

Assessment Policy

Approved by: Executive Director Course Development and Quality

Approval date: 2 February 2026

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Acknowledgement of Country

In the spirit of reconciliation, TAFE NSW acknowledges Aboriginal and Torres Strait Islander peoples as the Traditional Custodians of Country throughout Australia and their connections to land, sea, and community. We pay our respect to Elders past and present and extend that respect to all Aboriginal and Torres Strait Islander peoples today.

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Section 1. Purpose

- 1.1 The Assessment Policy outlines the principles that guide the quality and integrity of the assessment system and practices across all TAFE NSW's Higher Education (HE) and Vocational Education and Training (VET) qualifications.
- 1.2 The Policy aims to provide a fair and transparent assessment system that aligns with organisational strategy and complies with all relevant regulatory frameworks and legislative instruments including the:
 - a [Australian Qualifications Framework \(AQF\)](#).
 - b [Higher Education Standards Framework \(Threshold Standards\) 2021](#).
 - c [Standards for Vocational Education and Training \(VET\) Accreditation courses 2021](#).
 - d [National Vocational Education and Training Regulator \(Outcome Standards for NVR Registered Training Organisations\) 2025](#).
 - e [Standards for Registered Training Organisations Credentials Policy \(2025\)](#)
 - f And any other relevant licensing, contractual and regulatory requirements.
- 1.3 TAFE NSW is committed to providing high-quality assessment experience for all students.

Section 2. Scope and Audience

- 2.1 This Policy applies to all enrolled students and staff involved in assessments for both VET and Higher Education courses at TAFE NSW, including contractors and third parties delivering training and assessment services on behalf of TAFE NSW.
- 2.2 Assessment is a structured process for gathering evidence to determine whether a student meets the required standards of competence or academic objectives as defined by course or subject learning outcomes. This process also includes the recognition of prior learning (RPL).
- 2.3 The provisions of this Policy are put into practice through the [Higher Education Assessment Procedure](#), the [Assessment Procedure \(VET\)](#) and other TAFE NSW policies and procedures referenced throughout this Policy.

Section 3. Principles

- 3.1 The principles of this Policy are based on the Principles of Assessment and Rules of Evidence specified in the [Outcome Standards for RTOs 2025 \(Outcome Standards\)](#) and are aligned to the requirements of the [Higher Education Standards Framework \(HESF\)](#).

Principles of Assessment

- 3.2 **Fairness** - assessment accommodates the needs of the student, including implementing reasonable adjustments where appropriate and enabling reassessment where necessary. Assessment is fair, transparent, and applied consistently regardless of delivery mode or location.
- 3.3 **Flexibility** - assessment is appropriate to the context, training product or course and student, and assesses the student's skills and knowledge that are relevant to the training product or course, regardless of how or where the student has acquired those skills or that knowledge.
- a Assessment should be conducted using various methods. The chosen methods should be suitable for the specific context, the subject or unit (and its assessment requirements), and the individual student.
- 3.4 **Validity** - Assessment of knowledge and skills is integrated, with practical application. Assessment is based on evidence demonstrating student attainment and/or demonstrated skills and knowledge in a practical setting.
- 3.5 **Reliability** - assessment evidence is interpreted consistently by assessors and the outcomes of assessment are comparable irrespective of which assessor is conducting the assessment.
- a Assessments are evaluated against approved marking criteria that are applied consistently to ensure that students' skills, knowledge, and competencies are assessed consistently against the approved criteria.

Rules of Evidence

- 3.6 **Validity**- assessment evidence is adequate, such that the assessor can be assured that the student possesses the skills and knowledge described in the training product, subject, or course.
- 3.7 **Sufficiency**- the quality, quantity and relevance of the assessment evidence enable the assessor to make an informed judgement of the student's competency or attainment of the skills and knowledge described in the training product or course and subject learning outcomes.
- 3.8 **Authenticity**- the assessor is assured that a student's assessment evidence is the original and genuine work of that student.
- 3.9 **Currency** - the assessment evidence presented to the assessor documents and demonstrates the student's current skills and knowledge.

Section 4. Policy requirements

- 4.1 The following additional policy requirements (4.2-4.18) support the implementation of the assessment system and the Assessment Policy principles.

- 4.2 Students are informed about the assessment process and have access to this Policy and the [Higher Education Assessment Procedure](#) and the [Assessment Procedure \(VET\)](#) on the TAFE NSW website.
- 4.3 Assessment information, including the requirements and instructions, resources, timeframes, marking criteria, information relating to variations of assessments (e.g., extensions, reasonable adjustments, special consideration, etc.) assessment attempt limits, reassessment opportunities and appeals processes are clearly articulated and made available to students prior to or at the commencement of the subject or unit.
- 4.4 Assessment strategies, design and tools are developed under the provisions of the [Course Design Development and Review Policy](#) and are informed by industry and reflect current industry practice.
- 4.5 Reviews of VET assessments are conducted as part of the development process. Assessment tools are reviewed prior to use to ensure they align with the principles of assessment and rules of evidence. The outcomes of these reviews inform changes and improvements to the assessment tools before their release. Detailed requirements for pre-validation assessment reviews are set forth in the [Course Design, Development and Review Policy](#) and the [Assessment Procedures \(VET\)](#).
- 4.6 All staff and third parties delivering training and assessment have appropriate credentials, skills and knowledge in accordance with the Standards for Registered Training Organisations [Credentials Policy](#). Detailed requirements are outlined in the [Quality Vocational Education and Training \(VET\) Teachers & Assessors Policy](#) and for Higher Education the Tertiary Education Quality and Standards Agency (TEQSA) Guidance Note: [Determining equivalence of professional experience and academic qualifications](#) is used to support the requirements of the HESF.
- 4.7 Recognition of prior learning is assessed and managed in accordance with this Policy, the [Recognition Policy](#), the [Recognition of Prior Learning Procedure \(VET\)](#), and the [Higher Education Qualifications Pathways and Credit Policy](#) and [Procedure](#).
- 4.8 Credit Transfer is assessed and managed in accordance with the [Recognition Policy](#) and related procedures.
- 4.9 Assessment is conducted without bias and actual or perceived conflicts of interest are declared and managed in line with the [Assessment Procedures \(VET\)](#) and the [Higher Education Assessment Procedure](#).
- 4.10 Individual student's needs are considered in the assessment process and, where appropriate, reasonable adjustments applied in accordance with the relevant VET or Higher Education Assessment Procedure, [Students with Disability Policy](#) and [Students with Disability Implementation and Reasonable Adjustment Procedure](#).
- 4.11 VET students are permitted to resubmit/reattempt each summative (formal) assessment task up to two times within each enrolment of a unit.

- 4.12 Staff, third parties delivering training and assessment, and students are responsible for upholding the integrity and authenticity of assessment. The [Academic Integrity Policy](#) and [Procedure](#) specify the academic integrity expectations and requirements at TAFE NSW.
- 4.13 Students are provided with timely feedback on their assessment performance to support ongoing learning and progression. Feedback requirements are specified in the [Assessment Procedures \(VET\)](#) and [Higher Education Assessment Procedures](#).
- 4.14 Student assessment results are recorded accurately in the appropriate TAFE NSW system and made available to students in a timely manner. Details are set out in the [Assessment Procedures \(VET\)](#), the [Record Unit Outcome Results Procedure](#) and the [Higher Education Assessment Procedures](#).
- 4.15 Students have the right to appeal an assessment decision in accordance with the [Assessment Appeals Policy](#), and [Assessment Appeals Procedure](#) for VET or for Higher Education, the [Higher Education Assessment Procedure](#). Information regarding assessment appeals, including relevant policies and procedures are made available to staff, third parties delivering training and assessment, and students.
- 4.16 For VET courses, assessment is quality assured by appropriately skilled and credentialed persons through a regular process of validating assessment practices and judgements and ensures that the assessment system is conducted in a way that is fair and appropriate and enables accurate assessment judgement of VET student competency. Assessment validation is conducted and managed in accordance with the [Assessment Validation Procedure \(VET\)](#).
- 4.17 For Higher Education, assessment moderation and validation are conducted in accordance with the [Higher Education Assessment Procedure](#).
- 4.18 Records of assessment tools, including student assessment evidence, are retained to adhere to legislative requirements. Details are set out in the [Retention of Student Education Evidence Procedure](#), which is aligned to the [Records Management Policy](#) and the [Privacy Policy](#).

Section 5. Responsibilities

Position	Responsibility
Executive Director Course Development and Quality (Accountable Officer)	Oversight of the development, review, and amendment of this policy, with the authority to approve revisions to the policy to ensure alignment with regulatory and legislative requirements and current TAFE NSW operations.
Associate Director Educational Governance and Compliance	Support the Accountable Officer in the development, monitoring, review, and amendment of this policy, to ensure alignment with regulatory and legislative requirements and current TAFE NSW operations.

Executive Director of Learning and Teaching	Oversee the Learning and Teaching Group for implementation of assessments and academic integrity practices, ensuring they align with TAFE NSW policy and procedure and legislative and regulatory requirements.
Directors Educational Operations	Coordinate, moderate, validate, and monitor assessments at the course level, ensuring feedback mechanisms are utilised to inform systematic continuous improvement opportunities.
Directors of Learning and Teaching	<p>Implement assessment policies and related procedures within the Faculties and supporting continuous improvement strategies through regular review of that implementation.</p> <p>Initiating improvement and corrective actions, and providing feedback to teams involved in course, design, delivery and review to ensure the delivery of quality assessment are compliant with regulatory and contractual requirements.</p>
Students	Access and adhere to, where required, TAFE NSW policies and procedures.
Trainer, Assessor and Teacher	Prepare and deliver education, training and assessments in line with TAFE NSW policies and procedures and regularly engage in review and improvement processes related to education, training and assessment.

Section 6. Monitoring

- 6.1 The Responsible Officer or their delegate will monitor the effectiveness of, and feedback received relating to this policy and take action to ensure its continued improvement and adherence to the legislative requirements.
- 6.2 The Responsible Officer will coordinate a formal review of this policy every two years or where a change to legislation or organisational structure necessitates a review.

Section 7. Governance information

Governance	Details
Legislation, regulations, and standards	This policy is governed by: <ul style="list-style-type: none"> National Vocational Education and Training Regulator Act 2011. Australian Qualifications Framework (AQF). Higher Education Standards Framework (Threshold Standards) 2021. Standards for Vocational Education and Training (VET) Accreditation courses 2021. National Vocational Education and Training Regulator (Outcome Standards for NVR Registered Training Organisations) 2025. Standards for Registered Training Organisations Credentials Policy (2025)
Related procedures	This policy governs the following procedures: <ul style="list-style-type: none"> - Assessment Procedures (VET) - Higher Education Assessment Procedure - Retention of Student Education Evidence Procedure - Assessment Validation (VET) Procedure
Related policies	This policy is to be read together with: <ul style="list-style-type: none"> - Academic Integrity Policy - Course Design, Development and Review Policy. - Higher Education Qualifications Pathways and Credit Policy - Assessment Appeals Policy - Quality Vocational Education and Training (VET) Teachers & Assessors Policy - Recognition Policy - Students with Disability Policy.
Accountable Officer	Executive Director Course Development and Quality
Responsible Officer	Associate Director Educational Governance and Compliance
Content Manager number	PROJ18/4183
Next review date	28/4/2027

Section 8. Definitions

Word	Definition
AQF certification documentation	The set of official documents which confirm that an AQF qualification or VET statement of attainment has been issued to an individual by an NVR registered training organisation, or any other entity authorised to do so.
Assessment (VET)	The process by which TAFE NSW, or a third-party delivering services on its behalf, collects evidence for the purposes of determining whether a VET student is competent to perform to the standard specified in the training product.
Assessment judgement	A determination of whether competency has been achieved by a VET student consistent with the training product and the Outcome Standards.
Assessment moderation (Higher Education)	Assessment moderation is a process that aligns assessment judgements and standards. Its main goal is to ensure comparability of standards by reviewing assessor judgements; student results and where needed, adjusting assessor decisions.
Assessment system	A coordinated set of documented policies, procedures and assessment tools designed to ensure that assessment, including recognition of prior learning, produces consistent and valid judgements of student competency and/or attainment of learning outcomes, and meets the requirements of the Outcome Standards for VET assessments and the HESF for Higher Education assessments.
Assessment tools	The Instruments and instructions for gathering and interpreting assessment evidence to determine competency, including: <ul style="list-style-type: none"> the context and conditions of assessment the tasks to be administered to the VET student the evidence to be gathered from the VET student the criteria used to judge competency, and the administration, recording and reporting requirements.
Assessment validation (Higher Education)	Assessment validation is the process of ensuring that assessment tasks are aligned with and reflect subject learning outcomes; the format, content and criteria for assessment are set at an appropriate level; and the assessment tool is likely to produce valid and reliable, evidence for assessment.
Pre-Validation (VET)	This process ensures that all assessment tools are compliant, effective, and aligned with training package requirements before being implemented.

Word	Definition
Assessment Validation (VET)	The review of the VET assessment system to ensure that: (a) assessment tools are consistent with the training product and the requirements set out in the Outcome Standards; and assessments and assessment judgements are producing consistent outcomes.
Assessor	An authorised TAFE NSW employee or third party who determines a student's competency and/or attainment of learning outcomes.
Credit transfer	The process of recognising and awarding credit for prior successful completion of an equivalent unit of competency, module or subject.
Mode of delivery	The methods for delivering education, training and/or assessment, including face-to-face, online, distance, or blended methods.
Reasonable adjustments	Any adjustments for a student with a disability made by TAFE NSW in a manner consistent with the Disability Standards for Education 2005.
Recognition of prior learning (RPL)	An assessment process that involves assessment of an individual's relevant prior learning and experience (including skills and knowledge obtained through formal and informal learning) to determine the extent to which they meet the requirements specified in the training product or Higher Education course.
Unit of competency	The specification of the standards of performance required in the workplace as defined in a training package
Third party	Any person who has an arrangement with an NVR registered training organisation to deliver services, but does not include: <ul style="list-style-type: none"> • employees of the organisation. • experts engaged by the organisation; or • government agencies and government funded agencies that refer VET students to the organisation and do not receive any payment from the organisation for doing so.
Trainer	An authorised TAFE NSW employee or third party who undertakes training for, or on behalf of TAFE NSW.
Training product	An AQF qualification, a skill set, a unit of competency, accredited short course or module.

Section 9. Document history

No.	Effective	Approved by	Amendment
1	7 November 2023	Chief Product and Quality Officer, Margot McNeill	Nil Amendments – Policy creation
1.1	16 January 2024	Director Education Quality, Suneeti Rekhari	Immaterial updates to links
2.0	2 June 2025	R/ Chief Product and Quality Officer, Kerryn Meredith-Sotiris	Reviewed and updated to align with revised Outcome Standards for RTOs 2025 and the TAFE NSW Operating Model.
3	16 February 2026	Executive Director Course Development and Quality	Administrative amendments to change the Accountable and Responsible Officers to align with the revised TAFE NSW Operating Model. Updates to hyperlinks.