

A2 Education Pty Ltd t/a



Matic International College

Assessment Policy and Procedure

Version 3.0

Table of Contents

1. Definitions	3
2. Purpose.....	3
3. Scope	3
4. Policy	4
5. Assessment Principles	4
6. Procedure	4
6.1 Assessment Rules.....	4
6.1.1 College Staff	4
6.2 Marking assessments and reporting results for units of competency (UoC)	5
6.3 Assessment Moderation	6
6.3.1 Planned Assessment Moderation	7
6.3.2 Unplanned Assessment Moderation	7
6.5 Assessment resources.....	8
6.5.1 Principles of assessment.....	8
6.5.2 Rules of Evidence	9
6.6 Submitted academic results.....	9
6.7 Student.....	9
6.8 Extension or deferment of Assessment.....	10
6.9 Complaint and Appeal.....	10
7. Recording and updating students' UoC results	10
8. Feedback.....	11
9. Continuous Improvement	11
10. Version Control	11

1. Definitions

Term	Definition
Outcome Standards for NVR RTO 2025	National Vocational Education and Training Regulator (Outcome Standards for NVR Registered Training Organisations) Instrument 2025
Compliance Standards for NVR RTO 2025	National Vocational Education and Training Regulator (Compliance Standards for NVR Registered Training Organisations and Fit and Proper Person Requirements) Instrument 2025
Assessment	Assessment means the process of collecting evidence and making judgments 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 Resources	Refer to materials, tools, equipment, and/or other types to be utilised to assess students' knowledge and skills. Furthermore, assessment resources can be used to track students' academic progress.
College	Refers to Matic International College
UoC(s)	Refers to Unit(s) of competency.

2. Purpose

Assessment is one of major academic activities for students. It plays an important role in shaping student learning. Students can demonstrate their competency (i.e., knowledge and skills) via assessment to meet the requirements of a training product as specified in the relevant training package. As a result, the purpose of the assessment policy and procedure is to provide mandatory guidance on assessment to both students and the College's staff (e.g., trainers and assessors). This policy ensures the college's assessment process to be complaint with Division 2 in Part 1 – Training and assessment of the Outcome Standards for NVR RTO 2025 and its related standards, 1.3 to 1.4. In addition, the policy ensures that the college complies with Division 2 in Part 2 – Compliance Requirements of the Compliance Standards for NVR RTO 2025, i.e., Standard 10.

3. Scope

All students at the college, trainers and assessors, and other college staff members who participate in students' assessment tasks will be required to adhere to this policy and procedure document.

4. Policy

The assessment policy is aimed to ensure that the assessment system will be followed by both students and college staff. The students and college staff need to be aware of the impacts of not meeting the responsibilities (e.g., to promote and maintain the integrity of the college and its assessment system, process, and resources). Additionally, the policy will ensure that the assessment meets the assessment principles at all times.

5. Assessment Principles

- Assessment is required to be able to demonstrate how students have performed against the training package's requirements (i.e., Performance Criteria, Performance Evidence, Knowledge Evidence, Foundation Skills, and Assessment Condition).
- Assessment must be reasonable and practically achievable by students.
- Assessment must be flexible, valid, reliable and fair to all students.
- Assessment needs to have precise submission deadlines with a clear instruction (submission date and resubmission date).
- Assessment must be carried out transparently to demonstrate the student's academic integrity and honesty.

6. Procedure

6.1 Assessment Rules

6.1.1 College Staff

Trainers and assessors will be required to assess students' competencies by using the assessment resources and following the instructions and guidelines contained in the tools. Assessment tools will be used by trainers and assessors for collecting evidence of assessment and making judgments about the competency of students' assessments. The assessment tools will be benchmarked against the training package requirements.

Trainers' and assessors' responsibilities regarding the assessment are provided below:

- a. Trainers and assessors must review the assessment tools before conducting students' assessments to ensure that the assessment tools align with the requirements of the relevant training products under the scope of the college.
- b. Trainers and assessors must inform students about the objective and context of the assessment system, the assessment process, the assessment resources and its requirements, timeframes, criteria for assessment, etc.
- c. Trainers and assessors must inform students about the assessment methods and/or alternative assessment methods to meet the special requirements or circumstances of students.
- d. Trainers and assessors must explain assessment instructions to students.
- e. Trainers and assessors must use a range of assessment methods to ensure uniformity of assessment outcomes. The assessment methods/ techniques may include written tasks, verbal interviews, practical demonstrations, observation, participation in group discussion, case studies, role play, projects, simulated workplace tasks, workplace tasks etc.
- f. Trainers and assessors must use and follow marking instructions or guides, assessment tools, instructions, and benchmark answers to provide consistent marking and assessment outcomes.
- g. Trainers and assessors must provide feedback to students on their performance.
- h. Trainers and assessors must ensure the assessment resources meet the principles of assessment and rules of evidence.

6.2 Marking assessments and reporting results for units of competency (UoC)

Trainers and assessors are in charge of marking the students' assessments. When the trainers and assessors are performing assessment marking, they are required to refer to the assessor workbook(s). In the assessor workbook(s), the trainers and assessors are required to:

- a. Check all assessment activities against the requirements of the training package. This is to ensure that the students will perform assessment activities addressing all the requirements in the training package of that particular unit, thus enhancing the principles of assessment (validity).
- b. Check the assessor's instructions for each activity. This is to ensure that the assessor understands the steps in how the student performs the assessment activities. This will assist the trainer in providing consistent assessment judgment, thus enhancing the principles of assessment (reliability).

- c. Check the solution of the assessment activity and compare it with each student's answer to ensure that the judgment of competency is based on the evidence required in the assessment activities, thus enhancing the principles of assessment (validity).
- d. Refer to the marking and observation checklist for each assessment activity. This is to ensure that the assessor understands what is expected of the student to achieve a satisfactory outcome for each step.
- e. Check the quality, quantity, and relevance of the student's assessment based on the criteria mentioned in 'point c' and 'point d' above. This is to ensure that the assessment evidence enables judgment of the competency of the student, thus ensuring the principles of assessment (sufficiency).
- f. Check the assessment by using plagiarism checking software to be assured that the evidence presented for assessment is the learner's own work. This is to ensure that the assessment presented by the learner is authentic, thus ensuring the rules of evidence (authenticity).

Additionally, the trainers and assessors are in charge of the timely submission of students' UoC results. Trainers and assessors are required to mark all assessments after the submission date.

Note: students may request for the extension of assessment due to unforeseen cases (e.g., health issues, medical concerns, sickness). The request will be filed by using *Special Consideration Form*¹. The approval of the special consideration will be on the case by case basis.

6.3 Assessment Moderation

Moderation is a quality control process aimed at bringing assessment judgment into alignment. Moderation is generally conducted before the finalisation of student results as it ensures consistent decisions are applied to all assessment results within the same unit of competency.

The moderation of grades in a course of study seeks to ensure that standards are applied consistently. The external compliance officer in collaboration with the trainer and assessor will consider samples from the students to determine the fairness of application of assessment criteria (checklists) for all students.

¹ Refer to the Special Consideration Form

The reason for assessment moderation is to ensure that the standard of assessment is consistent, particularly for courses being delivered to different groups of students by different trainers and assessors.

Assessment moderation will be conducted by trainers and assessors in collaboration with the external compliance officer. The role of assessment moderators are:

- Reviewing the appropriateness of assessment tools and assessment results of the students
- Ensuring that assessment is undertaken in a structured manner, following the principles of assessment and rules of evidence.

6.3.1 Planned Assessment Moderation

The marking of some assessments will be undertaken for the purpose of quality assurance. This will involve a random sample of student's assessments being subjected to second marking or blind marking, where assessors do not see each other's comments or grades until after marking is completed. Discrepancy in the grading needs to be considered carefully and resolved. Where assessors' gradings does not significantly differ, the differences can be resolved by averaging the decision. Where there are significant differences, it will be handled through discussion involving the external compliance officer.

6.3.2 Unplanned Assessment Moderation

Unplanned assessment moderation means quality control process under the circumstances in which more than thirty (30) percent of the students fail a particular unit of competency. This can trigger two scenarios:

1. The students fail due to marking inconsistencies of the trainer: When more than thirty (30) percent of the students fail and the assessment moderation results show that there are marking inconsistencies due to which students are marked unevenly. In this circumstance, the trainer and assessor would have to undergo a training session with the external compliance officer. The details of the training will be discussed among the relevant trainers and assessors and external compliance officer depending on the severity of the moderation.

2. The students genuinely fails: When more than thirty (30) percent of the students genuinely fail due to not being able to meet the competency requirements, the assessment activities of that particular unit of competency will be thoroughly and comprehensively reviewed by the external compliance officer. This will also trigger an assessment validation for the unit of competency. The details of the assessment validation will be discussed among the relevant trainers and assessors and external compliance officer depending on the severity of the moderation.

Marking moderation meetings will also be set up to create opportunities for the assessors to discuss issues or challenges that they may have faced during the marking process. These meetings may also be set up before the assessment markings actually happen, in order to avoid any possible challenges that may arise and to have consistency across all the trainers and assessors. The setting up of these meetings should be discussed with external compliance officer.

6.5 Assessment resources

The assessment resources are expected to meet the requirements of Standard 1.3-1.4 of Outcome Standards for NVR RTO 2025 and Standard 10 of the Compliance Standards for NVR RTO 2025.

6.5.1 Principles of assessment

- **Reliability:**
The instruction in the assessment tools must be clear in order for trainers, assessors, students and any stakeholders to have the same interpretation.
- **Fairness:**
The assessment tools must be reasonably adjusted to meet the requirements of individual students' need (e.g., disability and/or sickness). The assessment tools are expected to contain the information regarding (i) assessment process and (ii) the system that enables students to challenge the outcomes.
- **Flexibility:**
The assessment tools must contain several assessment gathering methods to capture the students' performance. The assessment tools must be able to be adjusted to meet the students' individual needs regardless of where and how their competencies will be assessed.
- **Validity:**
To ensure the assessment tools require students to perform what it is required in the training product requirements (e.g., UoC requirements). Students' performance evidence must be able to demonstrate students' knowledge and skills which are aligned with the training product requirement.

6.5.2 Rules of Evidence

- **Authenticity:**
The assessment tools are expected to capture the authenticity of the student's performance.
- **Validity:**
The student's performance evidence are expected to demonstrate the knowledge and skills aligned with the requirements of the training products.
- **Currency**
The student's performance evidence in the assessment tools demonstrates the current knowledge and skills. The student's performance evidence must be captured from the present or very recent past.
- **Sufficiency:**
The student's performance evidence must have sufficient quality and quantity based on the requirements of training products. They must be sufficient for the assessor to deem the student' competency for the training products.

6.6 Submitted academic results

After completing the students' assessment marking, trainers and assessors will be required to provide the UoC results to the compliance officer. Once the assessment marking is completed and assessment judgments are received, the student's assessment tools will be stored for 2 years.

6.7 Student

Assessments must be completed and submitted by students within the given timeframe and as per the assessment instructions and guidelines. Students can submit their assessments before, or on the submission due date. This will ensure that the student submits assessments on time which can be assessed, marked, and judged by the trainers and assessors by providing assessment outcomes to ensure students' academic progress.

The college will complete all its training obligations as per the established schedule until the completion date of the training package/qualification. Students will be eligible for two opportunities for assessment submission.

1. During the first assessment submission, if a student obtains a satisfactory outcome after submitting their assessment on time, they are not required to resubmit the assessment.
2. During the first assessment submission, if a student does not obtain a satisfactory outcome, they will be provided with an opportunity to resubmit the assessment within 7 calendar days

from the assessment being marked. If the student submits their assessment within 7 calendar days, it will not incur any cost to them.

If a student fails to resubmit the assessment within the specified seven (7) calendar day period, a resubmission fee of \$50 per assessment will be applicable. Additionally, if the student receives a 'Not Competent' outcome on their second attempt, the same assessment resubmission fee will be charged to the student for any further resubmissions.

If a student fails to submit their assessment within the required timeframe for the first attempt, a resubmission fee of \$50 per assessment will be applied.

Non-competent outcomes may result in poor academic progress of the student.

6.8 Extension or deferment of Assessment

A student may not be able to submit the assessment within timeframe due to their health, medical, sympathetic situation should submit a special consideration form with the required accompanying documents and evidence of their situation. Through special consideration form students can ask for an extension or deferment of the assessment submission deadline. The students will be required to submit the special consideration form for the college to assess student's circumstances.

Only those cases with compelling and compassionate situations (such as a health concern with a medical certificate, accidents, etc.) will be considered by the college. A student could submit a special consideration form to the college's compliance officer. The student support officer, external compliance officer, and/or any delegated personnel appointed by the CEO can approve the extension or deferment request.

6.9 Complaint and Appeal

If students choose to submit the complaint and appeal form regarding assessment outcomes, they must follow the process as mentioned in the Complaints and Appeals policy and procedure.

7. Recording and updating students' UoC results

The student support officer, after obtaining the assessment results from trainers and assessors, will be required to update students' UoCs results within the appropriate period. The following actions must be followed:

- The college will keep a record of the 2 years assessment after from the date on which judgement of competence for the student was made.
- The student support officer will be required to immediately notify trainers and assessors if trainers and assessors fail to submit the students' assessment results.

8. Feedback

If a student wants to provide feedback about this policy or procedure, they will be required to contact student support officer, and/or trainers and assessors through email communication or face-to-face at the college.

9. Continuous Improvement

The college, annually, at least once collects feedback from all relevant stakeholders to improve its process regarding the assessment. The areas where weaknesses, gaps, or recurring concerns are identified, the college will implement appropriate improvements, including, but not limited to assessment moderation, etc. Continuous improvement processes are performed as per the college's established Continuous Improvement Policy and Procedure , which governs how improvement actions are recorded, reviewed, and monitored.

10. Version Control

Current Version	3.0
Previous Version	2.0