute of Technology's assessment system must consider the prescribed Training Package requirements, qualification rules, knowledge evidence, performance evidence, assessment conditions, foundation skills and the Australian Qualification's Framework (AQF) level for each unit of competency.

The following principles must guide the design, development and assessment practices and judgements of assessment tasks:

- Assessment Tasks should be designed to facilitate the demonstration of a meaningful application of knowledge and are contextualised to industry standards.
- The objective should be to provide diagnostic, timely and purposeful feedback, as well as judgments about academic performance to the point of assessment.
- Assessments must elicit a body of evidence that ascertains to what extent each student attains the prescribed learning outcomes at the correct level of Australian Qualifications Framework (AQF)
- Assessments must be developed in ways that optimise reliability and validity, considering potential diversity of students and mode of subject delivery.
- As far as practicable, Australian International Institute of Technology will ensure that appropriate reasonable adjustments and assistance is provided if requested.
- Assessments will include the details of each task, instructions, assessment criteria, marking guide/model answers and grading criteria (if applicable).
- The “*principles of assessment*” (validity, reliability, flexibility, and fairness) will guide the design of assessments.
- The “*rules of evidence*” (sufficiency, validity, authenticity, and currency) will guide the collection of evidence of students' work.
- All documentation related to the assessment process; in addition to all records of student participation, attendance and assessment outcomes must be retained for a period specified in the associated procedures, usually not less than “**six (6) months.**”
- Individuals designing, developing, and assessing assessments must be suitably qualified according to the regulatory requirements as specified in “*Standards for Registered Training Organisations - Credential Policy*”.
- Australian International Institute of Technology implements an assessment system that ensures assessments practices, assessment processes and assessment judgements (including *recognition of prior learning*):
  - comply with the assessment requirements of the relevant training package, qualification, accredited course, skill set or unit of competency
  - is conducted in accordance with the “*Principles of Assessment*” and the “*Rules of Evidence*” detailed in the “*National Vocational Education and Training Regulator (Outcome Standards for Registered Training Organisations) Instrument 2025, Division 2 - Assessment (Standard 1.3, Standard 1.4, Standard 1.5)*”; and
  - are regularly reviewed (**quarterly**) and quality assured, incorporating contemporary practices validated and moderated through internal and external industry consultations assessor instructions as relevant.



#### 4.12 Assessment Task Cover Sheets

All Assessment Task Cover Sheets must be filled out, signed, and submitted together with all completed assessment responses and supporting evidence. Incomplete Assessment Task Cover Sheets and supporting evidence will not be accepted by Administration incomplete.

The Assessment Task Cover Sheet will be returned to the student with the outcome of the assessment, which will be Satisfactory (S) or Not Satisfactory (NS) and contain feedback on performance and potential corrective actions.

#### 4.13 Late Assessment Submissions

Assessment will not be accepted after “**two (2) calendar weeks**” from due date (including weekends).

No assessment task will be accepted after the conclusion of a completed Academic Term when the final assessment judgements and outcomes have been formally published and communicated.

After the conclusion of an Academic term, the student will be deemed to have “**not successfully completed**” the unit of competency.

#### 4.14 Submission of Digital Assessment Tasks

If Assessment Tasks are being submitted digitally, e.g. via the Learning Management System, each digital document must be in Word format and include the following information:

- Unit of Competency Code Identification Code
- Assessment Task Number
- Student ID Number
- Student Name (Name as per Passport, no nicknames)
- Date it was created

For example, *UOC Code Task 1 AIIT1009 Student Name DD.MM. YYYY*

#### 4.15 Competency-Based Assessment (CBA) Outcomes

Each assessment task will be given an outcome of either “**Satisfactory (S)**”, “**Not Satisfactory (NS)**” or “**Did Not Submit (DNS)**”.

Students must complete all tasks for a unit satisfactorily to achieve an overall outcome of “**Competent (C)**” for the unit. If one or more of the tasks are assessed as Not Satisfactory, they will be given an outcome for the unit of “**Not Yet Competent (NYC)**”.

The student can have a total of “**three (3) attempts**” to complete each task and achieve a ‘Satisfactory’ outcome. These additional attempts constitute the “*Reassessment process*”.

The student will be advised of the timeframe for resubmission (usually within one month) and advised what they must include in their re-submission (usually the whole task again).

If, after the third attempt, the student is still assessed as Not Satisfactory for an Assessment task, they will need to re-enrol in the unit of competency’.

#### 4.16 Academic Integrity

Australian International Institute of Technology requires that all students complete all assessments and provide assessment evidence ethically and without Academic Misconduct notably plagiarism, collusion, and cheating.

The Academic Manager and Trainer and Assessors will ensure that academic integrity is maintained in all learning and assessment activities by providing information to students to ensure they understand what constitutes plagiarism, collusion, and cheating and what will be the outcome if they undertake such practice.

Australian International Institute of Technology has the following definitions for plagiarism, collusion, and cheating:

- **Plagiarism** - plagiarism is the submission of somebody else's work as if it were the student's own. This may include copying all or part of another person's thoughts or ideas and representing them as your own. If a student fails to identify the original source of some or all the submission this also constitutes plagiarism. If a student copies another student's work and passes this off as their own, then this is also a form of plagiarism and cheating.

During Assessment students will read about ideas and gather information from many sources. When students use these ideas in Assessments, they must identify who produced them and in what publications they were found. If students do not do this, they are plagiarizing. If students are including other peoples' work in submissions e.g. passages from books or websites, then reference, using the "**APA Referencing Style**", should be made to the source.

- **Collusion** - this is the presentation by a student of an assignment as his or her own which is the result of unauthorized collaboration with another person or persons. Collusion involves the cooperation of two or more students in plagiarism or other forms of academic misconduct or cheating. Both collusion and plagiarism can occur in group work.
- **Cheating** - this is the use of any means to gain an unfair advantage during the assessment process. Cheating may include copying a friend's answers, using mobile phones or other electronic devices during closed book assessments, bringing in and referring to pre-prepared written answers in a closed book assessment and referring to texts during closed book assessments amongst others.

Where it is found that plagiarism, collusion, and cheating has occurred, this will result in the student's assessment submission being invalidated and student's will be investigated for academic misconduct.

For more information, refer to the "*Artificial Intelligence (AI) in Assessment Practices*" and "*Plagiarism, Collusion and Cheating policy and procedure*".

#### 4.17 Re - Assessment Guidelines

Each assessment task will be given an outcome of either either "**Satisfactory (S)**", "**Not Satisfactory (NS)**" or "**Did Not Submit (DNS)**". Students must complete all tasks for a unit satisfactorily to achieve an overall outcome of Competent (C) for a unit of competency.

If one or more of the tasks are assessed as Not Satisfactory, they will be given an outcome for the unit of Not Yet Competent (NYC). The student can have a total of "**three (3) attempts**" to complete each task and achieve a Satisfactory outcome. These additional attempts constitute the "**Re-assessment process**".

The student will be advised of the timeframe for resubmission (usually within ten working days) and advised what they must include in their re-submission (usually the whole task again). If, after the third attempt, the student is still assessed as Not Satisfactory for an Assessment task, they will need to re-enrol in the unit of competency.

Academic Penalties (Reassessment and Late Submission):

- Knowledge Evidence (KE) Late Submissions (without Faculty approval) and/or Reassessment Process Fee will be charged **\$150.00** (AUD) per assessment task submission.
- Performance Evidence (PE) Late Submissions (without Faculty approval) and/or Reassessment Process Fee will be charged **AUD \$250.00** (AUD) per assessment task submission.
- Performance Evidence (PE) Catch Up Classes Trade Challenge Test Ingredients and Utilities Fee will be charged **AUD \$350.00** (AUD) per unit of competency.

For more information, refer to the “Assessment policy and procedure” at <https://aiit.vic.edu.au/pol-pro>.

## 5. Validation of Assessment Practices and Judgements

Australian International Institute of Technology has a detailed plan for, and implements, systematic validation of assessment practices and judgments including pre assessment, during assessment, and post assessment.

The Validation of Assessment Practices and Judgements Schedule and Plan ensures that each unit of competency Australian International Institute of Technology’s scope of registration is validated at least once every “**five (5) years**” and on a more frequent basis where the organisation becomes aware of risks to training outcomes, any changes to the training product or receives relevant feedback from VET students, trainers, assessors, and industry.

Australian International Institute of Technology utilises a risk-based approach with a “*Validation of Assessment Practices and Judgements Schedule and Plan*” that includes:

- The frequency and schedule of when validation will occur.
- Type of validation.
- The components of the assessment system for a training product which are to be validated
- The sample size of assessments that are to be validated in respect of a particular training product
- The delegated individuals who lead and participate in the validation process.

Validation of Assessment Practices and Judgements is conducted on a regular basis for each training product in line with the requirements of “*National Vocational Education and Training Regulator (Outcome Standards for Registered Training Organisations) Instrument 2025 (Standard 1.5)*”.

Collectively, those involved in the validation process must met the requirements of the “*Standards for Registered Training Organisations - Credential Policy*” including:

- industry competencies, skills and knowledge relevant to the training product;
- a practical understanding of current industry practices relevant to the training product; and
- one of the credentials for validation specified in the *Standards for Registered Training Organisations - Credential Policy*
- Or a person who is independent, not employed or subcontracted by Australian International Institute of Technology to provide training and assessment, and has no other involvement or interest in the organization’s operations.

### 5.1 Conducting Validation of Assessment Practices and Judgements validation

Validation is undertaken by one or more people who collectively have:

- Industry competencies, skills and knowledge relevant to the training product;
- A practical understanding of current industry practices relevant to the training product; and
- One of the credentials for validation specified in the Credential Policy.

The outcome of an assessment validation is not solely determined by a person who has designed or delivered the training or assessment.

For each validation session, there will be a lead validator who will be assigned to lead the process. In conducting validation, Australian International Institute of Technology will validate a suitable sample size of assessments

and will randomly select the student assessments to be validated in line with the guidance provided by “Credential Policy”, “ASQA’s *Fact Sheet on Conducting Validation*” and “*Validation Calculator*”; <https://www.asqa.gov.au/resources/fact-sheets/conducting-validation>.

Validation of Assessment Judgements and Practices is conducted using the Australian International Institute of Technology’s “*Validation of Assessment Judgements and Practices Mapping Tool (Checklist)*” that guides the validation team through the process and records how outcomes of an assessment validation are used to inform changes to the assessment system.

## 5.2 Record Keeping and Improvements

Validation of Assessment Practices and Judgements outcomes are documented, and results of validation acted upon to bring about improvements to Australian International Institute of Technology’s training and assessment system and practices. Validation of Assessment Practices and Judgements sessions, and outcomes, are recorded in the “*Training Products Continuous Improvement Register*”, “*Validation of Assessment Practices and Judgements Corrective Actions Register*” and “*Validation Tool (Mapping Tool and Checklist)*”.

## 6. Recognition of Prior Learning (RPL)

Australian International Institute of Technology supports and considers applicants with prior skills, knowledge and competencies and ensures they are supported to seek recognition of prior learning to progress through the relevant training product.

Applicants who have obtained competencies other than via qualification or attainment from other RTO’s are given the opportunity, before commencing to obtain exemptions and credits for those units of competency.

Applicants who are seeking recognition of prior learning will be provided with the Recognition of Prior Learning Skills Recognition Kit. They will be required to complete a comprehensive mapping processing and provide verifiable evidence that relates to the unit of competency foundation skills, performance and knowledge requirements.

As required, observations will be conducted in the applicant’s workplace and/or within Australian International Institute of Technology to assess practical skills and/or generic skills such as communication, digital skills etc.

The application is to be assessed by a Trainer and Assessor, as per the requirements of the “*Standards for Registered Training Organisations - Credential Policy*”, and a final decision and judgement are made as to whether Recognition of Prior Learning (RPL) can be granted.

For more information, refer to the “*Recognition of Prior Learning policy and procedure*” at <https://aiit.vic.edu.au/pol-pro>.

## 7. Credit Transfer (CT) Exemptions

Applicants who have completed an equivalent training product are supported to obtain a credit transfers.

Students may apply for recognition of existing qualifications or skills, knowledge, and experience.

Australian International Institute of Technology accepts and provides credit exemptions to students for units of competency and/or skill sets (unless licensing or regulatory requirements prevent this) where these are evidenced by:

- AQF Certification documentation issued by any other RTO or AQF authorised issuing organisation; or,
- Authenticated VET transcripts issued by the Registrar;
- A verified USI Transcript

Credit Exemptions will be granted not only for studies completed at an RTO, but at any authorised issuing organisation, such as a university. In such cases, an analysis as to the equivalence of the study completed with the relevant unit/s or module/s would need to be completed before any credit exemption will be granted.

The Academic Manager will substantiate and verify the information provided by the student e.g., Testamur, Record of Results (RoR), USI Transcript, or Statement of Attainment (SoA) by contacting the organisation that issued the documentation and confirming that the content is valid and authentic.

Approved student credit exemptions may modify the duration of the students' course; all students will be advised of the expected duration that specifically applies to them.

Applicants may use Australian International Institute of Technology's appeal process if dissatisfied with the outcome of their application of Credit exemptions within "**ten (10) working days**" of receiving their outcome

Finally, the granting of credit transfer exemptions may affect course tuition fees as well as the duration of the course and the student's Certificate of Enrolment (CoE).

For further information, please refer to the "*Credit Transfer Exemptions policy and procedure*" at <https://aiit.vic.edu.au/pol-pro/>.

## 8. Feedback, complaints and appeals

Students may lodge an appeal regarding an assessment decision in alignment with the "*Complaints and Appeals Policy and Procedure*".

Furthermore, they are informed of this right in the front of each Student Guide and Assessment Workbook and individual Assessment Tasks.

Appeals will be dealt with following the "*Complaints and Appeals policy and procedure*" at <https://aiit.vic.edu.au/pol-pro/>.

## 9. Engaging with Industry, Employer and Community Representatives

The engagement with industry employers and community representatives' consultation processes assists by confirming that the approach to delivery and assessment is consistent, as well as facilities and resources used are consistent with industry expectations and current industry practices.

Australian International Institute of Technology engages the following Industry Employer and Community representatives to assist with currency and contextualization of training products:

- Industry Employer and Community Representatives have been consulted to provide input into the development of the course and assessment system.
- Experts were provided with the Training and Assessment Strategy and Practices Document, plus samples of the training and assessment materials and qualification range statement.
- Experts were also asked to comment on the industry skills required of trainers and assessors.
- Feedback from the consultation has been reviewed and incorporated into this Strategy.

For a detailed summary and more information refer to "*Engagement with Industry Employer and Community Representatives policy and procedure*" and the following internal record keeping document "*Engagement with Industry Employer and Community Representatives Register*".

## 9. Transition of Training Products

When there is a change to the Training Package that impacts on the Training and Assessment Strategy and Practices, the Academic Manager will notify all employees as soon as possible.

Australian International Institute of Technology complies with ASQA's General Direction; "*Transition and teach out*".



When there are changes to the Training Package, the Academic Manager and the Executive Management Team will review the changes made and create a plan to transition to the new training package requirements and cater for teach-out arrangements for students where required.

The progress of the transition of training products and teach-out strategies will be monitored by the Academic Manager and the Executive Management Team.

Finally, all employees employed in the delivery of Training and Assessment are subscribed to the following email updates to ensure Australian International Institute of Technology is advised of any changes to the Training Package, training product, or individual units of competency:

- Australian Skills Quality Authority (ASQA)
- National Register - <https://training.gov.au/>
- Skills Service Organisations (SSOs)
- Future Skills Organisation - <https://www.futureskillsorganisation.com.au/>
- Build Skills Australia - <https://buildskills.com.au/>
- Service and Creative Skills Australia (SaCSA) - <https://sacsa.org.au/>
- VETnet - <https://vetnet.gov.au/>
- Victorian Training Package Purchasing Guides - <https://www.education.vic.gov.au/training/providers/rto/Pages/purchasingguides.aspx>

For more information, refer to the *“Transition of Training Products policy and procedure*

## 10. Credentials for the Delivery of Training and Assessment (Trainers and Assessors)

Australian International Institute of Technology ensures training and assessment is delivered to VET students by credentialed people with current skills and knowledge in training and assessment.

All employees involved in the delivery of training and assessment of this training product have direct access to the current version of the Training Package and the fit for purpose Assessment System, including access to relevant and appropriate facilities, resources and equipment.

### 10.1 Training and Assessment Credentials

To deliver training **and** assessment without direction, including making assessment judgements, the person must hold one of the following credentials:

- TAE40122 Certificate IV in Training and Assessment or its successor,
- TAE40116 Certificate IV in Training and Assessment,
- TAE40110 Certificate IV in Training and Assessment,
- A diploma or higher-level qualification in adult education or vocational education and training.
- A secondary teaching qualification **and** one of the following credentials:
  - TAESS00011 Assessor Skill Set, or
  - TAESS00019 Assessor Skill Set or its successor, or
  - TAESS00024 VET Delivered to School Students Teacher Enhancement Skill Set or its successor

### 10.2 Assessment Only Credentials

To conduct assessment **only**, including making assessment judgements, the person must hold one of the following credentials:

- TAE40122 Certificate IV in Training and Assessment or its successor,
- TAE40116 Certificate IV in Training and Assessment,

- TAE40110 Certificate IV in Training and Assessment,
- TAESS00019 Assessor Skill Set or its successor,
- TAESS00011 Assessor Skill Set,
- TAESS00001 Assessor Skill Set,
- A diploma or higher-level qualification in adult education or vocational education and training.
- A secondary teaching qualification **and** one of the following credentials:
  - TAESS00011 Assessor Skill Set, or
  - TAESS00019 Assessor Skill Set or its successor, or
  - TAESS00024 VET Delivered to School Students Teacher Enhancement Skill Set or its successor.

A person who is actively working towards a training and assessment credential can be engaged to deliver training and contribute to assessment (including conducting assessment and collecting assessment evidence), provided they work under the direction of a trainer or assessor who meets the requirements of the extracted “*Standards for Registered Training Organisations - Credential Policy Section 1C, 1D and 1E*”.

### 10.3 Actively working towards a training and assessment credential

A person who is actively working towards a training and assessment credential can deliver training and contribute to assessment (including conducting assessment and collecting assessment evidence), provided they work under the direction of a trainer or assessor.

Working towards these qualifications does not qualify the person to make assessment judgements. To be actively working towards a credential, the person must:

- be enrolled in and have commenced training in one of the following training and assessment credentials:
  - TAE40122 Certificate IV in Training and Assessment or its successor, or
  - TAE50122 Diploma of Vocational Education and Training or its successor, and
- be making satisfactory progress to enable the credential to be completed within two years of commencement.

### 10.4 Training and assessment under direction

A person who holds any of the credentials listed in this section can deliver training and contribute to assessment (including conducting assessment and collecting assessment evidence), provided they work under the direction of a trainer or assessor, but is not permitted to make assessment judgements.

This section applies if a person does not hold the credentials, which would permit them to deliver training and assessment without direction.

Australian International Institute of Technology must ensure that the credential held by trainers and assessors in accordance with this section is relevant to their role, taking into account the nature of the VET student cohort and the delivery context.

To deliver training and conduct assessment under direction, a person must hold one of the following credentials:

- TAESS00021 Facilitation Skill Set or its successor,
- TAESS00024 VET Delivered to School Students Teacher Enhancement Skill Set or its successor,
- TAESS00030 Volunteer Trainer Delivery and Assessment Contribution Skill Set or its successor,
- TAESS00029 Volunteer Trainer Delivery Skill Set or its successor,
- TAESS00020 Workplace Trainer Skill Set or its successor,
- TAESS00028 Work Skill Instructor Skill Set or its successor,
- TAESS00022 Young Learner Delivery Skill Set or its successor,
- TAESS00015 Enterprise Trainer and Assessor Skill Set
- TAESS00003 Enterprise Trainer and Assessor Skill Set,
- TAESS00008 Enterprise Trainer - Mentoring Skill Set,
- TAESS00013 Enterprise Trainer - Mentoring Skill Set,
- TAESS00007 Enterprise Trainer - Presenting Skill Set,

- TAESS00014 Enterprise Trainer - Presenting Skill Set,
- A secondary teaching qualification.

### 10.5 Providing direction on the delivery of training and assessment

A trainer and assessor who satisfies the requirements of this section is permitted to provide direction to others delivering training and assessment in accordance with Sections 1C and 1D of the “*Standards for Registered Training Organisations - Credential Policy*”, or to experts engaged in accordance with Standard 3.3.

Where a trainer or assessor is providing direction, they are responsible for providing oversight, guidance and quality assurance in respect of a person who does not have the full training and assessment credential to ensure the quality of training and assessment delivered by that person.

The requirements below apply to all trainers or assessors giving direction regardless of whether the person receiving direction is an industry expert, holds a relevant skill set, or is actively working towards a credential.

A person providing direction must hold one of the following credentials:

- TAE40122 Certificate IV in Training and Assessment or its successor,
- TAE40116 Certificate IV in Training and Assessment,
- TAE40110 Certificate IV in Training and Assessment,
- A secondary teaching qualification and one of the following credentials:
  - TAESS00011 Assessor Skill Set, or
  - TAESS00019 Assessor Skill Set or its successor, or
  - TAESS00024 VET Delivered to School Students Teacher Enhancement Skill Set or its successor,
- A diploma or higher-level qualification in adult education or vocational education and training

### 10.6 Validation of Assessment for Training Products Requirements

For validation activities, the validator must have one of the following training and assessment validation credentials:

- TAE40122 Certificate IV in Training and Assessment or its successor,
- TAE40116 Certificate IV in Training and Assessment,
- TAE40110 Certificate IV in Training and Assessment,
- A secondary teaching qualification **and** TAESS00024 VET Delivered to School Students Teacher Enhancement Skill Set or its successor,
  - TAESS00019 Assessor Skill Set or its successor,
  - TAESS00011 Assessor Skill Set,
  - TAESS00001 Assessor Skill Set, or
- A diploma or higher-level qualification in adult education or vocational education and training.

### 10.7 Vocational Competencies

Trainers and Assessors must hold a qualification at least to the level being delivered and assessed, preferable higher or have “**extensive**” experience that can be mapped to each Unit of Competency showing vocational competency.

### 10.8 Assessor Assessment Guidelines (Step 1 - Step 8)

*Step 1* - The assessor prepares for assessment. The assessor is to:

- Establish the context and purpose of assessment and the evidence to be collected.
- Identify and analyse the units of competency and assessment strategy to identify the assessment conditions, performance evidence and knowledge evidence requirements; and
- Review the assessment tools and confirm their currency and adequacy in meeting the rules of evidence.

*Step 2* - The assessor prepares the student for assessment. The assessor meets with the learner to:

- Explain the context and purpose of the assessment and the assessment process.
- Explain the units of competency to be assessed and the evidence to be collected.
- Outline the assessment procedure and the preparation the student should undertake and answer any questions.
- Assess the needs of the learner and, where applicable, negotiate reasonable adjustment for assessing people with disabilities without compromising the competency outcomes.
- Seek feedback regarding the student understanding of the units of competency, evidence requirements and assessment process; and
- Determine if the learner is ready for assessment and, in consultation with the learner, decide on the time and place of the assessment.

*Step 3* - The assessor plans and prepares the evidence-gathering process. The assessor must:

- Establish a plan for gathering sufficient quality evidence about the learner's consistent performance to make the assessment decision.
- Source or develop assessment materials to assist the evidence-gathering process.
- Organise equipment or resources required to support the evidence-gathering process; and
- Coordinate and brief other personnel involved in the evidence-gathering process.

*Step 4* - The assessor collects the evidence and makes the assessment judgement. The assessor must:

- Establish and oversee the evidence-gathering process to ensure its validity, reliability, fairness, and flexibility.
- Collect appropriate evidence and match compatibility to the elements, performance criteria, range statement, performance evidence, knowledge evidence, and assessment conditions in the relevant units of competency.
- Incorporate allowable reasonable adjustments to the assessment procedure without compromising the integrity of the competencies.
- Evaluate the evidence in terms of validity, currency, authenticity, and sufficiency.

*Step 5* - The assessor provides feedback on the assessment. The assessor must provide advice to the student about the outcomes of the assessment process. This includes providing the learner with:

- Clear and constructive feedback on the assessment judgement and decision.
- Information on ways of overcoming any identified gaps in competency revealed by the assessment judgements.
- The opportunity to discuss the assessment process and outcome; and
- Information on reassessment and the appeals process if applicable.

*Step 6* - The assessor records and reports the result. The assessor must:

- Record the assessment outcome according to Australian International Institute of Technology's policies and procedures
- Maintain records of the assessment procedure, evidence collected and the outcome according to Australian International Institute of Technology's policies and procedures
- Maintain the confidentiality of the assessment outcome.

*Step 7* - The assessor reviews the assessment process. On completion of the assessment process, the assessor must:

- Review the assessment process.

- Report on the positive and negative features of the assessment to those responsible for the assessment procedures; and
- Quarterly suggest to appropriate Australian International Institute of Technology Senior Management ways of improving the assessment procedures through completing the “*Trainer and Assessor Report*” or by providing input at the next scheduled assessment validation or moderation session.

*Step 8* - The assessor participates in the reassessment and appeals process. The assessor must:

- Provide feedback and counselling to the student, if required, regarding the assessment outcome or process, including guidance on further options.
- Provide the learner with information on the reassessment and appeals process.
- Report any assessment judgement and/or outcome that is disputed by the learner to the Academic Manager.

## **11. Student Evaluation of Teaching (Student Survey's)**

### **11.1 Student Evaluation of Teaching**

The “*Student Evaluation of Teaching survey*” asks students to describe their satisfaction and experience with each of the following key points each academic term:

- The clarity and usefulness of the training materials and supporting resources
- The balance of theoretical content with practical examples in the training materials;
- Their enjoyment of scheduled classes;
- The value of their learning experience;
- Their overall satisfaction with the content of the unit of competency;
- The promptness of the trainer and/or assessor in providing constructive feedback on assessments;
- The enthusiasm and responsiveness of the trainer and assessor;
- The helpfulness and approachability of the trainer and/or assessor;
- The trainer and/or assessor currency and knowledge of the subject matter;
- Their overall satisfaction with the trainer and/or assessor;
- The fairness of the assessment activities and feedback provided;
- Their overall satisfaction with the delivery of training and assessment process.

Additionally, Students are asked to respond to the following open-ended questions:

- What does your trainer and assessor do well in teaching this unit of competency?
- What does your trainer and assessor do poorly in teaching this unit of competency?
- What do you consider to be the best features of this unit of competency?
- What are some ways in which this unit and /or its means of delivery could be improved?

Students are asked, as part of each Student Survey, to provide further comments about the delivery of training and assessment of a unit of competency and to provide general feedback about the quality of the training and assessment experience.

### **11.2 Student Support and Wellbeing Services Satisfaction Survey**

The Student Support and Wellbeing Services Satisfaction survey asks students to describe their satisfaction and experiences with:

- The accuracy and usefulness of information provided prior to arrival;
- The processes of applying for admission and enrolment;
- The experience and usefulness of the information provided during orientation, onboarding and induction;
- The assistance they were given in language use, literacy, and numeracy (LL&N);
- The student support and wellbeing services which have been made available;
- The information provided to them, and their understanding of the processes of:
  - Recognition of Prior Learning (RPL)
  - Credit Transfer (CT) exemptions



- The information provided to them about the complaints and appeals processes, and their understanding of those processes;
- The helpfulness and approachability of Student Support, Wellbeing Services and Administration staff;
- The effectiveness of responses to information they have requested;
- Access to policy and procedures regarding access to personal data and confidential information;
- The ease of understanding and the accuracy of the “*student handbook*”;
- The ease of access of the facilities, equipment and resources available to students;

Students are also asked whether the facilities, equipment and resources available meet their requirements, and to comment on their overall satisfaction and experience with the student support, wellbeing services and administration provided. Additionally, students are asked to respond to the following open-ended questions:

- Which aspects of student services are handled well?
- Which aspects of student services are handled poorly by?
- What are some ways in which student services at could be improved?
- What are some ways in which access to information you require could be improved?
- How could the facilities available for students at be improved?
- How could information about policies at (e.g. access and equity, privacy) be more effectively disseminated?

For more information, refer the “*Student Survey policy and procedure*”.

## 12. Responsibility

Engaged Trainers and Assessors are responsible for:

- Preparing for assessment following “***the principles of assessment*** (validity, reliability, flexibility, and fairness)”.
- Planning and preparing the evidence-gathering process
- Collecting the evidence following “***the rules of evidence*** (sufficiency, validity, authenticity, and currency)”.
- Making the final Assessment Judgement and Decision.
- Provides rich feedback on the assessment
- Records and reports all Academic results.
- Reviews the assessment process and participates in the reassessment and appeals process.
- Completes the quarterly Trainer and Assessor Report
- Participates in scheduled systematic validation sessions
- Maintaining their individual vocational competence and industry currency

The Academic Manager (VET) and Compliance Manager are responsible for the effective implementation and management of this policy as well as provision of information on how to resolve complaints of breaches of this policy.

Any complaints or breaches in relation to this policy should be reported to the Chief Executive Officer (CEO) in person or by email to [ceo@aiit.vic.edu.au](mailto:ceo@aiit.vic.edu.au).

## 13. References (Key)

Source	Document Title	Version - Date
External	ASQA's Fact Sheet on Conducting Validation	PDF
	ASQA's General Direction - Transition and teach out	PDF
	ASQA - Guide to Developing Assessment Tools	PDF
	ASQA - Volume of Learning <a href="https://www.asqa.gov.au/guidance-resources/determining-appropriate-training-and-course-duration/volume-learning">https://www.asqa.gov.au/guidance-resources/determining-appropriate-training-and-course-duration/volume-learning</a>	(Accessed 01/07/2025)

The Australian Qualifications Framework, Second Edition		PDF
AQF Volume of Learning Explanation <a href="https://www.aqf.edu.au/sites/aqf/files/volume-of-learning-explanation-v2-2014.pdf">https://www.aqf.edu.au/sites/aqf/files/volume-of-learning-explanation-v2-2014.pdf</a>		(Accessed 01/07/2025)
Clustering units of competency: a guide to how to cluster for delivery and assessment <a href="https://www.voced.edu.au/content/ngv%3A66001">https://www.voced.edu.au/content/ngv%3A66001</a>		(Accessed 01/07/2025)
Credential Policy <a href="https://www.dewr.gov.au/revisions-standards-registered-training-organisations/resources/policy-draft-credential-policy">https://www.dewr.gov.au/revisions-standards-registered-training-organisations/resources/policy-draft-credential-policy</a>		(Accessed 01/07/2025)
the National Code of Practice for Providers of Education and Training to Overseas Students 2018 (National Code 2018)		2018
National Vocational Education and Training Regulator (Outcome Standards for Registered Training Organisations) Instrument 2025 <a href="https://www.legislation.gov.au/F2025L00354/asmade/text">https://www.legislation.gov.au/F2025L00354/asmade/text</a>		(Accessed 01/07/2025)
National Vocational Education and Training Regulator (Compliance Standards for NVR Registered Training Organisations and Fit and Proper Person Requirements) Instrument 2025 <a href="https://www.legislation.gov.au/F2025L00355/asmade/text">https://www.legislation.gov.au/F2025L00355/asmade/text</a>		(Accessed 01/07/2025)
NCVER Glossary of VET <a href="https://www.voced.edu.au/vet-knowledge-bank-glossary-vet-terms">https://www.voced.edu.au/vet-knowledge-bank-glossary-vet-terms</a>		(Accessed 01/07/2025)
Providing Reasonable Adjustment Fact Sheet		Fact Sheet
TESQA Gen AI Knowledge Hub <a href="https://www.teqsa.gov.au/guides-resources/higher-education-good-practice-hub/gen-ai-knowledge-hub">https://www.teqsa.gov.au/guides-resources/higher-education-good-practice-hub/gen-ai-knowledge-hub</a>		(Accessed 01/07/2025)

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