

Melbourne Metropolitan College & Langford English College

MMC PPI4 Assessment Policy and Procedure

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1. Table of Reference

Distribution	All staff and students
Related Entities	Active Transition Training Pty Ltd trading as: <ul style="list-style-type: none"> Melbourne Metropolitan College Langford English College
Related Documents	<ul style="list-style-type: none"> Intervention Strategy Academic Action Plan First academic warning letter for unsatisfactory course progress Second academic warning letter for unsatisfactory course progress Warning letter of Intention to Report for Unsatisfactory Course Progress Intention to Cancel letter MMC_PPI23_Students_Complaints_and_Appeals_Policy_and_Procedure Students Complaints and Appeals Form PPI14_Deferral_Suspension_or_Cancellation_Policy_and_Procedure Intervention Strategy Academic Action Plan Student Extension Form Student Handbook – International PPI20_Records_Management_Policy_and_Procedure
Statutory References	<ul style="list-style-type: none"> National Vocational Education and Training Regulator Act 2011 Standards for RTO's 2015 National Code of Practice 2018 Standard 8 ESOS Act 2000
Legislative context	<ul style="list-style-type: none"> Commonwealth Human Rights and Equal Opportunity Commission Act 1986 Commonwealth Disability Discrimination Act 1992 Commonwealth Disability Standards for Education 2005

2. Purpose

Melbourne Metropolitan College (MMC) is committed to providing quality training and assessment in accordance with the Standards for Registered Training Organisations (SRTOs 2015). As such, MMC is required to implement an assessment system that ensures assessments (including recognition of prior learning) comply with the assessment requirements of national Training Packages within its scope of registration.

3. Scope

MMC offers assessment opportunities to all enrolled students, and is committed to ensuring that every assessment is conducted in a fair and equitable manner, meeting the requirements of the relevant Training Package, industry expectations, and standards.

MMC applies flexible assessment options, which recognise the diversity of individual student needs and circumstances, facilitating wherever possible the realisation of their learning and vocational goals.

4. Policy

This policy ensures MMC's assessment practices comply with Standards for Registered Training Organisations (SRTOs 2015), provides MMC assessors with clear information on assessment processes and evidence requirements, and ensures that assessments are conducted in accordance with the principles of assessment and rules of evidence.

MMC ensures that:

- all assessment options and processes implemented are in compliance with competency-based assessment and Training Package requirements;
- all assessments ensure the integrity of the vocational education training (VET) system;
- assessment complies with the Principles of Assessment (POA) as prescribed in the Standards for RTO's;
- evidence submitted for assessment is assessed in accordance with the Rules of Evidence (ROE) as prescribed in the Standards for RTO's; and
- all assessments are conducted by individuals who meet the necessary requirements as prescribed in the Standards for RTO's.

5. Definitions

Accredited course means a course has been independently assessed by ASQA or a state regulator and meets the Standards for VET Accredited Courses 2021, and the AQF

Assessment means the process of collecting evidence and making judgements on whether competency has been achieved, to confirm that an individual can perform to the standard required in the workplace, as specified in a training package or VET accredited course.

Assessment system is a coordinated set of documented policies and procedures (including assessment materials and tools) that ensure assessments are consistent and are based on the Principles of Assessment contained in Table 1.8-1 and the Rules of Evidence contained in Table 1.8-2 which are in accordance to the legislative Standards for Registered Training Organisations (RTOs) 2015.

ASQA means the Australian Skills and Quality Authority who are responsible for the registration of registered training organisations (RTOs) under the NVET Act and monitoring their compliance with national VET standards.

Competency means the consistent application of knowledge and skill to the standard of performance required in the workplace. It embodies the ability to transfer and apply skills

and knowledge to new situations and environments.

Recognition of Prior Learning (RPL) means an assessment process that assesses the competency/s 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 package or VET accredited courses.

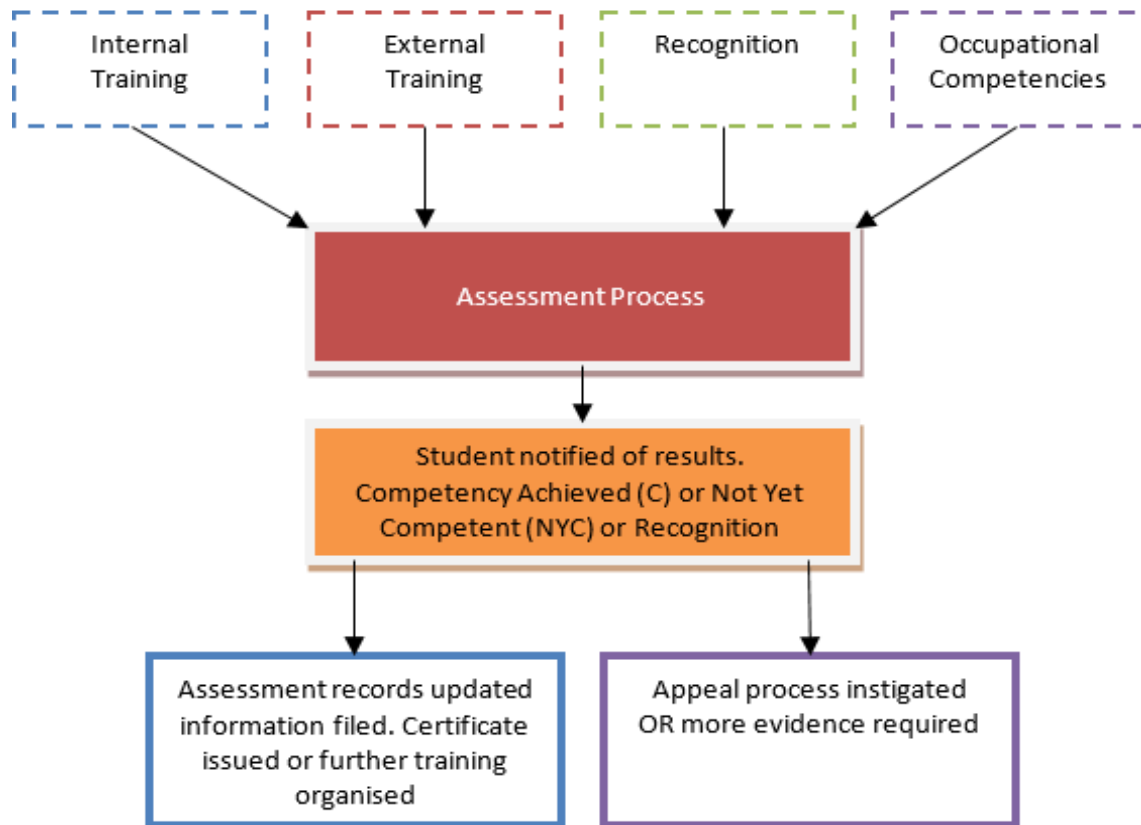
- a) formal learning refers to learning that takes place through a structured program of instruction and is linked to the attainment of an AQF qualification or statement of attainment (for example, a certificate, diploma or university degree);
 - b) non-formal learning refers to learning that takes place through a structured program of instruction, but does not lead to the attainment of an AQF qualification or statement of attainment (for example, in-house professional development programs conducted by a business); and
 - c) informal learning refers to learning that results through experience of work-related, social, family, hobby or leisure activities (for example the acquisition of interpersonal skills developed through several years as a sales representative).
 - d) **NVETR** stand for the National vocational Education and Training Regulator Act 2011
- VET** means vocational education training.

6. Assessment Principles

a. Underpinning Principles

- i. Competency-based assessment is a system of collecting evidence, about a person's performance to a pre-set competency standard with emphasis placed on what a person can do (the outcome) rather than comparing a person's achievement to others. There is no concept of pass or fail, only Competent (C) or Not Yet Competent (NYC). The training is focused, and allows for greater participation of the student in the assessment process.

b. The Assessment Model



c. Three levels of assessment:

Various levels of assessment may be used, including:

- I. **Diagnostic** also known as pre-assessment provides information about prior knowledge and skills. This baseline information may diagnose a problem or training requirement.
- II. **Formative** assessment assists and supports training by monitoring and advising students of their performance and rate of progress against the training outcomes. This provides feedback to the student, supervisor and trainer on what development activities are needed to achieve the required competencies. Assessment accumulates.
- III. **Summative** assessment evaluates of achievement of the Training outcome. Often conducted in the workplace, summative assessment confirms achievement of the competency requirements. Assessment culminates.

d. Assessment modes may include :

- I. On-the-job skills assessment
- II. As part of training
- III. Off-the-job (simulated assessment)

- IV. Completion and submission of assignments / work projects
- V. Recognition of Prior learning (RPL)

e. Evidence gathering methods commonly used by MMC may include, but are not limited to:

- I. Projects
- II. Written Assignments
- III. Workplace assignments
- IV. Workplace performance
- V. Documentation
- VI. Demonstration
- VII. Oral Questioning
- VIII. Role play
- IX. Simulation
- X. Oral presentations
- XI. Written tests
- XII. Portfolio & Journal
- XIII. Third party reports.

f. Assessments are carried out in:

- I. accordance with the requirements of the relevant Training Package, on a consistent and timely basis to ensure that learning has taken place and that students have acquired the knowledge and skills required to demonstrate competency.

g. All assessments will be recorded in:

- i. accordance with MMC Records Management Policy and procedures using appropriate documentation and Student Management System (aXcelerate).

h. Assessment outcomes will be:

- I. recorded and maintained securely in electronic systems, with
- II. feedback provided to students as guidance for further learning and assessment (as appropriate), and
- III. including final outcome

i. Special Considerations:

- I. Students who experience unforeseen circumstances or have special needs that affect their performance in an assessment may be eligible to apply for a special

consideration and reasonable adjustment to assessment.

- II. Special consideration may apply to students who during training or assessment experience one of the following circumstances:
 - i. Serious illness or psychological conditions for example, hospital admission, serious injury, severe anxiety or depression (requires doctor's certificate).
 - b. Bereavement.
 - i. Hardship/Trauma for example, victim of crime, sudden unemployment.
 - c. Other exceptional circumstances (to be assessed on application).
 - i. Students wishing to apply for special consideration in the above circumstances may do so by discussing their circumstances with CEO of MMC
 - d. Approved applications for special consideration may be subject to one of the following outcomes:
 - i. Extension of submission date (not beyond 3 months);
 - ii. Deferred Assessment;
 - iii. Additional assessment;
 - iv. No action;
 - v. Withdrawal from course without penalty;
 - vi. Resubmit/reassessment; or
 - vii. Opportunity to recommence course, dependent on availability on another date.

j. Reasonable Adjustments to assessment

- I. Students have the right to apply for and receive adjustment to assessment activities to accommodate individual/special needs.
- II. Adjustments to assessment cannot compromise the integrity of assessment, elements and performance criteria of the unit of competency.
- III. Adjustments to assessment will not provide an unfair advantage / disadvantage to students.

k. Reasonable adjustments (learners with special learning needs)

The following table summarises different issues and potential strategies for assessors in adjusting assessment for individuals with special needs.

Category	Possible Issue	Strategy
		Discuss with the candidate whether language, literacy and numeracy are likely to impact on the assessment process.

<p>Non-English Speaking Background (NESB)</p>	<p>Speaking</p> <p>Reading</p> <p>Writing</p> <p>Cultural background</p> <p>Confidence</p>	<p>Use methods that do not require a higher level of language or literacy than is required to perform the job role.</p> <p>Use a support person.</p> <p>Use short sentences that do not contain large amounts of information.</p> <p>Clarify information by rephrasing.</p> <p>Confirm understanding, for example ask the candidate to rephrase questions.</p> <p>Read any printed information to the candidate.</p> <p>Use graphics, pictures and color coding instead of text.</p> <p>Offer to write down, or have someone else write, oral responses given by the candidate.</p> <p>Consult with experts to make sure that methods and materials are culturally sensitive, for example gender issues.</p> <p>Offer the student additional time for learning and assessing.</p> <p>Ensure that the time available to complete the assessment, while meeting enterprise requirements, takes account of the candidate's needs.</p>
		<p>Allow enough time to learn about the community and how this may impact on the assessment process, for example whether the age and gender of the assessor is an issue.</p> <p>Check that assessment strategies are inclusive and culturally sensitive, for example it may be more appropriate to demonstrate knowledge rather than talk about one's knowledge.</p>

Indigenous	<p>Cultural background</p> <p>Speaking</p> <p>Reading Writing Numeracy</p> <p>Confidence</p>	<p>Identify any events and obligations that may affect the timing of the assessment, for example funerals.</p> <p>Use methods that do not require a higher level of language or literacy than is required to perform the job role.</p> <p>Encourage participants to use alternative ways of demonstrating competence, for example drawing instead of writing, using a video to record demonstration of skills.</p> <p>Use a support person or other support strategies.</p> <p>Use short sentences that do not contain large amounts of information.</p> <p>Clarify information by rephrasing.</p> <p>Confirm understanding, for example ask the candidate to rephrase questions.</p> <p>Read any printed information to the candidate.</p> <p>Use graphics, pictures and color coding instead of text.</p> <p>Offer to write down, or have someone else write, oral responses given by the candidate.</p> <p>Consult with experts to make sure that methods and materials are culturally sensitive, for example “sorry business” for passing of loved/kin ones.</p> <p>Offer the student additional time for learning and assessing.</p> <p>Ensure that the time available to complete the assessment, while meeting enterprise requirements, takes account of the candidate’s needs.</p>
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Age	<p>Educational background</p> <p>Age of the assessor</p> <p>Limited study skills and/or learning strategies</p>	<p>Read any printed information to the candidate. Make sure the font size is not too small.</p> <p>Assessor should acknowledge the age differential, for example referring to the candidate's greater experience.</p> <p>Ensure that the time available to complete the assessment, while meeting enterprise requirements, takes account of the candidate's needs.</p> <p>Have a number of shorter assessments rather than trying to cram too much into one session.</p>
Gender	<p>Gender of the assessor</p> <p>Timing of the assessments</p>	<p>Use an assessor of the appropriate gender.</p> <p>Use appropriate assessment strategies, for example are their issues if a project requires men and women to work together?</p> <p>Check whether there are childcare issues that impact on the timing of assessments.</p>
Educational background	<p>Reading</p> <p>Writing</p> <p>Numeracy</p> <p>Limited study skills and/or learning strategies</p>	<p>Discuss with the candidate whether language, literacy and numeracy are likely to impact on the assessment process.</p> <p>Use methods that do not require a higher level of language or literacy than is required to perform the job role.</p> <p>Read any printed information to the candidate.</p> <p>Make sure font size is not too small</p> <p>Use graphics, pictures and color coding instead of text.</p> <p>Offer to write down, or have someone else write, oral responses given by the candidate.</p>

		<p>Ensure that the time available to complete the assessment, while meeting enterprise requirements, takes account of the candidate's needs.</p> <p>Have a number of shorter assessments rather than trying to cram too much into one session.</p>
Disability	<p>Speaking</p> <p>Reading</p> <p>Writing</p> <p>Numeracy</p> <p>Limited study skills and/or learning strategies</p>	<p>Discuss with the candidate and supervisor whether the disability is likely to impact the assessment process.</p> <p>Use methods that do not require a higher level of language or literacy than is required to perform the job role, for example pointing to something that may meet enterprise requirements rather than talking about it.</p> <p>Use a support person and other support strategies as required.</p> <p>Use short sentences that do not contain large amounts of information.</p> <p>Clarify information by rephrasing.</p> <p>Confirm understanding, for example ask the candidate to rephrase questions.</p> <p>Read any printed information to the candidate.</p> <p>Use graphics, pictures and color coding instead of text.</p> <p>Offer to write down, or have someone else write, oral responses given by the candidate.</p> <p>Ensure that the time available to complete the assessment, while meeting enterprise requirements, takes account of the candidate's needs.</p> <p>Offer the student additional time for learning and assessing.</p> <p>Have a number of shorter assessments rather than trying to cram too much into one session.</p>

I. Assessment Submission

- i. All assessments submitted must include a completed assessment cover sheet, for student identification and disclaimer purposes.
- ii. Students are expected to submit all their work within stipulated time frames listed on their timetable, or provided by the assessor.
- iii. Assessments must be submitted by students by the due date:
 1. The **first due date** which is seven (7) days after the end of a unit
 - a. The trainer then has 7 days to mark the assessments from submission.
 - b. **If a student misses this dues date:**
 - i. they will be fined \$50
 - ii. they will then fall into the second due date category
 2. The **second due date** will be 21 days after the end of a unit.
 - a. **If a student misses this second due date:**
 - i. they will be fined an additional \$50
 3. **Resubmissions** attract a 7 day turnaround.
 - a. Only 1 resubmission will be accepted for either due date

- I. Accepted proof of compassionate and compelling circumstances may give leniency to omitting the first fine.
- II. Some assessment have parts to them that need to achieve one or more “Satisfactory” outcomes to then complete the unit’s requirement for “Competency”.
- III. If there are several “Satisfactory” outcomes needing to be made, then an 80% will need to be achieved to meet competency.
- IV. A trainer is authorised approve a student to re-attempt a part of an assessment that was deemed “Not Yet Satisfactory” for a potential “Satisfactory” if the student has been in attendance of more than 80%.
- V. Students who are still deemed as ‘Not Yet Competent’ after the second attempt at reassessment **must be re-enrolled into the unit of competency again at an additional cost of \$150** and the relevant changes made to their training and assessment agreement, CoE, and training calendar including due dates.

m. Practical assessments:

- i. Attendance is compulsory for practical assessments
- ii. Automotive practical classes held at the “workshop” attract compulsory attendance
 1. If a student arrives late they will be fined \$10, and
 2. if they leave early they will be fined another \$10
 3. trainers will take note on the attendance record, and ensure the Student Support team follow up with relevant protocols.
- iii. Courses other than Automotive:
 1. Due dates must be given to students by trainers as to when practical assessments will be held for units that have practical elements such as "observations" "role Plays" etc.
 - a. In this instance not only must the student attend on the day of the practical assessment, but they also must attend the prior associated training day (to know what to do with/in the practical assessment).
 2. If the student misses the prior assessment attendance day, they will be fined \$50
 3. If the student misses the practical assessment day, they will be fined an additional \$50.

n. Principles of Assessment

- i. Assessments are conducted in accordance with the Principles of Assessment as prescribed in the Standards for RTOs. Below is an excerpt from the Standards for RTOs 2015

(Table 1.8-1):

<p>Fairness</p>	<p>The individual learner's needs are considered in the assessment process.</p> <p>Where appropriate, reasonable adjustments are applied by the RTO to take into account the individual learner's needs.</p> <p>The RTO informs the learner about the assessment process, and provides the learner with the opportunity to challenge the result of the assessment and be reassessed if necessary</p>
<p>Flexibility</p>	<p>Assessment is flexible to the individual learner by:</p> <ul style="list-style-type: none"> • Reflecting the learner's needs; • Assessing competencies held by the Learner no matter how or where they have been acquired; and • Drawing from a range of assessment methods and using those that are appropriate to the context, the unit of competency and associated assessment requirements, and the individual.
<p>Validity</p>	<p>Any assessment decision of the RTO is justified, based on the evidence of performance of the individual learner.</p> <p>Validity requires:</p> <ul style="list-style-type: none"> • Assessment against the unit/s of competency and the associated assessment requirement covers the broad range of skills and knowledge that are essential to competent performance; • Assessment of knowledge and skills is integrated with their practical application; • Assessment to be based on evidence that demonstrates that a learner could demonstrate these skills and knowledge in other similar situations; and <p>Judgement of competence is based on evidence of learner performance that is aligned to the unit/s of competency and associated assessments requirements.</p>
<p>Reliability</p>	<p>Evidence presented for assessment is consistently interpreted and assessment results are comparable irrespective of the assessor conducting the assessment.</p>

o. Rules of Evidence

ii. Assessments are conducted ensuring compliance with the Rules of Evidence (ROE) as prescribed in the Standards for RTOs. Below is an excerpt from the Standards for RTOs 2015 (Table 1.8-2):

Validity	The assessor is assured that the learner has the skills, knowledge and attributes as described in the module or unit of competency and associated assessment requirements.
Sufficiency	The assessor is assured that the quality, quantity and relevance of the assessment evidence enables a judgment to be made of a learner's competency.
Authenticity	The assessor is assured that the evidence presented for assessment is the learner's own work.
Currency	The assessor is assured that the assessment evidence demonstrates current competency. This requires the assessment evidence to be from the present or the very recent past.

p. Assessment Decision Making Rules:

- I. At MMC, Training and assessment practices are carefully reviewed and monitored considering feedback from stakeholders (student, staff and industry). The assessment policy and associated procedures ensure that the person who completes the assessment and meets the unit of competency requirements is the one who receives the AQF document (testamur/Statement of Attainment/Academic Transcript). **(Refer to MMC's procedure of verification of identity of learners at the time of assessment)**
- II. Students sign a 'Declaration of Completion of Formal Training Program and Readiness for Final Assessment.' Students declare that:
- III. They have completed the required training and feel confident in my skills and knowledge that they are ready to commence assessments for this course.
- IV. They have discussed special learning needs, if any, with their trainer and assessor
- V. They understand their rights to appeal the assessment outcome
- VI. They understand that they may be required to complete further training and assessment to complete the course or in the event that they do not satisfy the requirements of this assessment.

- VII. all work submitted is their own work and they have not cheated or plagiarised the work or colluded with any other student(s).
- VIII. They understand that if they are found to plagiarise, cheat or collude, action will be taken against them according to MMC's policies and procedures.
- IX. They have correctly referenced all resources and reference texts throughout the assessment tasks.

q. Assessor Requirements

- I. All assessments are undertaken by suitable qualified Assessors who have both assessor competencies and vocational competencies at least to the level being assessed, and as prescribed in Standard 1 and in Item 2 or Item 3 of Schedule 1 of the Standards for RTOs 2015.

r. Assessment Resources

- I. Assessment resources are developed in consultation with industry.
- II. Assessment tools are the resources used by assessors to identify and record the skills and knowledge students must demonstrate to be deemed competent in a unit/module.
- III. Assessment tools are crucial for the accurate and consistent assessment of students against competency standards.
- IV. Assessment tools are required as evidence of assessment and must be retained on record as proof that a person was assessed as competent, for a minimum period of six(6) months.
- V. Assessment tools consists of:
 - i. Instructions for students;
 - ii. Instructions for assessors;
 - iii. Assessment instruments;
 - iv. Pre assessment briefing;
 - v. Assessment checklists; and
 - vi. Assessment outcome Summary.

s. Assessment Validation

- I. MMC assessment policies, processes, resources and outcomes are validated regularly.
- II. Each training product is validated at least once every five years, with at least 50 percent of products validated within the first three years of each five year cycle, taking into account the relative risks of all of the training products on the MMC's scope of registration, including those risks identified by the VET regulator.

t. Assessment Marking

I. Assessments are not graded.

II. Assessments are assessed/marked in order of submission date.

- When marking assessments, Assessors will make comments and provide genuine feedback for the entire assessment.
- Students are notified of assessment outcomes within two (2) weeks of submission.

u. **Assessment Decisions and Outcomes**

i. Assessment outcomes are recorded as one of the following:

- **Competent (C)** - Students are deemed 'competent' when they have consistently demonstrated their skills and knowledge to the standard required in the workplace, for a full unit/module.
- **Not Yet Competent (NYC)** – Students are deemed 'Not Yet Competent' when they are unable/have not demonstrated appropriate levels of competence in accordance with the minimum performance standards for a full unit/module.
 - a) Students assessed as 'Not Yet competent' shall receive feedback and guidance from the Assessor, and may be required to undergo further training before re-assessment.

v. **Assessor Code of Conduct**

i. All MMC Assessors abide by the following code of conduct:

- Assessment specialists have developed an international code of ethics and practice (The National Council for Measurement in Education (NCME)). The Code of Practice below is based on the international standards.
- The differing needs of students will be identified and handled with sensitivity.
- Conflict of interest in the assessment process will be identified with appropriate referrals made to the operations manager when identified
- All forms of harassment will be managed throughout the planning, conduct, reviewing and reporting of the assessment outcomes as per the Access and Equity Policy.
- The rights of the student are protected during and after the assessment.
- Personal or interpersonal factors that are not relevant to the assessment of competency must not influence the assessment outcomes as per the Complaints and Appeals Policy
- The student is made aware of rights and processes of appeal.
- Evidence that is gathered during the assessment is verified for validity, reliability, authenticity, sufficiency and currency.
- Assessment decisions are based on available evidence that can be accessed and verified by another assessor
- Assessments are conducted within the boundaries of the assessment system policies and procedures

- Formal agreement is obtained from both the student and the assessor that the assessment was carried out in accordance with the procedures briefed before the commencement of the assessment
- Assessment tools, systems, and procedures are consistent with equal opportunity legislation
- Prior to the assessment the student is informed of all assessment reporting processes and all known potential consequences of decisions arising from the assessment
- Confidentiality is maintained regarding assessment results and are only released with the written permission of the student
- The assessment results are used consistently with the purpose explained to the student
- Self-assessments are periodically conducted to ensure current competencies against the Training and Assessment Competency Standards
- Professional development opportunities are identified and sought by assessors
- Opportunities for networking amongst assessors are created and maintained with technical assistance in planning, conducting and reviewing assessment procedures and outcomes.

w. Recognition of Prior Learning

i. All students are offered access to Recognition of Prior Learning (RPL) upon enrolment.

x. Plagiarism, Cheating and Collusion in Assessment

- I. Plagiarism, cheating and collusion in assessment are expressly prohibited.
- II. Students cannot submit any piece of work for assessment that is not entirely their own work.
- III. Students cannot assist other MMC students with assessed work.
- IV. Students cannot accept assistance from other MMC students with assessed work.
- V. Students cannot submit the same piece of work for assessment, as another learner/student of MMC.
- VI. All cases of plagiarism, cheating and collusion are treated as a serious matter and will be reviewed and treated on a case by case basis.
- VII. The Generative Artificial Intelligence Use Policy and Procedure will be considered with this policy and procedure.
- VIII. Depending on severity and circumstances, penalties of plagiarism, cheating and collusion may include one or more of the following (i.e. sanctions may not be discrete):
 - Completion and resubmission of a new assessment task; and/or
 - All parties receiving a “Not Yet Satisfactory” result for the

assessment task; and/or

- Verbal or written warning; and/or
- Suspension or expulsion from the course.

IX. Student records will be noted with all investigated and proven incidents.

X. All incidents will be reviewed by the CEO of MMC .

7. MMC Responsibilities

All trainers, assessors, and relevant staff who participate in this policy are responsible to ensure all procedures are implemented to meet all relevant legislative requirements and best business practices.

8. Chief Executive Officer

The CEO is responsible for ensuring assessments comply with the requirements of National Training packages, the current AQF Handbook, and the Standards for Registered Training Organisations 2015, and that they are within the current scope of registration.

The CEO must ensure the assessment process is open, structured, consistent and comprehensive incorporating feedback to the student on the outcomes of the assessment process, as well as information regarding the appeals procedure and guidance on other options.

The CEO is responsible for ensuring the assessment strategies are designed with the flexibility to meet the needs and circumstances of a wide range of students, including those who may be socially, linguistically, educationally, or other wise disadvantaged.

The CEO will ensure:

- i. All appointed and authorized Assessors possess and maintain relevant qualifications and vocational competency in accordance with those required in Standards of RTOs 2015.
- ii. Students are provided information on the assessment process prior to assessments being conducted.
- iii. Assessors incorporate the principles of assessment including validity, reliability, flexibility and fairness when conducting assessments.
- iv. Assessors apply the rules of evidence including validity, sufficiency, currency and authenticity when conducting assessments.
- v. Assessment processes provide for Recognition of Prior Learning (RPL).
- vi. An effective feedback mechanism is established and implemented to inform students and students on their assessment progress and results.
- vii. An effective recording and reporting process of the unit of competency/module including access to information by students to their records.
- viii. Students have access to an open, equitable and transparent appeals process.
- ix. Awards of qualifications are in accordance with RTO Scope of Registration as listed by TGA (www.training.gov.au).
- x. AQF documentation (Testamurs/Statement of Attainment/Academic Transcript) is awarded as per the procedure for providing completion documents (refer to Qualification Issuance Policy and Procedure)
- xi. Ongoing internal monitoring and validation of the assessment system for quality control checks.(refer to Assessment Validation and Moderation Policy)
- xii. Management and staff participation in an independent (external auditing) quality control process conducted by the VET regulator.

9. Assessors

Assessors conducting assessment on behalf of MMC will:

- I. Ensure they assess and judge a student's skills and knowledge of competence against set standards, principles of assessment and rules of evidence.
- II. Ensure that safety of the personnel involved in the assessment is maintained at all times.
- III. Ensure that assessment focuses on the application of knowledge and skills to the standard of performance required in the workplace and covers all aspects of workplace performance.
- IV. Ensure the assessment process is open, structured, consistent and comprehensive incorporating feedback to the student on the outcomes of the assessment process, as well as information regarding the appeals procedure and guidance on other options.
- V. Interpret and understand the performance criteria and evidence requirements.
- VI. Select appropriate assessment methods and materials.
- VII. Make fair and objective judgements.
- VIII. Abide by the Assessor Code of Conduct.
- IX. Provide all relevant paperwork to administration for processing in a timely manner.
- X.

10. Appeals

Students have the right to appeal an assessment decision. (See Complaints and Appeals Policy)

11. Access and Equity

Students have fair and equal rights to assessment.

12. Records Management

All completed assessment items for all students will be kept by MMC for a minimum of six (6) months.

All assessment outcomes will be recorded and kept for a period of 30 years.

All documentation from Assessment processes are maintained in accordance with the Records Management Policy.

13. Monitoring and Improvement

All Assessment practices are monitored by the Training Manager in consultation with the CEO and areas for improvement identified are acted upon promptly.

14. Version Revisions

12 months from the date of this version, or as required.

15. Review Date

Version Number	Date	Reason for change	Prepared By	Approved By
V.3	09/06/2024	Updated and improved	RTO Manager (SC)	CEO (HH)