Table of Contents

Assessment Management Policy and Procedure

1. PURPOSE

The purpose of this policy and procedure document is to ensure that JMC Academy RTO has an assessment system that meets the requirements of the *Standards for Registered Training Organisations 2015* for developing, conducting, and validating assessments.

This document outlines the procedures for planning, conducting and validating assessments to ensure that the integrity of the training package and to ensure that the academic standards of JMC Academy RTO are maintained and safeguarded.

2. SCOPE

This policy and procedure applies to all assessments conducted by JMC Academy RTO.

3. DEFINITIONS

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 of Standards for Registered Training Organisations 2015.

Assessors are persons who assess a learner's competence in accordance with Clauses 1.13 to 1.16 of the Standards for Registered Training Organisations 2015.

Academic Misconduct: A breach of rules in relation to impeding the academic integrity of the assessment/examination and enabling unfair advantage or deceiving the assessor.

Competent: A student is assessed as satisfactorily performing all the required assessment tasks to the specified standard.

Not Yet Competent: A student who has not yet satisfactorily completed all prescribed tasks to the required standard.

Validation: Validation is the quality review of the assessment process. Validation involves checking that the assessment tool/s produce/s valid, reliable, sufficient, current and authentic evidence to enable reasonable judgements to be made as to whether the requirements of the training package or VET accredited courses are met. It includes reviewing a statistically valid sample of the assessments and making recommendations for future improvements to the assessment tool, process and/or outcomes and acting upon such recommendations.

Intervention Strategies: A range of specialised teaching and learning strategies to facilitate learning for those students considered at risk.

For definitions not listed here please refer to *JMC Academy Glossary.*

4. POLICY

JMC Academy RTO will ensure that all assessments of competencies comply with the current and relevant training packages and are consistent with the *Standards for RTOS 2015* and requirements of the *ESOS legislation* and the *National Code 2018*, which requires, in particular, the maintenance and reporting of course progress for international students.

Assessment is the process of forming a judgment on the quality and extent of student achievement or performance, and therefore by inference a judgment about the learning itself.

Assessment inevitably shapes the learning that occurs, what students learn and how they learn it, and must reflect the requirements of the training product. They are designed to ensure:

- standards are achieved and maintained
- students are treated equitably and have reasonable redress in cases where they feel that an injustice has occurred in relation to assessment
- results are promptly and accurately documented and disseminated
- the quality of the programs is continually improved
- the effectiveness of training delivery is continuously improved
- trainers and assessor are improving and promoting subsequent learning through feedback that is clear, informative, timely and relevant
- accountabilities to regulatory bodies, industry/employers and the wider community are met
- principles of assessment and rules of evidence are adhered to.

JMC Academy RTO complies with the following standards:

1.8[1]. The RTO implements an assessment system that ensures that assessment (including recognition of prior learning):

- complies with the assessment requirements of the relevant training package or VET accredited course, and
- is conducted in accordance with the Principles of Assessment contained in Table 1.8-1 and the Rules of Evidence contained in Table 1.8-2.

Table 1.8-1: Principles of Assessment	
Fairness	The individual learner's needs are considered in the assessment process. Where appropriate, reasonable adjustments are applied by the RTO to take into account the individual learner's needs. 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.
Flexibility	Assessment is flexible to the individual learner by: - 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.

---

[1] Standards for Registered Training Organisations (RTOs) 2015: https://www.legislation.gov.au/Details/F2019C00503

Table 1.8-1: Principles of Assessment	
Validity	Any assessment decision of the RTO is justified, based on the evidence of performance of the individual learner. Validity requires: • assessment against the unit/s of competency and the associated assessment requirements 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 • judgement of competence is based on evidence of learner performance that is aligned to the unit/s of competency and associated assessment requirements.
Reliability	Evidence presented for assessment is consistently interpreted and assessment results are comparable irrespective of the assessor conducting the assessment.

Table 1.8-2: Rules of Evidence	
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 judgement 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.

4.1 VET CURRICULUM AND DELIVERY COMMITTEE (VET C&DC)

JMC Academy RTO VET C&DC plays an important role in the quality assurance of training delivery and assessment practices at JMC. Please refer to *Attachment 1 VET Curriculum and Delivery Committee Terms of Reference.*

4.2 TRAINING AND ASSESSMENT STRATEGIES (TAS)

4.2.1 A Training and Assessment Strategy (TAS) is prepared for each training product.

4.2.2 Overall, a Training and Assessment Strategy must have the following characteristics:

4.2.2.1 Clear indication of the target group, and how they can demonstrate their eligibility for enrolment.

4.2.2.2 The training delivery and assessment tasks align to allow students to develop—in a logical and meaningful sequence—the skills and knowledge they will need to be able to demonstrate their competency to required standards.

4.2.2.3 Comprehensive and appropriate criteria for trainers and assessors.

4.2.2.4 Resources that are sufficient and are of a quality to offer students an accurate, if simulated, workplace, and

4.2.3 The VET C&DC, or any other reviewer must be satisfied that it meets all requirements of the Standards for RTOs 2015; please refer to *Attachment 2 Checklist B*

4.2.4   For the specific training product, the TAS provides guidance for preparing and publishing the following:
- Admissions/application information
- Student Handbook
- Marketing collateral
- RPL Kit
- Trainer/assessor skills matrices
- Delivery schedules/timetables
- Assessments, Instructions for Students and Assessors
- Learning resources inventory
- Assessment resources inventory
- Industry consultation, and
- Statement of Attainment and Qualification.

4.3   INDUSTRY ENGAGEMENT

4.3.1   Industry stakeholders are involved in the preparation and approval of training and assessment strategies, either as members of the VET C&DC or as external/independent reviewers

4.3.2   Supervisor/Trainer and Assessor collects information on industry engagement as specified in the Users' Guide for the Standards for Registered Training Organisations 2015, and

4.3.3   Trainers and assessor are required—as their part of the shared commitment to professional development—to maintain their industry currency and share that experience with colleagues at JMC, including contributing to the development of training activities and assessment tasks/validation.

4.4   REASONABLE ADJUSTMENT

4.4.1   Reasonable adjustments are made to training delivery and assessment materials for students with special needs.

4.4.2   Reasonable adjustments are made to ensure that the student is not presented with artificial barriers to demonstrating achievement in the program of study.

4.4.3   Reasonable adjustments may include the use of adaptive technology, educational support, and alternative methods of assessment.

4.5   CHANGES TO ASSESSMENT REQUIREMENTS

4.5.1   Proposals to alter assessment requirements must be approved by the Supervisor/Trainer and Assessor and the Director of Education prior to any changes being made.

4.5.2   The Director of Education will approve redevelopment work and the Supervisor/Trainer and Assessor will ensure that appropriate validation occurs.

4.5.3   If substantial alterations are proposed to the assessment requirements for more than three (3) units of competency in a training product (for example a skills set or a qualification), then the VET C&DC must approve those proposals and must approve final iteration (after validation) before the assessment tasks can be published.

4.6   ADVICE TO STUDENTS

4.6.1   JMC Academy RTO provides students with the following information at the commencement of each module/unit of competency:

4.6.2   Purpose and context of the assessment

4.6.3   Method of assessment and evidence required of the assessment tasks

4.6.4   Rubrics

4.6.5   Timelines for assessment, including dates by which the assessment is due

4.6.6   Procedures for submitting assessments

4.6.7   Timelines for the return of assessments and feedback

4.6.8   Expected attendance requirements

4.6.9   Penalties for work submitted after the due date

4.6.10 Relevant information on submission of assignments, such as typed, format, evidence required, examples

4.6.11 Details of resources, equipment and materials which can be accessed

4.6.12 Alternative approaches to assessment where applicable

4.6.13 Advice to retain a copy of submitted work

4.6.14 Re-assessment and appeals processes

4.6.15 Policy statements in relation to academic integrity, and breaches of same.

4.7   RESPONSIBILITY TO ADVISE ASSESSMENT REQUIREMENTS

Where a student enrols in a qualification after the commencement of teaching, or for whatever reason is not present when students are given information concerning the assessment requirements of the qualification, then it is the trainer's responsibility to supply the information to the student.

4.8   CHANGE OF VARIATION OF DETAILS IN THE ASSESSMENT REQUIREMENTS

4.8.1   In exceptional circumstances, e.g. compromised integrity of assessments, the Director of Education will approve a variation of detail in the assessment requirements, providing any such variation maintains the relationship between the assessment methods and the requirements of the unit/s of competency.

4.8.2   Notification of the change to the assessment requirements must be provided to students in a written form. In giving approval for the change, the Head of Department must be satisfied that students are not disadvantaged by the change or the timing of the change.

4.9   RESPONSIBILITY TO ADVISE ASSESSMENT REQUIREMENTS

Students will receive feedback in relation to their assessments with reference to the criteria against which performance has been assessed.

Student results for individual assessment tasks will be recorded as:
S   =   Satisfactory
NYS   =   Not Yet Satisfactory

A competent result for the unit can only be awarded if the student has received a satisfactory result for all assessments tasks.

Student results for units of competency will be recorded using the following codes:
C   =   Competent
NYC   =   Not Yet Competent

A student who has been deemed competent by a process of RPL will be awarded a result of RPL and it will be recorded as RPL in the JMC Academy RTO Record of Results.

A student who has been awarded competency in a unit by another RTO will have their result fully recognised and it will be recorded as CT – Credit Transfer in the JMC Academy RTO Record of Results.

4.10 RE-ASSESSMENTS

4.10.1 Re-assessments may be granted to any student not achieving satisfactory result on the first attempt, providing the assessment has been submitted before or on the assessment due date. The purpose of re-assessment is to provide students with additional time for private study followed by the opportunity to demonstrate that the criteria for passing the qualification have been met.

4.10.2 The re-assessment item will, as far as possible, take the same form and cover the same material as the original assessment item or examination and will have been appropriately validated prior to use.

4.10.3 Information about the number of attempts a student can make on a particular assessment task is provided in the relevant assessment documentation.

4.11 REQUESTS FOR EXTENSION

4.11.1 Requests for an extension of time to submit an assessment item must be made in writing to the trainer/assessor.

4.11.2 Requests must be supported by the submission of documentary evidence, for example: if the request is being made on medical grounds, then a medical certificate is required.

4.11.3 Requests for extension should be lodged at least three (3) business days prior to the due date for the assessment item. A copy of the extension request should be attached to the assessment item when it is finally submitted/undertaken. Students will only ever be granted up to five (5) days extension from the due date of the assessment.

4.11.4 Requests for extensions received one (1) or two (2) business days prior to the assessment due date will not be considered.

4.12 SPECIAL CONSIDERATION

4.12.1 Students may apply for special consideration on grounds of:
    4.12.1.1 compassionate and compelling reasons, and/or
    4.12.1.2 serious disadvantage when the assessment item was attempted.

4.12.2 Where the student has been unable to attempt the assessment item, the student may apply for an extension of time

4.12.3 Requests for special consideration must be made in writing using appropriate form accompanied by documentary evidence and submitted to the administration. Requests must preferably be lodged prior to the assessment due date, but in any event no later than two (2) business days after the date of assessment.

4.12.4 Special consideration, when approved, may take the following form:
    4.12.4.1 no action,
    4.12.4.2 grant an extension of time to complete an assessment item, longer than usual extension, or
    4.12.4.3 provide alternative assessment task or a replacement assessment task, or
    4.12.4.4 other assessment modification.

4.12.5 An alternative assessment task provides an opportunity for the student to demonstrate competency similar to those related to the original assessment task; for example, an oral examination may take the place of a written examination.

4.12.6 A replacement assessment task is one that resembles the original assessment item as closely as possible and will have been appropriately validated prior to use.

4.13 SUBMISSION OF ASSESSMENT ITEMS: EXTENSIONS AND PENALTIES

4.13.1 Students are required to submit assessment items by the due date, as advised by the trainer/assessor.

4.13.2 Assessment items submitted after the due date will not be assessed unless an extension of time for submitting the item has been previously approved.

4.13.2.1 Depending on the number of re-submissions allowed, students may or may not be able to resubmit their assessment.

4.13.2.2 In those situations, where students do not have the option to resubmit, then that assessment task will be graded a 'unsatisfactory'.

4.14 CONDUCT OF WRITTEN TESTS AND EXAMINATIONS

4.14.1 Trainers (with the authority to collect evidence) and assessors will have and may exercise all such powers as are reasonably necessary to ensure the proper and efficient conduct of tests and examinations.

4.14.2 If student behaviour is detected that could be construed as breach of academic integrity they may:

4.14.2.1 be asked to move to another position,

4.14.2.2 be asked to desist the behaviour.

4.14.3 If the student fails to comply, then the student:

4.14.3.1 Will be asked to leave the test/examination area

4.14.3.2 An incident report will be provided to the Supervisor/Trainer and Assessor that includes evidence of alleged breach of academic integrity

4.14.3.3 The Supervisor/Trainer will then take necessary steps to prove/disprove the allegation, as per policy/procedure.

4.15 Resource Material in Written Tests and Examinations

4.15.1 Students may, under certain conditions, be permitted to use resource materials during an assessment, such as dictionaries, including English-foreign language dictionaries and electronic dictionaries, calculators, textbooks, reference books, student notes.

4.15.2 The assessment instructions will specify the resource materials that will be permitted in any test or examination.

4.15.3 Any discrepancy between the information on permissible resource materials that has been conveyed to students prior to the examination and in the examination is grounds for appeal by students.

4.15.4 It is the responsibility of the trainer/assessor to ensure that the materials brought into the examination room by students conform to the specifications of permissible resource materials. This may be done prior to the test/examination or during the test/examination.

4.15.5 Notwithstanding the requirements of this section, special arrangements may be made for students with specific needs/requiring reasonable adjustment.

4.16 NOTIFICATION OF RESULTS

4.16.1 Following approval and entering of results at the end of each period of study

4.16.2 results are available to students in the student management system

4.16.3 graduating/completing students will be awarded certification (Statement of Attainment/VET Testamur and Record of Results),

4.16.4 JMC Academy RTO will issue a replacement VET testamur only in the following situations:

4.16.4.1 Theft or,

4.16.4.2 Loss or,

4.16.4.3 Damage or,

4.16.4.4 Legal name change.

4.16.5 Students will be required to surrender their previously issued testamurs, submit proof of identity, pay the required fee, and/or provide further documented information before a replacement document can be issued.

4.16.6 In a situation where testamurs cannot be surrendered students will be required to provide a signed Statutory Declaration.

4.16.7 VET Testamurs, Records of Results, Statements of Attainment will only be issued if the student has paid all outstanding fees, is not under disciplinary action, has submitted a valid Unique Student Identifier (USI).

4.16.8 VET Testamurs and Records of Results will be awarded within thirty (30) days of completion of qualifications and courses.

4.17 ASSESSMENT APPEALS

4.17.1 Students are encouraged to discuss with trainers their performance in assessment items

4.17.2 Where a student believes that an error has been made or an injustice done in respect of the competency awarded, the student may request a review. This request must:

4.17.2.1 be made in writing using the appropriate form,

4.17.2.2 state the grounds for the review request, and

4.17.2.3 be lodged within ten (10) business days of the date of publication of the assessment mark.

4.17.3 All requests will be dealt with by the Supervisor/Trainer and Assessor who will seek the advice of the relevant trainer/assessor. Students will be notified in writing within seven (7) business days of the outcome of the requested review.

4.17.4 A student who is dissatisfied with the outcome of the review may lodge an appeal through the Complaints and Appeals process.

4.18 RETENTION OF ASSESSMENT MATERIALS

4.18.1 JMC Academy RTO retains all completed assignments, films or videos or recordings or workplace logs or workbooks or test examination booklets and other assessment materials as per the general directions of ASQA. These materials will be retained for a period of six (6) months post the completion date of the unit.

4.18.2 JMC Academy RTO will also ensure that the records of assessments kept are accurate, with the students' names on all assessments and are consistent with the requirements of the assessment tasks.

4.18.3 JMC Academy RTO will also keep the following information in relation to each unit of competency for the same period:

4.18.3.1 a copy of all assessment tasks, including tests, assignment, role plays, projects etc. for the unit,

4.18.3.2 a copy of any assessment materials used by students to provide evidence of competency,

4.18.3.3 a copy of the overall results by student for that unit, and

4.18.3.4 identification of the people involved in delivery and assessment of the unit (or cluster of competencies) during that study period.

4.18.4 After six (6) months all assessment material will be returned to the student or destroyed.

4.18.5 JMC Academy RTO will retain records of all qualifications and statements of attainment issued for thirty (30) years after the completion of the qualification.

4.18.6 Sufficient data is retained to be able to reissue a qualification or statement of attainment during this thirty (30) year period, regardless of the storage method used. If the organisation ceases being an RTO, JMC Academy RTO will provide this information to ASQA in digital form.

4.19 RESPONSIBILITIES

4.19.1 Trainers/Assessors

4.19.1.1 Trainers/Assessors are responsible for conveying clear advice to students about the aims and objectives of the qualification, the assessment requirements, the relationship between the assessment methods and the expected learning outcomes, and the criteria against which individual assessment items are judged.

4.19.1.2 Trainers/Assessors are required to determine whether all assessment tasks have been appropriately completed and accurately and completely assess consistent with the established criteria used for judging the quality of performance.

4.19.1.3 In the case of student's written work trainers/assessors are also required to undertake integrity tests that include but are not limited to:

4.19.1.4 Google check for plagiarism

4.19.1.5 Check for Copying/Collusion/Authenticity (own work), and

4.19.1.6 Cheating or use of model answers.

4.19.2 Trainers/Assessors are required to:

4.19.2.1 provide written feedback to students on their performance in assessment items conducted during the trimester.

4.19.2.2 give guidance to students and comment on work presented for assessment during the trimester by written comments or other suitable means.

4.19.2.3 be prepared to discuss with students their performance regarding an examination.

4.19.2.4 submit assessment documentation to the Heads of Department within the specified time frame.

4.19.2.5 participate in relevant assessment developing activities.

4.19.2.6 demonstrate that they possess:
- vocational competencies at least to the level being delivered and assessed,
- current industry skills directly relevant to the training and assessment being provided, and
- current knowledge and skills in vocational training and learning that informs their training and assessment, and
- training and assessment qualifications relevant to their position.

4.19.3 Students

4.19.3.1 Students have a responsibility to ensure that they have a clear understanding about:
- the purpose of each unit in the qualification,
- the assessment requirements,
- the relationship between the assessment methods and the expected learning outcomes, and
- the criteria against which individual assessment items are to be judged.

4.19.3.2 Students must ensure that all required assessment tasks:
- have been appropriately completed,
- are all their own work,
- are consistent with the established criteria used for judging the quality of performance, and
- are submitted or undertaken by the specified time.

4.19.3.3 In the case of written/media assessments students must:
- submit the work with the designated cover sheet,
- declare that the work is authentic (own work)
- retain any receipt given by the trainer for submitted assessments.

4.19.3.4 Students have a responsibility to ensure that they understand the written feedback provided on their performance in assessment tasks

4.19.3.5 Students have a responsibility to attend any meetings called to discuss their academic performance and to abide by any intervention strategies that have been mutually agreed upon.

4.19.4 Supervisor/Trainer and Assessor

4.19.4.1 The Supervisor/Trainer and Assessor is responsible for:
- scrutinising a sample of assessed student assessments prior to storage
- consulting relevant assessors regarding any queries concerning their marking,

- determining the outcome of applications from students for assessment extension, special consideration or RPL,
- dealing with allegations of breaches of academic integrity,
- determining the recipients of prizes and awards,
- monitoring the outcome of assessment processes,
- identifying assessments in which the outcomes are unsatisfactory and providing advice to assessors on actions to improve assessment outcomes,
- providing advice to trainers/assessors on the basis of assessment performance indicators about the need to review program structure,
- appointing an alternative trainer/assessor from within JMC Academy RTO to provide advice to the Campus Manager regarding the assessment of a particular student
- determining appeals from students against decisions in response to applications for special consideration and assessment review.

4.20   CREDIT, RPL and CREDIT TRANSFER
Please refer to the relevant policy and procedure.

4.21   PLANNING AND DESIGNING ASSESSMENT REQUIREMENTS
4.21.1 For each unit of competency/cluster of units of competency JMC Academy RTO will have:
- clear advice to students as to how the unit(s) will be assessed,
- assessment tasks for the unit(s) that are consistent with and meet the requirements of the unit(s) of competency and meet the principles of assessment specified in the *Standards for Registered Training Organisations 2015,*
- a mapping of Performance and Knowledge Evidence requirements against assessment task,
- an indication of how industry has been engaged in the development of the assessment approaches,
- a clear set of assessment criteria/model answers for each assessment task,
- an assessment record sheet for each assessment task,
- an overall assessment record sheet for the unit(s) of competency to show achievement of the participant against each of the specified assessment tasks, signed by both assessor and student,
- a guide for assessors on the process of assessment, and
- a schedule for pre and post-use validation.

4.21.2 Assessment tasks will be developed and modified to ensure that they are based on strategies, context and target groups, as detailed in the Training and Assessment Strategy. Factors to be taken into account include cultural sensitivities, special needs and flexible approaches to delivery and assessment

4.21.3 Assessments for a unit of competency may include, but are not limited to, tasks of the following types:
- assignments,
- portfolio of evidence,
- essays,
- student presentations,
- reviews,
- practical reports,
- written examinations/tests,
- open book examinations,
- group assessment,
- computer based assessment,

- oral tests,
- class quizzes,
- role plays,
- short answer tests,
- experiential activities,
- simulations,
- clinical experiences,
- multiple choice tests,
- practical exercises,
- presentations,
- workplace observations, and
- other assessment strategies.

4.21.4 The unit of competency methods of assessment will guide the forms of assessment.

4.21.5 Each assessment task for each unit will be mapped against the Performance and Knowledge Evidence requirements as outline in the National Register. Collectively the assessment tasks for the unit will cover all the requirements of the unit of competency and meet principles of assessment and rules of evidence.

4.21.6 The assessment requirements for each unit of competency will be validated prior to use to ensure that there is a strong relationship between the teaching strategies, the learning outcomes expected, and the assessment requirements.

4.21.7 All proposed assessments will satisfy the principles specified in the *Standards for Registered Training Organisations 2015*.

4.22   GUIDELINES FOR DEALING WITH LOST ASSESSMENT ITEMS

4.22.1 All trainer and assessors who, through their involvement in the assessment process, handle student assessment items, are required to exercise due diligence in handling these items to ensure that items are not lost or damaged. In spite of proper care being taken, nevertheless, there may be instances where a student's assessment item is unable to be located.

4.22.2 Students are required to keep a copy of assignments, reports, etc. before they lodge the item for assessment.

4.22.3 Where there are reasonable grounds to believe that the assessment item was submitted correctly but JMC is unable to locate the item and no copy is available, the trainer should take appropriate remedial action depending on the specific circumstances of the case.

4.22.4 In all instances, the trainer is required to advise the Supervisor/Trainer and Assessor of the problem and the proposed remedial action.

4.22.5 Where there are no reasonable grounds to believe that the assessment item was submitted correctly, the trainer may make representation to the Supervisor/Trainer and Assessor seeking approval for the student to be given an opportunity to re-submit the work.

4.22.6 In each case, the trainer/assessor is required to inform the student of the problem and the remedial action that has been taken.

4.22.7 The student may lodge an appeal against the particular action through the Complaints and Appeals process.

4.23   MONITORING STUDENTS PROGRESSION

Please refer to the relevant policy and procedure

4.24   WORKPLACE ASSESSMENT

Currently JMC Academy RTO has no workplace assessment arrangements for domestic or international students.

4.25   VALIDATION OF ASSESSMENTS
Please refer to the *Validation Policy and Procedure.*

5.   COMPLAINTS and APPEALS
To appeal against any decisions made under this policy and procedure document
- Students may access the Student Complains and Appeals Policy and its associated procedures,
- JMC staff may access the Grievance Handling Policy.

6.   POSITIONS RESPONSIBLE FOR IMPLEMENTING POLICY and PROCEDURE
- Administration
- Heads of Departments
- Trainers and Assessors
- Campus Manager
- Director of Education
- Chief Executive Officer

7.   RELATED DOCUMENTS
- Student Code of Conduct
- Student Complaints and Appeals Policy and Procedure
- Diversity, Equity and Inclusion Policy
- Assessing English Language Proficiency for Admissions Policy and Procedure
- Qualification and Certification Policy and Procedure
- Academic Integrity Policy
- Managing of Academic Misconduct (Students) Procedure
- Applying for Credit Policy and Procedure
- Validation Policy and Procedure
- Special Consideration Policy
- JMC Academy Glossary

8.   RELATED LEGISLATION
This Policy and Procedure document supports JMC Academy RTO's compliance with the following legislation:
- Standards for Registered Training Organisations 2015 (Cth)
- Standards for NVR Registered Training Organisations 2012 (Cth)
- National Vocational Education and Training Regulator Act 2011 (Cth)
- Users' Guide for the Standards for Registered Training Organisations 2015
- Education Services for Overseas Students (ESOS) Act 2000 (Cth)
- National Code of Practice for Registration Authorities and Providers of Education and Training to Overseas Students 2018
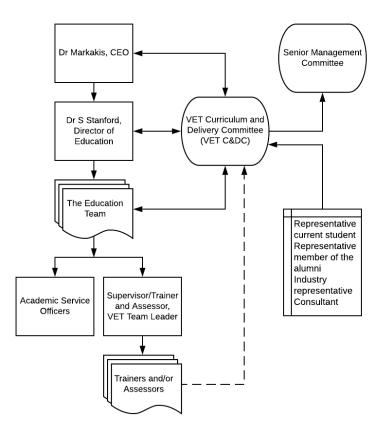 - ESOS National Code 2018, Part B, Standards 6 and 8

9. POLICY and PROCEDURE REVIEW DATE

10th September, 2022

10. VERSION CONTROL

Title	*Assessment Management Policy and Procedure*			
Maintained By	Education Team			
Approving Authority	Director of Education and/or The CEO			
Approved Date	04.06.2020			
Version Number	Modified By	Modifications Made	Date Modified	Status
2.1	S Stanford	Updated to include references to Supervisor/Trainer and Assessor and ensure alignment with other related policies and procedures	1.06.2020	Approved

VET Curriculum and Delivery Committee

Terms of Reference

The VET Curriculum and Delivery Committee is established under the authority of the CEO.

Role

The primary role of the VET C&DC JMC Academy RTO's vocational education and training systems and products are subject to a rigourous quality review process.

Chair

The Chair of the VET C&DC is the Director of Education, and the committee is supported by the Education Team.

The CEO is the alternate Chair.

Functions

The functions of the Committee are to:

- Oversee continuous improvement activities related to the delivery and assessment of training products on JMC Academy RTO's scope of registration
- Receive reports from the Supervisor/Traininer and Assessor in relation to the system of delivery and assessment
- Address the outcomes of continuous improvement activities
- Monitor progression taken on actions made to improve the training and assessment system/delivery and assessment of training products
- Provide advice to the Director of Education on matters relating to the provision of vocational education and training
- Report to the Senior Management Committee on at JMC Academy RTO

Membership

The VET C&DC consists of the:

- Director of Education
- CEO
- Education Team, including Supervisor/Trainer and Assessor
- Representative trainer/assessor
- Representative current student
- Representative member of the alumni
- Industry representative
- Consultant

Frequency of meetings

The VET C&DC meets every eight weeks.

The Chair of the VET C&D has the authority to form ad hoc Working Groups for specific purposes as required.

CHECKLIST B

	ELEMENT	N/A	YES	PARTIALLY	NO
1	Training product				
	Is the training product to which the strategy relates clear?				
	Is the code and full title clear?				
Comment					

	ELEMENT	N/A	YES	PARTIALLY	NO
2	Core and elective components (full qualifications)				
	Are the core and elective components identified in accordance with the structure defined in the training package or course?				
	Are the elective units being offered identified so delivery variables can be effectively planned for?				
	Are entry requirements for each unit identified, including pre-requisite and co-requisite units?				
	Is the sequencing of units of competency for delivery and assessment accurate?				
Comment					

	ELEMENT	N/A	YES	PARTIALLY	NO
3	Target group				
	Is the target group and student characteristics clearly identified?				
Comment					

	ELEMENT	N/A	YES	PARTIALLY	NO
4	Mode of delivery				
	Has the training and assessment delivery arrangements been clearly identified?				
Comment					

	ELEMENT	N/A	YES	PARTIAL LY	NO
1	Training product				
	Is the training product to which the strategy relates clear?				
	Is the code and full title clear?				
Comment					

	ELEMENT	N/A	YES	PARTIALLY	NO
	ELEMENT	N/A	YES	PARTIALLY	NO
2	Core and elective components (full qualifications)				
	Are the core and elective components identified in accordance with the structure defined in the training package or course?				
	Are the elective units being offered identified so delivery variables can be effectively planned for?				
	Are entry requirements for each unit identified, including pre-requisite and co-requisite units?				
	Is the sequencing of units of competency for delivery and assessment accurate?				
Comment					

	ELEMENT	N/A	YES	PARTIALLY	NO
3	Target group				
	Is the target group and student characteristics clearly identified?				
Comment					

	ELEMENT	N/A	YES	PARTIALLY	NO
4	Mode of delivery				
	Has the training and assessment delivery arrangements been clearly identified?				
Comment					

	ELEMENT	N/A	YES	PARTIALLY	NO
8	Learning resources				
	Does the TAS identify all resources required to obtain full coverage of all required areas, including:				
	Human resources				
	Human resources available to deliver the training product?				
	Physical resources				
	Physical resources required to deliver the training product?				
Comment					