VET Student Assessment Outcomes and Unit Results Management Policy and Procedure

1.0 Rationale

This policy emphasises fair, flexible, valid and reliable assessment practices that meet the requirements of competency-based VET assessment. It supports equitable and accessible assessment processes, meaningful student feedback, quality assurance, compliance with training package and regulatory requirements, and continuous improvement of assessment systems and practices. The policy also ensures that assessment decisions are consistent, evidence-based and aligned to the Principles of Assessment and Rules of Evidence. The Head of VET is responsible for overseeing the quality and integrity of assessment practices across Acknowledge Education's VET operations.

2.0 Scope

This policy applies to all Acknowledge Education (AE) Vocational Education and Training (VET) assessment marking and unit resulting practices, including the design, conduct, validation, moderation, recording and management of assessment and competency outcomes for VET students. It applies to all staff involved in the development, delivery, assessment and oversight of VET courses and units of competency and students subject to this policy.

3.0 Regulatory Context

2025 Standards for Registered Training Organisations (SRTOs)
The principal Outcome Standards concerned with assessment are detailed at Standard 1.3 which requires fit-for-purpose assessments systems and consistency with the relevant training product, Standard 1.4 which requires fair and accurate assessment judgment in accordance with the principles of assessment namely fairness, flexibility, validity and reliability, Standard 1.5 which requires quality assured assessment systems by appropriately skilled and credentialled staff. Standards 1.6 and 1.7 which provides students access to Recognition of Prior Learning and Credit Transfer processes.

Credential Policy Standards for Registered Training Organisations 2025
Section 1 specifies the credentials required for the delivery of VET training and assessment. Section 3 outlines the credentials required for validation of assessment.

4.0 Policy

This policy aims to align assessment practices across all AE VET training products to ensure quality approaches to assessment, define mechanisms used to evaluate and quality assure assessment tools, and provide clear guidelines around grading.

4.1 Assessment

4.1.1 AE applies competency-based assessment in all VET programs. Students must satisfactorily complete all required assessment tasks to demonstrate competency in a unit of competency. Assessment task outcomes are recorded as Satisfactory (S) or Not Satisfactory (NS). Final unit

outcomes are recorded as Competent (C) or Not Yet Competent (NYC). Where a student receives a Not Satisfactory result for an assessment task, reassessment or resubmission opportunities may be provided in accordance with this policy and associated procedures.

4.1.2 Assessment is the collective term for methods and procedures used to measure a student's progress towards competency at a given time. There are three types of assessment, that include a range of assessment modes as detailed below:

Recognition of Prior Learning	Recognition of Prior Learning (RPL) is an assessment process that evaluates an individual's existing skills, knowledge and experience gained through formal, informal and non-formal learning to determine whether competency can be granted for a unit of competency or qualification.
Knowledge Assessment	Knowledge-based assessments are designed to evaluate a student's underpinning knowledge and understanding required to demonstrate competency. These assessments may include short answer responses, quizzes, or other methods that assess theoretical knowledge relevant to the unit of competency.
Practical Skills Demonstration	Practical skills demonstration assessments are designed to evaluate a student's ability to apply skills and knowledge in practical, simulated or workplace-based environments. These assessments may include observations, role plays, workplace tasks, demonstrations, practical activities, projects or third-party reports to confirm competency against unit requirements.

4.1.3 Various assessment modes are included in each unit at AE.

4.2 Principles of Assessment (VET)

Assessment practices at Acknowledge Education must comply with the Principles of Assessment as defined in the Standards for Registered Training Organisations (RTOs) 2025:

- Fairness: assessment processes consider the individual needs of students, provide reasonable adjustment where required, clearly inform students about the assessment process, and allow opportunities for reassessment where appropriate.
- Flexibility: assessment is adaptable to meet the needs of individual students and contexts while ensuring the integrity of the unit of competency and assessment outcomes is maintained.

- Validity: assessment methods, tools and evidence accurately measure the skills, knowledge and performance requirements specified within the relevant training product and assess what they claim to assess.
- Reliability: assessment evidence is interpreted consistently by assessors, and assessment outcomes are comparable regardless of the assessor conducting the assessment.

4.3 Rules of Evidence

Assessment evidence collected at Acknowledge Education must comply with the Rules of Evidence as defined in the Standards for Registered Training Organisations (RTOs) 2025:

- Validity: the evidence collected demonstrates that the student has the skills, knowledge and performance outcomes required by the unit of competency.
- Sufficiency: enough evidence is gathered to enable the assessor to make a confident judgement of competency.
- Authenticity: the evidence presented is the student's own work and demonstrates their own knowledge and skills.
- Currency: the evidence demonstrates current competency and reflects the student's present skills and knowledge relevant to the industry and unit requirements.

4.4 Feedback

4.4.1 All assessed work includes feedback to students.

4.4.2 Feedback provides students with clarification, troubleshooting options, corrections and edits, encouragement and contextualised explanations.

4.4.3 Feedback can come from multiple sources, including academic staff, instructors and supervisors, peers at workplace experiences, professionals, students themselves (personal reflections), and other external audiences.

4.4.4 Feedback must be timely and provided prior to submission of the next assessment task to ensure the student is given fair opportunity to improve and seek further guidance or clarification if necessary prior to the next assessment

4.5 Assessment Outcomes and Unit Results

Assessment in VET is competency-based and aligned to the requirements of the relevant training package or accredited course.

Assessment task outcomes are recorded as:

- Satisfactory (S) – the student has satisfactorily demonstrated the required skills, knowledge and performance criteria for the assessment task.
- Not Satisfactory (NS) – the student has not yet satisfactorily demonstrated the required skills, knowledge and performance criteria for the assessment task.

Unit outcomes are recorded as:

- Competent (C) – awarded where the student has achieved a Satisfactory (S) result for all required assessment tasks and has met all unit requirements.
- Not Yet Competent (NYC) – awarded where the student has not yet achieved satisfactory performance in one or more required assessment tasks or has not met all unit requirements.

  This approach ensures assessment outcomes remain consistent with the principles of competency-based assessment and the requirements of the 2025 Standards for RTOs.

4.6 Extensions, Special Consideration, Remarks and Resits

4.6.1 Students who require additional time to complete their assessments may request an extension.

4.6.2 The special consideration process provides equitable solutions for students whose assessments are adversely affected by exceptional circumstances beyond their control.

4.6.3 Students who believe their assessment has been graded unfairly may request a remark or resit prior to submitting an appeal.

5.0 Procedure

5.1 Assessment Submission and Initial Assessment Outcome

5.1.1 Submission of Assessment

Students are required to submit assessment tasks by the published due date and in the manner specified within the assessment instructions and Learning Management System (LMS).

Assessment submissions must comply with all assessment requirements, including formatting, authenticity and academic integrity requirements.

5.1.2 Initial Assessment Attempt

The first submission of an assessment task by a student will be considered the initial assessment attempt.

Upon submission, the Trainer and Assessor will review and assess the assessment evidence against the requirements of the relevant unit of competency, assessment criteria, performance evidence, knowledge evidence and assessment conditions.
Assessment outcomes for each assessment task will be recorded as:

- Satisfactory (S) – where the student has satisfactorily demonstrated the required skills, knowledge and performance requirements of the assessment task; or
- Not Satisfactory (NS) – where the student has not yet satisfactorily demonstrated the required skills, knowledge and performance requirements of the assessment task.

5.1.3 Feedback and Assessment Outcome

The Trainer and Assessor will provide students with feedback on their assessment submission in accordance with the requirements of this policy and associated procedures. Feedback will:

- identify strengths and areas requiring improvement;
- identify gaps in competency where applicable;
- provide guidance for resubmission or reassessment where required; and
- support student progression toward competency.

Assessment outcomes and feedback will normally be provided within seven (7) calendar days of submission, or earlier where required due to unit delivery schedules, progression requirements or other operational timeframes.

Assessment outcomes and feedback will be recorded in the approved in the LMS in accordance with AE recordkeeping requirements.

5.2 Resubmission and Reassessment

5.2.1 Resubmission of Assessments

Where an assessment task submitted by the due date is assessed as Not Satisfactory (NS), the student will be provided with an opportunity to resubmit the assessment.

- Students will be provided with feedback identifying gaps in competency.
- Resubmission timeframes will normally not exceed one (1) week unless otherwise approved.
- A maximum of three (3) assessment attempts will be permitted for each assessment task unless otherwise approved by the Course Coordinator.
- If the assessment remains Not Satisfactory after all permitted attempts, the student will receive a final unit outcome of Not Yet Competent (NYC).

5.2.3 Late Submission of Assessments

Where an assessment is submitted after the due date without an approved extension or approved compassionate or compelling circumstances:

- the Trainer may determine whether the assessment will be accepted;
- the student may be granted a revised submission opportunity; and
- reassessment opportunities may be limited at the discretion of the Trainer and Assessor in accordance with the assessment requirements of the unit.

5.2.4 Reassessment of Assessment Decisions

Students who believe an assessment outcome has been determined unfairly may request a review of the assessment decision.

- Students should first discuss the outcome with the Trainer and Assessor.
- If unresolved through an initial discussion with the Trainer and Assessor, students may submit a request for reassessment of the assessment decision to the Course Coordinator, who will determine if reassessment is warranted.
- If unresolved, students may apply for a formal reassessment or review in accordance with the Complaints and Appeals Policy and Procedure.
- Reassessment may result in the original outcome being confirmed or amended following review.

5.3 Extensions and Special Consideration Applications

5.3.1 Extensions

Students who require additional time to complete their assessments may request an extension:

Pre-Due Date Requests

- Students must apply directly to their Trainer at least one week before the assessment due date.
- The Trainer will document the extension in the learning management system, updating the new due date for the individual student.

Post-Due Date Requests

- Requests submitted after the due date must be made through the formal special consideration process, detailed below.

5.3.2 Special Consideration

The special consideration process provides equitable solutions for students whose assessments are adversely affected by exceptional circumstances beyond their control. This process is now fully encompassed in this policy, and the standalone Special Consideration Policy is no longer applicable.

Eligibility for Special Consideration:

Circumstances in which a student may be eligible for special consideration include, but are not limited to:

- Serious illness or injury, supported by a medical certificate.
- Bereavement of a close family members, such as partners, children, parents or grandparents (where possible a death certificate should be provided).
- Major disruptions in domestic arrangements.
- Being the victim of a serious crime (with supporting police report).
- Other unforeseen and exceptional circumstances, as deemed valid by AE.

Application Process

- Students must submit the Special Consideration Form to the Student Services Officer within three (3) working days of the assessment due date.
- Relevant supporting evidence is required.
- Applications are assessed by the Course Coordinator or delegate. Decisions are communicated within ten (10) working days.

Outcomes of Special Consideration

Approved applications may result in:

- Extensions, additional resubmissions or alternative assessments as per applicable reasonable adjustment policies and procedures.

Complaints and Appeals

Students dissatisfied with AE's decision may lodge an appeal in accordance with AE's **Complaints and Appeals Policy (2.4.1)** or its applicable successor.

6.0 Policy and Procedure Review Request Process

Staff and/or Students may request the review of a VET Department process where they identify that the process may be unclear, inefficient, inconsistent, difficult to implement, no longer fit for purpose, or may present a compliance, quality or student-experience risk. Staff and Students can raise requests for policy and procedure reviews with the relevant Course Coordinator who will refer the request to the Head of VET for further review at their discretion.

7.0 Roles and Responsibilities

Role	Responsibilities
Head of VET	• Ensuring the overall quality of assessments and compliance with the policy. • Verifying that assessments are set at the appropriate AQF level and are fair and comprehensive. • Overseeing the accreditation process for courses of study. • Addressing any concerns or issues related to assessment quality. • Providing guidance and support to faculty and staff in implementing the policy.
VET Quality and Compliance Committee	• Review and approval of policy, procedure, and amendments. • Provision of input and advice on other such matters as dictated by the relevant Terms of Reference in the Acknowledge Education Governance Framework.
Risk and Compliance Committee	Examine, review and make recommendations on matters of risk and compliance. This may include: • providing input and recommendations • monitoring execution of agreed continuous improvement actions in relation to policies, processes; and • other such matters as dictated by the relevant Terms of Reference in the Acknowledge Education Governance Framework
Head of Quality and Risk	• Ensuring that the policy is implemented and followed across all aspects of AE operations. • Monitoring and auditing the assessment practices and processes to ensure compliance with the policy. • Addressing any compliance related issues or concerns. • Conduct periodic audits and evaluations to assess the effectiveness of the policy.
Course Coordinators	• Implementing pre-use review, moderation and validation processes to maintain and enhance assessment validity. • Complying with the policy guidelines and requirements. • Conduct regular reviews of assessments to ensure validity, fairness, and alignment with learning outcomes for the units. • Moderating assessments outcomes and unit results to maintain consistency and standards. • Providing recommendations and feedback for improving assessment quality. • Participating in accreditation processes when required. • Ensuring that the policy is being followed and implemented effectively. • Providing guidance and support to faculty and staff in implementing the policy. • Collaborating with the Head of VET and VET Quality and Accreditation Officer to address any issues or concerns related to assessment quality.

Trainers and Assessors	• Delivering training and conducting assessment in accordance with training package requirements, AE policies and the Principles of Assessment and Rules of Evidence. • Providing students with clear assessment instructions, requirements and timelines. • Making fair, valid, reliable and evidence-based assessment judgements. • Providing timely and constructive feedback to students on assessment outcomes. • Maintaining accurate assessment records and evidence. • Participating in assessment validation, moderation and continuous improvement activities. • Identifying and reporting academic integrity, assessment or compliance concerns where applicable. • Implementing reasonable adjustments where appropriate and approved.
VET Curriculum Designers	• Developing, reviewing and maintaining training and assessment materials that align with the requirements of the relevant training package, accredited course, unit of competency and AE policies and procedures. • Designing assessment tools and assessment strategies that accurately assess the skills, knowledge and performance requirements of each unit of competency. • Ensuring assessment tools, instructions, mapping documents and supporting resources comply with the Principles of Assessment and Rules of Evidence. • Developing assessment mapping documents to demonstrate alignment between assessment tasks, performance criteria, performance evidence, knowledge evidence, foundation skills and assessment conditions. • Ensuring assessment materials are clear, accessible, industry-relevant and suitable for the target learner cohort, including consideration of language, literacy and numeracy (LLN) requirements. • Reviewing and updating assessment tools in response to validation outcomes, trainer and assessor feedback, industry engagement, regulatory updates and continuous improvement activities. • Supporting the development of reasonable adjustment strategies that maintain the integrity of the unit requirements while supporting equitable access to assessment.
Students	• Engaging in assessments and actively participating in the learning process. • Demonstrating their learning and achievement against the learning objectives of the unit of study. • Adhering to academic integrity principles and policies. • Providing feedback on the assessment process and raising concerns if necessary. • Utilising the feedback received to improve their performance and understanding.

8.0 Definitions

Terms in the document are defined as per the VET Standing Definitions.

9.0 Related policies and procedures

- VET Assessment Design Policy and Procedure
- Course Progress Policy HE and VET
- Course Progress Procedure HE and VET
- Course Development, Review and Approval Policy
- Course Development, Review and Approval Procedure
- Complaints and Appeals Policy
- Complaints and Appeals Procedure
- Fostering Academic Integrity - VET Procedure
- Validation Policies and Procedures (VET)

Where a policy listed above has been succeeded by another policy the successor will apply.

10.0 Policy Information

Policy name:	Student Assessment and Grade Management Policy
Document number:	1.4.2
Version number:	1.0
Purpose:	To ensure quality VET assessment at Acknowledge Education in adherence to the principles of assessment and rules of evidence
Audience:	☒Staff | ☒ Students| ☒Public
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Subcategory:	Learning Outcomes and Assessment
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Approving authority:	VET Quality & Compliance Committee
Responsibilities:	VET Quality & Compliance Committee, Head of VET

11.0 Change Log

Date	Version	By	Notes
11 May 2026	1.0	VETQCC	Policy Approval