MID CITY EDUCATION PTY LTD
RTO Code: 45100 CRICOS Code: 03627G
118 Mawson Place, Mawson, ACT 2607
Phone: 02 8052 3231 Email: info@midcity.edu.au
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Mid City College
The Evolution of Training
Canberra

Training and Assessment Policy and Procedure
(Aligned to Standards for RTOs 2025)

1. Purpose of policy

In accordance with Standards 1, 3 and 4 of the Standards for Registered Training Organisations (2025), Mid City College recognises training and assessment as core functions central to quality outcomes for all learners.
This policy ensures that:

- All training and assessment strategies and practices enable students to meet the requirements of each unit of competency or module in which they are enrolled.
- Assessment decisions are based on valid evidence aligned with nationally endorsed Training Packages or accredited courses.
- Assessment and training are conducted in accordance with the Principles of Assessment and Rules of Evidence.
- Both domestic and CRICOS students are supported to achieve nationally recognised qualifications in compliance with the NVETR Act 2011, ESOS Act 2000, and National Code 2018.

2. Scope

This policy applies to:

- All Mid City College campuses and delivery locations (on-campus, workplace, and online).
- All students, including domestic and international (CRICOS) cohorts.
- All trainers, assessors, academic managers, and compliance staff involved in the design, delivery, assessment, validation, and monitoring of training products.

3. Legislative and Standards Context

This policy operates under the following frameworks:

- *National Vocational Education and Training Regulator Act 2011*
- *ESOS Act 2000* and *National Code 2018* (for CRICOS operations)
- *Standards for Registered Training Organisations 2025*
- *Australian Qualifications Framework (AQF)*

4. Responsibilities

Role	Responsibility
Chief Executive Officer (CEO)	Ensures compliance with all training and assessment standards and approves strategies and policies.
Trainer/Assessor Head	Oversees development, validation, and review of Training and Assessment Strategies (TAS); ensures assessment tools are current and consistent with policy.
Trainers and Assessors	Deliver and assess in line with TAS, ensure authenticity and sufficiency of evidence, and participate in validation/moderation.
Compliance Officer (to be hired) (Currently CEO handling)	Maintains evidence of validation, audits assessment files, and records continuous improvement actions.

5. Policy Statement

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Mid City College delivers training and assessment that are:

- Competency-based and benchmarked against units of competency from nationally endorsed Training Packages.
- Industry-informed, integrating current workplace practices and regulatory requirements.
- Validated, ensuring assessment tools, methods, and outcomes are consistent and reliable across assessors and campuses.

6. Training and Assessment Design

6.1 Alignment with Training and Assessment Strategy (TAS)
Each TAS must:

- Specify assessment methods and evidence types for each unit.
- Identify delivery modes, sequencing, and required resources.
- Map assessments to unit elements, performance criteria, performance evidence, and knowledge evidence.
- Demonstrate alignment with industry consultation outcomes and regulatory/licensing requirements.

6.2 Assessment Context
Assessment will reflect realistic workplace conditions through:

- Integration of workplace policies, procedures, and industry codes of practice.
- Simulated environments replicating authentic tasks where workplace access is not possible.
- Inclusion of current industry standards to ensure transferability of competency.

7. Principles of Assessment

- Validity – Assessment measures what it claims to measure and reflects all unit components.
- Reliability – Assessment outcomes are consistent across assessors and occasions.
- Flexibility – Assessment accommodates learner needs and contexts while maintaining integrity.
- Fairness – Assessment considers individual needs and allows reasonable adjustment without compromising outcomes.

8. Rules of Evidence
Assessors must collect evidence that is:

- Valid – Directly related to the unit's competency requirements.
- Sufficient – Covers all aspects of performance to support a confident judgement.
- Authentic – Verified as the student's own work (e.g., signed declaration).
- Current – Demonstrates competence at the time of assessment or within a recent, relevant timeframe.

9. Assessment Design and Development Procedure

- Design Phase
  - Unpack units of competency and identify assessment evidence requirements.
  - Develop assessment tools and marking guides mapped to unit components.
- Pre-Assessment Validation
  - Conduct validation with a qualified assessor not involved in tool development.
  - Record outcomes on the *Assessment Validation Form*.
- Implementation
  - Deliver assessments in accordance with TAS and ensure assessors hold required credentials.
- Moderation
  - Conduct assessor moderation meetings to ensure consistency in judgements.
- Review and Improvement
  - Record validation **outcomes and improvements in the *Continuous Improvement Register*.**

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10. Assessment Process for Students

- Preparation – Assessor clarifies purpose, process, and evidence requirements.
- Evidence Collection – Student demonstrates competence through planned activities and tasks.
- Decision and Feedback – Assessor evaluates evidence, records judgement, and provides constructive feedback.
- Recording and Reporting – Results are recorded in the Student Management System and securely **stored.**

11. Validation and Moderation

- Validation occurs pre-delivery, post-delivery, and annually according to the RTO's schedule.
- Outcomes and actions are documented and approved by the Training/Assessor Head.
- Moderation ensures consistency of assessment outcomes across assessors and cohorts.

12. Evidence Analysis and Continuous Improvement

Mid City College systematically analyses assessment evidence to ensure:

- Consistency between assessment outcomes and unit requirements.
- Reliable assessor judgements through sampling and cross-checking.
- Ongoing improvement via internal audits and staff PD.Findings feed into the Continuous Improvement Register and inform policy or TAS updates.

13. Recognition of Prior Learning (RPL) and Credit Transfer

- RPL is conducted as an assessment method aligned with this policy and the *RPL Procedure*.
- Credit Transfer is an administrative process recognising equivalent units already achieved, as per the *Credit Transfer Policy*.

14. Assessor Competence

All assessors must hold:

- *TAE40116/40122 Certificate IV in Training and Assessment* (or successor).
- Vocational competencies at least to the level being assessed.
- Current industry currency and professional development evidence.
- Supervised industry experts may assist under qualified assessor oversight.

15. Monitoring and Review

- The Academic Manager conducts biannual internal audits of training and assessment practices.
- Feedback from students, industry, and staff is analysed to inform improvements.
- Policy is reviewed annually.

16. Related Documents

- Training and Assessment Strategy (TAS) Template
- Continuous Improvement Register
- Recognition of Prior Learning Policy
- Credit Transfer Policy
- Complaints and Appeals Policy

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Development & Approval Information

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