



# Assessment Principles and Practice Policy

**Organisation:** Australian Leading Institute of Technology (ALIT) **RTO Code:** 45156

**Quality Area:** 1 – Training and Assessment **Standard:** RTO Standards 2025 – Standard 1 **Document**

**Owner:** Director of Training **Review Cycle:** Annual **Version:** 1.0 **Effective Date:** April 2026

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## 1. Purpose

This policy establishes ALIT's standards for designing, conducting, and reviewing assessments to ensure they are valid, reliable, flexible, and fair in accordance with the RTO Standards 2025 and the principles of competency-based assessment.

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## 2. Scope

Applies to all assessors, trainers, and staff involved in designing or conducting assessment across all qualifications and skill sets on ALIT's scope of registration.

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## 3. Policy Statement

ALIT is committed to assessment practices that accurately determine learner competence and uphold the integrity of nationally recognised training. All assessments must adhere to the four principles of assessment and the rules of evidence as defined in the RTO Standards 2025.

### 3.1 Principles of Assessment

Principle	Requirement
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<b>Validity</b>	Assessment must measure what it is intended to measure; mapped directly to unit of competency performance and knowledge evidence
<b>Reliability</b>	Assessment produces consistent decisions regardless of assessor or occasion; supported by clear marking guides
<b>Flexibility</b>	Assessment accommodates different learner contexts and reasonable adjustments without compromising rigour
<b>Fairness</b>	Assessment is free from bias; learners are informed of requirements, given opportunity to demonstrate competence, and have access to appeals

### 3.2 Rules of Evidence

Rule	Requirement
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<b>Validity</b>	Evidence is relevant to the unit's requirements
<b>Sufficiency</b>	Enough evidence is collected to make a confident judgement
<b>Authenticity</b>	Evidence is the learner's own work; verified through declaration or direct observation
<b>Currency</b>	Evidence reflects current skills and knowledge

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## 4. Procedures

### 4.1 Assessment Design

- All assessment tools must be mapped to the relevant unit of competency (performance evidence, knowledge evidence, assessment conditions)
- Assessment tools must include: task instructions, marking guide/rubric, evidence requirements, and reasonable adjustment provisions



- Assessment tools must be reviewed as part of the annual validation schedule prior to use with a new cohort

#### 4.2 Assessment Methods

ALIT may use the following assessment methods as appropriate to the unit requirements:

- Written or oral questioning
- Direct observation (in simulated or real workplace environments)
- Portfolio of evidence
- Project or case study
- Third-party workplace reports
- Role play or practical demonstration

The selected method(s) must be documented in the TAS and appropriate to the unit's assessment conditions.

#### 4.3 Conducting Assessments

- Assessors must brief learners on the assessment task, evidence requirements, and submission instructions before commencement
- All assessments must be conducted in conditions as close as possible to those specified in the unit of competency
- Assessors must not assess learners with whom they have a conflict of interest; any conflict must be declared to the Director of Training

#### 4.4 Assessment Decisions

- Assessors must record a clear competency decision: **Competent (C)** or **Not Yet Competent (NYC)**
- NYC decisions must include written feedback identifying the gap and the re-assessment pathway
- Learners must be given at least one additional opportunity to demonstrate competence before a final NYC is recorded
- All assessment records must be retained in the learner's file

#### 4.5 Reasonable Adjustment

- Reasonable adjustments may be made to assessment methods to accommodate learner needs (disability, language, literacy)
- Adjustments must not reduce the rigour or alter the outcomes being assessed
- All adjustments must be documented and approved by the Director of Training prior to assessment

#### 4.6 Re-assessment and Appeals

- Learners may appeal an assessment decision through the Complaints and Appeals process
- Re-assessment must be conducted by a different assessor where practicable



## 5. Roles and Responsibilities

Role	Responsibility
Director of Training	Approve assessment tools; manage validation schedule; oversee assessor consistency
Assessors	Design and conduct assessments; record decisions; provide feedback
Student Support Officer	Coordinate reasonable adjustment requests
Compliance Officer	Maintain assessment records; monitor appeals register

## 6. Related Documents

- Policy: Validation of Assessment
- Policy: Training and Assessment Strategy (TAS) Development
- Policy: RPL and Credit Transfer
- Policy: Student Feedback, Complaints and Appeals

## 7. Review and Approval

Version	Date	Approved By	Changes
1.0	April 2026	CEO, ALIT	Initial issue