

Training and Assessment Policy and Associated Procedures

1. Purpose

This policy outlines IOIS's approach to the design, delivery, and assessment of training. It ensures that all training and assessment practices are fair, consistent, valid, reliable, and flexible while meeting the requirements of the Standards for RTOs 2025, the Australian Qualifications Framework (AQF), and industry expectations.

2. Scope

This policy applies to:

- All qualifications, skill sets, and units of competency on IOIS's scope of registration.
- All trainers, assessors, academic managers, and support staff.
- Students enrolled in IOIS offshore and online programs.

3. Policy Statements

3.1 Training Delivery

- Training is delivered in accordance with the **approved Training and Assessment Strategy (TAS)** for each qualification.
- Delivery modes may include face-to-face classes, online learning, blended approaches, workplace-based learning, or simulated environments.
- Delivery is structured to:
 - Meet the **needs of diverse learners** (LLN, digital literacy, cultural context).
 - Provide sufficient opportunities for practice, feedback, and consolidation of learning.
 - Ensure access to resources, facilities, and equipment consistent with industry standards.

3.2 Assessment Principles

All assessments are conducted in line with the **Principles of Assessment**:

- **Fairness:** Students' individual needs are considered. Reasonable adjustments are applied where required.
- **Flexibility:** Assessment covers a range of contexts and methods to suit learner circumstances.

- **Validity:** Assessments address all requirements of the training package or accredited course.
- **Reliability:** Results are consistent across assessors and contexts.

All assessments must meet the **Rules of Evidence**:

- **Validity:** Evidence directly relates to the unit requirements.
- **Sufficiency:** Enough evidence is collected to make a valid judgement.
- **Authenticity:** Evidence is the student's own work.
- **Currency:** Evidence demonstrates current competence.

3.3 Assessment Tools and Resources

- IOIS uses validated assessment tools that map to unit requirements.
- Tools are reviewed regularly to ensure currency and compliance.
- Simulated workplace assessments are designed to reflect real industry conditions.

3.4 Competency Judgements

- Only trainers and assessors who meet the Standards for RTOs 2025 Clauses 3.2.1–3.2.3—holding the required training and assessment credentials, maintaining current VET practice, demonstrating industry currency and competence relevant to the training product, and undertaking ongoing professional development—are authorised to deliver and assess on behalf of IOIS.
- Students are allowed three attempts at each assessment task unless otherwise specified in the TAS.
- Assessment outcomes are recorded as **Satisfactory (S)** or **Not Yet Satisfactory (NYS)** at the task level, and **Competent (C)** or **Not Yet Competent (NYC)** at the unit level.

3.5 Feedback to Students

- Students receive timely, constructive feedback on assessment outcomes.
- Feedback must identify strengths, gaps, and next steps.

3.6 Recognition of Prior Learning (RPL) and Credit Transfer (CT)

- RPL and CT are available to all students in line with IOIS's **Enrolment and Completion Policy**.
- Students are informed of RPL/CT options at enrolment.

3.7 Validation of Assessment

- All assessment tools, processes, and outcomes are validated as per IOIS's **Assessment Validation Schedule**.

- Validation is conducted by qualified assessors independent of the tool's design or delivery.

3.8 Continuous Improvement

- Feedback from trainers, students, industry partners, and validation activities informs continuous improvement.
- Updates are recorded in the **Continuous Improvement Register**.

4. Procedures

4.1 Develop Training and Assessment Strategies (TAS)

1. Develop TAS in consultation with industry to ensure relevance.
2. Document: delivery modes, assessment methods, resources, trainer/assessor requirements, and student cohort needs.
3. Approve TAS through the Academic Manager.
4. Review TAS annually or as required by training package updates.

4.2 Prepare and Deliver Training

1. Provide students with clear information at orientation, including assessment requirements.
2. Ensure trainers/assessors prepare session plans and resources consistent with the TAS.
3. Deliver training in a safe, inclusive, and engaging learning environment.
4. Maintain attendance and participation records.

4.3 Conduct Assessment

1. Provide assessment tools with clear instructions.
2. Confirm student understanding of requirements.
3. Apply reasonable adjustments where required, without compromising unit requirements.
4. Collect and assess evidence against the unit competency standards.
5. Record outcomes in the Student Management System (SMS).

4.4 Provide Feedback and Support

1. Provide written and verbal feedback on each assessment task.
2. Where students are NYS or NYC, outline opportunities for resubmission or reassessment.
3. Refer students needing additional support to the Student Support Policy.

4.5 Manage Reassessment and Re-enrolment

1. Allow up to three attempts per assessment task.
2. If still NYS after three attempts, student must re-enrol in the unit and pay the associated re-enrolment fee.
3. Record reassessment decisions in the SMS.

4.6 Validation of Assessment

1. Conduct validation in line with IOIS's risk-based validation schedule, ensuring that every training product is validated at least once within each five-year cycle, with higher-risk qualifications prioritised for earlier review.
2. Validation must be systematic and evidence-based, drawing on assessment outcomes, student feedback, and self-assurance findings to confirm that assessment tools and processes meet the principles of assessment and rules of evidence.
3. The validation team must include at least one qualified assessor with current industry competence who was not directly involved in the original assessment judgements.
4. Document all outcomes in the Assessment Validation Register, clearly recording findings, recommendations, and responsible persons.
5. Implement identified improvements and track progress through the Continuous Improvement Register, linking validation outcomes to IOIS's Self-Assurance Framework and annual quality review cycle

5. Responsibilities

- **CEO:** Ensures training and assessment comply with SRTOs 2025.
- **Academic Manager:** Approves TAS, monitors delivery, oversees assessment validation, and ensures assessor compliance.
- **Trainers/Assessors:** Deliver training, conduct assessments, provide feedback, and maintain student records.
- **Administration Officer:** Maintain records in the SMS, support scheduling, and file assessment evidence.

6. Related Documents

- Training and Assessment Strategies (TAS)
- Assessment Validation Schedule
- Assessment Validation Register
- Student Support Policy

- Complaints and Appeals Policy
- Continuous Improvement Register



Institute of
International
Studies

Document Version Control

Document Title	IOIS Training and Assessment Policy and Associated Procedures	
Reviewed By	Compliance Manager	
Approved By	Chief Executive Officer	
Version	Changelog	Created / Modified Date
1.0	IOIS Training and Assessment Policy and Associated Procedures V1.0	July 2025



Institute of
International
Studies