

Kaplan Professional Assessment Policy

Vocational Education



Scope

This policy is applicable to Kaplan Education Pty Ltd trading as Kaplan Professional (referred to as 'Kaplan Professional'). The policy refers to the assessment of Vocational Education qualifications, skill sets and units of Competency delivered by Kaplan Professional. The policy applies to all Kaplan Professional students and staff involved in providing Vocational Education Training Products and services for students and clients, including contracted trainers/assessors (practitioners).

Purpose

The Assessment Policy:

- guides how a student's competence is assessed fairly and equitably, in accordance with relevant Training Package or course requirements, and the requirements of the *Outcome Standards for Registered Training Organisations 2025*.
- provides information to students about their obligations when undertaking assessments leading to the award of a nationally recognised qualification, skill set or statement of attainment
- articulates Kaplan Professional's roles and responsibilities in the assessment process.

Policy Statement

Kaplan Professional strives to support quality student outcomes by providing relevant and engaging training and assessment.

This policy addresses summative assessment. Summative assessment occurs at the end of a training program and determines whether a student has met the required competencies.

Summative assessment usually involves the collection and evaluation of more than one form or item of evidence to make the final assessment decision.

Summative assessment is different from formative assessment.

Formative assessment is part of the learning process and is intended to help students learn or to check their progress. Formative assessment does not contribute to the Competency decision.

Definitions

AQF	Australian Qualifications Framework
Assessment	means the process by which an RTO, 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	means a determination of whether Competency has been achieved by a VET student consistent with the training product and the Standards for RTOs 2025.
Assessment requirements	means the endorsed component of a Training Package, or a component of a VET accredited course. Assessment requirements set out the approach to valid, reliable, flexible and fair Assessment.



Assessment system	means 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 VET student Competency and meets the requirements of the Standards for RTOs 2025.
Assessment validation	means the review of the Assessment system to ensure that assessment tools are consistent with the training product and the Standards for RTOs 2025, and assessments and Assessment judgements produce consistent outcomes.
Competency	means the consistent application of knowledge and skill/s 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.
Recognition of Prior Learning	means 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 the individual meets requirements in the training product.
Standards for RTOs 2025	<p>From 1 July 2025 the following parts of the Standards will be required to be met by all VET providers:</p> <ul style="list-style-type: none">• Outcome Standards for RTOs 2025• Compliance Standards for NVR Registered Training Organisations and Fit and Proper Person Requirements 2025• Credential Policy.
Training	is the process used by an RTO, or a third-party delivering services on its behalf, to facilitate learning and the acquisition of competencies in relation to the training product on the RTO's scope of registration.
Training and Assessment Strategy (TAS)	is the documented approach of, and method adopted by, an RTO with respect to training and assessment designed to enable students to meet the requirements of the Training Package or VET accredited course.
Training package	specifies the knowledge and skills required by individuals to perform effectively in the workplace, which are expressed in units of Competency. Training Packages detail how units of competency are packaged into nationally recognised and portable qualifications that comply with the AQF.
Training product	means an AQF qualification, skill set, unit of competency, VET accredited course or module.
VET	Vocational Education and Training



Policy Principles

The importance of assessment

VET providers must provide VE courses that meet all the requirements of the units of competency and are consistent with the relevant training product (Outcome Standards for RTOs 2025 1.3, 1.5), including the following components:

- elements
- performance criteria
- performance evidence
- knowledge evidence
- foundation skills
- assessment conditions
- licensing requirements (if applicable).

RTOs must also provide training products that meet the requirements of the Principles of Assessment and Rules of Evidence (Outcome Standards for RTOs 2025 1.4).

- The Principles of Assessment include fairness, flexibility, validity and reliability. For more information see Appendix One.
- The Rules of Evidence include validity, sufficiency, authenticity and currency. For more information see Appendix Two.

It's imperative for RTOs to meet these requirements to maintain student and employer confidence in the reputation of the VET training sector.

Kaplan's assessment system and standards

The following outlines the Vocational Education Assessment system applied by Kaplan Professional:

- Assessment at Kaplan Professional occurs within the Australian VET framework and meets national training and assessment standards as articulated in relevant Training Packages and the Standards for RTOs 2025.
- The Training and Assessment Strategy Policy describes the template for TAS documents to ensure a consistent approach for the assessment strategy of every Training Product.
- Information about Kaplan's Assessment processes and standards for a course will be provided to students prior to enrolment, including the context and purpose of the assessment tools and the processes for reassessment and for appeals of Assessment results.
- The prospective student will be provided with information about credit transfer and RPL consistent with Kaplan Professional's Credit Transfer and Recognition of Prior Learning Policy.
- Assessment tasks will be designed to be clear and consistent. The assessment and the criteria against which assessment decisions are made will be freely available to students.
- Assessment tools and processes will be designed to provide sufficient evidence to enable a judgment to be made about whether Competency has been attained. Evidence may be gathered across several assessment items, as necessary.
- Assessors will be expected to provide quality feedback to students to:
 - confirm demonstrated performance.
 - help students understand what to do to achieve demonstrated performance, where the required standard has not been met.
 - When each of the assessments have met the demonstrated performance, then the student may be awarded the unit of competency.
- Assessments will be aligned to the industry skills and knowledge requirements of the training product. Assessments allow students to provide evidence of their Competency in a way that is relevant to the standards of performance required by the workplace.
- Assessment schedules will be prepared for each course to facilitate productive, workplace-oriented outcomes that minimise the assessment load on students, without compromising the integrity of the assessment.



- Assessment results identifying that a student has successfully achieved the requirements of one or more units of competency will lead to the issuing of a statement of attainment, or qualification where applicable, under the AQF.
- Quality assurance:
 - Assessment materials and results will be validated regularly.
 - Moderation of assessment decisions will be conducted internally as needed to ensure consistency of assessment.
 - Assessments will be reviewed via a quality review and a pre-validation to check they are 'fit-for-purpose' before being available for enrolments.
- Assessment activities, student results and feedback form part of the systematic continuous improvement cycle embedded in Kaplan Professional's Continuous Improvement Policy.

Kaplan Professional's commitment to students

Kaplan Professional supports students by providing:

- an overview of the Assessment process and Assessment items required for each course of study they undertake
- clear guidelines about the Assessment submission process
- the criteria against which their submissions will be assessed
- constructive feedback on their assessment submissions
- opportunities for resubmission, if necessary, in accordance with the course rules and terms and conditions
- reasonable adjustment to accommodate any special needs
- opportunity for special consideration of their assessment submission should unique circumstances have existed at the time of the assessment that may have prevented them from fully demonstrating Competency in a particular subject/course.

Reasonable adjustment

Reasonable adjustment refers to adjustments that can be made to the way in which evidence of the student's performance can be collected for assessment in the case of disability (Outcome Standards for RTOs 2025 2.4). For more information see the Access and Equity Policy.

Students are encouraged to identify any learning needs they may have during before enrolment.

Any student who considers they may need reasonable adjustment to Assessments for any reason should contact a Kaplan Professional Student Services Representative on 1300 662 203.

Student obligations in assessment

Students have obligations regarding the Assessment process. It is the student's responsibility to familiarise themselves with these obligations and ensure they are met.

- Assessment submissions must be the student's own work. Students must agree to the declaration as they submit their assessment confirming that the assessment is their own work and that they are aware of the requirements relating to collusion, contract cheating, plagiarism and other forms of academic misconduct, including the penalties.
- Complying with Kaplan Professional's rules, regulations and relevant policies.
- Providing their own exam supervisor, if necessary, and giving Kaplan Professional that person's contact details.
- Submitting assessments on time. Please refer to the section 'Assessment submission and completion' below.



Academic misconduct

Students are expected to observe all assessment rules and procedures. Proven acts of academic misconduct will incur penalties under Kaplan Professional's Academic Integrity and Misconduct Policy.

Assessment submission and completion

It is the responsibility of students to submit their assessments by the due date specified for their subject in Kaplan Professional's Learning Management System (KapLearn).

Students may submit assignments until midnight (AEST/AEDT) on the designated due date.

Extensions and special consideration

Extensions for assessments are granted to students in accordance with the Kaplan Professional Extension Policy.

Special consideration may be granted if through misadventure (e.g., illness, bereavement, personal trauma or increased workload at their place of work) a student is prevented from completing an assessment (including sitting an examination) or believes that their performance in an assessment event was affected by extenuating circumstances.

Students can seek special consideration by emailing a completed [Special Consideration Application form](#). Students will be required to specify their reason for applying and include supporting evidence such as medical practitioners' certificate or any other relevant documentation.

Upon receipt, Kaplan's Head of Student Experience will review and notify the student in writing of the outcome within five working days. Students may use the Grievances, Complaints and Appeals Policy to formally appeal a decision.

The Extension Policy and the Student Support Policy can be viewed on the Kaplan Professional website.

Awarding competency and assessment results

A unit of competency is the smallest component in which Competency can be assessed and determined. Depending on how a course is structured, a subject may contain one or more units of competency. A whole qualification is made up of many units, with the exact number varying depending on the qualification. There will usually be multiple assessments for one or more units of competency.

Assessment results are recorded as shown below.

Result	Definition
Demonstrated	A 'Demonstrated' result indicates that an associated Assessment required for the unit of competency has been met.
Not Yet Demonstrated	A 'Not Yet Demonstrated' result indicates that the student needs to make another attempt for the Assessment to meet the required performance.



A unit of competency is recorded and reported when the student has a 'Demonstrated' result for all of the assessments required to achieve the unit.

Result	Definition
Competent	A 'Competent' result indicates that all the Assessment requirements for the unit of competency have been met.
Not Yet Competent	A 'Not Yet Competent' result indicates that all the Assessment requirements for the unit of competency have not yet been met.

Other competency results

Result	Definition
RPL	This code indicates that a student has achieved all the Assessment requirements for the unit of competency through an RPL process. Please refer to the Credit and Recognition of Prior Learning Policy for further information, available on the Kaplan Professional website.
CT	This code indicates that a student has achieved all the Assessment requirements for the unit of competency through a credit transfer (CT) process. Please refer to the Credit and Recognition of Prior Learning Policy for further information, available on the Kaplan Professional website.

Guiding procedures

Demonstrating compliance with units of competency

Although no method is mandated for demonstrating how the requirements of qualifications and units are met, assessment mapping is used by Kaplan Professional to demonstrate that the components of units, performance criteria and Assessment requirements have been met by its assessments. Kaplan Professional provides assessors with mapping for the qualifications and courses they assess.

Principles of Assessment and Rules of Evidence

The Principles of Assessment and Rules of Evidence are reviewed as part of the validation conducted for all Training Products and in Fit for Purpose reviews.

The Principles of Assessment and Rules of Evidence are also used in the following processes:

- developing Training and Assessment Strategies
- during the process of writing or updating assessments
- training sessions for Kaplan Professional staff
- induction training for assessors
- marking Assessments (Assessment judgements).

Demonstration of compliance in the assessment process

Marking guides provide assessors with the expectations for assessment responses. Assessors use their professional judgment to determine if the answer meets the standard.

Spot checks are conducted to check that assessors are following the requirements of Kaplan Professional's Assessment system, assessment standards, unit of competency requirements and Kaplan Professional's commitment to students.

Robust product development and validation processes are used to check that assessment mapping is compliant for Training Products. Fit for Purpose reviews (Pre-Validations and Quality reviews) check that courses are fit for purpose before being available for enrolments.



For more information on validations and quality reviews see the Assessment Validation and Fit for Purpose Policy. For information on the currency of assessors, see the VET Workforce Policy.

Issuing certificates and other documentation

Refer to the Certification Issuance Policy for information about when certificates, statements of attainment and other course documents are issued.

Complaints and Appeals

Any complaint or appeal in relation to the implementation of this policy will be managed in accordance with the Grievances, Complaints and Appeals Policy.

Relevant Legislation

As a registered training organisation (RTO), Kaplan Professional operates under strict legislation and regulations. Policies and procedures are in place to ensure compliance with the legislative instruments referenced below.

- Australian Qualifications Framework
- Outcome Standards for RTOs 2025 – 1.3, 1.4, 1.5, 2.4.

Related Policies

This policy should be read in conjunction with the following Kaplan Professional policies and documents:

- Academic Integrity and Misconduct Policy
- Assessment Validation and Fit for Purpose Policy
- Continuous Improvement Policy
- Credit and RPL Policy
- Access and Equity Policy
- Extension Policy
- Grievances, Complaints and Appeals Policy
- Learning Facilities and Resources Policy
- Training and Assessment Strategy Policy
- Training Product Transition Policy
- VET Workforce Policy.



Version Control and Accountable Officers

It is the joint responsibility of the Implementation Officer and Responsible Officer to ensure compliance with this Policy.

Policy Category	Academic			
Responsible Officers	General Manager, Academic Content Development, Head of Student Experience			
Implementation Officers	Head of Academic Operations and Engagement, Manager Academic Content (Financial Services and International), Manager Academic Content (Financial Planning)			
Review Date	June 2028			
Approved by				
Policy Committee				
Version	Authored by	Brief Description of the changes	Date Approved	Effective Date
2.2	Quality Regulations and Standards team	Immaterial changes to job titles and business name on cover	26.08.2021	02.09.2021
3.0	Quality Regulations and Standards team	Update policy template and review policy requirements	19.05.2022	26.05.2022
4.0	Quality Regulations and Standards teams	Update with Standards for RTOs 2025	3.07.2025	14.07.2025



Appendix One – Principles of Assessment

Outcomes Standards for RTOs 2025 Standard 1.4.1a to review the assessment system

Fairness	Assessment accommodates the needs of the VET student, including implementing reasonable adjustments where appropriate and enabling reassessment where necessary.
Flexibility	Assessment is appropriate to the context, training product and VET student, and assesses the VET student's skills and knowledge relevant to the training product, regardless of how or where the VET student has acquired the skills or knowledge.
Validity	Assessment includes practical application components that enable the VET student to demonstrate the relevant skills and knowledge in a practical setting. <i>Note: Judgements of competence must be aligned to the units of competency requirements in the training package.</i>
Reliability	Assessment evidence is interpreted consistently by assessors and the outcomes of assessment are comparable irrespective of which assessor is conducting the assessment.

Appendix Two – Rules of Evidence

Outcomes Standards for RTOs 2025 Standard 1.4.1b to review assessment judgements

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.
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.
Authenticity	The assessor is assured that a VET student's assessment evidence is the original and genuine work of that student.
Currency	The assessment evidence presented to the assessor demonstrates the VET student's current skills and knowledge.