



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 (Interim: CEO / Appointed delegate until recruitment finalised)	Maintains evidence of validation, audits assessment files, and records continuous improvement actions.



5. Policy Statement

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

- 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

8.1 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.

8.2 Operational Criteria for Meeting Outcome Standards

To ensure the Outcome Standards are met in practice, the following operational criteria apply:

- **TAS Compliance:**
 - 100% of training delivery must be supported by an approved TAS version (recorded and accessible to trainers).
 - Training delivery must align strictly with an approved Training and Assessment Strategy (TAS). Delivery outside the approved TAS is not permitted.
- **Assessment Mapping:**
 - All assessment tools must include completed mapping to unit requirements prior to first use.
 - Assessment tools must be mapped to unit requirements prior to use and validated post-delivery.
 - Assessment decisions must be supported by sufficient, valid, authentic, and current evidence and be capable of independent review.

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- **Validation:**
 - Pre-delivery validation is mandatory for all new or revised tools.
 - Post-delivery validation must include sampling of completed assessments across assessors and cohorts.
- **Moderation Trigger:** Moderation is mandatory where:
 - two assessors record materially different outcomes for the same unit within a cohort, or
 - reassessment rates exceed a defined threshold (e.g., >20% for a unit in a term), or
 - a complaint/appeal relates to an assessment judgement.
 - Where assessment outcomes are inconsistent, moderation must occur, and corrective action must be implemented.
 - Validation and moderation outcomes must inform continuous improvement activities.
- **Evidence File Audits:**
 - Internal audits must include sampling of assessment evidence files per qualification each term, with findings recorded in the Continuous Improvement Register.
- Compliance with the Outcome Standards is demonstrated through documented decision artifacts, validation and moderation records, and internal review findings, not just by policy statements.

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***.

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 judgment, 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 validation 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:

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- Consistency between assessment outcomes and unit requirements.
- Reliable assessor judgments through sampling and cross-checking.
- Ongoing improvement through 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. TAS Requirements- Each TAS must:

17.1 Assessment Methods and Evidence Types

- Identify assessment tools, methods, and evidence types for each unit.
- Specify formative and summative assessment points.
- Align all assessments to unit elements, performance criteria, performance evidence, and knowledge evidence.

17.2 Delivery Modes, Sequencing, and Resources

- Define delivery modes (face-to-face, online, blended) using criteria including learner needs, accessibility, and product suitability.
- Outline sequencing of content to ensure progressive skill development.
- Specify required resources (staff, facilities, equipment, LMS, learning materials).

17.3 Time Allocation and Learning Pace

- Provide guidance on instructional hours, practical exercises, and assessment activities.
- Include benchmarks for learner engagement time, practice, feedback, and assessment completion.

17.4 Roles and Responsibilities

- Trainers/Assessors: Implement TAS, provide feedback, and record assessment outcomes.
- Compliance Officer / Training Assessor Head: Review TAS for regulatory alignment, monitor delivery effectiveness, and ensure continuous improvement.
- Student Administration: Maintain records, track completion, and provide support for learners as required.

17.5 Industry Consultation & Regulatory Alignment

- Demonstrate that TAS development incorporates input from industry stakeholders.

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- Map TAS to licensing or regulatory requirements as relevant.
- Maintain evidence of consultation (minutes, surveys, emails) for audit purposes.

17.6 Evaluation of Delivery Effectiveness

- Monitor learner engagement through attendance, LMS participation, and practical activity completion.
- Collect learner feedback via surveys or focus groups and analyze outcomes.
- Review assessment results to ensure TAS supports competency achievement.
- Use findings to inform TAS updates and continuous improvement.

17. TAS Review and Approval Process

Step	Action	Responsible
TAS Drafting	Develop TAS based on product requirements, learner cohort, and industry input.	Trainers
Internal Review	Ensure alignment to Units of Competency, assessment mapping, and regulatory requirements.	Trainer Assessor Head
Approval	TAS approved before implementation	CEO / Compliance Officer
Continuous Review	TAS is reviewed annually or after significant changes	Trainer Assessor Head

18. Related Documents

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



Development & Approval Information

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