



Mastery Institute Australia

**Assessment
Policy and Procedure**

Version 3.9

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1. Definition

The Institute: Mastery Institute Australia.

Standards: Outcome Standards for RTOs, Standard 1.3, 1.4, 1.5 and 1.6

UoC(s): Unit(s) of competency

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.

2. Objective

This policy and procedure are in place to ensure that RTO Outcome Standards 2025, 1.3 to 1.6 are complied with. The assessment system is one of the primary academic systems that control students' academic progress, it is one of the important tasks performed by trainers and assessors. Trainers and assessors can examine students' understanding, knowledge, skills, and competencies through assessment.

This policy and procedure provide the system of assessment, the assessment process, duties, and obligations of both students and institute staff.

3. Scope

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

4. Policy

The assessment policy is to ensure that the assessment system is to be followed by both students and institute members. The students and institute staff need to be aware of the impact of not meeting those responsibilities. The duties are required to be met to promote and maintain academic integrity.

MIA apply a methodology of unpacking a unit of competency to assess the full scope of the unit including elements of competence, performance evidence, knowledge evidence and the requirements of the evidence conditions. This process ensures that our assessment strategies accurately reflect the requirements of the relevant training package and are valid. To ensure alignment with all components of a unit of competency, unit mapping is undertaken during the design and development of assessment to allow the mapping to be useful later as a reference to demonstrate the validity of the assessment.

5. Assessment Principles

In the context of competency-based training, assessment should:

- 1) focus on Student demonstration of core competencies/learning outcomes as planned for;

- 2) provide evidence that Student performances are consistently judged in accordance with prescribed competencies/outcomes;
- 3) be comprehensive. That is, incorporate judgments from a range of sources such as students, peers, teachers; and comprise a range of processes for gathering evidence of Student achievement;
- 4) be an integral part of the learning process-that is, provide information on Student progress and needs, intervention strategies and allocation of resources;
- 5) inform programs of teaching and learning;
- 6) be valid;
- 7) produce reliable results.

To be effective, assessment should:

- 1) reflect social justice principles;
- 2) accommodate the diverse needs of students;
- 3) be sensitive to issues of gender, disability, culture, background language, socio-economic status and geographical location;
- 4) reflect current knowledge of child and adolescent development;
- 5) develop Student capacity to self-monitor progress;
- 6) take place as close as possible to the place of learning;
- 7) be authentic (i.e., involve Students in the use of relevant and useful knowledge, understandings and practical skills).

6. Procedure

Assessment Rules

Institute Staff Memebrrs

Trainers and assessors will be required to assess students' competencies by using the assessment tools 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 relevant UoCs, validated, regularly reviewed and updated.

Trainers' and assessors' responsibilities for assessment are provided below:

- a. Trainers and assessors will inform students about the objective and context of the assessment, the assessment process, its requirements, timeframes, criteria for assessment, etc.
- b. They will inform students about the assessment methods and/or alternative assessment methods to meet the special requirements or circumstances of students.
- c. They will explain assessment instructions to students.
- d. They will 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 or simulated workplace tasks.

- e. They will use and follow marking instructions or guides, assessment tools, instructions, and benchmark answers to provide consistent marking and assessment outcomes.
- f. They will provide feedback to students on their performance.

- **Marking assessments and reporting results for units of competence (UoC)**

Trainers and assessors are in charge of finishing the marking of students' assessments. They are in charge of the timely submission of students' UoC results. Trainers and assessors will be required to provide marking to the completed student work following the instructions and guidelines in the assessment tools. Trainers and assessors are required to mark all assessments within 10 working days after the submission date unless any special circumstances.

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. Trainers and assessors will permit the extension only when students submit a special consideration form together with appropriate evidence (e.g., for medical concerns, sickness students will be required to submit a medical certificate).

Trainers and assessors are required to perform the task as per the principles of assessment and rules of evidence.

- **Principles of assessment**

- **Reliability:**

To ensure that the marking on all assessments is consistent. They may also check the students' previously marked assessments to ensure that the marking approaches are consistent. This is carried out to ensure the reliability of the assessment and its results.

- **Fairness:**

To ensure that each assessment activity meets the requirements of the students and fits the circumstances. For instance, the written assessment may be changed if a student is unable to write the response (due to a broken arm). This will guarantee the fairness of the assessment.

- **Flexibility:**

To ensure a flexible approach to students' assessments before marking students' assessments. Trainers and assessors are required to be aware of the policy and procedure.

- **Validity:**

To ensure the assessment requirements match the UoC requirements. This ensures the validity of the assessment. The assessment's result must be based on the students' evidence.

- **Rules of Evidence**

- **Authenticity:**

To ensure that the work of the students is authentic (for instance, by comparing the students' work to that of their classmates and ensuring that they have done it independently). Trainers

and assessors carefully go over student assessment work to make sure that every work is signed and dated, and that the marking is accurate.

- **Validity:**
To ensure that the students complete all the assessment activities. These assessment activities and the corresponding assessment requirements are mapped against the UoCs requirements. This will ensure the assessment's reliability.
- **Currency & Sufficiency:**
To verify that the student's assessment is complete, students have applied current industry knowledge and skills to complete the assessment, The assessment is relevant to the assessment and UoCs requirements. This will ensure that the assessment is sufficient and current.

Assessment Methods

Assessment methods will be dependent on the nature of the competency being assessed and the characteristics of the student being assessed. Assessment methods may include:

- direct observation and demonstration, for example:
 - real work/real time activities at the workplace
 - work activities in a simulated workplace environment
- structured activities, for example:
 - Case studies/role-plays
 - projects
 - presentations
 - group Discussion
- questioning, for example:
 - written questions
 - self-assessment
 - verbal questioning
 - oral/written examinations
- third party feedback, for example:
 - reports from employers/supervisors
 - evidence of training
 - interview with employer, supervisor, peer

Reasonable Adjustment

“Reasonable adjustment in VET is the term applied to modifying the learning environment or making changes to the training delivered to assist a learner with a disability. A reasonable adjustment can be as simple as changing classrooms to be closer to amenities or installing a particular type of software on a computer for a person with vision impairment.” (Reasonable Adjustment in teaching, learning and assessment for learners with a disability - A guide for VET practitioners, 2010, p. 5)

Reasonable adjustment will be provided for participants with special learning needs (such as a disability or learning challenge) according to the nature of the learning need. Evidence collection can be adjusted to suit individual student needs if required and will be endorsed by the RTO Manager, the Student Support Officer, and Students.

Submitted academic results

Within 10 working days after completing the students' assessment marking, trainers and assessors will be required to provide the UoC results to the student management system. Once the assessment marking is complete and assessment judgments are received, the student's assessment tools will be stored for 6 months.

Student

Assessments must be completed by students within the given time 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 following methods for completion of the assessment will be required for the students:

- **Authenticity:** Students will be required to complete the assessment independently. They are not allowed to use someone else's original work.
- **Validity:** All assessment activities completed by students will be required to be in accordance with the assessment and UoCs requirements.
- **Sufficiency and currency:** Students will be required to submit assessments as per the acceptable methods and assessment requirements. Students will be required to complete the assessment with current knowledge and skills that satisfy the assessment's requirements.

The institute 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 10 working days as a second attempts.

If the student does not resubmit the assessment and/ or does not obtain a satisfactory outcome during the two assessment attempts, the assessment will be marked Competency Not Achieved (CNA). The student will be required to enrol in the unit(s) of competency again. A re-enrolment fee may be applicable for students who re-enrol. CNA outcomes may result in poor academic progress of international student.

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 General Request Form¹ 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 this form for the institute to assess student's circumstances. Only those cases with appropriate evidence showing strong compelling and compassionate situations (such as a health concern with a medical certificate, accidents, etc.) will be considered for analysis by the institute.

Complaint and Appeal

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

Recording and updating students' UoC results

The Academic team, after obtaining the assessment results from trainers and assessors, will be required to update students' UoCs results on the student profile within the appropriate period.

- The institute will keep a record of the 6-months assessment. After completion of 6-months, students' completed assessment tools, and records will be archived.
- The Academic/Training Manager will be required to notify trainers and assessors if trainers and assessors fail to submit the students' assessment results within the time limit.

Feedback

If a student wants to provide feedback about this policy or procedure, they will be required to contact Compliance Team through this email address: compliance@mastery.edu.

7. Consequences

Consequences of academic dishonest and/or plagiarism can include any of the following at MIA's discretion, taking into account the circumstances of each individual case:

- for minor breach, a reprimand, which may include a requirement to re-submit affected coursework and/or undertake re-assessment;
- for all other breaches, enrolment with MIA terminated and all fees forfeited.

8. Continuous Improvement

¹ This form should be filled by students if they wish to lodge a general request at MIA, please note that all requests are subject to MIA's policies and management approvals. Please fill out one form for each request.

The Academic/Training Manager, Compliance Team, and their stakeholders (such as trainers and assessors) may provide their suggestions to the CEO about the assessment process. Their suggestions/feedback will be used for continuous improvement of assessment activities and processes. They may also provide feedback for the improvement and application of this policy and procedure.

P&P Version Control	
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Responsibility	CEO and Compliance Team
Reference	Outcome Standards for RTOs, Quality Area 1 – Training and Assessment, Standard 1.3, 1.4, 1.5, and 1.6: The assessment system ensures assessment is conducted in a fair and appropriate way and enables accurate judgements of VET student competency.