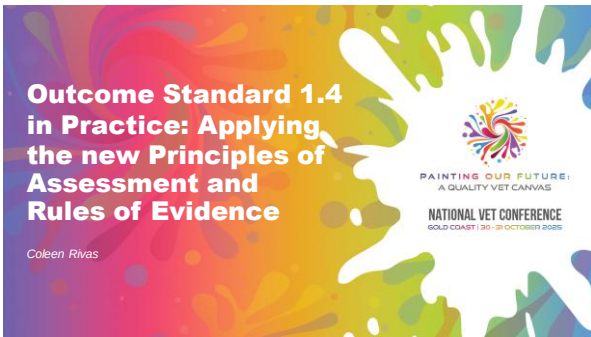




1



2



3

WHAT WE'LL COVER TODAY

01
What's changed in the definitions

02
Why the changes matter

03
Impact on assessment practice

04
Policy/procedure implications

05
Risks and opportunities

06
Updating tools and QA processes



4

National Vocational Education and Training Regulator (Outcome Standards for NVR Registered Training Organisations) Instrument 2025

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DEFINED IN LEGISLATION

- **Legislation:** *National Vocational Education and Training Regulator (Outcome Standards for Registered Training Organisations) Instrument 2025*
- **2025 Standards for RTOs**
 - Outcome Standard 1.4
 - Principles of Assessment & Rules of Evidence
- **Official and enforceable document**

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CHANGES TO THE PRINCIPLES AND RULES



Intent remains consistent, definitions updated



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GUIDANCE DOCUMENTS

- Published by the Department of Employment and Workplace Relations (DEWR)
- Guidance describes the policy intent of the Outcomes Standards
- Purpose is to support a consistent understanding and application of the Standards among providers

Outcome Standards Policy Guidance



- Developed by ASQA in consultation with key stakeholders
- Grouped by Focus Area (e.g. Training, Assessment, Information etc)
- Provide example activities for achieving compliance
- Identify risks to mitigate or avoid
- Provide self-assurance questions for RTOs to use

Practice Guides



Advisory only — do not replace or override the legislation



Source: <https://www.asqa.gov.au/tfas/2025-standards-rto>

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THE PRINCIPLES OF ASSESSMENT

- Fairness
- Flexibility
- Validity
- Reliability

These are about how we plan and carry out assessment.

They guide the design, delivery, and decision-making process.

Note: "Very Rarely Find Fault" is a devised memory aid and plain-language summary. It is not the official wording of the Principles of Assessment.

Very Rarely Find Fault

V- **Validity**
Assessment decisions are justified based on the evidence of performance of the individual learner.

R- **Reliability**
Assessment evidence is consistently interpreted and results are comparable regardless of the assessor.

F- **Fairness**
The individual learner's needs are considered in the assessment process.

F- **Flexibility**
Assessment is flexible to the individual learner's needs and circumstances.

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FAIRNESS

Assessment **accommodates** the needs of the VET student, including **implementing** reasonable adjustments where appropriate and **enabling** reassessment where necessary

Outcome Standard 1.4.2a(i)

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FAIRNESS IN PRACTICE

Accommodating Student Needs

- Recognising learners' different circumstances and backgrounds, and ensuring assessment processes **don't disadvantage them**.
- e.g. using plain language or choosing examples and scenarios relevant to the cohort

Reasonable Adjustment

- **Making modifications** to support people with **disability**.
- e.g. offering allowance for oral instead of written responses, providing assistive technology, or allowing extra time.

Reassessment Where Necessary

- Giving learners the chance to **try again** if they don't achieve a satisfactory result the first time they are assessed.

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ASQA PRACTICE GUIDE – EXAMPLES OF WAYS TO SHOW COMPLIANCE

Informed Students

Clear instructions, criteria, and expectations before assessment.

Reassessment with Training

Additional training where needed before reassessment.

Appeals Process

A fair system for reviewing assessment judgements.

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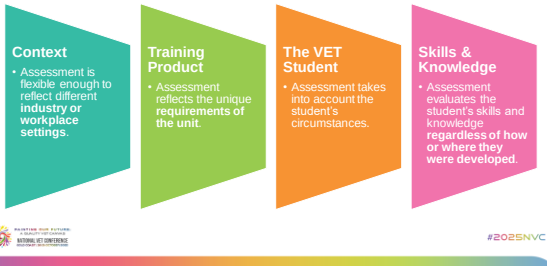
FLEXIBILITY

Assessment is appropriate to the context, training product and VET student, and assesses the VET student's skills and knowledge that are relevant to the training product, regardless of how or where the VET student has acquired those skills or that knowledge

Outcome Standard 1.4.2a(ii)

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FLEXIBILITY IN PRACTICE



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CONTEXTUALISATION: THE MOST PRACTICAL EXPRESSION OF FLEXIBILITY

- Adapt the language and terminology so it matches the industry and workplace.
 - Use workplace-relevant examples, case studies, and scenarios drawn from the student's sector.
 - Incorporate industry documents, forms, and templates where appropriate.
 - Reflect actual tools, equipment, and processes used in the workplace.
 - Consider the student cohort — make sure tasks are relevant, accessible, and culturally appropriate.
- NATIONAL VET CERTIFICATION #2025NVC

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ASQA PRACTICE GUIDE – EXAMPLES OF WAYS TO SHOW COMPLIANCE

- Adjusting your assessment system where a student has already demonstrated some aspects of the unit of competency through other means
 - Recognising that students demonstrate competence in a variety of ways
 - Drawing from a range of assessment methods to find those that are appropriate to your context, the assessment requirements, and the individual student
- Source: Practice Guide – Assessment, ASQA v1.0 June 2025
- NATIONAL VET CERTIFICATION #2025NVC

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VALIDITY

Assessment includes **practical application** components that enable the VET student to demonstrate the relevant skills and knowledge in a practical setting

Outcome Standard 1.4.2a(iii)

Clause 1.8 (2015)

An assessment decision of the training provider is justified, based on the evidence of performance of the individual student.

Validity requires:

- Assessment against the unit(s) of competency and the associated assessment requirements covers the broad range of skills and knowledge that are essential to competent performance
- Assessment of knowledge and skills is integrated with the **practical application**
- Assessment to be based on evidence that demonstrates that a student could demonstrate these skills and knowledge in other similar situations, and
- Judgement of competence is based on evidence of student performance that is aligned to the unit(s) of competency and associated assessment requirements.

Outcome Standard 1.4 (2025)

Assessment includes **practical application** components that enable the VET student to demonstrate the relevant skills and knowledge in a practical setting.

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PRINCIPLE OF VALIDITY IN PRACTICE



The student performs the task

- Does the activity – doesn't just write or talk about it
- For example:**
 - Observation of a student preparing and serving coffee in a live café environment
 - A project manager demonstrating stakeholder engagement and presenting a project plan, with supporting evidence over time
 - A student performing a technical procedure while explaining their decision-making as they go



Assessment takes place in a workplace or in a simulated environment that includes:

- Facilities, equipment and resources
- Operating conditions and contingencies
- Supporting documents and systems
- Interaction with others

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ASQA PRACTICE GUIDE – EXAMPLES OF WAYS TO SHOW COMPLIANCE



Assessment is based on evidence that demonstrates that a student could perform the skills and knowledge across a range of situations



Assessment of knowledge and skills is integrated with practical application
- skills are assessed by observing the student carrying out the relevant task in an appropriate environment



Source: Practice Guide – Assessment, ASQA v1.0 June 2025

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RELIABILITY

Assessment evidence is interpreted **consistently** by assessors and the outcomes of assessment are **comparable** irrespective of which assessor is conducting the assessment

Outcome Standard 1.4.2a(iv)



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RELIABILITY IN PRACTICE

Clear Instructions	Benchmarks for Performance	Decision-Making Rules	Monitoring and Review
Assessors are given clear, specific guidance on how to run the assessment — and they follow it.	Assessment tools include benchmarks that describe specific, observable behaviours expected during practical tasks.	Marking guides and model answers help assessors make consistent, justifiable judgements across all students.	The RTO actively checks for consistency through validation, moderation, and assessor support — and acts on what it finds.

Source: Practice Guide – Assessment, ASQA v1.0 June 2025

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VACS - The Rules of Evidence

How many questions do you remember?

VALIDITY
Validity means everything you read is what you think it is.

- Is the source credible?
- Is the information current?
- Is the information accurate?
- Is the information relevant?

AUTHENTICITY
Authenticity means the source is what the teacher's own work.

- Is the source credible?
- Is the information current?
- Is the information accurate?
- Is the information relevant?

CURRENCY
Currency is how new or recent the information is.

- Is the source credible?
- Is the information current?
- Is the information accurate?
- Is the information relevant?

SUFFICIENCY
Sufficiency means there is enough information to make a confident decision.

- Is the source credible?
- Is the information current?
- Is the information accurate?
- Is the information relevant?

RELIABILITY
Reliability means the source is what the teacher's own work.

- Is the source credible?
- Is the information current?
- Is the information accurate?
- Is the information relevant?

Note: "VACS" is a devised memory aid and plain-language summary. It is not the official wording of the Rules of Evidence.

THE RULES OF EVIDENCE

- Validity
- Sufficiency
- Authenticity
- Currency

These are about judging whether the evidence is good enough to make a decision.

They guide assessors in making sure the evidence actually proves the student can do what the unit says they need to do.

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VALIDITY

Assessment evidence is adequate, such that the assessor can be **reasonably assured** that the VET student possesses the skills and knowledge described in the training product

Outcome Standard 1.4.2b(i)



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The screenshot shows the training.gov.au website. At the top, there's a navigation bar with the training.gov.au logo and a search icon. Below the navigation bar, there's a header section with the text 'Unit of competency'. The main content area shows the unit code 'BSBSP0301' and the title 'Maintain business resources'. There's a 'Usage recommendation' dropdown menu set to 'Current'. Below that, there's a 'Release' section with a date of '19/Oct/2020' and a 'Download' button.

VALIDITY IN PRACTICE - DOES THE EVIDENCE ALIGN WITH THE TRAINING PRODUCT?

We need to be reasonably assured that the evidence demonstrates the student possesses knowledge and skills for every:

- Element
- Performance Criteria
- Foundation Skill
- Performance Evidence requirement
- Knowledge Evidence requirement

Not some, not most...all.

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WHAT DOES REASONABLY ASSURED MEAN?

- A legal standard — not just “I think they’re competent”
- Requires a **high level of confidence** in the learner’s competence
- Based on what a **reasonable person** would conclude from the evidence
- Supports a **judgement you can defend** if reviewed or challenged

“I’ve seen enough to be confident this person meets the requirements – and I’m confident that any reasonable person in the industry would agree”.

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QUESTIONS TO ASK YOURSELF

- Would a reasonable supervisor say, “That’s exactly the quality of performance I’m looking for”?
- Would a reasonable customer say, “I was really happy with how they helped me — they knew what they were doing”?
- Would a reasonable colleague say, “I’d feel totally comfortable working alongside this person”?



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SUFFICIENCY

The **quality, quantity and relevance** of the assessment evidence enables the assessor to make an informed judgement of the VET student’s competency in the skills and knowledge described in the training product

Outcome Standard 1.4.2b(ii)



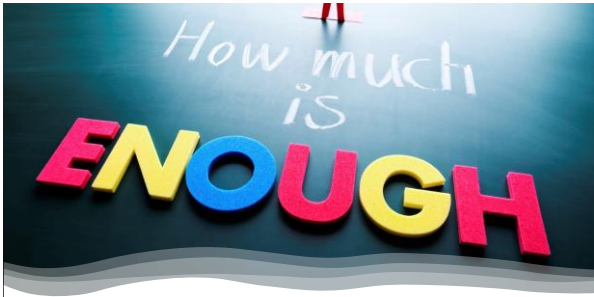
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WHAT DOES QUALITY ASSESSMENT EVIDENCE LOOK LIKE?

- It demonstrates **consistent performance, over time** and in a variety of contexts and situations.
- It shows that the learner **understands what they are doing** and why they are doing it.
- It is based on what the assessor has actually **seen and reviewed**.

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ASSESSMENT EVIDENCE NEEDS TO BE RELEVANT

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AUTHENTICITY

The assessor is assured that a VET student's assessment evidence is the **original and genuine work** of that VET student

Outcome Standard 1.4.2b(iii)



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IN PLAIN ENGLISH

The assessment evidence presented must be the **student's own work**.

That means:

- It wasn't copied
- It wasn't plagiarised or generated by AI
- The learner wasn't prompted or helped by anyone else
- The evidence isn't based on a product or item that was created by a group of people
- The evidence has not been doctored or changed





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CURRENCY

The assessment evidence presented to the assessor documents and demonstrates the VET **student's current skills and knowledge**

Outcome Standard 1.4.2b(iii)

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UNCONTEXTUALISED ASSESSMENT TOOLS

The Risk

- Using generic or off-the-shelf assessment tools without adapting them to suit your learners, context, or industry

Why Contextualise?

- Relevance:** Makes tasks align with job roles and workplace conditions
- Engagement:** Learners connect more with assessments that reflect their experiences
- Better outcomes:** Leads to more meaningful and skill-relevant assessment

Examples of Contextualisation

- Replace generic terms with job-specific language
- Adapt scenarios to reflect actual workplaces
- Adjust instructions for learner literacy levels
- Incorporate real workplace policies, equipment, or procedures

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COMPROMISING ASSESSMENT INTEGRITY THROUGH ADJUSTMENT

The Risks

- Making assessment adjustments that compromise the unit requirements by:
 - Reducing tasks or complexity to accommodate learners
 - Skipping essential demonstrations or assessment conditions
 - Adjusting assessment in ways that change what's actually being assessed

The Solution:

- Support access, but never reduce standards
- Ensure your adjustments still let you assess everything the unit requires
- Seek advice from compliance or training leads if unsure



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STUDENTS NOT PROPERLY ASSESSED IN GROUP TASKS

The Risk: Undertaking assessment of students in a group environment where it is unlikely that each student is able to be properly assessed as competent

The Solution:

- Only use to demonstrate skills that would be performed in a team or group environment in the real world
- Only implement group assessment if you have the ability to assess the individual performance of every student
- If you can't observe everyone at once, stagger the activity, split the group, or involve another assessor
- Assess the performance of the individual regardless of the team outcome



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NOT CARRYING OUT OBSERVATIONS DURING WORK PLACEMENTS

The Risk: Not assessing students while on placement, particularly in qualifications where direct observation is required

Why it's a Concern:

- Assessment decisions lack first-hand observation in an authentic setting
- Missed opportunity to assess performance in real-world conditions
- Often signals cost-cutting or poor assessment design
- Can result in weaker evidence — even if technically compliant

Best Practice Message:

- Observe students in the workplace whenever possible
- Use simulation when appropriate (e.g., rare, risky, or sensitive tasks)
- If direct observation on placement isn't possible — ensure the rest of your assessment strategy is rock solid

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WHEN SYSTEMS FOR CONSISTENCY ARE MISSING OR IGNORED



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WEAK SYSTEMS FOR IDENTIFYING AND RESPONDING TO ACADEMIC CHEATING

- What RTOs Need in Place:**
- Clear policies and procedures on academic integrity, misconduct, and authenticity breaches
 - Assessment tool design that supports authenticity (e.g. contextualised tasks, observation, assessor questioning)
 - Mechanisms to detect potential breaches (e.g. plagiarism software, AI detection tools, review of writing style across submissions)
 - Trainers and assessors trained to identify red flags and know how to respond
 - Systematic process for investigation and action (e.g. internal escalation pathways, documentation, student response process)

- Key Message for Assessors:**
- You're on the front line — follow the system, report concerns, and never turn a blind eye
 - Systems only work if they're implemented



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USING GENERIC TICK-BOX CHECKLISTS

- A list of ticks is not sufficient evidence
- Evidence must clearly show what the student did, how, and in what context
- Auditors and validators need to understand the performance, not just see a mark
- Observable behaviours should be used as benchmarks
- Helps ensure consistency across assessors



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NOT VERIFYING STUDENT IDENTITY IN ASSESSMENT

The Risk: Not confirming that the person completing the assessment is the enrolled student

Why It's a Concern

- Undermines the validity and authenticity of assessment evidence
- Can lead to issuing qualifications to someone who hasn't demonstrated competence

The Solution:

- Use questioning or interviews to confirm knowledge and performance
- Collect supporting evidence (e.g. file properties, video, supervisor confirmation)
- Follow RTO procedures for verifying identity in distance or third-party assessment

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FAILING TO REVIEW AND IMPROVE ASSESSMENT SYSTEMS

The Risk:

- Ignoring feedback from students, assessors, and industry
- Missing opportunities to identify and fix issues in your tools or processes

Why It's a Concern

- Assessment problems can go undetected and repeat across cohorts
- Feedback is a key driver of continuous improvement and compliance

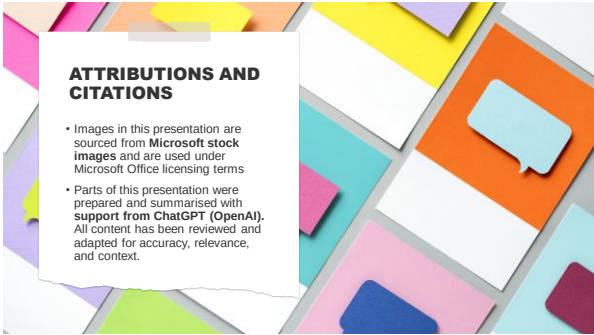
What You Can Do:

- Actively seek feedback after each cohort
- Review completed assessments and tool performance
- Participate in validation and system reviews

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