



Training and Assessment Policy and Procedure

Australian Institute of Digital Technology Pty Ltd

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POLICY 3

Training and Assessment Policy and Procedure

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Policy Owner	Training Manager	Approved By	CEO
Applicable Legislation & Standards	Standards for RTOs 2025 (Standards 1.1 through 1.8, 2.1, 2.2, 3.1 through 3.5); AQF Policy 2013; ESOS Act 2000; National Code 2018 (Standard 8); National Vocational Education and Training Regulator Act 2011; Copyright Act 1968 (Cth)		

1. Purpose

This policy establishes AIDT's commitment to the delivery of high-quality, valid, and reliable competency-based training and assessment across all qualifications on its scope of registration. It describes the principles, systems, and standards that govern how AIDT designs, delivers, and continuously improves its training programs, how it ensures the competency of its trainers and assessors, and how it conducts assessment activities that meet the requirements of national training packages.

AIDT's approach to training and assessment is grounded in the principle that every student who enrolls at AIDT deserves access to the best possible quality of vocational education — instruction that is current, practical, engaging, and delivered by qualified professionals with genuine industry experience. Assessment at AIDT is not a compliance exercise; it is a genuine test of whether a student can do the job they have trained for. Every assessment tool, every marking decision, and every qualification issued carries AIDT's professional reputation.

2. Scope

This policy applies to all training and assessment activity across all qualifications on AIDT's scope of registration, regardless of the delivery mode (face-to-face, workshop, online, simulated workplace, or work placement). It applies to all trainers and assessors employed or contracted by AIDT, and to any third-party delivery arrangements. This policy is to be read in conjunction with the Training and Assessment Strategy (TAS) developed for each qualification, which contains qualification-specific information about delivery modes, assessment tools, trainer qualifications, and resources.

3. Training and Assessment Strategy

AIDT develops and maintains a current Training and Assessment Strategy (TAS) for each qualification on its scope of registration. The TAS is the foundational planning document for each course and is developed with reference to the relevant training package, the identified learner cohort, industry consultation outcomes, and AIDT's available resources and facilities. The TAS is not a static document — it is a living document that is reviewed and updated at least annually by the Training Manager and



following any material change in the training package, regulatory requirements, industry standards, or student feedback.

As a minimum, each TAS must document the following:

- The qualification code, title, total qualification duration, and CRICOS course code (where applicable).
- A description of the target learner cohort including language and literacy considerations, specific learning needs, and any vocational prerequisites.
- The training package version and release date, and the units of competency selected for inclusion (core and elective), with justification for elective selections referencing industry consultation outcomes.
- The mode(s) of delivery for each unit, with a clear rationale for how the selected modes allow students to develop and demonstrate the skills and knowledge required.
- The assessment strategy for each unit, identifying the assessment tools to be used, the methods of assessment, and how the assessment design achieves validity, reliability, flexibility, and fairness.
- The qualifications, vocational competency, and currency of experience of the trainers and assessors allocated to each unit.
- A description of the learning resources, facilities, and equipment required for each unit, including any third-party facilities (such as the workshop facility at 14/65 Mark Street, North Melbourne) and how AIDT has ensured these meet the requirements of the training package.
- The work placement requirements (hours, supervision, evidence) for qualifications where placement is mandatory.
- Evidence of industry consultation undertaken within the preceding 12 months confirming that the TAS reflects current industry practice.

4. Competency-Based Training — Delivery Principles

All training at AIDT is delivered on a competency-based model. This means that the goal of training is not simply to transmit information but to develop in each student the genuine ability to perform work tasks to the standard expected in the relevant industry. The distinction between understanding something and being able to do it is fundamental to vocational education, and AIDT's trainers are expected to keep this distinction in mind in every class, every workshop, and every assessment they design or conduct.

AIDT's trainers are required to deliver training in accordance with the following principles:

- **Industry currency:** All training content, examples, case studies, and references to workplace practice must be current and reflect the industry as it actually operates. Trainers are required to maintain vocational competency currency through documented ongoing industry engagement (minimum annually). Training delivered from out-of-date materials or from a trainer who has been disconnected from industry for an extended period does not meet this standard.
- **Learning-focused design:** Each class or session must have a clearly articulated learning objective that maps directly to one or more unit elements or performance criteria. Trainers must be able to explain to students exactly



- what they are learning and why. Lessons must be planned in advance with reference to the approved session plan templates.
- **Student-centred delivery:** Effective vocational training requires active student engagement. Trainers are expected to use a variety of instructional strategies — including direct instruction, group discussion, worked examples, case studies, role plays, and hands-on practice — to ensure all students have opportunities to engage with the content at their own level. Lectures in which students passively receive information for 60 minutes without any interactive element are not considered effective vocational training.
 - **Inclusive and culturally responsive practice:** AIDT's student cohort is linguistically and culturally diverse. Trainers must deliver training in a way that is accessible to students from different cultural backgrounds, recognises and respects cultural diversity, and does not inadvertently disadvantage students from non-English-speaking backgrounds through the use of complex colloquialisms, culturally specific idioms, or unnecessarily complex vocabulary.

5. Assessment — The Four Pillars of Quality

All assessment tools, assessment activities, and marking decisions at AIDT must be grounded in the following four principles, which are derived from the Standards for RTOs 2025 and reflect international best practice in vocational assessment:

5.1 Validity

An assessment is valid when it accurately measures what it is designed to measure — that is, when the performance evidence and knowledge evidence required by the assessment directly and sufficiently address the elements, performance criteria, performance evidence, knowledge evidence, and assessment conditions specified in the unit of competency. An assessment task that asks students to describe a process they have never performed, in a context that does not reflect the actual industry environment, does not produce valid evidence of competency regardless of whether the student answers correctly. AIDT's Training Manager is responsible for reviewing all assessment tools to confirm validity before first use and following any training package update.

5.2 Reliability

An assessment is reliable when it produces consistent results regardless of which qualified assessor marks it, when it is administered, or which student completes it. Reliability is achieved through clear and detailed marking guides, structured observation checklists, and assessor calibration activities. AIDT conducts annual assessment moderation activities in which two or more assessors independently mark the same student work or observation record and compare their results. Where significant differences in marking outcomes emerge, the Training Manager facilitates a discussion to reach consensus and uses the outcome to improve the marking guide or assessor training.



5.3 Flexibility

Assessment is flexible when it accommodates the diverse circumstances, learning backgrounds, and identified needs of the student cohort. Flexibility does not mean that the standard of evidence required for a Competent result is lowered — it means that the way in which students are given the opportunity to demonstrate competency is adapted to remove unnecessary barriers. Examples of flexible assessment arrangements include: allowing oral responses in place of written responses for students with limited written English; conducting observations in a simulated workplace where a genuine workplace opportunity has not arisen within the required timeframe; or extending submission deadlines for students experiencing compassionate and compelling circumstances. All flexible assessment arrangements must be documented, justified, and approved by the Training Manager.

5.4 Fairness

An assessment is fair when every student has an equal opportunity to demonstrate their competency, the assessment process is transparent, and the marking is free from bias. Fairness requires that students are informed in advance of the assessment requirements, the evidence they are required to produce, and the criteria against which they will be judged. It also requires that assessors apply marking criteria consistently across all students, regardless of personal relationships, cultural background, language, or any other factor unrelated to the student's actual competency. Where an assessor is uncertain whether a student has demonstrated competency, the benefit of the doubt should not be given in either direction — rather, additional evidence should be sought through oral questioning or a supplementary task.

6. Assessment Tools — Design and Approval

All assessment tools used at AIDT — including written knowledge tests, observation checklists, project briefs, portfolio requirements, third-party report forms, and oral questioning guides — must be designed in accordance with the TAS for the relevant qualification. Each assessment tool must:

- Map explicitly to the elements, performance criteria, performance evidence, knowledge evidence, and assessment conditions of the relevant unit(s).
- Be accompanied by a marking guide or model answer that enables consistent marking by different assessors.
- Include clear instructions for the student in plain English, including: what the student is required to produce or demonstrate; the conditions under which the assessment will be conducted (supervised, unsupervised, simulated, etc.); the resources the student may use; the submission date and method; and the consequences of non-submission or academic misconduct.
- Be reviewed and approved by the Training Manager before first use.
- Be subject to annual validation and, where required, revision.

AIDT's assessment tools are developed by qualified trainers and assessors with current vocational competency in the relevant qualification area. Third-party assessment tools (e.g. tools published by training package developers or industry bodies) may be adopted where they meet AIDT's quality standards, but must still be approved by the Training Manager.



7. Assessment Outcomes, Feedback, and Reassessment

The outcome of every assessed task at AIDT is recorded as either 'Satisfactory' (S) or 'Not Yet Satisfactory' (NYS) for individual tasks, and as 'Competent' (C) or 'Not Yet Competent' (NYC) for units of competency. A unit result of Competent is only recorded where the student has achieved a Satisfactory result for every assessment task within that unit. A student who achieves Satisfactory results in 9 out of 10 tasks within a unit is not Competent in that unit until the 10th task is also assessed as Satisfactory.

When a student receives a Not Yet Satisfactory result for an assessment task, the assessor is required to provide the student with written feedback within 7 business days of marking. The feedback must be specific — it must identify exactly which aspects of the task did not meet the required standard and what the student needs to do differently in their resubmission. Generic feedback such as 'your answer needs more detail' is not acceptable. The feedback must be sufficient to enable the student to understand precisely what is missing and how to address the gap.

Each student is entitled to two assessment attempts per task at no additional cost. On their first attempt, if the result is Not Yet Satisfactory, the student may resubmit an improved version within the timeframe specified by the assessor (which must be a minimum of 5 business days from the date of receiving feedback). A second Not Yet Satisfactory result after resubmission triggers a mandatory meeting between the student and their trainer to explore the reasons for the ongoing gap and to determine the appropriate next steps. Where a third assessment attempt is approved by the Training Manager, a reassessment fee applies as specified in the Written Student Agreement. Where a student disagrees with an assessment decision, they may appeal through AIDT's Complaints and Appeals process (AIDT-POL-009).

8. Trainer and Assessor Qualifications and Currency

AIDT's obligation to ensure the quality of its training and assessment rests, more than anywhere else, on the quality of its trainers and assessors. A capable, engaged, industry-current trainer can overcome limitations in resources and facilities. An unqualified, out-of-touch, or disengaged trainer cannot be compensated for by the best assessment tools in the world.

All persons who deliver training or conduct assessment at AIDT must meet the following minimum requirements, in accordance with the Standards for RTOs 2025:

- **Vocational competency:** Hold the qualification being delivered, or demonstrate vocational competency and current industry skills equivalent to the outcomes of the unit(s) being trained or assessed. 'Equivalent vocational competency' is assessed by the Training Manager through a structured credential and experience review and is documented on the Trainer and Assessor Register.
- **Training and assessment competency:** Hold a Certificate IV in Training and Assessment (TAE40122 or its equivalent), or a higher-level relevant qualification. Where a trainer holds TAE40116, they must have completed both the TAELLN411 and TAEASS502 units to meet the updated requirements.



- **Vocational currency:** Have engaged in relevant industry practice within the preceding 3 years. Evidence of currency may include: part-time employment in the vocational area; consultancy work; participation in industry events, associations, or professional networks; completion of relevant industry training; or other documented engagement. Currency is reviewed annually and documented on the Trainer Currency Register maintained by the Training Manager.
- **Training and assessment currency:** Have undertaken professional development in training and assessment practice within the preceding 3 years. A minimum of one documented professional development activity per year is required. Activities may include: VET sector conferences, ASQA webinars, validation activities with external industry practitioners, peer observation sessions, or formal study. Currency is documented on the Professional Development Register.

The Training Manager maintains the Trainer and Assessor Register, the Trainer Currency Register, and the Professional Development Register. These registers are reviewed at the start of each term and are available for ASQA inspection upon request.

9. Assessment Validation

Assessment validation is the quality assurance process by which AIDT systematically reviews its assessment tools and marking practices to ensure they remain valid, reliable, flexible, and fair, and continue to meet training package requirements. Validation is conducted at least annually for each qualification on AIDT's scope. It is also conducted following any update to the relevant training package, following any significant change in delivery context, and following any assessment result that raises concerns about the accuracy or consistency of marking.

Validation at AIDT is conducted by a panel that must include: the primary assessor for the qualification; at least one other AIDT assessor or trainer with relevant vocational competency; and at least one person who is external to AIDT's delivery team and has current industry expertise in the vocational area. Where AIDT does not have sufficient internal staff to form a compliant validation panel, the Training Manager must arrange for an external validator to participate. The use of AIDT management staff who are not involved in training delivery to fill panel positions is not acceptable.

The outcomes of each validation activity — including the panel's findings on each assessment tool reviewed, any identified issues, and the improvement actions agreed — are recorded in AIDT's Validation Register and transferred to the Continuous Improvement Register. Updated assessment tools are approved by the Training Manager before use in the next delivery.

10. Related Documents

AIDT-POL-002	LLND Assessment Policy
AIDT-POL-015	Reasonable Adjustment Policy
AIDT-POL-016	Work Placement Policy
AIDT-POL-017	Workshop Safety Policy



AIDT-POL-018	Academic Integrity Policy
AIDT-POL-019	Continuous Improvement Policy
Training and Assessment Strategy (per qualification)	Maintained by Training Manager
Trainer and Assessor Register	AIDT-REG-001
Assessment Validation Register	AIDT-REG-002