

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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Version: 2.2 — adds assessment completion-time data as named AI-integrity evidence in Section 13.3

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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;
- governs the responsible use of Artificial Intelligence (AI) in training and assessment; and
- supports continuous improvement through evidence-based decision-making.

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.

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.

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.

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.

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.

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.

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.

13. Use of Artificial Intelligence (AI)

New section — added in response to ASQA's 2026 regulatory focus on AI

ASQA has signalled that non-compliant use of AI will be assessed against the 2025 Standards, with revised Practice Guides addressing this due in 2026. This section will be reviewed once the finalised guides are published.

13.1 Purpose and Scope

This section sets out ECA's approach to the responsible use of Artificial Intelligence (AI) in training, assessment, and related administrative activities, consistent with the outcomes-focused approach of the Standards for RTOs 2025. It applies to all trainers, assessors, staff, contractors, and students.

13.2 Principles

ECA's use of AI is guided by the following principles:

- Human accountability — a qualified human assessor makes all assessment and competency decisions. AI must never be used to make or substitute for an assessment decision, and must never be used to conduct validation where a qualified person is required.
- Transparency — students and staff are informed where AI tools are used in delivery, assessment support, or administration, and how AI-assisted content is checked.
- Authenticity and integrity — assessment evidence must remain the student's own work and continue to meet the Rules of Evidence in Section 8.3 (valid, sufficient, authentic, current), regardless of what tools were used to help prepare it.
- Data protection and ethics — any AI tool used by ECA handles personal and sensitive student data securely and in accordance with ECA's privacy obligations.

13.3 Use of AI by Students

- Students may use AI tools to support learning (for example, research, drafting, or revision) unless a specific assessment task states otherwise.
- Students must not submit AI-generated work as their own unaided work where an assessment task requires demonstration of the student's individual knowledge or skill.
- Where AI use is permitted for an assessment task, students must disclose how it was used, consistent with the authenticity requirement in Section 8.3.
- Suspected inappropriate use of AI in an assessment submission is managed as part of ECA's assessment integrity processes, in line with Section 8.4 (Assessment Outcomes) and, where the student disputes the finding, ECA's Complaints and Appeals Policy.
- Supporting evidence for a suspected AI-use finding may include assessment integrity scanner output and assessment completion-time data (e.g. LMS/WP Activity Log records of how long a student took to complete a written exam or assignment). Completion-time data is system-generated and is considered alongside, not instead of, other evidence.

13.4 Use of AI by Trainers and Assessors

- AI tools may be used to support administrative tasks, draft resources, or assist with preliminary analysis, such as flagging content for human review.
- AI must not be used to make, or substitute for, an assessment or competency decision. All assessment judgements remain the responsibility of a qualified, currently competent human assessor, consistent with Section 6 (Trainers and Assessors).
- AI must not be used to conduct validation activities where a qualified person is required under Section 10.1.
- Any AI-assisted output that will inform an assessment or validation decision is reviewed and approved by a qualified human before it forms part of a student's record.

13.5 Governance and Monitoring

- ECA maintains a record of where AI tools are used across training, assessment, and administration.
- Use of AI is reviewed as part of ECA's validation and continuous improvement activities (Section 10).
- This section is reviewed at least annually, or sooner in response to updated ASQA guidance, including ASQA's forthcoming AI-focused Practice Guides.

14. Review

This policy is reviewed:

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