

Training and Assessment Policy

Document Control

Policy Title	Training and Assessment Policy
Policy Number	Policy 3 of the Demi Education Group Consolidated Policy Suite
Applies to	Demi Education Group and all subsidiary Registered Training Organisations, including DEMI International Beauty Academy, Australasian Academy of Cosmetic Dermal Science (AACDS), International College of Queensland (ICQ), and DEMI Apprentices and Trainees.
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Policy Author / Custodian	General Manager, Operations
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1. Purpose

This policy sets out how Demi Education Group (DEG) and each of its subsidiary Registered Training Organisations (RTOs) design, deliver, assess, validate, and continuously improve training and assessment across all qualifications, skill sets, and units of competency on their respective scopes of registration. It establishes the minimum requirements for Training and Assessment Strategies (TAS), assessment practice, validation, Recognition of Prior Learning (RPL), Credit Transfer, trainer and assessor competency, and practical placement and student clinic operations.

Its objective is to ensure that training and assessment is compliant, learner-centred, industry-aligned, and consistent in quality across all entities, delivery modes, and student cohorts.

The policy is written for both students and staff in a single unified narrative. Where the policy describes a right, protection, or commitment, students can rely on it. Where the policy describes an obligation or expected practice, staff must follow it. Students and staff are encouraged to read the policy in full so that responsibilities, expectations, and the operation of the supporting procedures are clearly understood.

2. Scope and Application

This policy applies group wide. It binds all entities, staff, contractors, agents, validators, industry experts, and third parties that design, deliver, or assess nationally recognised training under any DEG entity, and it applies to all students enrolled in any program delivered by any DEG entity, regardless of mode of delivery, funding stream, location, or cohort.

In this policy, references to "DEG", "the Group" or "we" mean Demi Education Group and each of the following RTOs:

- Demi International Beauty Academy
- Australasian Academy of Cosmetic Dermal Science (AACDS)
- International College of Queensland (ICQ)
- Demi Apprentices and Trainees

This policy applies to training and assessment delivered through face-to-face, online, blended, workplace-based, apprenticeship and traineeship, practical placement, and student clinic modes. Some obligations apply only to a defined cohort, funding stream, or registration condition. Where a clause applies only to CRICOS-registered courses, VET Student Loans (VSL) approved courses, Queensland Skills Assure Supplier (SAS) funded delivery, apprentices and trainees, or other defined cohorts, the relevant scope is identified inline.

Where the relevant Training Package companion volume implementation guide or training product specification imposes additional or more specific requirements (for example, mandatory work placement hours, supervision ratios, scope of practice limits, or specified assessment conditions), those requirements apply in addition to this policy and are reflected in the relevant TAS.

3. Definitions

For the purposes of this policy, the following definitions apply. Defined terms appear capitalised throughout the policy.

AQF	The Australian Qualifications Framework: the national policy for regulated qualifications in Australian education and training.
Apprentice / Trainee	A person undertaking a qualification under a Training Contract registered under the Further Education and Training Act 2014 (Qld) or equivalent legislation in another jurisdiction.
Assessment	The process of collecting evidence and making judgements on whether competency has been achieved against the requirements of a unit of competency or training product.

Assessment Judgement	The confirmation that a learner holds all of the knowledge and skills described in a training product and can be declared Competent.
Assessment System	A coordinated set of documented policies, procedures, and tools that ensure assessments are consistent and are based on the Principles of Assessment and the Rules of Evidence.
Assessment Tool	A documented activity, instrument, or set of instruments developed to collect evidence of competence (including instructions for the assessor and the candidate, mapping to the unit of competency, marking guide, and benchmark answers).
Credit Transfer (CT)	The process of recognising units of competency or modules previously completed at another Registered Training Organisation or other authorised issuing body and evidenced by AQF certification documentation, where the unit is the same as, or has been mapped as equivalent to, a unit on DEG's scope of registration.
DEG	Demi Education Group and each of its subsidiary RTOs as listed in Section 2.
Industry Expert	A person engaged for their specialist current industry skills, knowledge, or experience to inform training design, delivery, assessment, or validation. An industry expert is not, by virtue of that engagement, the assessor of record unless they also hold the required credentials.
Moderation	A quality control process that brings assessment judgements into alignment, generally conducted before or at the point of finalising student results.
Principles of Assessment	The four principles of fairness, flexibility, validity, and reliability that govern the design and conduct of assessment under the Standards for RTOs 2025.
Recognition of Prior Learning (RPL)	A form of assessment that recognises competencies a learner has already attained through formal, non-formal, or informal learning, work, or life experience, against the requirements of a unit of competency or training product.
Rules of Evidence	The four rules of validity, sufficiency, authenticity, and currency that govern the evidence used to support an assessment judgement under the Standards for RTOs 2025.
SRTO (Supervising RTO)	An RTO approved under the SAS Policy 2025-2028 to deliver training and assessment to an Apprentice or Trainee under a Training Contract. Within DEG, this role is held by DEMI Apprentices and Trainees (trading as Change Safety and Training) for relevant cohorts.
Statistically Valid Sample	A random sample of appropriate size, selected to allow confidence that the result is sufficiently accurate to be accepted as representative of the total population of assessments being validated.
Student Clinic	A real or simulated salon, clinic, or treatment environment operated by a DEG entity in which students provide services to real members of the

	public (paying or non-paying) under qualified supervision as part of their training and assessment.
Training and Assessment Strategy (TAS)	The documented approach to training delivery and assessment for a specific training product (qualification, skill set, or unit of competency), including target cohort, entry requirements, mode of delivery, volume of learning, sequencing, resources, trainer and assessor requirements, assessment methods, and reasonable adjustment arrangements.
Training Package	An integrated set of nationally endorsed standards, guidelines, and qualifications for a specific industry, sector, or workplace, as published on training.gov.au.
Training Product	An AQF qualification, skill set, unit of competency, accredited short course, or module as specified on training.gov.au.
Trainer Matrix	The authoritative register of all trainers and assessors engaged by any DEG entity, recording their vocational competencies, current industry skills, TAE credentialing, professional development, and the training products they are authorised to deliver and/or assess.
Validation	A quality assurance process conducted after assessment has been completed, comprising a Statistically Valid Sample of assessment judgements to confirm assessment was valid, met training product requirements, and was based on sufficient and appropriate evidence.
Verification	A documented review undertaken before an assessment tool or system is used in delivery (and after any significant change), including mapping the tool to the unit of competency descriptor and confirming application of the Principles of Assessment and Rules of Evidence.
Volume of Learning	The notional duration of all activities required for the achievement of the learning outcomes specified for a particular AQF qualification, as defined in the AQF Volume of Learning Indicators.
Vocational Placement	A formal work placement undertaken as a required component of a training product, governed by Part 7 of the Higher Education Support Act 2003 / equivalent State legislation, and conducted under a written placement agreement.

4. Roles and Responsibilities

Responsibility for the design, delivery, assessment, validation, and improvement of training is shared across DEG, but accountability for compliance with this policy ultimately rests with the Chief Executive Officer.

Chief Executive Officer	Holds ultimate accountability for the quality and compliance of training and assessment across all DEG entities. Approves this policy and any material amendments. Approves significant changes to scope of registration.
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Leadership Team	Provides governance oversight of training and assessment outcomes (completion rates, validation findings, audit outcomes), endorses the Validation Schedule and Trainer Matrix annually, and considers continuous improvement actions arising from this policy.
General Manager, Operations	Custodian of this policy. Responsible for day-to-day operationalisation of training and assessment, approval of TAS documents, maintenance of the Trainer Matrix, oversight of RPL and Credit Transfer decisions, and direction of the Validation Schedule. Ensures consistency across all DEG RTOs.
Training Manager	Develops, schedules, and coordinates the Validation Plan and validation activities; determines sample size and gathers assessment judgement records; develops and completes Validation Reports; follows up improvement actions; maintains the Validation Schedule and the PD Register; monitors regulatory change affecting training and assessment.
Training Manager / Course Coordinator	Responsible for the implementation of approved TAS documents; allocation of suitably credentialed trainers and assessors; monitoring of student progress; conduct of moderation; integration of practical placement and clinic activity into assessment.
Trainers and Assessors	Deliver training and conduct assessment in accordance with approved TAS documents, the Principles of Assessment, and Rules of Evidence. Maintain currency of vocational competency and industry skills. Participate in validation, moderation, and PD activities. Make and record assessment judgements (including RPL judgements where authorised on the Trainer Matrix).
Validators and Industry Experts	Participate in verification, moderation, and validation activities consistent with the Principles of Assessment and Rules of Evidence and the credentialing requirements of the Standards for RTOs 2025.
Student Support Officers	Implement reasonable adjustment in conjunction with the trainer and assessor; assist students with RPL and Credit Transfer applications; refer students to specialist support; coordinate Student Support Plans.
Placement and Clinic Supervisors	Supervise students during practical placement and student clinic activity; ensure WHS, scope of practice, and client safety; provide evidence to support assessment judgements.
Students	Participate in training and assessment as required by the TAS; submit assessments by due dates or in accordance with approved extensions; seek support early where needed; comply with the Student Code of Conduct and clinic and placement requirements; raise concerns about assessment through the available channels (including the Complaints and Appeals Policy).

5. Policy Statement

DEG is committed to delivering nationally recognised training and assessment that is compliant with the Standards for RTOs 2025, aligned to the AQF and the relevant training package, current with industry practice, and responsive to the needs of each learner.

DEG will, across all its entities and all modes of delivery:

- design and document a Training and Assessment Strategy for each training product on each RTO's scope of registration, and review the TAS at least annually and on every material change;
- conduct assessment in accordance with the Principles of Assessment (fairness, flexibility, validity, reliability) and the Rules of Evidence (validity, sufficiency, authenticity, currency);
- verify assessment tools before they are used in delivery, moderate assessment judgements where appropriate, and validate completed assessment judgements according to an approved Validation Schedule;
- offer Recognition of Prior Learning and Credit Transfer to all eligible students before and during enrolment, on a fair and equitable basis;
- engage only trainers and assessors who meet the credentialing requirements of the Standards for RTOs 2025 and any specific training package or licensing requirements, and maintain a Trainer Matrix as the authoritative record;
- conduct practical placement and student clinic activity in a way that is safe, supervised, insured, and integrated with assessment;
- treat all evidence of student work, all decisions made, and all changes to a student's program of study as records to be retained in accordance with the Standards for RTOs 2025 and DEG's records management arrangements; and
- continuously improve training and assessment through structured analysis of feedback, validation outcomes, completion data, audit findings, and industry intelligence.

6. Training Delivery and Training and Assessment Strategies (TAS)

6.1 The Training and Assessment Strategy

A Training and Assessment Strategy (TAS) is the documented plan for how each training product on a DEG RTO's scope of registration will be delivered and assessed for a defined cohort. A current, approved TAS must be in place for each training product before delivery commences and must be reviewed and re-approved on every material change.

Every TAS at DEG is built using the DEG TAS Template and, at minimum, documents:

- the training product code, title, release, and the units of competency or modules within scope, including any imported units and any electives offered;
- the target learner cohort (for example, school leavers, mature-age career changers, international students, apprentices and trainees, VSL-funded students, Smart and Skilled-funded students under Career Start or Career Boost) and the entry requirements (including any pre-requisite units, LLND benchmarks, age, and licensing requirements);
- the mode or modes of delivery (face-to-face, online, blended, workplace-based, apprenticeship/traineeship, practical placement, or clinic) and how each mode operates;
- the volume of learning, calculated by reference to the AQF Volume of Learning Indicators and the training package companion volume, including scheduled supervised hours and unsupervised learning;

- the sequencing and clustering of units, including any common units across dual qualifications;
- the human, physical, and learning resources (including equipment, software, learning resources, and access to practical environments such as clinic or simulated workplace);
- the trainer and assessor requirements (vocational competency, current industry skills, TAE credentialing, supervision arrangements where applicable), cross-referencing the Trainer Matrix;
- the assessment methods, tools, and conditions for each unit, mapped against performance criteria, performance evidence, knowledge evidence, and assessment conditions;
- the reasonable adjustment and student support arrangements that apply;
- how industry has been consulted in the design of the strategy and how that consultation will continue;
- the version number, approval authority, approval date, and review date.

6.2 TAS approval and version control

Each TAS is developed by the Curriculum Manager and Training Manager team with input from the RTO Manager, trainers and assessors and industry consultants. Each TAS is approved by the General Manager, Operations before delivery commences. Material changes (including but not limited to changes in mode of delivery, volume of learning, training product release, target cohort, assessment tools, or trainer/assessor allocation) trigger a re-approval and a new version.

Superseded versions are retained in the document control system. The TAS register, maintained by the Curriculum Manager, records the current approved version of each TAS and is referenced in DEG's internal audit schedule under Policy 1.

6.3 Modes of delivery

Students will be informed of the mode or modes of delivery before enrolment and again at orientation and will receive a training plan setting out their schedule, units of competency, assessment tasks, and timelines. DEG delivers training in one or more of the following modes.

Face-to-face

Scheduled in-person classes at a DEG training site or on an employer or host premises. Face-to-face delivery is supported by qualified trainers, with hands-on activity and direct observation forming a substantial part of evidence-gathering, particularly in practical disciplines (beauty, dermal, cosmetic services, work health and safety training, and similar).

Online

Structured online learning supported by trainers and digital resources. Online delivery includes scheduled live sessions where required by the training product or TAS, monitored progression through learning materials, and online submission of assessments via the student portal. Online delivery is supported by trainer responsiveness standards documented in the TAS.

Blended

A documented combination of face-to-face and online delivery, with the proportion of each, and the rationale, set out in the TAS.

Workplace-based

Training and/or assessment conducted in the student's workplace, including for apprentices and trainees and for any student undertaking workplace-based delivery under a written workplace arrangement.

Practical placement (Vocational Placement)

Where a training product specifies a mandatory practical placement, students are placed with an approved host under a written Placement Agreement (see Section 13).

Student clinic

For applicable training products, students undertake a defined number of treatments, services, or supervised client interactions in a DEG-operated student clinic or salon environment, in accordance with the Student Clinic Guidelines (see Section 13).

Apprenticeship and traineeship pathways

Where DEG operates as the Supervising RTO (SRTO) under a Training Contract, training and assessment is structured around a Training Plan developed by the SRTO in consultation with the apprentice or trainee and the employer. The Training Plan is consistent with the Further Education and Training Act 2014 (Qld) (or equivalent in another jurisdiction) and the SAS Policy 2025-2028. The employer is required to provide adequate facilities, range of work, supervision, and on-the-job training. Where the employer arrangements do not comply with the FET Act, the SRTO must not commit to the Training Plan and must advise the employer, the relevant Apprentice Connect Australia Provider (ACAP), and the Department of Trade, Employment and Training immediately.

Mode of delivery limits for CRICOS-enrolled overseas students

For overseas students enrolled in a CRICOS-registered course delivered by ICQ or any other DEG entity holding CRICOS registration, the following limits apply and are reflected in the TAS:

- the course must not be delivered exclusively by online or distance learning;
- no more than one-third of the units (or equivalent) of the course may be delivered by online or distance learning;
- in each compulsory study period, the student must be studying at least one unit that is not by distance or online learning, unless the student is completing the last unit of their course.

6.4 Volume of learning and course duration

Each TAS documents the volume of learning consistent with the AQF Volume of Learning Indicators for the relevant qualification level. For a typical full-time enrolment, DEG's indicative commitment is approximately 20 to 25 hours of study per week (face-to-face, online, self-directed, practical, and assessment combined). Pacing may be full-time, part-time, self-paced, or structured depending on the course and the student's circumstances, and the training plan provided to the student reflects the pacing agreed at enrolment.

For overseas students, the expected course duration recorded on the Confirmation of Enrolment (CoE) must not exceed the CRICOS registered duration. Course duration is monitored under Section 6.7 and aligned with Policy 2 Student Lifecycle Policy (course progress monitoring).

6.5 Industry engagement and contextualisation

DEG engages with industry on an ongoing basis to ensure that training products are designed and contextualised to reflect current workplace practice, job expectations, and the skills employers require. Industry input informs the TAS, the assessment tools, the resources used, and the validation process. Industry engagement may include consultations with employers, industry associations, regulators, professional bodies, current practitioners, and host placement and clinic supervisors. Evidence of industry engagement is retained on file and is reviewed during the annual TAS review and during validation.

Contextualisation of training and assessment for specific cohorts (for example, apprentices and trainees, international students, Smart and Skilled funded students, or learners studying at a particular AQF level or in a particular workplace) is documented in the TAS and applied so as to maintain the integrity of the training product.

6.6 Foundation skills, LLND, and learner support

Before enrolment, DEG assesses each prospective student's language, literacy, numeracy, and digital (LLND) skills against the requirements of the proposed training product. The pre-enrolment process and reasonable adjustment arrangements are documented in Policy 2 Student Lifecycle Policy. Where a student requires foundation skills support, a Student Support Plan is developed and reviewed at key milestones. For apprentices and trainees, LLND information collected by the ACAP at sign-up may be used and is incorporated into the Training Plan rather than duplicated. The DEG TAS documents how foundation skills are embedded into delivery.

Where SAS-funded foundation skills training is delivered, DEG benchmarks the student's capability using the Australian Core Skills Framework (ACSF) and/or the Core Skills for Work Developmental Framework (CSfW) and develops a Training and Support Plan that is agreed with the student and reviewed at milestones. For apprentices and trainees, this information is incorporated into the Training Plan.

6.7 Course progress monitoring

DEG monitors each student's course progress throughout their enrolment. Trainers assess and record progress against the units of competency in the TAS. Students at risk of not meeting course progress requirements are identified early through tracked submission rates, attendance, engagement in online learning, and assessment outcomes. An intervention strategy is implemented in sufficient time to allow the student to return to satisfactory progress. The detailed procedures for monitoring and intervention are set out in Policy 2 Student Lifecycle Policy.

For overseas students enrolled in a CRICOS-registered course, DEG implements a documented policy and process for assessing course progress and (where required as a condition of registration) attendance, including identifying at-risk students, notifying them in writing of an intention to report unsatisfactory course progress or attendance, and reporting to PRISMS under section 19 of the ESOS Act only after the internal and external appeals processes have been completed or have lapsed.

For apprentices and trainees, course progress is monitored against the Training Plan and reported in accordance with the SAS Policy 2025-2028 and the FET Act 2014 (Qld) or equivalent.

6.8 Reporting completion and certification

On successful completion of a unit of competency, a result of "Competent" is recorded in the student management system. On successful completion of a qualification or skill set, the student is reported as Program Completed in accordance with AVETMISS requirements, and AQF certification (testamur, record of results, or statement of attainment) is issued in accordance with Policy 2 Student Lifecycle Policy.

For SAS-funded students, completion is reported in the NAT130 file with the issued flag set to "N" until the certificate is issued, then changed to "Y". A USI is verified before certification. AVETMISS and TVA reporting requirements apply.

7. Assessment Principles and Rules of Evidence

All assessment conducted by DEG is competency-based: students are assessed against the criteria of the relevant unit of competency, not compared to other students. To be deemed Competent in a unit, the student must achieve a satisfactory outcome against all required assessment tasks for that unit.

7.1 Principles of Assessment

All assessment at DEG is designed and conducted in accordance with the four Principles of Assessment. These principles apply equally to assessment by training, by RPL, and to validation activity.

Fairness means the individual learner's needs are considered in the assessment process. Each learner is given a reasonable opportunity to understand, prepare for, and complete assessment. Where appropriate, reasonable adjustment is applied. The learner is informed of the assessment process, evidence requirements, and rights of appeal before assessment begins.

Flexibility means assessment is appropriate to the range of individual learners. It reflects the learner's needs, draws on a range of methods that are appropriate to the context and the competency being assessed, and recognises the competencies the learner has already achieved.

Validity means any assessment decision is justified, based on the evidence of performance of the individual learner. Validity requires that assessment against a unit assesses what is intended to be assessed, that evidence relates directly to the requirements of the unit and to performance in the workplace, and that judgements about competency are based on evidence of all aspects of the unit (performance criteria, performance evidence, knowledge evidence, and assessment conditions).

Reliability means evidence presented for assessment is consistently interpreted and assessment results are comparable, irrespective of the assessor, the location, or the time at which assessment is conducted.

7.2 Rules of Evidence

All evidence used to support an assessment judgement at DEG must meet the four Rules of Evidence.

Validity means the assessor is assured that the learner has the skills, knowledge, and attributes described in the unit of competency and associated assessment requirements.

Sufficiency means the assessor is assured that the quality, quantity, and relevance of the evidence enables a judgement to be made of a learner's competency.

Authenticity means the assessor is assured that the evidence presented for assessment is the learner's own work.

Currency means the assessor is assured that the evidence demonstrates current competency. Currency is determined relative to the date of the assessment decision and the context of the training product (in some areas, for example WHS regulation or cosmetic and dermal practice, technology and legislation change rapidly and recency of evidence is critical).

8. Assessment Practice

8.1 Pre-assessment information

Before assessment begins, students are provided with clear information about how they will be assessed. This information is delivered through the student handbook, the unit guide, the assessment plan within each unit, the trainer's introduction to the unit, and the assessment tool itself. The information covers the purpose and methods of assessment, the evidence required, the conditions under which assessment will occur, the time allowed, the due dates, the consequences of not submitting by the due date or in the required format, the right to request reasonable adjustment, the right to request an extension, and the right to appeal an assessment decision through the DEG Complaints and Appeals Policy.

Students confirm they understand the assessment requirements by signing and returning the unit's confirmation form before assessment is marked. An assessment will not be marked until the signed confirmation form is on file.

8.2 Reasonable adjustment

Where a student has a disability or other documented circumstance that affects their ability to access or complete an assessment, reasonable adjustment is applied. Reasonable adjustment is a modification to the assessment process or environment that allows the student to demonstrate competency without changing the competency requirement itself. Reasonable adjustments may include extra time, alternative formats of materials, alternative assessment tasks that meet the same standard, assistive technology, an Auslan interpreter, a scribe or note-taker, a change of venue, or other practical adjustments. The detailed framework for reasonable adjustment is in Policy 2 Student Lifecycle Policy. All reasonable adjustments are documented in the student file (Reasonable Adjustment Form / Student Support Plan) and are signed off by the relevant trainer or assessor and the student.

8.3 Evidence gathering

Evidence is gathered through methods documented in the TAS and the assessment tool, which may include direct observation, written or oral questioning, third-party reports from workplace supervisors, work products, role-plays, simulations, portfolios, and case studies. For practical disciplines, direct observation of performance under realistic conditions is the primary method, supplemented by knowledge evidence.

Where the training product specifies particular assessment conditions (for example, performance over time, performance with specified equipment, performance in a workplace or simulated workplace), those conditions are reflected in the TAS and in the assessment tool.

8.4 Assessment judgement and recording

Assessment is conducted by a trainer or assessor whose authority to assess the relevant training product is recorded on the Trainer Matrix (see Section 12). Individual summative assessment tasks are marked Satisfactory or Not Yet Satisfactory. Individual formative assessment tasks (exams) are marked Pass or Fail. All assessments required for a unit of competency must be marked Satisfactory or Pass for the student to be deemed Competent in that unit.

The assessor's judgement is recorded in the student management system against the student's enrolment, and all assessment evidence (or links to it) is retained on the student file. The trainer or assessor records the date of the judgement and any relevant comments. Assessment evidence and judgements are retained in accordance with Section 15 and applicable legislation.

8.5 Feedback to students

Students receive feedback on each assessment task. Where a task is marked Not Yet Satisfactory or Fail, the feedback explains why the result was not awarded and what is required for the student to meet the standard on resubmission or re-sit. Feedback is constructive and refers the student to specific learning materials, examples, or activities. The trainer or assessor does not provide the student with the answer; feedback is in the form of guidance that prompts the student to demonstrate competency themselves.

8.6 Reassessment

A student who receives a Not Yet Satisfactory result for a summative assessment task receives feedback and guidance from the assessor and is provided with one opportunity to resubmit the task. A student who receives a Fail result for a formative assessment task (exam) receives feedback and guidance and is provided with one opportunity to re-sit the exam.

Where a small proportion (less than 5%) of summative assessment questions remain incorrect on the student's second attempt, the assessor may allow a third attempt. Where a student fails a formative assessment on the second attempt, the assessor may allow a third attempt based on the standard of the student's previous assessment submissions.

If a student is deemed Not Yet Competent for a unit at the conclusion of available reassessment opportunities, the student is required to re-enrol in the unit. Re-enrolment fees are determined in accordance with Policy 4 Finance and VET Student Loans Policy.

8.7 Late submissions and extensions

Each assessment task has a clearly stated due date. Students who are unable to meet a due date due to illness, personal circumstances, or other valid reasons must contact their trainer or student support before the due date to request an extension or discuss other options. Late submissions without prior approval may not be accepted or may affect the result.

Where a student fails to meet a due date without submitting an extension request, their Statement of Attainment may be withheld until the assessment is received by a due date reset by their trainer. Where a student consistently achieves Not Yet Competent and demonstrates poor performance in all assessments, DEG reserves the right to terminate the student's enrolment in the corresponding unit consistent with the Student Code of Conduct in Policy 2.

Maximum extension times for each course are documented in the Pricing Policy and the relevant course brochure. Extension applications may attract a fee where supporting evidence of special circumstances (such as medical evidence) is not provided.

8.8 Appeals of assessment decisions

A student who is dissatisfied with an assessment decision is encouraged in the first instance to discuss the decision with the assessor and seek to resolve the matter informally. If the matter is not resolved, the student has the right to lodge a formal appeal. Appeals must be lodged in writing no later than 14 days from the date the student received the assessment result (the date the assessor uploaded the marked assessment on the student portal). Appeals against RPL outcomes must be lodged within 20 working days of the date of the written notice of outcome.

Appeals are handled in accordance with the DEG Complaints and Appeals Policy (a standalone policy within the Student Lifecycle Master Policy). For overseas students, the additional protections under National Code Standard 10 apply (commencement within 10 working days, opportunity to present the case, written outcome with reasons, advice of external review rights, and immediate implementation of any decision in the student's favour).

9. Assessment Validation

Validation is the quality assurance backbone of DEG's assessment system. It ensures that DEG's assessment is valid, meets training package or accredited course requirements, and that decisions are made on the basis of sufficient and appropriate evidence.

9.1 Three-stage assessment quality assurance

DEG conducts three distinct but linked activities to assure the quality of its assessment system: Verification, Moderation, and Validation.

Verification (pre-assessment)

Before an assessment tool or system is used in delivery (and after any significant change), the tool is verified. Verification is a documented detailed review confirming that the tool maps to the unit of competency descriptor, addresses all performance criteria, performance evidence, knowledge evidence, and assessment conditions, and that the application of the Principles of Assessment and Rules of Evidence has been considered. Verification involves at least one individual who was not involved in the development of the tool. Industry experts may be involved. Verification is conducted at unit of competency level. The Verification Report is the working record.

Moderation (around the point of judgement)

Moderation activities are conducted to bring assessment judgements into alignment. Moderation may include moderation meetings (unit-specific, cohort-specific, or embedded in a wider meeting), completion checks (file checks before a student's enrolment is finalised), classroom or clinic observations using the Training/Assessment Review Checklist, industry engagement on judgements, feedback analysis (including consideration of judgement appeals), and informal discussion among assessors. Moderation is conducted at unit of competency level and is appropriate to the number of assessors, type of assessment activity, and variation in student responses. Moderation occurs more frequently where assessment tools require additional flexibility or complexity (for example, long-form written tasks or RPL).

Validation (post-assessment)

Validation is conducted after assessment judgements have been made, on a Statistically Valid Sample of completed assessments. Validation confirms whether the assessment system produced valid judgements based on sufficient, authentic, and current evidence, and identifies opportunities for improvement.

9.2 Validation Schedule

The Curriculum Manager and Training Manager maintains an Assessment Validation Schedule covering all training products on each DEG RTO's scope. The Validation Schedule ensures that, within a 5-year period, the full scope of training products has been validated, with at least 50% validated within the first 3 years.

For each qualification on scope, a minimum of two (2) units of competency are validated; all units listed as explicit on scope are validated; and where a selection of units is required (in the instance of a qualification), risk analysis is undertaken with the result and justification recorded in the Validation Report.

The Validation Schedule incorporates a risk analysis for each training product, considering risk indicators such as the use of new assessment tools, training products identified by ASQA, industry, or DEG as high risk, training products where safety is a concern, the level and experience of the assessor, and changes in technology, workplace processes, legislation, or licensing requirements. Training products with a higher risk rating are validated earlier or more frequently. Triggers for an out-of-cycle validation include a change in training product release, a significant change to assessment tools, a significant change to RTO operations, an audit finding, a material change in the risk rating, or a pattern of appeals or complaints concerning assessment.

9.3 Sample selection

For each validation activity, the Training Manager selects a Statistically Valid Sample of completed assessments. In alignment with the ASQA data retention policy, the sample is drawn from completed assessments in the preceding 6 months unless an identified risk or instruction requires a different timeframe. The sample includes judgements made by various assessors and through various methods so far as practicable. Where the training product is delivered by more than one DEG entity, the sample includes work from each delivering entity.

9.4 Participants in validation

Validation is conducted by a person or team of persons who together hold:

- vocational competencies and current industry skills relevant to the assessment being validated;
- current knowledge and skills in vocational teaching and learning; and
- the TAE training and assessment qualification or assessor skill set required by the Standards for RTOs 2025.

Each validator participating in a validation is independent of the assessment being validated. Industry experts may be involved at any stage to bring current industry perspective.

9.5 Validation methodology and documentation

Validation is conducted at unit of competency level, considers AQF level and any clustered delivery, and applies the Validation Report. The Validation Report documents the sample, the method, the validators (including evidence of credentials), the findings against each rule of evidence and each principle of assessment, and any recommended improvements. Decisions and actions identified during validation are managed through the Continuous Improvement Process described in Policy 1 Governance and Compliance Framework.

Evidence retained for each validation includes:

- credentials (and verifications of those credentials) of the participating individuals;
- the samples that were reviewed;
- the tools used and reports created, including outcomes identified.

Records are retained on the DEG SharePoint (or in an alternative location with a link recorded in the validation record).

9.6 Linkage to continuous improvement

Every validation outcome feeds the Continuous Improvement Register maintained under Policy 1. Improvement actions are assigned an owner, a target completion date, and a verification check. The RTO Manager follows up on outstanding actions until they are closed.

10. Recognition of Prior Learning (RPL)

RPL is a form of assessment that recognises competencies a learner has already attained through formal, non-formal, or informal learning, work, or life experience, against the requirements of a unit of competency or training product. RPL is conducted with the same rigour as any other form of assessment.

10.1 Student information

Information about RPL (including eligibility, evidence required, process, fees, and outcomes) is provided to all prospective and current students through the DEG website, the student handbook, pre-enrolment information, the Enrolment Pack, and on request from student support. Students are counselled and supported through the application process. A student is encouraged to discuss RPL with student support at the earliest possible point.

10.2 Eligibility and limits

RPL is open to all enrolled students. There is no limit on the amount of RPL a domestic student can apply for, and a full qualification can be attained through RPL where the evidence supports it, subject to the limitations below.

For overseas students enrolled in a CRICOS-registered course, RPL is available subject to the following:

- the student must be enrolled in an approved DEG course;
- the appropriate RPL fee must be paid; the application must be made at enrolment; and
- the maximum RPL granted in any course for any international student is no more than 25% of that course.

Where RPL is granted, tuition fees in proportion to the RPL granted (capped at 25%) are deducted from the total course cost. Where RPL is granted before the student visa is issued, the CoE will indicate the actual net course duration. Where RPL is granted after the student visa is issued, the change to course duration is reported to the Department via PRISMS within 14 days, in accordance with section 19 of the ESOS Act 2000.

For apprentices and trainees, RPL is integrated into the Training Plan in consultation with the apprentice or trainee and the employer. Under the SAS Policy 2025-2028, payment is not made for any unit of competency or module delivered through RPL where the result would be that the student completes the entire qualification via RPL and is not payable for foundation skills training and lower-level vocational qualifications (Certificate I and II). Where an apprentice or trainee will gain the entire qualification through RPL or a combination of RPL and Credit Transfer, the SRT0 must first confirm with a regional office representative of the Department that the Training Contract will be approved.

10.3 Application and evidence requirements

A student applies for RPL by completing the RPL Application Form (part of the RPL Kit), which is available through the website, reception, or student support. The application must be made by an enrolled student. The student is required to gather and submit:

- original or certified copies of qualifications and/or statements of attainment issued by previous education providers (or a USI Transcript);
- other authentic evidence from previous learning, work, or life experiences relevant to the outcomes of the unit(s) of competency for which RPL is sought (which may include portfolios of work, third-party reports from workplace supervisors, project materials, papers, and testimonials);
- where evidence is in a student's previous name, either a statutory declaration or certified copies of documentary evidence confirming the change of name;
- where evidence is in a language other than English, a translation by an accredited translator.

10.4 Assessor competency

RPL is assessed by an academic member of staff who is:

- an authorised assessor for the relevant unit of competency on the Trainer Matrix;
- competent in conducting RPL assessment;
- able to apply the Principles of Assessment and Rules of Evidence to the candidate's evidence.

10.5 Assessor decision-making

The assessor responsible for processing an RPL application will:

- check that the application form is correct and complete; if the form is incorrect or incomplete, contact the student to assist in completing it;
- ensure the evidence is current and authentic, and request further evidence where required to demonstrate currency or authenticity;

- undertake an assessment of the evidence provided, and collect further evidence if necessary (which may include questioning - oral or written - observations in the workplace, or participation in assessment activities the student would normally undertake);
- evaluate the evidence against the Principles of Assessment and Rules of Evidence;
- decline to recognise part or all of any previous learning if the skills or knowledge demonstrated fall significantly short of industry standards as stated in the Training Product;
- determine an outcome of either RPL Granted or RPL Not Granted, based on whether the evidence submitted meets the requirements of the relevant unit(s) of competency;
- inform the student in writing of the outcome;
- record the outcome in the student management and learning management systems;
- inform student administration so that internal records can be maintained;
- retain all evidence in the student file in the relevant DEG system;
- where RPL is approved, advise the student of any adjustments to their training plan and the implications for their fees and (for overseas students) their CoE.

10.6 Fees

The fee for completing units via RPL is provided to the student in writing before they make an RPL application, in accordance with Policy 4 Finance and VET Student Loans Policy and the Pricing Policy. RPL fees are non-refundable once the RPL has been assessed and granted. Where RPL is not granted, the student is informed of the reasons in writing, of any partial credit decision, and of the fees that would apply to undertake the unit through training and assessment (including the option of further RPL with additional evidence).

10.7 Appeal rights and certification

Where a student is dissatisfied with an RPL outcome, the student has the right to appeal under the DEG Complaints and Appeals Policy. Appeals against RPL outcomes must be lodged within 20 working days of the date of the written notice of outcome. AQF certification documentation is issued in accordance with Policy 2 Student Lifecycle Policy on completion of the qualification or, where applicable, on withdrawal from the course. A Statement of Attainment issued to a student withdrawing from a course will include units for which RPL was granted (consistent with the assessment record).

11. Credit Transfer

Credit Transfer (CT) is the process by which DEG recognises units of competency previously completed at another Registered Training Organisation or other authorised issuing body and evidenced by AQF certification documentation. Credit Transfer is not assessment of the student's current competence; it is recognition of completed and certificated study.

11.1 Student information

Information about Credit Transfer (including process, evidence required, and that Credit Transfer is offered at no cost) is provided to all prospective and current students through the DEG website, the student handbook, pre-enrolment information, and the Enrolment Pack.

11.2 Scope and limits of Credit Transfer

DEG's Credit Transfer arrangements operate as follows:

- Credit Transfer is awarded for equivalent units of competency at no cost to the student;
- Credit Transfer is only available for units of competency or qualifications that fall within the DEG entity's scope of registration;
- Credit Transfer is only awarded for whole units of competency; where a mapping guide identifies a partial credit, this will not be considered for Credit Transfer, and the applicant is referred to RPL;
- Credit Transfer is only issued where the student's enrolment includes at least one other unit of competency for which the student is participating in training or is seeking recognition (a student may not enrol only for Credit Transfer);
- students will not receive learning or assessment for units of competency where Credit Transfer has been granted;
- for overseas students, Credit Transfer is not awarded for qualifications that are not issued under the AQF (for example, qualifications issued by another country's education and qualification issuing authorities); overseas students seeking recognition of overseas qualifications should apply for RPL instead.

11.3 Application and authentication

The RPL & Credit Transfer Application Form is available from each campus, from student support, or on the website, and is provided on application for enrolment. The student submits the form together with supporting evidence (photocopies or scanned images of original transcripts; a USI Transcript by PDF or verifiable link is acceptable).

DEG authenticates the supplied evidence using one or more of the following methods:

- contacting the issuer of the qualification by email; or
- verifying through a USI Transcript or other authentication link; or
- where the issuer is no longer active and a USI Transcript is not available, contacting the relevant regulator.

Evidence of authentication, the application form, communications with the student, and the decision are retained on the student file.

11.4 Equivalency analysis

DEG conducts an equivalency analysis to confirm that the unit submitted for Credit Transfer is the same as, or equivalent to, the unit in the qualification in which the student is enrolled.

- Where a unit has been determined "superseded and equivalent" on training.gov.au, it is automatically determined equivalent.
- Where equivalency is not automatic, a mapping exercise is completed and retained as the equivalency record.
- Where a gap is identified, the student is referred for RPL or for training and assessment.

Where the student is completing common units as part of a dual qualification enrolment, this is indicated on the initial enrolment documents, and no further information is required by the student;

the correct fees are advised at enrolment. When the student completes any unit common across both qualifications, one will receive the result of "Competent" and the other the result of "Credit Transfer".

For internally completed units (where the student previously completed the unit at a DEG entity and the unit is held in DEG's student management system), the student submits the RPL & Credit Transfer Application Form without the need to provide evidence; DEG retrieves the record from the student management system, saves a copy in the student file, and conducts the equivalency analysis.

11.5 Decision, communication, and certification

A final decision on granting of Credit Transfer is made and communicated to the student in writing, including information of any adjustments to the student's study plan and any consequent change in fees. Where Credit Transfer is granted, the student is exempt from study and assessment for the relevant unit. DEG does not issue AQF documentation at the time Credit Transfer is processed: AQF documentation is issued on completion of the enrolment. AQF documents (such as the Record of Results) display a result of "CT" (Credit Transfer) for all units where Credit Transfer has been provided.

A Statement of Attainment issued to a student withdrawing from a course will not include any units for which Credit Transfer was granted (because the student did not achieve those units through DEG delivery; they were recognised on the basis of certification issued by another RTO).

For SAS-funded delivery, DEG records Credit Transfer as outcome code 60 in AVETMISS, with no additional payment claimed; DEG checks each student's Statement of Attainment or record of results to determine whether any completed units can be credited towards the qualification in which the student intends to enrol.

11.6 Appeal rights

A student dissatisfied with a Credit Transfer decision may appeal in accordance with the DEG Complaints and Appeals Policy. The appeal must be lodged within 14 days of the written notice of outcome.

12. Trainer and Assessor Competency and Professional Development

DEG's trainers and assessors are credentialled, current in industry, and current in vocational teaching and learning. The Trainer Matrix is the authoritative record of credentialling and the basis on which trainers and assessors are allocated to deliver and assess training products.

12.1 Credentialling requirements

Each trainer and assessor engaged by DEG (whether employed, contracted, or engaged on a sessional basis) holds:

- the vocational competencies at least to the level being delivered and assessed (or, where a relevant unit is no longer current, an equivalent unit);
- current industry skills directly relevant to the training and assessment being provided;
- current knowledge and skills in vocational training and learning that inform their training and assessment;

- the TAE training and assessment qualification or assessor skill set required by the Standards for RTOs 2025; and
- any additional licensing, registration, or training package-specified credentials required for the relevant training product (for example, professional registration where required by a training product's assessment requirements).

Evidence of each of the above is retained on the trainer or assessor's personnel file and is summarised on the Trainer Matrix.

12.2 Supervision arrangements

Where a person who does not yet hold the full TAE qualification or assessor skill set is engaged to deliver training, they may only deliver under the supervision of a person who holds the relevant credentials. The supervising trainer and assessor retains responsibility for the training and any assessment judgements. Supervision arrangements are documented, including the proportion of training delivered under supervision, the frequency and method of supervision, and the supervising trainer's responsibilities. Industry experts who do not hold the assessor credentials may be involved in delivery, demonstration, guest sessions, or assessment activities under the guidance of a qualified assessor; the formal assessment decision is always made by a credentialled assessor.

12.3 Trainer Matrix

The Trainer Matrix is the authoritative DEG-wide record of every trainer and assessor engaged across all DEG entities. The Trainer Matrix records:

- name and engagement details (employed, contracted, sessional, supervising, or being supervised);
- vocational qualifications and evidence of equivalent competencies;
- current industry skills (with evidence and date of currency);
- TAE qualification or assessor skill set (with evidence);
- any additional credentials required (for example, professional registration, working with children check, immunisation evidence where relevant);
- the training products the person is authorised to deliver and/or assess;
- PD undertaken in the current and previous PD cycle;
- date of last review.

The Trainer Matrix is maintained by the Training Manager. It is reviewed at least annually and is updated whenever a trainer or assessor commences, ceases, takes on a new training product, or evidences additional PD or industry currency. It is referenced in internal audits and provided to external auditors on request.

12.4 Professional development and the PD Register

Trainers and assessors at DEG undertake structured professional development (PD) in both vocational/industry currency and in vocational training and learning. PD activities may include industry placement and experience, attendance at industry conferences, completion of micro-credentials and short courses, completion of further qualifications, attendance at training and assessment professional development sessions, peer observations and moderation, mentoring,

and reading and reflection. PD is planned annually for each trainer and assessor and is documented in the PD Register, which is maintained by the Compliance Manager.

Specific PD requirements that apply to all trainers, assessors, and support staff include the mandatory Inclusive Practice Micro-Credential required of all DEG SAS staff (and new staff and approved third parties), in addition to broader DEG-wide PD on regulatory updates and changes to the Standards for RTOs 2025.

13. Practical Placement and Student Clinic

Practical learning is central to many DEG programs, particularly in the beauty, dermal, cosmetic services, work health and safety, and apprenticeship trades. Practical learning is delivered in three principal settings: in the student's workplace (for apprentices, trainees, and other workplace-based students); on practical placement with an external host; and in a DEG-operated student clinic or salon. This Section sets out the requirements for placement and clinic operations and the way practical learning integrates with assessment.

13.1 Pre-placement preparation

Before a student commences a practical placement or clinic activity, DEG provides clear written information about:

- the number of required hours, days, or treatments and when the placement/clinic activity will occur;
- the type of workplace or clinic environment;
- the student's roles, responsibilities, and expected conduct;
- any specific pre-requisite requirements (such as completing nominated units, police checks, working with children checks, immunisations, professional indemnity cover where applicable, or uniforms);
- the supervision arrangements;
- WHS expectations and how to report incidents;
- the assessment tasks that will be conducted during the placement or clinic activity.

A student must meet all pre-placement requirements before attending and must follow the host or clinic policies and procedures while on site.

13.2 Host due diligence and Placement Agreement

DEG conducts due diligence on every host before a placement commences. Due diligence includes confirmation that:

- the host's workplace and activity are appropriate to the training product;
- the host can provide the range of work, facilities, equipment, and supervision required;
- the host's WHS arrangements are documented and adequate;
- the host holds current public liability and (where relevant) workers' compensation arrangements appropriate to a student on placement.

Each placement is governed by a written Placement Agreement signed by DEG (as the placing RTO), the host, and the student before placement commences. The Placement Agreement records the parties; the training product; the units of competency to which the placement relates; the dates

and hours; the scope of practice (what the student may and may not do, and under what supervision); the host supervisor's name and role; the WHS responsibilities of each party; the insurance arrangements (including any DEG-arranged personal accident insurance covering students on Vocational Placement, where applicable); the privacy and confidentiality obligations; the reporting and escalation arrangements (including for incidents and complaints); and the rights of each party to terminate the placement.

For apprentices and trainees, the equivalent governing documents are the Training Contract and the Training Plan, together with any Employer Resource Assessment required by the SAS Policy 2025-2028. The employer must provide adequate facilities, range of work, supervision, and on-the-job training. Where the employer arrangements do not comply with the FET Act 2014 (Qld) or equivalent legislation, DEG (as SRTTO) does not commit to the Training Plan and notifies the employer, the ACAP, and the Department immediately.

13.3 Supervision ratios and qualifications

Supervision arrangements are documented in the TAS for each training product. Supervision is by a person whose qualifications, experience, and currency are appropriate to the activity being supervised. In a student clinic, the supervising trainer is the credentialed trainer and assessor whose authority is recorded on the Trainer Matrix; the supervision ratio is no greater than that allowed by the relevant training package or DEG's documented limits, whichever is the more conservative. On placement with an external host, the workplace supervisor is the host's nominated qualified staff member, working in collaboration with the DEG trainer or assessor who retains responsibility for the assessment judgement.

13.4 WHS, insurance, and risk management

All practical placement and clinic activity is conducted in accordance with the DEG WHS and Facilities Policy (Policy 5), which sets out WHS risk assessment, emergency procedures, incident reporting, and insurance arrangements. Each student is inducted into the WHS arrangements of the placement or clinic before commencing. DEG maintains insurance appropriate to its operations and clarifies (in the Placement Agreement) the responsibility for insurance during placement. For overseas students on placement, the additional considerations in National Code Standard 6 and DEG's overseas student support arrangements apply.

13.5 Student clinic operations

DEG operates student clinics and simulated salons for applicable training products. Clinic operations follow the Student Clinic Guidelines, which include:

- the scope of services that may be performed by students at each level of training, including treatments that are not permitted at any level;
- the qualifications of supervising trainers and the supervision ratio;
- client consent and information requirements (including the requirement that clients are advised they are receiving a service from a student under supervision, that they have provided informed consent, and that their personal information is handled in accordance with the DEG Privacy and Personal Information Policy);
- hygiene, infection control, and product-handling standards;
- incident management and adverse-event reporting;

- the way clinic activity is integrated with assessment (which evidence is collected, by whom, and how).

Clinic activity is conducted in a professional, workplace-style environment. Students are expected to maintain a high level of presentation, service quality, and client care, including managing bookings (typically through Kitomba or the equivalent industry-standard booking system), greeting clients, working at reception, responding professionally to client concerns, and delivering treatments with confidence and care.

13.6 Integration with assessment

Evidence from practical placement and student clinic activity is integrated into assessment in the manner documented in the TAS and the assessment tool for the unit. Evidence may include direct observation by the DEG trainer and assessor, third-party reports from the host supervisor, treatment logs and case studies, photographs (where consent has been provided in accordance with the DEG Privacy and Photography and Media Consent provisions in Policy 2), and reflective writing. The assessment judgement is always made by the credentialled DEG assessor recorded on the Trainer Matrix; the host supervisor's third-party report is one source of evidence and is not, of itself, an assessment judgement.

14. Supporting Procedures

This Section explains the eight procedures that operationalise this policy. Each procedure is a working document maintained by a defined role and used throughout the training and assessment lifecycle. Each procedure is published or made available in accordance with the publication arrangements set out in the Document Control above.

14.1 TAS Template

The TAS Template is the DEG-wide standard for documenting how each training product is delivered and assessed. It exists to ensure that every training product on every DEG RTO's scope of registration has a documented, approved, and current TAS that meets the requirements of the Standards for RTOs 2025 and the relevant training package companion volume implementation guide. The Template is maintained by the Curriculum Manager; it is populated for each training product by the relevant Training Manager and Curriculum Manager with input from trainers and assessors and industry consultants; it is approved by the General Manager, Operations before delivery commences; and it is referenced in pre-enrolment information provided to students. The Template is reviewed at least annually and, on every material, change to a training product or its delivery. TAS outcomes feed validation (Section 9), trainer and assessor allocation (Section 12), and continuous improvement under Policy 1.

14.2 Assessment Validation Schedule

The Assessment Validation Schedule is the rolling 5-year plan that ensures all training products on each DEG RTO's scope are validated within 5 years (with at least 50% in the first 3 years). It exists to give effect to the validation requirement in the Standards for RTOs 2025 and to provide auditable evidence of DEG's validation activity. It is maintained by the Training Manager. Each scheduled validation generates a Validation Report, the outcomes of which are tracked through the Continuous Improvement Register under Policy 1. The Schedule is reviewed at least annually and is updated on every change to scope of registration, training product release, or assessment

system, and when a risk indicator triggers an out-of-cycle validation. The Schedule is referenced in DEG's internal audit cycle and is provided to external auditors on request.

14.3 RPL Kit

The RPL Kit is the suite of documents a student uses to apply for, and an assessor uses to process, an RPL application. It includes the RPL Application Form, the unit-specific evidence guides, the candidate self-assessment, the assessor record, the appeal of RPL outcome form, and the template letters for RPL Granted and RPL Not Granted. The Kit exists to ensure that RPL is conducted with the same rigour as any other form of assessment and is consistent across DEG entities. The Kit is maintained by the Curriculum Manager (with the academic team that develops the assessment tool for the relevant training product). Students access the relevant Kit through the website, reception, or student support. Staff access the Kit through the DEG intranet. The Kit is reviewed whenever the underlying assessment tool is verified or re-verified. RPL outcomes feed validation (Section 9) and continuous improvement under Policy 1.

14.4 Credit Transfer Form

The Credit Transfer Form (combined with the RPL Application Form as the RPL & Credit Transfer Application Form) is the document a student uses to apply for Credit Transfer for one or more units. It exists to ensure Credit Transfer decisions are based on authenticated evidence, follow a consistent equivalency analysis, and are properly recorded. It is maintained by the RTO Manager. Students access the Form through the website, reception, or student support; staff process the application according to Section 11. The Form is reviewed whenever a training product on scope changes, when an equivalency mapping changes, or in line with the policy review cycle.

14.5 Trainer Matrix

The Trainer Matrix is the authoritative DEG-wide record of every trainer and assessor's credentials, currency, PD, and authorised scope of delivery and assessment (see Section 12.3). It exists to demonstrate that every training product is delivered and assessed by a person who meets the credentialling requirements of the Standards for RTOs 2025 and the relevant training package. It is maintained by the Training Manager. It is reviewed at least annually, and is updated whenever a trainer or assessor commences, ceases, takes on a new training product, evidences additional industry currency or PD, or completes additional credentialling. The Trainer Matrix is the primary reference for allocating trainers and assessors to TAS documents and to assessment events. It is provided to external auditors on request.

14.6 PD Register

The PD Register is the DEG-wide log of professional development undertaken by each trainer, assessor, and support staff member. It exists to evidence that vocational and training-and-learning currency is being maintained and that mandatory PD (such as the SAS Inclusive Practice Micro-Credential) has been completed. It is maintained by the Training Manager. Each trainer and assessor's PD activity feeds into the Trainer Matrix. The PD Register is reviewed at least annually and is updated continuously as PD activities are completed. It is referenced in performance reviews and validation.

14.7 Placement Agreement Template

The Placement Agreement Template is the standard written agreement signed by DEG, the host, and the student before any practical placement commences. It exists to ensure that the parties' roles, the scope of practice, WHS arrangements, insurance, supervision, and assessment integration are documented before placement begins. It is maintained by the Training Manager (in consultation with the RTO Manager and DEG's insurer). It is reviewed at least annually and on every change to placement arrangements or insurance. For apprentices and trainees, the equivalent is the Training Contract and Training Plan. For clinic activity (which is internal to DEG), the Student Clinic Guidelines apply.

14.8 Student Clinic Guidelines

The Student Clinic Guidelines govern the operation of DEG student clinics and salons (where applicable to the training product). They exist to ensure that student clinic activity is safe, supervised, lawful, ethical, and integrated with assessment. They are maintained by the Training Manager for each clinic-based training product, in consultation with the Operations Manager. They cover scope of practice, supervision, client consent, hygiene and infection control, product handling, incident management, privacy, and the way clinic activity supports assessment evidence. They are reviewed at least annually, on any change in training product or assessment, and on any incident or complaint that suggests an improvement opportunity. The Guidelines are made available to students before clinic activity commences and to staff and supervisors through the intranet.

15. Records and Document Control

All records arising under this policy are managed in accordance with the records management arrangements in Policy 1 Governance and Compliance Framework. The following records are retained as a minimum:

- approved TAS documents for each training product, with version history;
- Assessment System Register, including the current versions of all assessment tools and a record of verification and any subsequent re-verification;
- assessment tools, marking guides, and benchmark answers;
- evidence of student assessment (including evidence retained in the LMS or student management system, and physical evidence where collected);
- assessment judgements and reassessment records;
- RPL Application Forms, evidence, and decisions, with written outcomes;
- Credit Transfer applications, evidence of authentication, equivalency mapping, and decisions;
- Validation Schedule, Verification Reports, Moderation Meeting Minutes, Validation Reports, and Training/Assessment Review Checklists;
- Trainer Matrix and trainer/assessor profiles, including evidence of qualifications, industry currency, and PD;
- PD Register;
- Placement Agreements and Training Plans, with related host due diligence;

- Student Clinic Guidelines and any related risk assessments, incident reports, and consent records;
- Reasonable Adjustment Forms / Student Support Plans;
- student records of results (including the issuance of any AQF certification documentation);
- Continuous Improvement Register entries arising from validation, moderation, audits, or feedback (cross-referenced from Policy 1).

Records are retained for the period required by the Standards for RTOs 2025 and any other applicable legislation. Where the records management arrangement under Policy 1 specifies a longer retention period, the longer period applies.

16. Breach and Notification

A breach of this policy by any DEG entity, trainer, assessor, validator, or third party is managed through the DEG escalation framework set out in Policy 1 Governance and Compliance Framework. Where a breach affects the validity of assessment judgements or the integrity of certification issued, the matter is escalated to the RTO Manager and the Compliance Manager, who consider whether to: re-validate the affected assessments; re-assess affected students; reissue or correct certification documentation; report the matter to ASQA (or the relevant State regulator); report to the Department where SAS funding is affected; and/or report to the ESOS agency where CRICOS delivery is affected. Notification timeframes prescribed by law (including under section 19 of the ESOS Act 2000 and the conditions of CRICOS registration) are met.

17. Review

This policy is reviewed annually by the General Manager, Operations in consultation with the Training Manager and RTO Manager. It is reviewed earlier where triggered by a change to the Standards for RTOs 2025, the NVR Act 2011, the National Code 2018, the ESOS Act 2000, the SAS Policy or any Program Schedule, the VSL Act 2016 or Rules 2016, the AQF, any applicable training package, or any other instrument referenced in this policy; an audit or compliance finding; a validation outcome of significance; or a continuous improvement entry concerning training, assessment, RPL, Credit Transfer, validation, trainer competency, placement, or clinic. Changes are approved by the CEO and are recorded in the Policy Register described in Policy 1.

18. Related Policies

This policy operates in conjunction with the following DEG policies:

- Policy 1: Governance and Compliance Framework (legal and regulatory compliance, continuous improvement, quality assurance, third-party arrangements, marketing and recruitment; primary reference for breach and notification, internal audit, records management, and the Continuous Improvement Register that captures validation and improvement outcomes from this policy);
- Policy 2: Student Lifecycle Policy (enrolment and orientation; fees and refunds; student support and reasonable adjustment; course progress monitoring; student code of conduct; academic integrity; attendance; photography and media consent; completion and certification; transition of training products; student records access);

- Policy 4: Finance and VET Student Loans Policy (fees and refunds; VSL administration; co-contribution and SAS fees; fee notices and CANs);
- Policy 5: WHS and Facilities Policy (WHS, emergency procedures, insurance and risk management, facilities and equipment access, online and physical learning environments, copyright and IP, social media);
- DEG Privacy and Personal Information Policy (standalone) - cross-referenced from Section 13 (clinic) and elsewhere in this policy;
- DEG Complaints and Appeals Policy (standalone) - cross-referenced from Section 8.8, 10.7, 11.6, and elsewhere in this policy;
- DEG Respect, Harassment and Discrimination Policy (standalone) - applicable to all conduct in clinics and on placement.

19. Legislative, Regulatory, and Training Package References

This policy is informed by, and is to be read consistently with, the following instruments (as in force from time to time):

Australian Government legislation

- National Vocational Education and Training Regulator Act 2011 (Cth)
- National Vocational Education and Training Regulator Regulations 2011 (Cth)
- VET Student Loans Act 2016 (Cth)
- VET Student Loans Rules 2016 (Cth)
- Education Services for Overseas Students Act 2000 (Cth)
- Education Services for Overseas Students Regulations 2019 (Cth)
- Higher Education Support Act 2003 (Cth) (Part 7 and related provisions on Vocational Placement and reading and numeracy assessment tools)
- Student Identifiers Act 2014 (Cth)
- Work Health and Safety Act 2011 (Cth) and applicable state WHS legislation
- Disability Discrimination Act 1992 (Cth)
- Privacy Act 1988 (Cth)

Standards, Frameworks, and Codes

- Standards for Registered Training Organisations 2025 (in particular, the Training and Assessment Quality Area; trainer and assessor credentialing; assessment principles and rules of evidence; validation; learner support; RPL and credit transfer; industry engagement; certification)
- National Code of Practice for Providers of Education and Training to Overseas Students 2018 (in particular, Standards 7, 8, 9, 10, and 11)
- Australian Qualifications Framework (AQF), including the Qualifications Issuance Policy and Volume of Learning Indicators
- Disability Standards for Education 2005

- AVETMISS (Australian Vocational Education and Training Management Information Statistical Standard)
- Australian Core Skills Framework (ACSF) and Core Skills for Work Developmental Framework (CSfW)
- Applicable training package companion volume implementation guides published on training.gov.au

Queensland funding and state legislation (where applicable)

- Queensland Skills Assure Supplier (SAS) Policy 2025-2028
- Program Schedule 3: Career Start
- Program Schedule 4: Career Boost
- Vocational Education and Training (Skills Assure Supplier) Agreement
- Further Education and Training Act 2014 (Qld)
- Equivalent State and Territory apprenticeship and traineeship legislation in any other jurisdiction in which DEG operates

Industry codes and reference documents

- ACPET Code of Ethics and Code of Practice (where applicable)
- DEG Statement of Tuition Assurance
- DEG Student Handbook (current edition)