

VET Delivery and Assessment Policy

Aligned to the Standards for RTOs 2025

RTO Name: e-Campus Australia Pty Ltd T/A ECA Maritime College

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Authorised by: CEO

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1. Purpose

ECA Maritime College is committed to delivering high-quality vocational education and training that meets the requirements of the **Standards for Registered Training Organisations (RTOs) 2025**, the **Australian Qualifications Framework (AQF)**, and all relevant Training Packages and Accredited Courses.

This policy defines how ECA:

- designs and delivers training;
 - conducts valid, fair, flexible, reliable, and transparent assessment;
 - ensures assessment integrity and industry relevance; and
 - supports continuous improvement through evidence-based decision-making.
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2. Scope

This policy applies to:

- all trainers, assessors, contractors, and staff involved in training and assessment;
- all students enrolled in nationally recognised training delivered by ECA;
- all modes of delivery, including face-to-face, blended, online, virtual classroom, simulation, and workplace-based assessment.

This policy covers **delivery and assessment only**.

Recognition of Prior Learning (RPL) and Credit Transfer are governed by separate policies.

3. Regulatory Framework

This policy aligns with:

- **Standards for RTOs 2025**
- **Australian Qualifications Framework (AQF)**
- **Nationally Endorsed Training Packages**
- **Standards for VET Accredited Courses**
- Relevant Commonwealth and State legislation

ECA adopts a **risk-based, outcomes-focused approach** to compliance, as required under the 2025 Standards.

4. Principles of Quality Training and Assessment

ECA ensures that training and assessment:

- is **industry-relevant**, current, and contextualised;
 - supports diverse learner needs and modes of delivery;
 - leads to **genuine demonstration of competence**;
 - is supported by appropriate facilities, equipment, learning resources, and qualified personnel.
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5. Training and Assessment Strategy (TAS)

5.1 Development and Approval

A **Training and Assessment Strategy (TAS)** is developed and approved **before delivery commences** for each qualification, skill set, or cohort.

The TAS:

- identifies industry and learner needs;
- defines delivery modes and assessment methods;
- ensures compliance with Training Package requirements;
- documents resources, facilities, staffing, and assessment conditions.

Separate TAS documents are developed where:

- different delivery modes are used;
- different learner cohorts are identified; or
- assessment conditions vary.

6. Trainers and Assessors

ECA ensures all trainers and assessors:

- hold the required **training and assessment credentials**;
- hold **vocational competency at or above** the level being delivered or assessed;
- maintain **current industry skills**, evidenced through engagement and professional practice;
- maintain **assessment currency**, including participation in validation and professional development.

Evidence of competency, currency, and professional development is retained and monitored.

7. Training Delivery

7.1 Delivery Methods

Training may be delivered through:

- virtual classrooms (e.g. Zoom);
- face-to-face sessions;
- online and LMS-based learning;
- workplace-based activities;
- simulation and practical environments.

Delivery methods are selected to:

- support learner engagement;
- meet Training Package requirements;
- reflect real workplace conditions.

7.2 Learner Support

ECA provides appropriate learner support, including:

- academic and assessment support;
 - language, literacy and numeracy (LLN) assistance;
 - reasonable adjustments where required;
 - flexible scheduling and delivery options.
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8. Assessment

8.1 Assessment Approach

Assessment at ECA:

- is **competency-based**;
- measures performance against Training Package standards;
- focuses on **application of skills and knowledge in the workplace**.

Assessment methods may include:

- written tasks;
 - projects and case studies;
 - practical demonstrations;
 - simulations;
 - workplace evidence;
 - questioning;
 - third-party reports.
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8.2 Principles of Assessment

All assessment complies with the **Principles of Assessment**:

- **Fair** – considers learner needs and provides opportunity for review and appeal;
 - **Flexible** – accommodates different pathways and learning contexts;
 - **Valid** – assesses what it claims to assess;
 - **Reliable** – produces consistent outcomes across assessors and contexts.
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8.3 Rules of Evidence

All assessment evidence must be:

- **Valid**
- **Sufficient**
- **Authentic**
- **Current**

Assessors must be satisfied that evidence demonstrates **ongoing and transferable competence**.

8.4 Assessment Outcomes

Assessment outcomes are:

- **Competent**
- **Not Yet Competent**

Where competence is not demonstrated:

- clear, documented feedback is provided;
- opportunities for resubmission or further assessment are determined based on evidence, learner progress, and Training Package requirements;
- assessment decisions prioritise **demonstrated competence**, not rigid attempt limits.

8.5 Feedback and Assessment Judgement

ECA ensures:

- timely, constructive, and documented feedback;
- transparent assessment decisions;
- clear communication of outcomes and next steps.

Assessment judgement is:

- evidence-based;
- defensible;
- recorded in accordance with record-keeping requirements.

8.6 Reasonable Adjustment

Reasonable adjustments:

- may be applied to assessment methods or conditions;
 - must not compromise unit requirements or assessment integrity;
 - are documented and approved where required.
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9. Appeals

Students have the right to appeal assessment decisions.

Appeals:

- are handled fairly and transparently;
 - are assessed by a qualified and independent reviewer;
 - follow ECA's Complaints and Appeals Policy.
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10. Validation and Continuous Improvement

10.1 Validation

ECA conducts:

- **systematic, risk-based validation** of assessment tools and practices;
- validation involving industry representatives and qualified assessors;
- validation informed by data trends, feedback, and audit outcomes.

10.2 Continuous Improvement

Continuous improvement is driven by:

- learner feedback;
- assessment outcomes and trends;
- complaints and appeals;
- validation findings;
- industry engagement.

Improvements are documented, implemented, and reviewed for effectiveness.

11. Records Management

ECA maintains secure, accurate, and accessible records of:

- assessment evidence;
- assessment outcomes;
- validation activities;
- trainer and assessor credentials.

Records are retained in accordance with legislative and regulatory requirements.

12. Roles and Responsibilities

ECA (RTO)

ECA is responsible for ensuring:

- compliance with the Standards for RTOs 2025;
- integrity of training and assessment;
- qualified and supported staff;
- effective governance and continuous improvement.

Trainers and Assessors

Trainers and assessors must:

- deliver training in accordance with the TAS;
- conduct fair and valid assessment;
- provide meaningful feedback;
- maintain currency and professional practice.

Students

Students are responsible for:

- engaging honestly in learning and assessment;
 - submitting authentic work;
 - adhering to ECA policies and procedures.
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13. Review

This policy is reviewed:

- annually; or
- in response to regulatory, operational, or industry change.