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## Training and Assessment Policy and Procedure

### 1. Purpose, scope and document control

CCM provides training and assessment that develops workplace competence, responds to student needs and industry expectations, and meets the requirements of each nationally recognised training product. This policy applies to domestic and international students, all delivery modes, recognition of prior learning (RPL), and any authorised third-party arrangements.

Document: TAP 01 | Version: 2.0 | Document date: Aug 2025. Policy owner: Chief Executive Officer, Rajesh Ayer. Approval and commencement must be recorded in CCM's controlled document register. Review: annually, and earlier following regulatory changes, training product changes, validation findings or identified risks.

### 2. Regulatory framework

This policy replaces references to the Standards for RTOs 2015 with the 2025 Standards for Registered Training Organisations, effective 1 July 2025: the Outcome Standards, Compliance Standards and Credential Policy. It also operates with the Australian Qualifications Framework (AQF), applicable training packages and accredited courses, privacy and disability requirements, workplace health and safety requirements, and relevant licensing and funding obligations.

For overseas students, CCM also applies the ESOS framework and National Code 2018, including course duration, delivery, progress monitoring and notification requirements. Funding or licensing requirements that impose additional obligations must be identified and applied to the affected course and student cohort.

### 3. Responsibilities

- CEO: resource and oversee the training and assessment system; authorise strategies and material changes; monitor risks, third parties and corrective actions; ensure regulatory obligations are met.
- Training Manager / delegated academic lead: maintain training and assessment strategies (TAS), approve tools before use, allocate suitably competent staff, monitor delivery and coordinate validation.
- Compliance Officer / delegated quality lead: maintain the regulatory mapping, validation schedule, document control, evidence retention rules and continuous improvement register.
- Trainers and assessors: prepare and deliver approved training; identify and support student needs; assess fairly against the full training product; document evidence, decisions, feedback and adjustments; maintain professional and industry currency.
- Administration and Student Support: provide accurate course information, record enrolment and support arrangements, process verified credit transfers, maintain records and refer academic decisions to authorised assessors.

Where CCM combines roles, the CEO records the allocation of duties and preserves appropriate independence in validation, appeals and quality assurance.

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### 4. Training design and industry engagement — Standards 1.1-1.2

Before a course or cohort commences, the academic lead maintains an approved TAS for the relevant training product and delivery context. Training must be structured, paced and sufficient for students to develop and practise the required skills and knowledge before assessment.

- Confirm current scope of registration, product code and release, packaging rules, prerequisites, entry requirements, licensing requirements and each unit's assessment conditions using the National Register.
- Identify the student cohort, prior experience, language, literacy, numeracy and digital demands, delivery locations and modes, and the support needed to participate successfully.
- Document unit sequence, duration and timetable, the amount of training, supervised and independent activities, practical opportunities, assessment points, staffing, resources and facilities. Explain the rationale for the amount of training and any reductions for existing competence or credit.
- Map learning activities and assessment methods to the training product. AQF volume of learning informs design; course duration alone does not demonstrate adequate training or competence.
- Obtain meaningful advice from relevant employers, industry representatives and other appropriate stakeholders about current practices, technologies, resources, workforce expectations and local construction requirements. Record the advice, resulting decisions and actual changes.

Review the TAS at least annually as a CCM control, and sooner when industry advice, student outcomes, regulatory changes or training product changes indicate a need. Maintain dated consultation records and version history. Monitor superseded or deleted products and implement transition or teach-out within the applicable regulatory timeframe and any authorised extension.

### 5. Student suitability, support and reasonable adjustment

Before enrolment is finalised, review the prospective student's skills and competencies, including language, literacy, numeracy and digital literacy, against the proposed course demands. Advise the student about suitability, identified support, course expectations, equipment and costs, RPL and credit transfer. A single generic test score must not replace a course-specific suitability assessment.

Agree and record support arrangements with the student, provide accessible contact details and review their effectiveness during delivery. Trainers refer emerging needs promptly to Student Support or appropriate external services. Student information is shared only with authorised staff for legitimate support purposes.

Consult students with disability about reasonable adjustment. Record the agreed change, the reason and its effect on assessment conditions. Adjust access, presentation, timing or methods where appropriate while preserving the training product, safety requirements and required competency standard. Explain and document any adjustment that cannot be made, and advise appeal options.

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### 6. Workforce competence and resources — Quality Area 3; Standard 1.8

Before allocating work, the academic lead verifies the credentials permitted for the proposed role under the 2025 Credential Policy, relevant vocational competence, current industry skills and knowledge, and current training and assessment practice. Keep verified qualifications, role-specific competence mapping and currency evidence in each staff file.

Staff complete professional development relevant to their role and training products. Review staffing capacity and competence at least annually and when responsibilities change. Working-towards staff, persons delivering under direction and industry experts may participate only within the limits of the Credential Policy. Record the direction, oversight and evidence checks. A person who is not authorised to make assessment judgements must not determine competency.

Maintain a course-specific resource register identifying facilities, equipment, materials, software, digital access, relevant standards and workplace resources, including items supplied by students or third parties. Verify sufficient access, accessibility, licensing, currency and safe condition before delivery and throughout the course.

### 7. Training delivery procedure

- Before commencement: confirm the approved TAS, timetable, training plan where applicable, student learning resources, access arrangements, support referrals and assigned trainer. Explain how training, assessment, feedback and reassessment will work.
- Before each session: prepare the session plan, current materials and practical tasks; check equipment and safety; confirm prerequisites and student access. Stop or change an activity when resources or safety controls are inadequate.
- During delivery: explain and demonstrate skills; provide sufficient guided and independent practice; check understanding; give useful feedback; adapt pacing and support to the cohort while meeting the approved requirements.
- After delivery: record attendance or participation, topics and activities delivered, progress, support and follow-up actions. Address missed learning or practice before the student proceeds to assessment where needed.

### 8. Construction workplaces and simulation

Use real workplace assessment whenever required by the unit. Simulation is permitted only where the training product allows it and must replicate the required industry conditions, tasks, resources and workplace interactions. Written answers alone cannot replace required practical performance.

For practical activities and placements, document hazards and controls, induction, PPE, supervision, equipment checks, emergency arrangements and access requirements. Agree responsibilities with workplace hosts, verify facilities before use and provide a way for students to raise concerns. Assessors must have sufficient access to directly observe and record required performance. Do not claim a licensing outcome merely because a qualification is issued.

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### 9. Assessment system and tool review — Standards 1.3-1.4

All assessment, including RPL, must address the current training product and enable sound individual judgements. The academic lead reviews tools before use, including purchased tools and contextualised versions, and records approval, identified gaps and corrections. Purchasing a tool does not establish its compliance.

- Each assessment suite contains student instructions, assessor guidance, mapping, resources and conditions, clear performance benchmarks, decision rules, evidence recording instruments and feedback/outcome records.
- Mapping covers elements and performance criteria, foundation skills, performance evidence, knowledge evidence and assessment conditions. Check required quantities, contexts, repetition, observation, resources and assessor requirements directly against the unit.
- Practical observation instruments identify what the student must demonstrate and allow the assessor to record actual performance, dates, context and reasons for the judgement. Generic tick boxes without supporting evidence are insufficient.
- Provide students with assessment instructions, submission dates, expected evidence, permitted assistance, adjustment arrangements, reassessment and appeal processes. Keep confidential assessor benchmarks separate from student assessment materials.

### 10. Principles of assessment and rules of evidence

Fairness: consider individual needs, explain the process, make reasonable adjustments and allow reassessment and appeals. Flexibility: use methods appropriate to the student, context and prior learning while meeting product requirements. Validity: assess the required skills and knowledge, including their practical application. Reliability: use clear benchmarks and moderation so evidence is interpreted consistently across assessors.

Validity of evidence: evidence demonstrates the required competency. Sufficiency: its quality, quantity and relevance support a sound judgement. Authenticity: evidence is the student's own work. Currency: evidence demonstrates skills and knowledge relevant now. Assessors must apply all four rules to each decision and seek further evidence where any rule is not satisfied.

### 11. Conducting assessment

- Confirm student identity, readiness, instructions, adjustments and the required environment. Gather evidence using approved tasks, direct observation, questioning, projects, portfolios or other suitable methods.
- Evaluate each submission against the benchmarks and full unit requirements. Record the evidence considered, findings, assessment conditions, assessor identity, date and feedback. A third-party report supports evidence but does not transfer the assessor's responsibility for the decision.
- Record task outcomes as Satisfactory or Not Satisfactory, and unit outcomes as Competent or Not Yet Competent. Do not award competence where required tasks or evidence are missing, practical performance has not been demonstrated, or evidence is inadequate.

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### 12. Feedback, reassessment and academic integrity

Provide timely, specific feedback explaining achieved requirements and gaps. Discuss further learning, practice or support before reassessment and record agreed dates and methods. CCM ordinarily permits up to three attempts per assessment task, including the initial attempt. This is a CCM arrangement, not a statutory number of attempts.

After an unsuccessful third attempt, the academic lead reviews the evidence, support and reasonable adjustments with the student and agrees an appropriate further-training or re-enrolment pathway. Explain any applicable disclosed fees and appeal rights before implementing the decision. Consider justified exceptions and documented individual circumstances; do not automatically terminate enrolment because an attempt limit is reached.

Maintain authenticity through individualised tasks where appropriate, identity checks, direct observation, questioning and review of supporting work. Explain permitted collaboration, references and use of artificial intelligence. Assess actual competence rather than relying solely on plagiarism or AI detection software.

For suspected misconduct, preserve the relevant evidence, inform the student of the concern and allow a response before deciding. Record the findings, reasons and proportionate action, which may include further questioning, supervised reassessment or disciplinary action under CCM's relevant policy. Similar answers alone do not establish misconduct. Advise written appeal rights and apply ESOS requirements before any overseas student suspension or cancellation.

### 13. Recognition of prior learning — Standard 1.6

- Offer and explain RPL before enrolment and during the course where relevant. Recognise that learning may arise from formal education, non-formal training, employment and other experience. Explain the process, evidence requirements, costs and available support.
- An authorised assessor discusses the claim, maps available evidence to the unit requirements and agrees an assessment plan. Self-assessment, a CV or years of experience alone cannot establish competence.
- Verify authenticity and currency of documents and referees. Use observation, questioning, practical demonstration or other evidence as required. Apply the same assessment principles, evidence rules, conditions and standards as other assessment pathways.
- Record the evidence and judgement for each unit. Where gaps exist, explain them, arrange appropriate gap training or further assessment and disclose associated costs. Provide the outcome and appeal options in writing.

### 14. Credit transfer — Standard 1.7

Offer credit transfer for prior completion of an equivalent training product supported by authentic AQF certification or an authenticated VET transcript, unless the training product, licensing or regulatory requirements prevent it. Verify the issuing provider or access the USI transcript service with the student's authority; confirm equivalence on the National Register. Do not treat a non-equivalent unit or an unverified document as automatic credit.

Record the verification, units credited, reasons for any refusal and the resulting training plan and fee/duration changes. Explain RPL or gap training alternatives. For overseas students, retain written acceptance of the credit and amend course duration, CoE and PRISMS records as required by the National Code.

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### 15. Assessment validation — Standard 1.5

The quality lead maintains a risk-based validation plan covering every training product on CCM's scope of registration at least once in each five-year period. Validate more frequently when risks, product changes or relevant feedback indicate a need. Pre-use tool review and assessor moderation support quality assurance but do not replace validation of actual assessment practices and judgements.

- Identify the product, components, assessors, cohorts, sites, modes and assessment/RPL pathways to be sampled. Document the risk assessment and rationale for the sample size and selection; include a representative range of outcomes and the evidence used for the original judgements.
- Appoint one or more validators who collectively possess relevant industry competence, practical understanding of current industry practice and a validation credential permitted by the Credential Policy. Verify their competence, credentials and conflicts of interest.
- Ensure the validation outcome is not solely determined by a person who designed or delivered the training or assessment being validated. Apply the additional independent first-cohort validation requirements if CCM offers a relevant Training and Education Training Package qualification or skill set that enables assessment judgements.
- Examine tools, completed student work, observation records, assessor decisions and implementation of assessment conditions. Determine whether evidence and judgements meet the training product, assessment principles and evidence rules. Record findings and agreed corrective actions.
- Assign an owner and due date to each action. Address affected students and earlier decisions where findings indicate invalid outcomes; obtain additional evidence or reassess as appropriate. Verify effectiveness before closing actions and retain evidence supporting the validation cycle.

### 16. Third parties, appeals and improvement

CCM remains accountable for training and assessment delivered on its behalf. No third party may commence such work without CEO approval, a written agreement, verification of scope and workforce/resources, required regulator notifications and student disclosures. Monitor delivery, evidence quality, records, support and complaints; include third-party assessments in validation and require correction of identified deficiencies.

Students may challenge assessment and RPL decisions through CCM's Complaints and Appeals Policy. Provide accessible information, a fair opportunity to present evidence and an impartial review. Record the outcome and reasons, notify the student in writing and implement any required correction without disadvantage for raising a concern.

Review feedback, attendance and progression, assessment outcomes, reassessment trends, withdrawals, complaints, industry advice and validation results. Record improvement actions, responsibility, deadlines and evidence of effectiveness. Escalate significant risks to the CEO promptly and suspend an affected activity if its safety or assessment integrity cannot be assured.

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### 17. Assessment and certification records

Retain all assessments submitted by a student, including RPL evidence, for at least two years after the student completes the training product. Keep assessment records throughout enrolment, not merely for two years after an individual unit judgement. This replaces the former six-month rule for students completing a training product on or after 1 July 2025. CCM also retains submitted evidence for students who withdraw for at least two years after withdrawal as an internal control.

Keep student submissions, completed marking guides, observation records, results, feedback, reassessments, adjustments, verification records and appeal decisions together or reliably linked. Preserve the version of the assessment tool used. Retain records longer where funding agreements, licensing, legislation, an unresolved complaint or a legal hold requires it; identify the applicable retention rule rather than applying an unrelated interstate funding program.

Protect records against unauthorised access and loss, maintain recoverable backups and test retrieval. Electronic copies must be complete, readable and usable. Retain AQF certification issuance records for 30 years and maintain the certification register and arrangements for students to obtain copies. Before issuing certification, verify completion, packaging requirements and applicable USI and issuance obligations under CCM's Certification Policy.

### 18. Required operational evidence

- Approved current TAS; cohort training plans and timetables; training product mapping; industry consultation and documented responses; transition records.
- Suitability and LLND reviews; support and adjustment records; participation and delivery records; workplace risk controls and resource/access checks.
- Verified trainer/assessor credentials; vocational competence and currency evidence; professional development and direction arrangements.
- Pre-use tool review and approval; individual assessment evidence and decisions; RPL/credit verification; student feedback, reassessment and appeal records.
- Risk-based validation schedule, sample rationale, validator credentials and independence, findings, corrective actions and evidence of effectiveness; retention and backup controls.

### 19. Related documents and source references

Read with CCM policies for enrolment, student support and reasonable adjustment, RPL and credit transfer, complaints and appeals, academic integrity, assessment validation, workforce development, third parties, records management, certification and continuous improvement. Maintain document names and owners in the controlled register.

Primary references: 2025 Outcome Standards (Quality Area 1, Standards 1.1–1.8; relevant student support, workforce and governance requirements); 2025 Compliance Standards; 2025 Credential Policy; ASQA Training, Assessment, RPL and Credit Transfer, Facilities/Resources/Equipment and Integrity of Nationally Recognised Training practice guides; National Register (training.gov.au); AQF; National Code 2018 where applicable.

Version history: Version 2.0, Aug 2025 — CCM branding refreshed; regulatory framework updated from 2015 to 2025; training design, support, workforce, assessment review, validation, RPL, credit transfer and retention controls revised. The policy must be supported by the operational evidence described above.