

Procedure Name	ASSESSMENT PROCEDURE
Procedure Number	V002_PR_VET
Purpose	This procedure describes the Whitehouse Institute of Design, Australia, (Whitehouse) processes for planning, conducting and reviewing assessments to ensure that assessment: 1. Meets the requirements of the relevant Training Package or VET Accredited Course 2. Is conducted in accordance with the Principles of Assessment and the Rules of Evidence as outlined in standard 1.4 of ASQA's Standards for RTOs 2025 3. Judgments are made with consistency and on a sound basis, moderation and validation of assessment judgments are undertaken, and 4. Complies with other relevant regulatory requirements, including the Australian Qualifications Framework (AQF).
Scope	This procedure applies to all VET assessments conducted by appropriately qualified Whitehouse staff. It includes the assessment of VET qualifications/units of competency delivered to domestic students at all Whitehouse campuses. Unless stated otherwise the procedure also applies to recognition of prior learning (RPL). Exclusion: As Whitehouse is not a registered VET CRICOS RTO provider, international students are excluded.
Procedure	The following staff members have roles and responsibilities relating to implementing this procedure: • VET Course Coordinators • VET Staff (Trainers Assessors Support) • VET Students. 1. Training and Assessment Strategy (TAS) 1.1 A Training and Assessment Strategy (TAS) will be developed for each qualification and will clearly outline: a) the Training Package, accredited course or product to which the TAS relates, including the national code and full title as published on the national register b) pre-requisites and co-requisites c) the needs of the student/cohort d) volume of learning e) mode/s of delivery f) duration and scheduling of training and assessment activities g) timing and methods of assessment activities h) context of assessment i) resource requirements j) industry input k) review process and schedule l) available student support services. m) Assessment moderation and validation

1.2 Each TAS is consistent with the current version of the relevant Training Package or Accredited course as published on training.gov.au

1.3 The TAS is reviewed and updated as needed to ensure that it takes into account any new Training Package/Accredited Course requirements, aligns to current industry requirements and addresses student needs.

1.4 Where the needs of separate student cohorts require different approaches to delivery and assessment more than one TAS can be developed for the same training product.

2. Assessors

Assessment is conducted by assessors who have the competencies as outlined by the [Standards for Registered Training Organisations \(RTOs\), 2025](#), and

- hold the relevant vocational competencies at least to the level being assessed, and
- can demonstrate currency of assessment relevant industry skills, and
- undertake ongoing industry and VET skills development, including maintaining currency of their trainer/assessor qualifications.

3. Assessment Information Provided to Students

Students are provided with:

- written advice about assessment and assessment principles
- information about how they will be assessed
- assessment tasks and deliverables.

Students are provided with information regarding RPL prior to enrolment.

4. Assessment Methods

Where relevant one or more units of competency may be clustered for holistic assessment. A variety of assessment methods will be used which may include, but are not limited to:

- direct observation
- questioning (verbal or written)
- practical projects
- field work
- group work
- written assignments
- interviews
- third party reports
- presentation portfolios
- review of products, such as finished products, reports or exhibitions
- formal and informal tests, including examinations
- critique.

5. Principles of Assessment and Rules of Evidence

Irrespective of the assessment methods used the *principles of assessment* and *rules of evidence* will be adhered to, as specified by ASAQ's Assessment Standard 1.4.

6. Assessment Tasks

Assessment tasks will be outlined in assessment briefs. When taken as a whole, all assessment tasks for a given unit of competency will be designed to enable the student to provide valid, sufficient, authentic and current evidence to achieve and demonstrate competence

Written assessment briefs will be written in plain English and will be distributed and discussed in class to ensure students understand what is required to demonstrate competence.

Each assessment task will address one or more of the required knowledge and performance criteria from one or more units of competency. Sufficient assessment will be undertaken to ensure sound, flexible, reliable and valid judgements about student performance.

Each assessment task will clearly outline how and when the deliverables will be assessed.

An opportunity to re-submit an assessment will be provided to students adversely affected by circumstances beyond their control., and

Reasonable adjustments will be applied in relation to assessment tasks as and when appropriate.

7. Academic integrity

Students must practice academic integrity and honesty in their work in accordance with Whitehouse's policy and avoid plagiarism, cheating, collusion, fabrication, or the use of unauthorised Generative AI.

8. Submission

The following process applies to the submission of an assessment task:

- assessment tasks should be accompanied by a completed Assessment Cover Sheet, and submitted to the allocated submission area specified in the assessment task, on or before the due date
- no responsibility will be taken by Institute staff for assessment tasks that are not submitted to the allocated submission area with completed, dated and receipted Assessment Cover Sheet
- students must retain the signed submission receipt as proof that their work has been submitted
- where a student is unable to submit an assessment task in person on or before the due date, the work may be submitted by a class colleague or courier, (except in the circumstance of class presentation, panel presentation or peer review) on or before the due date and must include a completed Assessment Cover Sheet.

9. Feedback

Students will receive timely and constructive verbal and/or written feedback for each assessment task. Feedback refers to the assessment specifications and deliverables and provides advice on the extent to which the student has met the deliverables.

Should the work submitted for assessment not adequately meet the specifications of the assessment brief the student will be advised of what additional evidence and or training they need to undertake to demonstrate competence.

10. Assessment Decision

Each assessment item is determined as Competent (C) or Not Yet Competent (NYC). A student is considered competent once all assessment tasks for a unit of competency or cluster of units have been assessed as competent.

Whitehouse may also use its own grading system for assessments, but this does not form part of the AQF certification process. This would be undertaken in addition to but separate and apart from the Competent and Not Yet Competent process. It may be used for internal, or articulation purposes as required.

11. Re-Submissions

Should a student not achieve competence for an assessment task they can re-submit the assessment after considering and addressing feedback that was provided.

The class teacher will advise the student of due date for re-submission.

12. Appealing an Assessment Result

If a student wishes to appeal an assessment result, they should immediately seek clarification from the teacher who assessed the work. The appeals process is outlined in the VET Appeals policy and procedure.

13. Processing and Recording Results

Assessors record and submit results and feedback to the Course Coordinator using a proforma provided. The Course Coordinator records the results and files the feedback. Student Administration enters the final result in the Whitehouse Student Administration system where they are stored electronically and are archived for a period of at least 30 years.

14. Assessment Validation

As part of the Whitehouse process of continual improvement assessment validation will be undertaken systematically by a validation team.

Whitehouse will have a documented validation plan which describes:

- who will lead and participate in the validation activities
- which training products will be the focus of the validation
- when assessment validation will occur and
- How the outcomes of those activities will be documented and acted upon.

The validation team is comprised of members who collectively have:

- vocational competencies and current industry skills relevant to the assessment being validated
- current knowledge and skills in vocational teaching and learning, and
- the training and assessment credential specified in the [Standards for Registered Training Organisations \(RTOs\), 2025](#).

A schedule for validating each training product on the Whitehouse scope of registration will be developed. This schedule is a five-year plan. Each training product will be reviewed at least once in that five-year period. At least 50% of the training products must be validated in the first three years of the schedule. Training products may be reviewed more frequently should risk indicators demonstrate the need i.e:

- the use of new assessment tools
- the delivery of products where safety is a concern
- the level and experience of the assessor, or
- changes in technology, workplace processes, legislation and licensing requirements

	- ASQA has identified them as 'high-risk.' The sample size for validation of a training product will be statistically valid. The validation process will determine if assessment tools have produced the intended evidence and if the evidence is valid, sufficient, current and authentic. Validators will consider whether the learners' assessment evidence: - complies with the assessment requirements of the relevant training product - demonstrates that the assessment was conducted with fairness, flexibility, validity and reliability and - is valid, sufficient, authentic and current. Recommendations for improvement will be documented and acted upon. . 15. Assessment Moderation Where two or more assessors assess a unit of competency moderation of assessment is conducted. Moderation is conducted before the finalisation of student results to ensure the same decisions are applied to all assessment results within the same unit of competency.
Relevant Legislation	Standards for Registered Training Organisations (RTOs), 20255. Australia Qualifications Framework (AQF)
Key Related Documents	Assessment policy Code of Conduct, Students Access and Equity policy and procedure Recognition of Prior Learning policy and procedure (VET) Academic Integrity policy and procedure Appeals policy and procedure (VET) Student Progression and Exclusion policy and procedure VET) Assessment Cover Sheet Application for Assessment Extension (form) Notice to Re-submit assessment (form) Application for Special Consideration (assessment) - form Appeals (form)
Definitions	VET qualification: a nationally recognized qualification that is delivered by a registered training organisation (RTO) such as TAFE, private provider or and vocational division of a university. Training product - AQF qualification, skill set, unit of competency, accredited short course and module. Unit of competency: means the specification of the standards of performance required in the workplace as defined in a training package

Appropriately Qualified Whitehouse Staff: are teachers who meet the qualification requirements specified by the Australian Skills Quality Authority (ASQA) at the time the assessment is being conducted.

Assessment: means the process of collecting evidence and making judgements on whether competency has been achieved, to confirm that an individual can perform to the standard required in the workplace, as specified in a training package or VET accredited course.

Assessment Moderation: is a quality control process aimed at bringing assessment judgements into alignment.

Moderation is generally conducted before the finalisation of student results, as it ensures the same decisions are applied to all assessment results within the same unit of competency.

Assessment Validation: involves checking that your assessment tools have produced valid, reliable, sufficient, current and authentic evidence—evidence that allows your RTO to make reasonable judgements about whether training product requirements have been met.

The validation process involves reviewing a statistically valid sample of the assessments and making recommendations for future improvements to the assessment tool, process and/or outcomes if applicable.

The validation process also includes acting upon any recommendations for future improvement.

Assessors: are persons who assess a learner's competence in accordance with requirements set out in the [Standards for Registered Training Organisations \(RTOs\), 2025](#)

Australian Qualifications Framework (AQF): means the framework for regulated qualifications in the Australian education and training system, as agreed by the Commonwealth, State and Territory ministerial council with responsibility for higher education.

Competency: means the consistent application of knowledge and skill to the standard of performance required in the workplace. It embodies the ability to transfer and apply skills and knowledge to new situations and environments.

Academic Integrity: *'the expectation that teachers, students, researchers and all members of the academic community act with honesty, trust, fairness, respect and responsibility.'*
(TEQSA: [What is academic integrity?](#))

Principles of Assessment

Fairness – the individual learner's needs will be considered in the assessment process.

- Where appropriate, reasonable adjustments will be applied to take into account the individual learner's needs. Reasonable adjustment may mean:
 - a) making learning materials and methods accessible
 - b) adapting the physical environment and equipment
 - c) adjusting the procedures for conducting assessment
 - d) adjusting the evidence gathering techniques, such as providing an oral rather than written assessment.

The learner will be informed about the assessment process, will have the opportunity to challenge the result of the assessment and be reassessed, if necessary, as outlined in the Academic Appeals policy and procedure.

Flexibility - Assessment will be flexible to the individual learner by:

- reflecting the learner's needs
- assessing competencies held by the learner no matter how or where they have been acquired and
- 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 – any assessment decision will be justified, based on the evidence of performance of the individual learner.

This means:

- assessment against the unit/s of competency and the associated assessment requirements will cover the broad range of skills and knowledge that are essential to competent performance
- assessment of knowledge and skills will be integrated with their practical application
- assessment will be based on evidence that demonstrates that a learner could demonstrate these skills and knowledge in other similar situations and
- judgement of competence will be based on evidence of learner performance that is aligned to the unit/s of competency and associated assessment requirements.

Reliability – evidence presented for assessment will be consistently interpreted and assessment results will be comparable irrespective of the assessor conducting the assessment.

Reasonable adjustment – the process of adjusting or changing the assessment process to meet the needs and characteristics of the candidates being assessed and any equity requirements. The determination of 'reasonableness' requires judgement that must consider the impact on the organisation and the need to maintain the integrity of the unit of competency.

Reasonable adjustments are those that would not cause *Unjustifiable Hardship* on the provider. Refer Human Rights Commission on individual circumstances:
<https://www.humanrights.gov.au/quick-guide/12105>

Recognition of Prior Learning (RPL): means an assessment process that assesses the competency/s of an individual that may have been acquired through formal, non-formal and informal learning to determine the extent to which that individual meets the requirements specified in the training package or VET accredited courses:

- a) formal learning refers to learning that takes place through a structured program of instruction and is linked to the attainment of an AQF qualification or statement of attainment (for example, a certificate, diploma or university degree)
- b) non-formal learning refers to learning that takes place through a structured program of instruction, but does not lead to the attainment of an AQF qualification or statement of attainment (for example, in-house professional development programs conducted by a business) and
- c) informal learning refers to learning that results through experience of work-related, social, family, hobby or leisure activities (for example the acquisition of interpersonal skills developed through several years as a sales representative).

	(Refer separate RPL Policy/Procedure) Rules of Evidence Validity – the assessor is assured that the learner has the skills, knowledge and attributes as described in the module or unit of competency and associated assessment requirements. Sufficiency – the assessor is assured that the quality, quantity and relevance of the assessment evidence enables a judgement to be made of a learner’s competency. Authenticity – the assessor is assured that the evidence presented for assessment is the learner’s own work. Currency – the assessor is assured that the assessment evidence demonstrates current competency. This requires the assessment evidence to be from the present or the very recent past. Validation: is the quality review of the assessment process. Validation involves checking that the assessment tool/s produce/s valid, reliable, sufficient, current and authentic evidence to enable reasonable judgments to be made as to whether the requirements of the training package or VET accredited courses are met. It includes reviewing a statistically valid sample of the assessments and making recommendations for future improvements to the assessment tool, process and/or outcomes and acting upon such recommendations.
Responsible Officer	Executive Director or delegated Senior Executive Management Committee member.
Approval Authority/ Authorities	Board of Governors
Date Approved	20/12/2023
Date of Commencement	21/12/2023
Date for Review	20/12/2026
Documents superseded by this Procedure	A003_PO_VET (Academic) Assessment Procedure
Amendment History	04/2026 Updated the scope and procedure statement text Added a clause (re scope) related to CRICOS and international students, as Whitehouse is not a VET RTO CRICOS registered provider. Checked and updated links, the Definitions, Relevant legislation and Key documents sections. 12/2023 • Re-approval

	- checked and updated relevant legislation section and links. - updated key related documents section. 10/04/2017 Policy revised to better comply with standards. 10/2016 Policy and Procedures separated and HE and VET documentation separated. Updated formatting and minor amendments. 01/2016 Late submission penalties and late submission amended for a 0-49 marking band. Reporting lines within the document amended as per new operational chart. 06/2014 Late Submission Penalties changed based on benchmarking. Special Consideration, Extensions and Adjustments collated, and process of application reviewed. Minor adjustments to higher education policy wording. 11/2012 Changed formatting – included procedure and policy in one document. Minor adjustments and inclusions to policy wording – no material change Semester 2, August 2012. Effective from 30 /03/2012 Approved - Academic Board, Agenda item number 5.4.
Signed and dated for Whitehouse Pty Ltd	 Leanne Whitehouse 20 12 2026
	Signature Name Date

INFORMATION FOR PUBLISHING ON POLICY REGISTER	
Category	Vocational Education and Training (VET)
Stakeholders	Whitehouse Executive Management VET Trainers Assessors Administration Support Staff Students