# VET Assessment System Policy and Procedure

# Section 1 - Preamble

(1) Charles Darwin University ('the University', 'CDU') is committed to providing effective and high-quality training and assessment experiences in which staff, students, and external stakeholders have justified confidence in the University's Vocational Education and Training (VET) delivery and assessment processes and outcomes.

(2) The University is committed to producing competent VET graduates who effectively meet the challenges of a complex, changing world and meet industry requirements.

# Section 2 - Purpose

(3) This policy identifies and describes the principles underpinning the University's VET assessment system that:

a. is fit for purpose;
b. is industry-relevant;
c. is consistent with the training product; and
d. can be consistently applied to all students.

# Section 3 - Scope

(4) This policy applies across all University campuses to all students enrolled in VET training products approved for delivery, as per the University's Scope of Registration, and all VET lecturers (including third-party providers) involved in the conduct and/or validation of assessment practices and processes. This will be achieved through:

a. University-wide implementation of the VET assessment system.
b. VET lecturers are qualified in line with the National Vocational Education and Training Regulator (Outcome Standards for Registered Training Organisations) Instrument 2025 and the RTO Credential Policy 2025.
c. Communicating clearly with students concerning assessment requirements and their progress towards successful outcomes.
d. Ensuring integrity in the conduct of assessment and assessment processes.

(5) Recognition of prior learning (RPL) for VET students is conducted and managed in accordance with the VET Recognition Procedure.

(6) Qualifications for conducting and validating assessments are conducted and managed in accordance with the VET Trainer and Assessor Qualifications, Competency and Industry Currency Procedure.

# Section 4 - Policy

(7) The VET Assessment System Policy and Procedure ensures that VET assessment, including Recognition of Prior

Learning (RPL), complies with the RTO Outcome Standards 2025, particularly the Principles of Assessment and Rules of Evidence.

## Principles of Assessment

(8) The principles of Fairness, Flexibility, Validity, and Reliability underpin assessment in VET units and courses.

### Fairness

(9) The individual student's needs are considered in the assessment process.

(10) Where appropriate, reasonable adjustments are applied to consider the individual student's needs.

(11) The student is informed about the assessment process and provided with the opportunity to challenge the assessment result and be reassessed if necessary.

### Flexibility

(12) Assessment is flexible to VET students' needs by:

a. Assessing skills and knowledge that are relevant to the training product.
b. Assessing competencies held by the student, no matter how or where they have been acquired.
c. Drawing from a range of assessment methods and using those that are appropriate to the context, the unit of competency, and associated assessment requirements and the individual.

### Validity

(13) Assessment includes practical components that enable the student to demonstrate the relevant skills and knowledge in a practical setting.

### Reliability

(14) Assessment evidence is interpreted consistently by VET lecturers and assessment outcomes are comparable irrespective of which VET lecturer conducts the assessment.

## Rules of Evidence

(15) Assessment in VET units and courses is supported by four Rules of Evidence:

### Validity

(16) Assessment evidence is adequate, such that the VET lecturer can be reasonably assured that the student possesses the skills and knowledge described in the training product.

### Sufficiency

(17) The quality, quantity and relevance of the assessment evidence enable the VET lecturer to make an informed judgement of the student's competency in the skills and knowledge described in the training product.

### Authenticity

(18) The VET lecturer is assured that the evidence presented for assessment is the student's own work.

### Currency

(19) The assessment evidence presented to the VET lecturer documents and demonstrates the student's current skills

and knowledge and is sufficiently recent to reflect their current competence.

(20) The VET Assessment System Policy and Procedure underpins and guides the development and design of assessment strategies. VET lecturers use the information contained in each unit of competency and assessment requirements to:

a. engage and consult with industry regarding the physical, digital, and human resources required for specific assessment contexts;
b. contribute to the development of assessment tools that are fair, flexible, valid, and reliable and reflect authentic practice-based learning;
c. set benchmarks for measuring student performance using observable behaviours; and
d. provide opportunities for assessment in different workplace contexts and environments.

(21) In the conduct of assessment, VET lecturers assess students to determine if students can perform tasks and demonstrate knowledge according to industry benchmarks and follow the elements and performance criteria as specified in the unit of competency against the following:

a. skills, performance, and knowledge evidence;
b. assessment requirements;
c. dimensions of competency.

(22) In the achievement of competency, students have satisfactorily demonstrated their:

a. Ability to demonstrate required skills and knowledge as they perform relevant tasks in a variety of workplace situations or simulated workplace situations.
b. Understanding of what they are doing and why when performing tasks in the workplace.
c. Ability to engage skills and knowledge within different workplace contexts to demonstrate they can adapt to different workplaces over time.

(23) The VET Assessment System Policy and Procedure is the basis for the University VET assessment system, comprising a coordinated set of procedures, processes, guidelines, checklists, templates, and assessment tools to ensure that:

a. VET assessment (including RPL) complies with the assessment requirements of the relevant Training Package or VET Accredited Course and is conducted per the Principles of Assessment and the Rules of Evidence;
b. each VET lecturer holds the qualifications, vocational competence, and industry currency required to conduct assessment and participate in pre-assessment validation, post-assessment validation, quality assessment practice checks, and other assessment quality assurance activities as required by the RTO Credential Policy 2025 and relevant Training Package, Companion Volume, or Accredited Curriculum;
c. students are provided with relevant information about assessment conditions, context, requirements, and resources;
d. students are provided with enough time to practice and demonstrate competence;
e. students are assessed or transitioned to a replacement training product within required timeframes;
f. student results are recorded and reported;
g. pre- and post-assessment validation of assessment tools and judgements is systematically carried out; and
h. assessment evidence and materials are retained as per the RTO Compliance Standards 2025.

# Section 5 - Procedure

## Planning and designing the assessment strategy

(24) During the assessment planning phase, the VET Team must plan the assessment strategy for a VET course in the Training and Assessment Strategy (TAS). The steps include:

a. consulting with industry to ensure:
    i. new industry trends, practices, and/or equipment are incorporated into the assessment strategy;
    ii. assessment outcomes provide students with the knowledge and skills required in the workplace;
    iii. industry validation of any simulated environments;
    iv. the suitability of the VET lecturer's industry experience; and
    v. external accreditation requirements are met.
b. planning the assessment methods to be used within each unit and/or cluster to comply with the assessment requirements and conditions, as well as the Training Package Companion Volume;
c. identifying any specific requirements for different cohorts of students for each context (for example, simulated, apprentices/trainees, remote, VET in Secondary Schools, international, online, work-based);
d. ensuring reasonable adjustment options are considered, suggested, and can be recorded;
e. obtaining the resources and facilities necessary to conduct an assessment, including simulated work environments;
f. negotiating with employers/supervisors about workplace assessment, and training plans for apprentices and trainees;
g. ensuring VET lecturers are qualified for every unit they assess through the development, update and approval of VET Lecturer Competency Matrices in the curriculum management system (CMS).

(25) During the assessment design phase, the assessment strategy for a VET course is documented in the TAS via CMS. This includes:

a. the types of assessment methods, when and how the assessment will occur, whether the assessment is conducted for each unit or clustered units, and any resources required to support assessment.
b. detail about variations due to location or student cohort.

## Planning and designing the assessment tools

### Assessment tools

(26) VET Teams collectively develop assessment tools or contextualise third-party assessment tools for units and/or clusters of units through the approved assessment development and validation processes. For a student to be assessed as competent, the student must have the combined knowledge and skills to demonstrate:

a. the ability to perform authentic tasks in a variety of workplace or simulated environments;
b. consistency in performance and the ability to adapt performance for different circumstances;
c. application of knowledge when performing tasks; and
d. the ability to transfer skills to different workplace contexts and environments.

(27) Assessment tools must be designed and contextualised to:

a. provide details about the context and conditions of assessment to ensure consistency by different VET lecturers and across different student cohorts;

b. ensure the assessment tasks and methods align with the assessment requirements as described in the VET unit of competency;
c. use a range of assessment methods recognising that students demonstrate competence in a variety of ways;
d. use a range of environments and contexts relevant to the VET unit for students to demonstrate their knowledge and skills in a variety of situations;
e. ensure skills are assessed by observing the student carrying out the relevant task in an appropriate environment; and
f. describe the evidence to be gathered and how the evidence is to be presented and submitted.

(28) Before the assessment is undertaken, students must be provided with opportunities for learning and practice, such as:

a. The opportunity to complete practice tasks and knowledge checks;
b. Compulsory and recommended resources, such as websites, readings from texts or workbooks; and
c. Information about how to apply for a reasonable adjustment.

(29) A Student Unit Guide must be developed to inform students about the assessment process using the University-approved Student Unit Guide template.

(30) An Assessor Guide must be developed using the University-approved Assessor Guide template to ensure that VET lecturers make consistent decisions across varied student cohorts and locations. The same evidence presented by different students or to different VET lecturers should result in the same decision.

(31) An Assessor Guide will include the following sections:

a. Clear instructions for the VET lecturers about the context and conditions of the assessment;
b. An assessment matrix that maps the assessment tasks to the elements, performance criteria, knowledge evidence, performance evidence, and assessment conditions;
c. Evidence criteria for assessing students' knowledge and skills;
d. Student information about the number of attempts and resubmissions permitted;
e. Relevant administration, recording, and reporting instructions and requirements; and
f. Clear instructions to the VET lecturer on the reasonable adjustments available to learners.

(32) Evidence criteria in the Assessor Guide are developed to judge the quality of the evidence, to minimise variation between VET lecturers and could include:

a. Model answers;
b. Descriptions of observable behavioural benchmarks to assess skills;
c. Descriptions of the application of knowledge in practical activities;
d. Benchmark answers for written and verbal responses; and
e. Marking guides.

(33) Benchmarks for observations and written or verbal answers should include a range of responses to allow for variations in context and task. Benchmarks in observation checklists must include 'observable behaviours'. These are the behaviours the student must exhibit when carrying out the task or activity. For example, when developing observation checklists, it is not appropriate to cut and paste from the unit of competency.

(34) Assessment tools must be created using mandatory University VET assessment tool templates in VETQMS - VET Resources and Forms.

**Pre-assessment validation and VET Assessment Validation Panel**

(35) Pre-assessment validation is a quality assurance process conducted before the assessment tools, methods, processes, and practices are used and before judgements are made as per Standard 1.3(2) of the RTO Outcome Standards 2025.

(36) All assessment tools and practices for VET units of competency, whether purchased or developed internally, must undergo pre-assessment validation before delivery to ensure the University's assessment tools and practices:

a. meet the Principles of Assessment;
b. support the Rules of Evidence;
c. meet the assessment requirements of the relevant training product and package; and
d. comply with any legislative or regulatory obligations.

(37) VET Team Leaders must ensure that the VET Unit and Pre-assessment Validation report in the Quality Assurance Tile in the CMS is used to conduct and record the pre-assessment validation to ensure that the assessment tools and practices for each VET unit of competency are validated against the:

a. Elements and performance criteria;
b. Foundation skills;
c. Knowledge evidence;
d. Performance evidence;
e. Assessment requirements;
f. Assessment conditions; and
g. AQF level.

(38) The VET Team Leader must ensure that the VET lecturers listed on the TAS work together to pre-validate assessment tools for units and/or clusters of units. VET lecturers must participate in pre-assessment validation and associated quality assurance activities when required by the VET Team Leader. Participation in these activities forms part of a VET lecturer's assessment responsibilities. The VET Team Leader may also invite other people with assessment design, vocational, and/or industry experience to assist with pre-assessment validation.

(39) The VET Team Leader must ensure recommendations from the pre-assessment validation are actioned before the assessment tools and practices are submitted to the VET Assessment Validation Panel (VAVP). Once the VET Team Leader has finalised the pre-assessment validation of a VET unit of competency, it is submitted to the VAVP for approval.

(40) A VAVP is established in accordance with the membership, quorum, and decision-making requirements outlined in the VET Assessment Panel Terms of Reference.

(41) The VAVP must review the VET unit’s full suite of assessment tools and practices, identify actions, and comment on the VET Unit and Pre-assessment Validation report in the Quality Assurance Tile in the CMS. If further improvements are required, the VAVP Chair will return the report to the VET Team Leader in the CMS. When outcomes of the review have informed changes to the assessment tool, the VAVP will approve the VET Unit and Pre-assessment report in the CMS.

(42) The Associate Director VET Training and Assessment Strategy and Practice must ensure that the VAVP schedule is implemented in accordance with the VET Course Registration Procedure.

(43) The VAVP must review all assessment tools and practices for all VET units of competency before submission to the TAFE LTC and/or APC for course approval and at least three months before the course delivery date.

**Amendments to Assessment Tools and Practices**

(44) Validated and approved assessment tools used by VET lecturers and third-party providers must be maintained as controlled versions and used only for assessment activities approved by the VAVP. VET lecturers and third-party providers must not develop, substitute or use local, superseded or otherwise uncontrolled assessment tools for assessment. Controlled versions of validated assessment tools and supporting documents must be maintained in the team's approved SharePoint libraries or Learnline, where applicable.

(45) Master versions must be stored in restricted-access folders, with editing permissions limited to authorised personnel responsible for the development, review, validation and version control of assessment materials. VET lecturers and third-party providers must use only the current controlled version available in the Team Libraries or Learnline, as applicable, for assessment delivery and marking. They must not alter, remove, replace or add assessment questions, tasks, instructions, benchmarks, model answers, observation criteria, assessment conditions or evidence requirements unless the amendment has been approved and incorporated into the controlled version in accordance with Clauses 47-54.

(46) Assessment tools and practices must be reviewed when opportunities for improvement, changes or issues are identified through:

a. internal or external audits, Post-assessment Validation, Quality Assessment Practice Checks, VET Annual Course Reviews, or other institutional quality assurance activities;
b. feedback from students, VET lecturers, industry representatives or other stakeholders;
c. changes to the training product, industry requirements, delivery context or student cohort; or
d. identified risks to the validity, reliability or fairness of assessment, or the consistency of assessment judgements.

(47) Amendments to approved assessment tools and practices must be classified as either major amendments or minor amendments before the assessment materials are changed or implemented.

(48) A major amendment is a change to an approved assessment tool or practice that affects, or may affect, one or more of the following:

a. assessment methods or the number of assessment tasks;
b. the skills or knowledge being assessed;
c. the type, quantity or quality of evidence required from students;
d. alignment with the requirements of the training product;
e. assessment conditions, resources or context;
f. benchmarks used to make assessment judgements;
g. assessment mapping; or
h. the validity, reliability or consistency of assessment outcomes.

(49) Major amendments must be documented and managed through the curriculum management system (CMS), undergo pre-assessment validation, and be approved by the VAVP before implementation. Associated assessment mapping and assessment documents must be updated to reflect changes.

(50) The approved amended tool must be issued as a new controlled version and replace the superseded version in the Team Library and Learnline, where applicable.

(51) A minor amendment is a continuous improvement that enhances the clarity, usability, accessibility, currency or contextual relevance of an assessment tool without altering the assessment method or requirements, the evidence required, assessment conditions, the standard of performance, or the assessment mapping.

(52) Minor amendments may include:

a. correcting typographical, spelling, grammatical, formatting or administrative errors;
b. clarifying or rewording assessment questions without changing their intent, difficulty, or the skills and knowledge being assessed;
c. developing equivalent versions of questions or scenarios that assess the same skills and knowledge at the same level of difficulty and to the same standard;
d. improving benchmark answers, model answers, acceptable responses or observable behaviours without changing the required standard;
e. updating workplace examples, scenarios, terminology, references or resources to maintain currency and industry relevance;
f. improving the accessibility, layout, navigation or presentation of assessment documents; or
g. updating administrative, submission, recording or reporting information.

(53) Minor amendments do not require pre-assessment validation by the VAVP. They must, however, be reviewed and approved by the VET Team Leader, recorded in the document's history, and incorporated into the controlled version before use.

(54) Where there is uncertainty about whether an amendment is major or minor, advice must be sought from the Lead Assessment Specialist – VET before the amendment is implemented. Following approval, the master assessment documents must be updated by the Lead Assessment Specialist – VET and issued as a new controlled version before use.

## Conducting assessment

(55) During the assessment implementation phase, VET lecturers prepare students for assessment, conduct the assessment, collect evidence, and make and record assessment judgements.

(56) Sound enrolment processes help identify student needs early and prevent students from enrolling in courses that are not suitable for them.

(57) At enrolment or before the commencement of training, VET lecturers:

a. determine if the VET course is suitable for the students through pre-enrolment screening and/or interview;
b. offer Recognition of Prior Learning (RPL) or credit transfer to all students if appropriate; and
c. consider the student's needs in the assessment process and make reasonable adjustments to accommodate the student (such as providing an oral rather than a written assessment). However, the rigour of the assessment process should not be compromised (e.g. if there is a requirement to complete documentation in a VET unit of competency, an oral assessment would not be appropriate).

(58) Before conducting an assessment, VET lecturers must:

a. prepare students for assessment;
b. ensure students are fully informed about the assessment process, performance expectations and appeals process;
c. locate and use the current and controlled version of the full suite of assessment tools for each VET unit of competency approved by the VAVP;
d. understand the conditions of the assessment, reasonable adjustment, and the appeals process;
e. hold the appropriate qualifications, vocational competency, and industry currency to assess that unit. This must be reflected in an approved CMS VET Lecturer Competency Matrix;

f. recognise if students may have already demonstrated some aspects of the unit through other means;
g. conduct the assessment in accordance with the approved assessment tool and all instructions, benchmarks, and evidence requirements contained in the Assessor Guide; and
h. confirm that no unauthorised amendments have been made to the approved assessment tools or assessment practice.

(59) VET lecturers must not independently change an approved assessment tool or assessment practice. Proposed improvements or identified issues must be referred to the VET Team Leader and managed as a major or minor amendment in accordance with clauses 47–54 of this procedure. A VET lecturer must immediately notify the VET Team Leader if an incorrect, superseded, incomplete or potentially non-compliant assessment tool is identified and must not continue using that tool until advice is provided.

(60) The Rules of Evidence are achieved by:

a. ensuring evidence is directly related to the competency being assessed;
b. ensuring that there are well-developed benchmark answers for written, verbal and observation assessment tasks;
c. ensuring a direct relationship exists between the student's assessment task, the evidence presented by the student, and the assessment requirements;
d. ensuring enough evidence is gathered to make a valid judgement of competence or otherwise;
e. recognising that the quantity of evidence will vary between students. Some may take longer, while others may need to complete more tasks to demonstrate competence;
f. ensuring the evidence demonstrates the person's skills and knowledge. For example, group assessments may not provide authentic evidence for each student involved in the group assessment;
g. verifying that the person being enrolled, trained, and assessed is the same person who will be issued a qualification or statement of attainment. Regardless of the delivery method, the student's identity must be verified;
h. verifying evidence submitted through independent study (e.g. assignments or projects) is the student's own work, by using online systems to check for plagiarism and identical content in other submissions; and
i. determining that the evidence is current enough to show the student is competent at the time of the assessment decision. This varies between industries, and a VET lecturer, as someone with current industry skills and knowledge, is well-placed to make this judgement.

(61) After the assessment is completed and the evidence is collected, VET lecturers must:

a. make consistent assessment judgements by following the Assessor Guide and the evidence criteria contained within;
b. make an assessment judgement following the Rules of Evidence;
c. record satisfactory/unsatisfactory on the assessment task;
d. provide feedback on the assessment judgement;
e. sign and date the assessment judgement;
f. ensure the student receives written feedback for each assessment task;
g. ensure the student signs and dates the assessment judgement after receiving feedback;
h. gain feedback from students on the assessment process; and
i. record student results on the Assessment Summary form, which both the student and VET lecturer must sign and date.

(62) If a student cannot complete the required task to the level described in the assessment requirements, the VET

lecturer must provide or arrange further training and/or practice before the student is reassessed.

## Quality Assessment Practice Check

(63) Quality Assessment Practice Checks must be conducted annually to verify that the assessment is implemented consistently, that assessment judgements are valid, that sufficient evidence is collected, documented appropriately, and retained to support assessment outcomes, and that the current controlled versions of assessment tools are used.

(64) The Associate Director VET Training and Assessment Strategy and Practice is responsible for overseeing and monitoring the Quality Assessment Practice Check process and reporting outcomes annually to the Learning and Teaching Committee.

(65) Quality Assessment Practice Checks must be completed before final results for the selected unit and cohort are entered into the student management system (SMS).

(66) The review must include all VET courses, with at least one unit selected from each course in which students have completed an assessment, and the results have not yet been entered into the SMS. Units must be selected having regard to assessment risk, delivery locations, student cohorts, VET lecturers and previous quality assurance findings.

(67) The relevant VET Team Leader must conduct the review. If the VET Team Leader is the assessor for the selected unit, the review must be conducted by an independent reviewer who was not involved in assessing that unit.

(68) Reviewers must hold the assessor credentials required under the RTO Credential Policy 2025. As the review focuses on assessment practice, industry competence and currency are not required.

(69) A sample of five completed student assessments must be reviewed, where available, representing different VET lecturers, cohorts, and locations where practicable. The sample size must be expanded where findings indicate a potentially broader or systemic issue.

(70) The reviewer must verify:

a. that the controlled version of the approved assessment tools and tasks was used;
b. the VET lecturer's application of the Assessor Guide;
c. the validity, sufficiency, authenticity and currency of assessment evidence;
d. the consistency of assessment judgements across the sample; and
e. the appropriate completion and retention of assessment evidence and records.

(71) The reviewer must record all findings, required actions and rectifications in the Quality Assessment Practice Check form available through the VETQMS tile on the CDU Portal under VETQMS - VET Resources and Forms.

(72) Any required actions or rectifications affecting the integrity of an assessment judgement must be completed before the relevant results are entered into the SMS. Where a finding may affect other students, VET lecturers, cohorts or locations, the VET Team Leader must immediately refer the matter to the Associate Director VET Training and Assessment Strategy and Practice.

(73) The Associate Director VET Training and Assessment Strategy and Practice will determine the extent of further review, escalation and rectification required. Students must not be contacted about the finding until the approach has been determined and authorised by the Associate Director.

(74) Where findings identify issues in assessment practice, the relevant staff member must receive feedback and guidance, and their assessment practice must be reviewed by the VET Team Leader again at the next assessment event to confirm improvement. Where a finding requires an amendment to an assessment tool or practice, the amendment must be managed in accordance with clauses 47–54 of this procedure.

**Resulting Students**

(75) Student results are recorded on the Assessment Summary form by the VET lecturer for each assessment task.

(76) Students are notified of their results. The VET lecturer must ensure that class lists entered in the SMS have been reconciled with students who have participated in the assessment.

(77) If assessments are undertaken within Learnline, the VET lecturer stores student results in Grade Centre. Students can view their grades in Grade Centre. However, it is important to note that the results displayed in Learnline are not final, as Grade Centre is not the official area for final results.

(78) VET lecturers must enter final results for each unit of competency in the SMS in accordance with the University's Grading Policy.

**RPL Assessment**

(79) RPL is a form of assessment and uses evidence from formal, non-formal, and informal learning rather than specific assessment activities. RPL must be conducted with the same rigour as any other form of assessment.

(80) Students are offered opportunities to seek recognition of prior learning and are made aware of the policies governing it.

(81) The VET Recognition Procedure outlines the University's process for completing an RPL assessment.

**Retention of Assessment Evidence**

(82) The VET Team or VET lecturer must retain for each student all records of assessment, including:

a. completed student assessment tasks containing VET lecturer feedback;
b. completed and signed (by the student and VET lecturer) Assessment Summary or Learnline Grade Centre; and
c. RPL evidence (if applicable).

(83) The VET Team Leader must ensure that the following assessment records are retained for each student:

a. completed student assessment tasks containing VET lecturer feedback;
b. the completed Assessment Summary or Learnline assessment record; and
c. RPL evidence, where applicable.

(84) The VET Team Leader must retain the above per the University Records and Information Management Policy and Procedure, the Guidelines - Retention of VET Student Assessment Evidence, and the Retention & Disposal Schedule - Vocational Education and Training Services. Refer to the Guidelines - Retention of VET Student Assessment Evidence in the first instance.

(85) The VET Team Leader must ensure that the approved controlled versions of the following documents are retained for each VET unit:

a. Student Unit Guide;
b. Assessor Guide;
c. RPL Guides; and
d. Assessment tools.

## Reviewing assessment

### Annual Course Review

(86) In line with the VET Annual Course Review Procedure, every VET course is subject to an annual review to determine the currency and effectiveness of the existing TAS and the corresponding assessment tools, practices and resources. During the review process, feedback from industry stakeholders and student results are considered. Any amendments identified through the review must be classified, approved and controlled in accordance with clauses 47-54 of this procedure. Professional development for VET lecturers is also considered during the review. Refer to the VET Course Registration Procedure for further information regarding amendments to VET courses.

### Post-assessment validation

(87) Post-assessment validation is the quality review of a statistically valid sample of completed student assessments (including RPL), verifying that the assessment tools have produced valid, sufficient, authentic and current evidence for VET lecturers to make reasonable judgements as to whether the requirements of the VET unit of competency are met, and that assessment judgements are consistently applied.

(88) The University must validate the assessment practices and judgement for every training product on its scope of registration at least once every five years, and more frequently where risks, changes to the training product, or relevant feedback are identified.

(89) The Post-assessment Validation Schedule (PAVS) is a master schedule for post-assessment activities that include all registered VET courses listed on the University's scope of registration. The schedule is updated when the University's scope of registration has been amended and approved through the CMS.

(90) Post-assessment validation of VET courses may occur more frequently if risk indicators, including those identified by the VET regulator, indicate that it is required. Risk factors may include, but are not limited to:

a. The ASQA Risk Assessment Framework;
b. Health and safety, licensing or legislative requirements;
c. Offshore or CRICOS delivery;
d. History of non-compliance, complaints, or concerns raised in the learner or VET lecturer feedback;
e. Rapid changes in relevant industry sectors and/or industry feedback;
f. Changes to the training product; and
g. Relevant feedback from students, VET lecturers, and industry.

(91) Stand-alone, Skill Sets, and Vocational Training Programs (VTPs), may be selected for post-assessment validation, having regard to identified assessment risks.

(92) A risk-based approach – informed by any risks to training outcomes, any changes to the training product or any feedback from students, VET lecturers, and industry - is used to determine the VET assessment system components for a training product being validated, such as:

a. number of VET units of competency/modules to be chosen;
b. actual VET units of competency/modules chosen; and
c. sample size of students' assessments.

(93) The PAVS timeline for issuing student samples, VET assessment system components chosen, and subsequent reporting aligns with a calendar year and is grouped into four Sprints. PAVS samples are determined in January (Sprint 1), April (Sprint 2), July (Sprint 3), and October (Sprint 4).

(94) The post-assessment validation sample is selected from the population of students with an assessment judgement of CA, NYC, or RPL grade in the previous six (6) months.

(95) At least two VET units of competency are chosen. One of the selected VET units must be inherent to the training package, not a generic VET unit such as communication or work, health, and safety. If the chosen VET unit has been assessed in a cluster, the cluster assessment must be post-assessment validated.

(96) VET lecturers must participate in post-assessment validation when nominated and must provide the assessment tools, student evidence, assessment records and other information required for the validation. A VET lecturer must not validate their own assessment judgements as the sole validator.

(97) A statistically valid sample will be chosen for each VET unit of competency or cluster, and the ASQA Assessment Validation Sample Size Calculator will be used to determine the sample size.

(98) The post-assessment validation team must include individuals who collectively meet the requirements specified by standard 1.5(2)(e) of the RTO Outcome Standards 2025:

a. industry competencies, skills and knowledge relevant to the training product;
b. a practical understanding of current industry practices relevant to the training product; and
c. one of the credentials for validation specified in the RTO Credential Policy 2025.

(99) Industry experts may also be involved in post-assessment validation to ensure a combination of expertise.

(100) The outcome of an assessment validation cannot be determined solely by the person who has or delivered the training or assessment.

(101) Validation findings, required actions, responsibilities, and timeframes must be documented in the VET Post-Assessment Validation Report in the Quality Assurance Tile in the CMS. The VET Team Leader must monitor completion of the approved actions and the Associate Director VET Training and Assessment Strategy and Practice must approve closure of the report.

(102) Amendments arising from post-assessment validation must be managed in accordance with clauses 47-54 of this procedure and applied to all affected assessment tools, students, cohorts, and delivery locations, as determined through the approved response.

(103) Where post-assessment validation identifies actual or potential non-compliance, the matter must be referred immediately to the Associate Director VET Training and Assessment Strategy and Practice who will determine the required escalation, investigation, rectification, and communication. The VET delivery team must not commence broader rectification or contact affected students until the response has been authorised.

(104) Additional requirements exist to validate all VET qualifications and skill sets from the Training and Education (TAE) training package. The TAE training products will be validated:

a. once the first cohort of students has completed their training and assessment; and
b. by a person who is independent, not employed or subcontracted by the university to provide training and assessment, and has no other involvement or interest in the organisation’s operations.

(105) The validation team must meet the additional credential requirements for validating TAE training products specified in the RTO Credential Policy 2025.

(106) Post-assessment validation reports are retained in accordance with the timeframe applicable to the PAVS.

### Complaints

(107) A student who is not satisfied with the quality or delivery of the VET Course and its associated assessments, or believes they have experienced unfair treatment, can submit a complaint in accordance with the Complaints Policy - Students.

# Section 6 - Non-Compliance

(108) Non-compliance with governance documents is considered a breach of the Code of Conduct - Employees or the Code of Conduct - Students, as applicable, and is treated seriously by the University. Reports of concerns about non-compliance will be managed in accordance with the applicable disciplinary procedures outlined in the Charles Darwin University and Union Enterprise Agreement 2025 and the Code of Conduct - Students.

(109) Complaints may be raised in accordance with the Complaints and Grievance Policy and Procedure - Employees and Complaints Policy - Students.

(110) All staff members have an individual responsibility to raise any suspicion, allegation or report of fraud or corruption in accordance with the Fraud and Corruption Control Policy and Whistleblower Reporting (Improper Conduct) Procedure.

## Status and Details

| | |
|---|---|
| **Status** | Current |
| **Effective Date** | 21st October 2026 |
| **Review Date** | 21st October 2029 |
| **Approval Authority** | Academic Board |
| **Approval Date** | 14th October 2026 |
| **Expiry Date** | Not Applicable |
| **Responsible Executive** | Louise King<br>Provost |
| **Implementation Officer** | Lisa Papatraianou<br>Deputy Provost |
| **Enquiries Contact** | Lisa Papatraianou<br>Deputy Provost<br><br>Teaching and Learning Connect |

## Glossary Terms and Definitions

**"University"** - Charles Darwin University, a body corporate established under section 4 of the Charles Darwin University Act 2003. The University is comprised of the various faculties, CDU TAFE, organisational units, and formal committees, including the governing University Council and Academic Board.

**"Governance document"** - means policy or procedure published in the Governance Document Library. Policies and procedures are collectively called ‘governance documents’ and are often referred to as ‘policy’ or ‘University policy’.

**"VET lecturer"** - an employee of the University or a third-party partner who is a trainer and/or assessor for vocational education and training (VET) units of competency. VET lecturers include VET Team Leaders and higher education lecturers training or assessing in VET units.

**"VET delivery team"** - Vocational education and training staff involved in the delivery of training and assessment, inclusive of VET Team Leaders and VET lecturers. See also the glossary definition of VET lecturer.