# Training and Assessment Policy and Procedure

## Purpose

This policy and procedure outlines the framework for ensuring that all training and assessment practices at AA Academy are compliant with the revised Standards for RTOs 2025, specifically aligned to Outcome 3: Valid, fair and flexible assessment, Outcome 4: Training and assessment are relevant to the needs of learners and industry, and associated quality indicators including Indicators 4.1 to 4.6. The policy ensures that training and assessment are designed, delivered, and evaluated in accordance with regulatory requirements and industry expectations.

## Scope

This policy applies to all qualifications and accredited courses on AA Academy's scope of registration and to all staff involved in the design, delivery, and assessment of these programs, including external trainers and assessors.

## Policy Statement

AA Academy is committed to delivering high-quality training and assessment that meets the standards of the Australian Qualifications Framework (AQF) and ensures learners are job-ready and competent. In alignment with the National Vocational Education and Training Regulator (NVR) Instrument 2025 and supported by the Explanatory Statement F2025L00354, our training and assessment practices are designed and implemented based on the following four principles:

1. **Principle of Validity** – Ensuring that assessment tools measure what they claim to measure and that judgments are based on relevant evidence aligned with the unit or module.
2. **Principle of Reliability** – Ensuring assessment outcomes are consistent regardless of assessor, context, or learner.
3. **Principle of Flexibility** – Designing training and assessment strategies that accommodate diverse learner needs, preferences, and workplace contexts.
4. **Principle of Fairness** – Ensuring all learners are treated equitably, provided with clear guidance, and given the opportunity to challenge outcomes.

In accordance with Clause 4.2 of the NVR Instrument, our RTO ensures that assessment systems are supported by clear validation and moderation procedures, demonstrate fairness and equity, and uphold assessment integrity.

## Training and Assessment System

AA Academy maintains a systematic process for the development, approval, implementation, and review of Training and Assessment Strategies (TAS) for each course on its scope. These TAS documents:

- Are developed in consultation with industry to ensure current relevance (Indicator 4.1)
- Identify suitable delivery modes and sequencing for each cohort (Clause 4.3)
- Clearly define how competency is assessed across core and elective units (Indicator 3.2)
- Outline how workplace practice and simulated activities are incorporated to meet unit requirements (Clause 4.4)

We align our strategies to learner profiles, course duration (including fast-track models), and delivery environments (e.g. blended, online, workplace-based).

## Assessment Practices

Assessment practices at AA Academy comply with the principles of assessment (fairness, flexibility, validity, and reliability) and the rules of evidence (valid, sufficient, current, authentic). In line with Indicator 3.1, assessment tools are validated prior to use, piloted where required, and reviewed post-delivery through structured validation sessions.

Assessors must:

- Hold the TAE40122 Certificate IV in Training and Assessment (or equivalent)
- Maintain vocational competency and current industry skills
- Participate in regular validation and moderation activities (Clause 4.6)

## Validation and Moderation Procedures

Validation and moderation at AA Academy are conducted systematically and in line with regulatory expectations under Clause 4.6. All training products on scope are subject to validation at least once every three years, or more frequently for high-risk qualifications. Validation is conducted by panels that include qualified trainers/assessors and an independent industry expert, and focus on reviewing a statistically significant sample of student work against clear benchmarks.

Moderation is conducted quarterly, bringing assessors together to compare assessment decisions, calibrate marking standards, and ensure consistency. All validation and moderation activities are recorded in our Validation Register. Outcomes inform continuous improvement and professional development planning.

## Industry Consultation

Industry consultation is a continuous and embedded process across AA Academy's training lifecycle. In alignment with Clause 4.5, the RTO consults regularly with:

- Employers hosting placements
- Sector specialists and workplace supervisors
- Professional associations and industry bodies
- Community partners and allied service organisations

Feedback gathered through surveys, meetings, and structured interviews is used to refine TAS documents, ensure the currency of assessment tools, update learning resources, and inform simulated environments. Consultation evidence is recorded in the Industry Consultation Register and reviewed during internal audits.

## Industry and Learner Engagement

Training and assessment design is informed by regular consultation with employers, placement partners, industry groups, and graduates. This ensures training reflects current practices, and assessment tasks reflect real workplace expectations (Indicator 4.5).

Learner feedback is also used to evaluate training effectiveness, engagement, and workload balance.

## Learner Support and Reasonable Adjustment

AA Academy is committed to ensuring that all learners are supported to achieve competency regardless of their backgrounds or personal circumstances. In accordance with the principles of equity and fairness under the Standards for RTOs 2025, the RTO implements the following measures:

- All learners complete a Language, Literacy, Numeracy, and Digital (LLND) assessment at enrolment to identify support needs.

- Where required, reasonable adjustments are made to training and assessment without compromising the integrity of the competency outcomes. Adjustments may include extended time, alternative formats, or oral assessments.

- Learners are offered access to academic support, language assistance, and referrals for personal counselling or mental health services as appropriate.

- Trainers are responsible for identifying additional support needs throughout the course and referring learners as necessary.

These strategies ensure that all learners are able to access and complete their training successfully.

## Academic Integrity and Authenticity

AA Academy upholds high standards of academic integrity and ensures that assessment outcomes are authentic. In alignment with Clause 3.1 and Clause 4.6, the RTO implements the following practices:

- Assessments are designed to minimise opportunities for plagiarism, collusion, and contract cheating.

- Where feasible, assessment includes oral questioning, video-based submissions, and signed declarations.

- Trainers use plagiarism detection tools and review learner work for originality.

- Suspected breaches of academic integrity are managed under the Academic Misconduct Procedure.

Authenticity and integrity are essential for maintaining the credibility of qualifications issued by AA Academy.

## Records Management

All training and assessment records are managed in accordance with the RTO Data Provision Requirements 2025 and stored securely to ensure learner privacy and data integrity:

- Assessment records and learner progress data are retained for at least six years from completion or withdrawal.

- Documents are stored on secure internal servers with access restricted to authorised personnel only.

- Regular backups and archiving procedures are in place to prevent data loss.

- The Records Management Procedure outlines how documents are created, updated, stored, accessed, and disposed of in line with relevant legislation.

## Continuous Improvement

In alignment with Indicator 4.6, AA Academy applies a structured and ongoing approach to continuous improvement of its training and assessment systems. Feedback and data are gathered through the following sources:

- Validation and moderation outcomes
- Internal audits and self-assurance reviews
- Industry consultation and advisory meetings
- Learner and employer surveys
- Complaints and appeals analysis

Improvement opportunities are documented in the Continuous Improvement Register. Actions are assigned to relevant personnel and monitored through regular review cycles by the Academic Committee. Review processes include:

- Monthly internal quality meetings
- Quarterly assessment validation reports
- Annual strategy and TAS reviews

Trends and systemic issues are escalated to the CEO, and where appropriate, lead to updates in policy, procedures, or learning and assessment tools. Effectiveness is measured through improved student outcomes, employer satisfaction, and compliance results.