

Assessment Appeals Policy

Approved by: Chief Product and Quality Officer

Approval date: 26/05/2025

Acknowledgement of Country

In the spirit of reconciliation, TAFE NSW acknowledges Aboriginal and Torres Strait Islander peoples as the Traditional Custodians of Country throughout Australia and their connections to land, sea, and community. We pay our respect to Elders past and present and extend that respect to all Aboriginal and Torres Strait Islander peoples.

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Section 1. Purpose

- 1.1 The Assessment Appeals Policy outlines the principles and guides the quality and integrity of the assessment appeals system and practices across TAFE NSW Vocational Education and Training (VET) qualifications and courses.
- 1.2 The policy aims to provide a fair, consistent and transparent assessment appeals approach that aligns with the [Assessment Policy](#), organisational strategy and complies with all relevant regulatory frameworks and legislation including the:
 - a [National Vocational Education and Training Regulator \(Outcome Standards for NVR Registered Training Organisations\) 2025](#).
 - b [National Code of Practice for Providers of Education and Training to Overseas Students 2018 \(National Code\)](#).
 - c And any other relevant licensing, contractual and regulatory requirements.

Section 2. Scope

- 2.1 Students may appeal a formal assessment decision made by TAFE NSW or a contractor or third party engaged by TAFE NSW to deliver training and assessment, including recognition of prior learning (RPL) assessment decisions.
- 2.2 Appeals may be made on the grounds that relevant provisions of TAFE NSW policy and procedure have not been followed, that the assessment did not adhere to the principles of assessment and rules of evidence, an administrative error has been made, or if new information has come to light that is relevant to the assessment decision.
- 2.3 This policy excludes:
 - a Higher Education courses and their assessments. Please refer to the [Higher Education Assessment Procedure](#).
 - b Assessment decisions which have been referred to the [Academic Integrity Procedures](#) and a breach substantiated. The Academic Integrity Procedures contain provisions for appeals of those decisions.

Section 3. Principles

- 3.1 VET assessment appeals at TAFE NSW will ensure:
 - a **Fairness:** The appeals process must be unbiased and equitable, giving all students an equal opportunity to appeal assessment decisions.
 - b **Transparency:** Clear information about the appeals process must be provided to students, including how to lodge an appeal, the steps involved, the outcome and the reasons for the outcome.

- c **Consistency:** The process will be applied uniformly across all appeals to ensure consistent outcomes.
- d **Timeliness:** Appeals will be resolved promptly to avoid unnecessary delays in students' progress.
- e **Confidentiality:** The details of the students and their appeal will be treated confidentially and not discussed with anyone who does not need to know about it.

Section 4. Additional policy requirements

- 4.1 The following additional policy requirements (4.2 – 4.6) support the implementation of assessment appeals and the principles described under clause 3.1.
- 4.2 This policy and the [Assessment Appeals Procedure](#) are made available to students on the TAFE NSW website.
- 4.3 The [Assessment Appeals Procedure](#) puts into effect the requirements of this policy and all assessment appeals are managed in accordance with the procedure.
- 4.4 The [Assessment Appeals Procedure](#) specifies an appeal lodgement method that supports centralised monitoring and reporting of appeals so that TAFE NSW may implement continuous improvement measures related to training and assessment and appeals management.
- 4.5 Students are provided information about assessment appeals at the same time they receive details about assessment, as outlined in the [Assessment Procedure \(VET\)](#), including [Every Student's Guide to Assessment](#), the Course Assessment Guide, and the Unit Assessment Guide.
- 4.6 Assessors and students involved in an assessment appeal must be treated with respect, the matter handled confidentially and in alignment with privacy expectations set out in the [Privacy Policy](#). Students will not be treated differently, less favourably, or victimised because they have lodged an appeal.
- 4.7 The [Assessment Appeals Procedure](#) specifies the persons appropriate for the role of a reviewer. A reviewer is responsible for conducting the appeal assessment and determining the outcome. They must be independent of the original assessment decision, and they must adhere to the principles under clause 3.1 and to the requirements of this policy and the [Assessment Appeals Procedure](#).
- 4.8 TAFE NSW will commence assessment of the appeal within 10 working days of it being made by the student.
- 4.9 Trainers and assessors will participate in the appeals process by providing relevant information to the reviewer in a timely manner and consistent with supporting the principles outlined in clause 3.1
- 4.10 Students are given the opportunity to present their case at no cost and any relevant circumstances or information they put forward, will be taken into consideration. If they request it, they may have a support person attend any relevant meetings that may occur that relate to the appeal.
- 4.11 TAFE NSW will inform the student of the appeal outcome in writing within a reasonable timeframe and include the reasons for the outcome and any rectification that will be undertaken as a result.

The [Assessment Appeals Procedure](#) specifies who is responsible for informing the student and instigating rectifications.

- 4.12 TAFE NSW will take immediate steps to commence any rectifications required because of an appeal outcome found in the favour of the student.
- 4.13 When students are informed of the appeal outcome, they will also be advised that that if the appeal has been unsuccessful, they may be required to re-enrol in the unit of competency and the circumstances under which additional fees will be charged for reattempting an assessment, as well as the fee amount. Please refer to the [Repeat Enrolment \(second attempt\) of Unit of a Competency Procedure](#).
- 4.14 Assessment appeal records, associated evidence, documents and correspondence relating to individual assessment appeals to be stored in 'Content Manager,' aligned with the [Retention of Student Education Evidence Procedures](#). The [Assessment Appeals Procedure](#) specifies who at TAFE NSW is responsible for adhering to these requirements.
- 4.15 Assessment appeals data, as per clause 4.4, will be reviewed regularly (at least annually) by the Accountable Officer of the [Assessment Appeals Procedure](#) in consultation with the Education Enablement Branch of Learning and Teaching Group. The review outcomes will be used to inform continuous improvement initiatives and support evidence-based decision making.
- 4.16 If a student is unsatisfied with the outcome of an appeal, the matter may be appropriate to refer to the [Customer Complaints Policy](#).

Section 5. Responsibilities

- 5.1 The following positions have responsibility for elements of this policy:

Position	Responsibility
Executive Director Course Development and Quality (Accountable Officer)	Oversight of the development, review and amendment of this policy, with the authority to approve revisions to the procedure to ensure alignment with regulatory and legislative requirements and current TAFE NSW operations.
Associate Director Educational Governance and Compliance (Responsible Officer)	Supports the Accountable Officer in the development, monitoring, review, amendment of this policy, to ensure alignment with regulatory and legislative requirements and current TAFE NSW operations.
Reviewer	Manages the assessment appeal process and determines the outcome, including any rectification required, in line with the requirements of TAFE NSW policy and procedure.

Position	Responsibility
Student	Access and adhere, where required, to the Assessment Appeals Policy and Procedure.
Trainer/Assessor	Provides relevant evidence to support the assessment decision.

Section 6. Monitoring

- 6.1 The Responsible Officer or their delegate will monitor the effectiveness of, and feedback received relating to this Policy and take action to ensure its continued improvement and adherence to legislative requirements.
- 6.2 The Responsible Officer will coordinate a formal review of this policy every two years or where a change to legislation or organisational structure necessitates a review.

Section 7. Where to get help

- 7.1 Students must submit an assessment appeal application as outlined in the [Assessment Appeals Procedure](#).
- 7.2 For assistance with the appeals process, students can:
- a Consult their Head Teacher for guidance on the appeal process and next steps.
 - b Seek advice from Student Services regarding their rights and available support.

Section 8. Governance information

Governance	Details
Legislation, regulations, and standards	This policy is governed by: National Vocational Education and Training Regulator (Outcome Standards for NVR Registered Training Organisations) 2025. National Code of Practice for Providers of Education and Training to Overseas Students 2018 (National Code).
Related procedures	This policy governs the following procedure: Assessment Appeals Procedure

Governance	Details
Related policies and documents	This policy is to be read together with: - Assessment Policy - Assessment Procedures - Academic Integrity Procedure - Customer Complaints Policy - Recognition of Prior Learning Procedure (VET) - Repeat Enrolment (second attempt) of Unit of a Competency Procedure - Retention of Student Education Evidence Procedure
Accountable Officer	Executive Director Course Development and Quality
Responsible Officer	Associate Director Educational Governance and Compliance
Content Manager number	PROJ19/605
Next review date	26/05/2028

Section 9. Definitions

Word	Definition
Assessment	The process by which TAFE NSW, or a third-party delivering services on its behalf, collects evidence for the purposes of determining whether a VET student is competent to perform to the standard specified in the training product.
Assessment Appeal	A formal request to review an assessment result, about how an assessment was conducted including who conducted the assessment, and the outcome of an assessment of evidence provided for recognition of prior learning (RPL).
Recognition of Prior Learning (RPL)	An assessment process that assesses the competencies of an individual that may have been acquired through formal, non-formal and informal learning to determine the extent to which that individual meets the requirements specified in the training packaged or VET accredited courses
Unit of Competency	The specification of the standards of performance required in the workplace as defined in a training package

Section 10. Document history

No.	Effective	Approved by	Amendment
1	7 March 2019	Chief Education and Training Officer	Initial creation of document
1.1	22 February 2024	Higher education Quality Coordinator	Added link to Higher Education Assessment Procedure
2	01 July 2025	Chief Product & Quality Officer	Alignment with revised Standards for RTOs Alignment with the new Operating Model – faculty structure

Note: (17 March 2026) Accountable and Responsible Officer roles have been updated since publication, as part of an automated update associated with recent operating model changes. These updates reflect position title or organisational alignment changes only and will be captured in the version history when the document is next reviewed and published.