



Training and Assessment

Policies and Procedures Manual

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Introduction

For RMD to meet its business objectives, it is critical that our people grow and develop their skills and capabilities. On-going education, training and on-the-job experience are an integral part of our approach.

To this end, RMD has become a Registered Training Organisation (RTO).

This will enable our employees to develop the necessary skills in a way that is both practical and formally recognised.

We will be offering two nationally recognised qualifications that directly reflect our core business:

- MNM20305 Certificate II in Metalliferous Mining Operations (Processing)
- MNM30305 Certificate III in Metalliferous Mining Operations (Processing)

Both certificates are based on national competency standards from the MNM04 Metalliferous Mining Training Package, together with our specific requirements.

As much as possible, training and assessment will be practical, on the job, and in short sessions. It will be competency-based, taking into account the skills employees already have, while the structure allows them to progress at their own pace. Training carried out with other RTO's will be recognised as well as vocational training undertaken with other organisations.

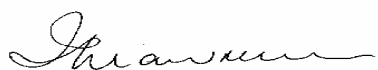
This handbook outlines the quality standards, policies and procedures that RMD follows as a nationally Registered Training Organisation. It also outlines the structure of the two courses and gives guidance on key issues relating to their delivery. It is to be used by all staff involved in the development, delivery or support of RMD training and assessment services.

The handbook will be regularly updated and reviewed annually. This will ensure that RMD complies with national quality standards for training, and that our training and assessment meets our business needs and the expectations of our clients.

As a trainer, assessor, supervisor or mentor, you have a vital role in encouraging RMD employees to develop and use their skills, and that we deliver quality training and assessment. I would encourage you to make this handbook a living document that is regularly used as a key tool.

If you are not sure about any aspect of the handbook, or have a suggestion on how we can improve, please advise the Safety and Training Officer, the Training Coordinator or myself of your suggested improvement.

I hope you enjoy the stimulation provided by the training experience you are about to commence, and look forward to you using your new skills and knowledge to provide our clients with a superior service.



Ian Lawrence
Managing Director

Section I: RMD Training and Assessment System

1. Our Commitment to Quality

RMD is committed to providing quality training and assessment services. This can only be achieved through the commitment of all management and employees. We will:

- Provide a working and learning environment that is safe, challenging and rewarding;
- Provide quality training and assessment, in line with the national standards of the Australian Quality Training Framework, the needs of our business and our trainees;
- Ensure that all RMD employees are treated fairly, with dignity and respect;
- Meet our legal and regulatory obligations;
- Maintain open communication and an effective team environment that encourages the sharing of skills and information;
- Support our trainers and assessors to make sure they are able to deliver quality training and assessment; and
- Regularly review our systems and procedures to identify areas that need improvement.
- Recognise vocational training carried out elsewhere and attainments and qualifications completed with other RTO's.

In turn, we expect that anyone undertaking training with us will:

- Be willing to take responsibility for their learning;
- Ask for information or help when they need it;
- Work cooperatively with others and treat them with respect;
- Behave honestly and fairly toward others; and
- Give us feedback about ways in which we can improve our services and products.

RMD will conduct its training and assessment activities in ways that do not disadvantage anyone on the grounds of race, marital status, sex, nationality, religion, age, disability, ethnic origin or family responsibilities. We will endeavour to deliver our training and assessment activities in a way that is flexible and that maximizes access and opportunities for all our employees.

Where people feel they have been treated unfairly, we will investigate the issue promptly and ensure that appropriate actions are taken to discourage unacceptable behaviour.

In return, we expect that our trainers and assessors will:

- Act safely and responsibly at all times;
- Treat others with fairness and respect and avoid any conflict of interest;
- Communicate with others in an open and cooperative manner;
- Respect the confidentiality of information relating to fellow employees and trainees;
- Report any unsafe practices or problems and seek advice if unsure about any aspect of their work; and
- Comply with legal and regulatory requirements.

2. Legislative Requirements

As well as complying with legislation and regulations relating to our employment and mining processes (e.g. Occupational Health and Safety & Environmental Legislation), as a nationally Registered Training Organisation (RTO), RMD will comply with additional legislation and regulations relating to training and assessment. These include:

- The Occupational Health & Safety (Commonwealth Employment) Act 1991.
- The NSW Vocational Education & Training Act 1990.
- The Anti-Discrimination Act 1977.
- The Racial Discrimination Act 1975.
- The Sex Discrimination Act 1984.
- The Age Discrimination Act 2004.
- Disability Discrimination Act 1992.
- The Equal Opportunity for Women in the Workplace Act 1999.
- The Privacy Act (1988) & the National Privacy Principles 2001.
- The Australian Quality Training Framework Standards for Registered Training Organisations 2001.

The relevant acts and regulations are available from the Training Coordinator.

Furthermore, if you experience or witness any breach of these requirements (e.g. harassment or disclosure of unauthorised information) you should:

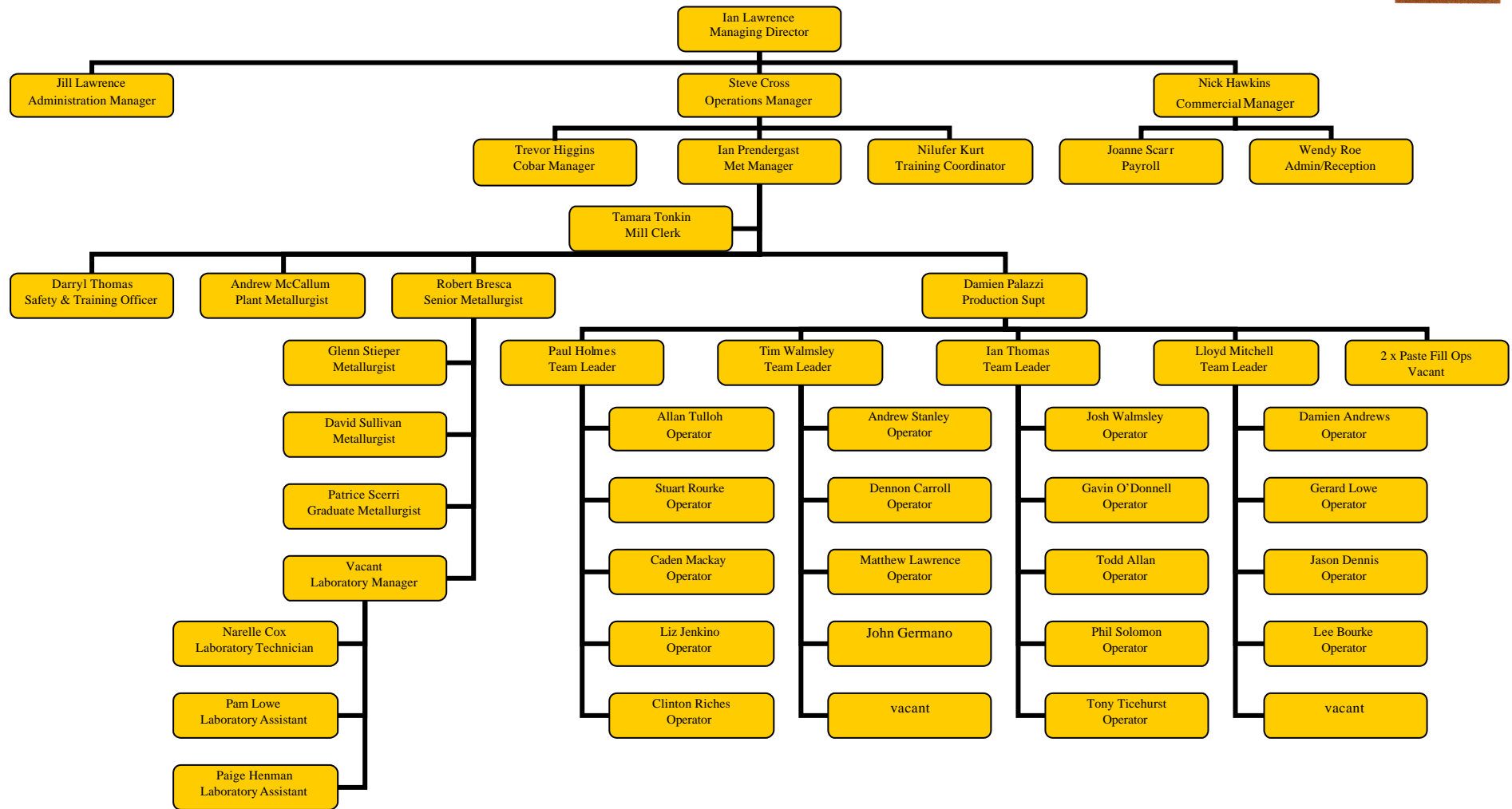
- Deal with the situation immediately by advising the person that their behaviour is inappropriate and should stop; and
- If the situation is not resolved, you should report the issue to your supervisor or manager so it can be further investigated and resolved.

In all situations, the issue will be investigated promptly and fairly.



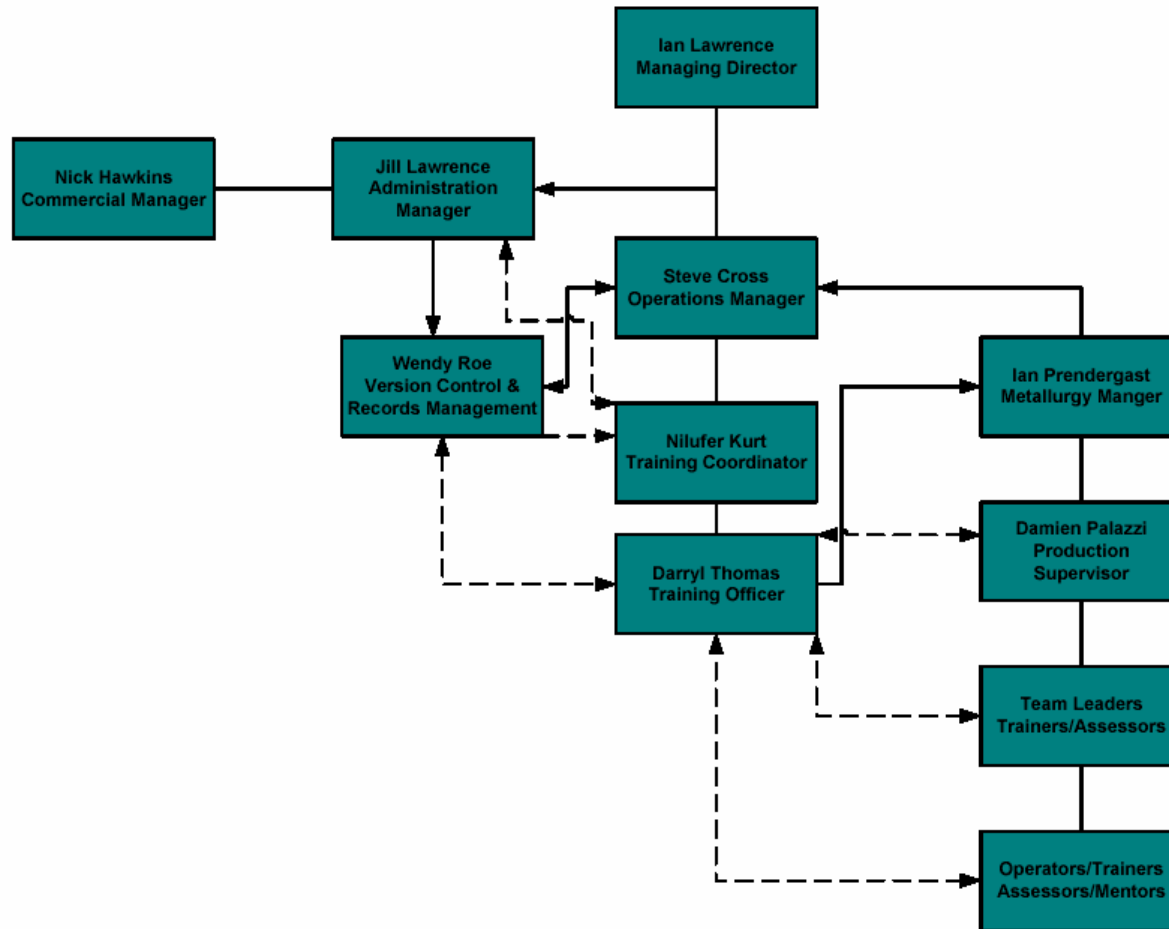
3. RMD Organisational Chart

RMD ORGANISATIONAL CHART 1/04/05



4. RMD Training Organisational Chart

RMD ORGANISATIONAL CHART TRAINING RESPONSIBILITIES 1/04/05



5. Staff Recruitment and Induction

RMD adopts a policy of equal employment opportunity. We aim to ensure that all appointments and promotions are based on factors such as skills, qualifications, abilities and attributes. We seek to ensure that our employees have the appropriate qualifications and competencies to carry out their allocated roles.

As the need arises, we will advertise vacancies both internally and externally, through industry networks, the internet, local and national media, according to the set selection criteria in duty statements. Staff are selected through an interview process, and employment cannot be confirmed without the sighting of original or certified copies of qualifications and verification of references.

Our operations are integrated, and the majority of our trainers and assessors will have other operational roles. As well as formal training and accreditation in the roles and skills of training and assessment, anyone with a training and assessment responsibility is required to undergo an induction, using this handbook, to familiarise themselves with the policies, systems and procedures of RMD training, and complete the induction checklist.

6. Continuous Improvement and Professional Development

RMD complies with the standards of the Australian Quality Training Framework, and continually improves the quality of our compliance. One of the main strategies for achieving this is by seeking and acting on feedback from our staff and clients through meetings, regular reviews and tools such as the Training Evaluation form (Form No: FRM-HR-05-29). We encourage all our trainers and assessors to use these tools, and to encourage others to make and act on suggestions for improvement.

RMD recognises that the quality of our training depends on the skills and experience of our staff. We provide development opportunities for our trainers and assessors to ensure their knowledge and skills are regularly updated through formal and informal mechanisms such as:

- Access to training support materials;
- Regular meetings to discuss issues and updates on training/industry developments;
- Assessment validation activities;
- Refresher and up-skilling training; and
- Industry seminars and conferences.

In return, we expect that our Trainers and Assessors take up these opportunities and share the information and expertise gained with others.

7. Administration and Records Management

RMD records will be:

- Accurate and current;
- Clearly organised in both paper based and electronic formats;
- Backed up as necessary;
- Dated and version controlled (the Training Coordinator is responsible for maintaining the version control register for training documentation and the Administration Manager maintains the version control register for other business documentation);
- A document control register is maintained in the RMD Melbourne Office. PDF versions of the recorded documents are available in the RMD Cobar Office.
- Kept secure and confidential, and available only to authorised persons (or to others with the written consent of trainees). Examples of authorised persons include managers who may need to check that a particular trainee is competent to operate specific equipment.

Trainees have access to their own personal or past records. Trainee assessment results must be kept for 30 years.

Section II of this handbook deals with the specific records trainers and assessors are required to keep.

8. Issuing of Qualifications

Qualifications or industry / enterprise competency standards from nationally endorsed training packages will be issued to trainees in the following endorsed manner: Certificates will only be issued to trainees that complete all the course requirements and if a trainee completes part of the requirements for a Certificate qualification, they can be issued with a Statement of Attainment, identifying the units of competence achieved.

All Certificates and Statements of Attainment must be issued by the Training Coordinator and counter-signed by the Managing Director

9. Dealing with Complaints, Grievances and Appeals

Our policies and procedures aim to ensure that any complaint, grievance or appeal is acted on in a timely, fair and constructive manner. These complaints may relate to a variety of issues such as the way training or assessment is conducted, perceived bias, lack of access to training resources or assessment decisions.

It is vital that:

- Each grievance, appeal and complaint is treated seriously and recorded in writing. This can be done using the RMD Training Complaint/Appeal Form (FRM-HR-05-30).
- The person complaining is encouraged to document any evidence they have to support their complaint and firstly discuss the issue with the person concerned if at all possible. They have the right to have a nominee ask on their behalf if they so choose.

If the issue is resolved, a summary of the outcome should be recorded on the form, and a copy provided to the complainant. If the issue is still unresolved, they should be encouraged to refer it to an independent person or the Appeals and Complaints Panel. The Training Coordinator will appoint the independent person or panel in consultation with the RMD Metallurgy Manager, to ensure the panel members have the appropriate skills and qualifications and that there are no potential conflicts of interest. Panel members are required to sign the declaration relating to conflict of interest on the form before dealing with the appeal or complaint.

The person complaining or appealing should:

- Have an opportunity to formally present their case;
- Be able to have a fellow employee, supervisor or any other person attend this meeting to assist them, or as a witness or support person;
- Receive written advice of the outcome including reasons for the decision within four weeks of the date of lodgment of the complaint. Minutes of the panel meeting, any relevant documentation and a copy of the written advice should be attached to the form and retained with the relevant employee(s) training file.

If the issue remains unresolved, the person should be advised of external organisations, such as the NSW Department of Fair Trading and the NSW Vocational Education and Training Accreditation Board (VETAB), who may investigate the matter further.

A summary of each complaint and appeal will be kept in the complaints register. This will be an electronic file shared between the training officer, training coordinator and operations manager.

Section II: Competency Based Training and Assessment – An Overview

1. Training and Assessment in a Competency Based System

Competency is about applying knowledge and skills within a work situation to a set standard of performance. This typically includes not only knowing the “what” but also the “why”, “how” and “what if” of a task, as well as more general skills such as:

- Organising tasks;
- Reacting appropriately when things go wrong;
- Contributing as a team member; and
- Applying existing skills and knowledge to new situations.

RMD training aims to develop these competencies through our approach of enabling operators to learn as they work, progress at their own pace and have the support of trainers as well as more experienced operators and supervisors. While we have set a nominal time for each Certificate (12 months for Certificate II, and 12-18 months for Certificate III), trainees’ ability to complete these courses will depend primarily on their previous experience, skills, ability and willingness to learn.

2. Structure of Certificates II and III in Metalliferous Mining Operations (Processing)

The certificates are based on national competency standards for the Metalliferous Mining industry and are made up of core and optional units. The modules we have developed are based on our operational needs and cover the competency requirements of one or more of the units in each one.

- MNM20305 Certificate II in Metalliferous Mining Operations (Processing) requires the achievement of at least 12 units of competence. This is covered by the completion of 5 core units and 7 elective units (minimum of 5 from Metalliferous and a maximum of 2 from other endorsed packages). Depending on your skills, experience and ability, it can take 8 to 12 months to complete Certificate II.
- MNM30305 Certificate III in Metalliferous Mining Operations (Processing) requires the achievement of at least 18 units of competence (made up of the 5 core units from Certificate II and 7 elective units from Certificate II, PLUS a minimum of 4 from Metalliferous and a maximum of 2 from other endorsed packages). Depending on your skills, experience and ability, it can take a further 12 to 18 months to complete Certificate III.

Generic Core Modules for both Certificates

The first 5 core units are covered in the shaded generic core modules.

GC01 to GC05 are compulsory and apply to both Processing Certificates:

GC01	Work Safely (Site Induction, Mill Induction, Isolation and Permits)
GC02	Workplace Communication
GC03	Quality and Planning
GC04	Hazard Identification and Control
GC05	Environmental Awareness
GC06	Basic First Aid
GC07	Advanced Resuscitation
GC08	Working in Confined Spaces

Technical Modules for Certificates II and III

Technical Core: The shaded modules are compulsory and must be completed for both Certificate II and Certificate III. Those required for Certificate III are dependant on the work role of the individual employee and will be chosen from the following list as required:

TC01	Safe Driving
TC02	Forklift Operations
TC03	Bobcat Operations
TC04	Basic Metallurgical Principles
TC05	Conduct Conveyor Operations
TC06	Taking Samples
TC07	Handling Reagents
TC08	Distribute Tailings
TC09	Conduct Grinding and Milling
TC10	Conduct: Pump Operations, Valve Operations and Compressor Operations
TC11	Conduct Filtration
TC12	Conduct Thickening and Clarifying
TC13 & TC14	Flotation Principles and Conduct Flotation
TC15	Process Control Operations
TC16	Manage Plant Shutdown and Restart

Technical Elective Units for Certificates II and III

Technical Elective: Trainees must complete one of the following shaded modules for Certificate II. Trainees must complete two of the Technical Elective modules or Other Elective modules for Certificate III:

TE01	Overhead Crane and Rigging Operations
TE02	Operate Elevated Work Platform
TE03	Treating Raw Water
TE04	Introduction to Geology
TE05	Conduct Loader Operations
TE06	Apply Advanced First Aid

Other Elective Units For Certificates II and III

Other Elective Units: These modules apply mainly to Certificate III. Depending on the work role, you will need to complete at least three elective modules in areas that may be relevant to your work. Some of this training may be conducted by organisations other than RMD, but can still be counted towards your Certificate.

RMD, like other RTO's, recognises training undertaken with other RTO's. In addition, experience or training undertaken with other organisations may be recognised as prior learning.

These modules can be selected from the technical electives listed above, or possibly from the following list:

BSZ404A	Train Small Groups
BSZ401	Plan Assessment
BSZ402A	Conduct Assessment
BSZ403A	Review Assessment
MNMG325A	Apply Risk Management Process
MNMG326A	Conduct Safety and Health Investigations
MNMG327A	Communicate Information
PMAPER300C	Issue Work Permits
BSBCMN402A	Develop Work Priorities
BSBCMN404A	Develop Team and Individuals
BSBCMN411A	Monitor A Safe Workplace
BSBFLM403B	Implement Effective Workplace Relationships
TAADEL301A	Provide Training Through Instruction and Demonstration of Work Skills
TAADEL404A	Facilitate Work-Based Learning
TAAASS402A	Assess Competence

3. Mutual Recognition

Under the Australian Quality Training Framework standards, a qualification or Statement of Attainment issued by a registered RTO to a trainee must be recognised by another RTO.

This means that any certificates issued by RMD will be recognised by any other RTO in Australia. Likewise, if a trainee has been issued with a qualification or Statement of Attainment by another RTO, RMD is obliged to recognise this. RMD is not required to re-issue a qualification or Statement of Attainment awarded by other providers for an equivalent qualification, or the same units of competence.

4. Recognition of Prior Learning

Under the principle of Recognition of Prior Learning (RPL) or Current Competence (RCC), trainees can be assessed as fully or partially competent, providing they can produce supporting evidence. As an RTO, we are required to advise trainees of their right to claim for recognition on enrolment, and to provide them with adequate information and support for their application.

Before you start training, you should check out what skills your trainee may already have in different areas, and what evidence they can provide if they wish to claim RPL. You may go through the assessment checklists or manuals with the trainee to help them decide if they consider that they are already competent in this area of work.

If the trainee decides to apply for RPL, they should fill out the Recognition Application Form (FRM-HR-05-27) and provide documentary evidence to support their claim, as set out on the form. This evidence needs to be:

- Valid – it must cover the broad range of required knowledge and skills;
- Reliable – the evidence must be authentic, i.e. the trainee's own work;
- Current and transferable – the skills once obtained must not have been affected by lack of practice, or changes in technology; and
- Sufficient – the evidence must be sufficient to demonstrate full competence in the particular area of work.

There are some particular risks in a mining environment, especially for competencies that involve a greater operational or safety risk than others. It is critical therefore that the evidence is systematically checked against these principles, as well as the assessment criteria. As part of this process, you may need to interview the trainee to clarify or seek further evidence, e.g. do a spot-check of their knowledge and skills through a mini-assessment, an observation of their work, or clarify details of evidence provided. You may need to validate the evidence provided by checking the trainees' references.

If the trainee is not able to demonstrate competence against a full module, you should indicate the parts they are competent in by filling out the RPL column of the assessment record book.

Make sure you provide clear explanations about your decisions and specific, constructive feedback about the reasons and any next suggested actions for the applicant.

If you are unsure about the acceptability of evidence provided, check with the Training Coordinator. To ensure that there is consistency in our training standards, any recommendation for recognition must be submitted to the Training Officer for final approval, and the applicant should be advised of the outcome of their application within two weeks of their supporting evidence being received. The Training Officer should provide the applicant with a copy of the completed Recognition Application Form. A copy of the form is kept on their file.

Trainees have the right to appeal this decision, and any appeal will follow the same procedure as assessment decisions.

5. Developing a Training Plan

Before meeting with trainees, you should make sure they have received a copy of the booklet "*Our Training and Assessment System – What's it all about?*" The purpose of the initial interview with the trainee is to:

- Help them work out their learning and working goals;
- Explain our training system and the courses available;
- Find out how much they already know or can do;
- Work out the most appropriate course and modules to enroll them in;
- Develop a training plan for the training to be carried out in an efficient and cost-effective way;
- Find out if they have any specific support needs, and
- Identify if they have any special needs such as literacy or numeracy issues.

Depending on the individual circumstances, you may need a follow up interview with the trainee before you are able to agree on a training plan, for example, if they decide to claim for RPL. You may also need to consult with their supervisor to work out what areas of work they may be involved in, and who their mentor might be.

You should use the enrolment form to develop the training plan and once it is completed, you should give a copy to the trainee as well as their supervisor.

If trainees are clear about what outcomes are expected, they'll find it easier to learn without you watching. Trainees should have a copy of the manual and assessment record book, so they can check their own progress.

6. Conducting Training and Monitoring Practice

For the most part, your training will be a combination of off-the-job sessions to discuss theory, concepts and problem solving, and on-the-job sessions to explain and demonstrate the practical aspects.

Remember to plan how you will:

- Provide a good environment for learning: when/where/how long, lighting, noise;
- Get all the necessary training resources ready beforehand – e.g. a job aid or sample that draws attention to common faults, or a labeled diagram;
- Explain how the task fits in with overall job or process;
- Highlight the key points you want to make;
- Link the demonstration with what the trainee already knows;
- Explain things clearly and take into account any special needs;
- Model the right approach – emphasise the relevant or most important points, and play down things that don't matter;
- Help trainees recognise their own mistakes, by asking questions (*What happens if..?*) rather than simply telling them what to do; and
- Be encouraging.

All trainees are interested in finding out how they are going, and it is your job as trainer to:

- Make sure the trainees know what they have to achieve;
- Monitor their practice sessions;
- Get feedback from their mentor and/or supervisor;
- Give them constructive feedback; and
- Prepare them for assessment.

Remember to always record what training you have done in the assessment record book, as this forms part of the trainee's evidence for competence.

It is also important to obtain feedback about your own training and the quality of our training resources. Following the completion of every module, each trainee is required to complete the Training Evaluation form (Form No. FRM-HR-05-29).

7. Using Mentors

Because much of our training is on-the-job, mentors play a critical role in our training and assessment system. While the trainer is responsible for the initial and ongoing formal training, a mentor is a more experienced operator who is willing to guide the trainee, and informally supervise their skills practice on a regular basis.

Mentors are not trainers or assessors. However, they must be technically competent in the relevant area of work and have appropriate interpersonal skills to

support trainees and give them constructive feedback. They may be able to vouch for trainees' competence as a 'third party', and in this way provide supporting evidence toward the trainee's assessment.

It is important that all involved (trainee, mentor, supervisor and trainer) are comfortable with their roles, and aware of their responsibilities. A short guide (*Guide for Mentors*) outlines what is involved, and trainers should go through this guide with the selected mentor to brief them. As a trainer, you should regularly check with your trainees' mentor to discuss their progress and address any problems.

8. Assessment Principles

The *National Australian Quality Training Framework* and the *Metalliferous Mining Training Package* require a competency assessment system to comply with four key principles of assessment:

- Validity;
- Reliability;
- Fairness; and
- Flexibility.

Assessment evidence must also be authentic, current and the assessment conducted in a way that is cost and time effective.

Validity

Assessments are valid when they assess what they claim to assess. This can be improved by:

- Interpreting the criteria accurately and making sure the evidence relates to the competency standards;
- Selecting evidence methods appropriate to the task;
- Collecting sufficient evidence from a range of activities and over time; and
- Ensuring all areas of competency are assessed.

Reliability

Assessments are reliable when the methods used and outcomes are consistent, over time, and between different assessors. Reliability can be improved by:

- Ensuring assessors have the appropriate technical and assessing skills;
- Applying the same process and approach for each trainee;
- Providing consistent, clear instructions;
- Ensuring the use of well developed assessment guides;
- Comparing the results of different assessors; and
- Evaluating assessment tools and results for future improvements.

Fairness

Assessments are fair when they are equally accessible and the procedures or methods ensure no-one is unfairly disadvantaged, (e.g. by requiring higher literacy skills to do the assessment than what is actually needed to do the task). Fairness may be enhanced by:

- Ensuring the process is transparent, available and clearly explained to everyone involved;
- Applying processes or methods that don't create artificial barriers for some trainees and not others;
- Consulting with trainees about the process and methods;
- Providing informative feedback to all trainees; and
- Ensuring all trainees have fair access to an appeals procedure.

Flexibility

Flexibility is achieved when assessment events are appropriate to the competencies and consider the individual needs of each trainee and the work or training environment. Flexibility may be promoted when:

- A variety of approaches and sources are used;
- Adjustments are made to cater for individual needs and situations; and
- Assessors make judgments in regard to allowable adjustments.

Authenticity – The evidence collected must be the trainee's work. This is particularly important when you rely on others to collect the evidence on your behalf.

Currency – With changes in technology and work practices, it is important to check the evidence being presented is current and up to date.

Cost and Time Effectiveness – Assessment needs to be both time and cost effective. That is one of the main reasons for using on the job observation and oral questions for assessment.

9. Who Can Assess?

The *Assessment Guidelines* for the *Metalliferous Mining Training Package* sets out requirements that must be met by individual assessors or collectively by the members of an assessment team or panel. Assessors must have the following:

- Assessment units of competency from the Training Package for Assessment and Workplace Training, or must have demonstrated equivalent competencies .
- The relevant vocational competencies, at least to the level being assessed.
- Comprehensive current knowledge of the mining industry and the job or role against which performance is being assessed.

They should also have appropriate interpersonal and communication skills and knowledge language, literacy and numeric issues in the context of assessment.

In some cases assessors may not have the specific industry qualifications, experience or technical expertise to complete a valid assessment. If so, they may work in partnership with a person who has the required technical skills to:

- Plan and provide advice on the assessment, for example, design relevant questions, or identify critical aspects of evidence needed;
- Conduct the assessment; or
- Interpret evidence and assist in making the assessment decision.

Third parties, such as supervisors or more experienced operators can sometimes assist by providing supporting evidence based on their knowledge and experience of the trainee's work performance.

10. Agreeing on an Assessment Plan

Two key principles of competency based assessment are fairness and transparency. Taking time to ensure the trainee understands the assessment procedures will help create a positive approach to assessment.

Before conducting an assessment, you should meet with the trainee to explain and plan the assessment process. Depending on how many modules are being assessed at the same time, you will probably need at least half an hour for the pre-assessment interview.

The purpose of the pre-assessment interview is to establish a good rapport with the trainee, allay any fears and make sure they are clear about:

- The purpose and outcomes of the assessment;
- What performance standards will be used as a benchmark;
- What units of competence they will be assessed for, and in what combination if any;
- What recognition they have been granted for any skills they already have;
- How, where and over what period of time the assessment will be conducted;
- Their role, and the role of others (such as third parties) in the assessment process;
- What adjustments can be made for the trainee's special needs;
- How the results will be recorded and reported; and
- What they can do if they wish to appeal against the result.

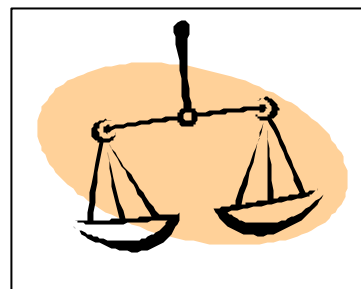
Assessment is not about "catching" someone out, but gathering enough evidence through appropriate methods to establish what competencies they have. Trainees should be encouraged to self-assess using the assessment checklists before they are formally assessed.

11. Judging the Evidence

Having collected the available evidence, you as the expert, (or with the help of an industry/technical expert if you are not expert in this specific area), will need to make a final judgment. Did the evidence meet the standards you were assessing against?

Was the evidence you collected:

- Valid?
- Reliable?
- Sufficient?
- Fair?
- Authentic?



What is sufficient evidence?

The standards for each unit of competency spell out the **essential evidence** that someone must show to be assessed as competent in the *Evidence Guide*. Without them, they **must be** judged as not yet competent. If you are not sure whether the trainee has met the criteria for competence, you may need to check back against the standards from the Metalliferous Mining Training Package held in the Training Coordinator's office, or can be downloaded from the website of the Resources and Infrastructure Industry Skills Council (www.riisc.com.au).

Remember that competence usually needs to be assessed over time, and by more than one source of evidence. This is why there are different columns in the assessment checklists to ensure that different people at different times and through different methods are able to provide evidence on the trainee's competence.

In general, the observation criteria in the assessment checklists generally all need to be assessed. The questions compliment the criteria by probing for knowledge, understanding, skills and the ability to apply these in a holistic way to practical situations. They are particularly useful for aspects of competence that are not able to be directly observed e.g. planning and problem solving skills, uncommon events or other considerations such as emergency situations.

While it is not mandatory for all the questions to be assessed, the assessor must demonstrate via a clear and auditable process how the evidence provided justifies their decision on the trainee's competence measured against the standards, and in particular the *Critical Aspects of Evidence* that usually relate to safety and compliance with standard operating procedures.

This is why the assessor must have relevant industry experience, or work in partnership with an 'Industry Expert', in order to make a judgment on whether the trainee's evidence meets the evidence requirements of the unit of competence. While there is no easy "black or white answer", the evidence guide in the unit of competence provides direction in regards to the criteria required to meet the standard.

12. Providing Feedback

Assessment should be used to improve learning and performance.

Providing people with informative feedback is an important function of assessment, and should be done as soon as practicable after the assessment process. When giving feedback, focus on:

- Ensuring privacy and confidentiality;
- Keeping the feedback positive and specific;
- Describing what they did well;
- Identifying specific areas for improvement and developing action plans if needed, such as a training plan or a re-assessment; and
- Explaining to the trainee their rights to appeal and review if they are not satisfied with the assessment decision.

13. Recording and Reporting the Outcomes of Assessment

As an assessor, you will need to record the results of your assessment in both the assessment booklet and the Summary of Training and Assessment Record section of the Enrolment form. This must be carried out according to the national standards for Registered Training Organisations. In competency based assessment there are two outcomes – competent or not yet competent.

When recording the results of the assessment, make sure you include any of the evidence you have collected, such as:

- Outcomes of the assessment;
- Copies of shift reports;
- Training records;
- Third party reports;
- Written answers to questions;
- Log book entries;
- Feedback to the trainee; and
- Action plans for improvements.

To ensure consistency of assessment standards and outcomes, the final decision about a trainee's competence and their accreditation will be made by the Metallurgy Manager or his designate. This will take into account both their performance during their assessment as well as their daily work performance.

The Training Coordinator will communicate these results to the trainee, and arrange for a statement of attainment to be issued. Remember, that in fairness to the trainees, you have the responsibility to ensure the confidentiality of the material you have collected, and should seek the trainee's permission to give out information to any other party.

14. Tips for Assessors

As an assessor there are a variety of issues that you may need to watch out for when planning and conducting workplace assessments. These may include:

- Letting your own biases influence decisions;
- Being unsure of the criteria or competencies;
- Ignoring legislative and policy requirements;
- Failing to prepare the trainee and yourself for assessment;
- Assessing in an area outside your expertise;
- Failing to observe and missing critical evidence;
- Failing to make adequate notes and complete records;
- Overlooking cheating or being influenced by outside pressures;
- Failing to make the hard decisions; or
- Taking it personally if someone appeals the assessment outcome.

It is critical that our assessments are consistent with the national standards, and consistency is shown between the different assessors. So if you are unsure about any aspect of assessment, discuss it with your Training Coordinator and other assessors.

Section III: Useful Forms

1. Training and Assessment Records:

- Enrolment Form
- RMD Recognition Application Form
- Training Evaluation
- Statement of Attainment
- Certificate
- Assessment Appeal/Complaint Form

2. Support Documents:

- Duty Statements
- Resource Register
- Version Control Register
- Mentoring and Giving Third Party Evidence Guide
- Training/Assessment Review and Validation
- Improvement Request
- Risk Management and Continuous Improvement Register
- Record of Professional Development Activities for Trainers/Assessors
- Record of Consultation With Industry
- Mapping of Units from Metalliferous Training Package against RMD Modules



RMD TRAINING SERVICES P/L

Enrolment Form

Section A - Applicant Details

Applicant's Full Name _____

Payroll ID _____

Position _____ Site _____ Crew _____

Date of Birth _____ Work Ph No _____ Home Ph No _____

Address _____

What is the highest level of schooling you completed? _____
When? _____

Please give details of any other relevant training or tickets completed, and date:

Qualification or module(s) being enrolled in:

Are you applying for recognition of any skills or training you already have for any of these modules? Yes No

If yes, refer to the "Making your current skills count" section of the booklet "Our Training and Assessment System- What's it all about?" and complete the Recognition Application form.

I declare that the information I have supplied on this form is, to the best of my knowledge, correct and complete. I have read the booklet "Our Training and Assessment System- What's it all about?" and discussed the training and assessment procedures with the training coordinator.

Trainee signature: _____ Date: _____

Training and Assessment Plan

This will be developed in discussion with your trainer and supervisor.

Enrolment Date: _____

Estimated Completion Date: _____.

Module	Trainer	Date and location of training	Arrangements for supervised practice, manual, assessment booklet, resources	Any special arrangements required?

Module	Trainer	Date and location of training	Arrangements for supervised practice, manual, assessment booklet, resources	Any special arrangements required?

Summary of Training and Assessment Record

(complete one for each module)

Module: _____

Initial Training	Start Date	End Date	Trainee Signature	Trainer Signature
Comments:				
Practical Training and Observations	Start Date	End Date	Trainee Signature	Trainer Signature
Supervised workplace practice by:				
Comments:				

Supervisor's Comments

Supervisor's Name	Signature	Date

Competency Assessment	Start Date	End Date	Trainee Signature	Assessor Signature
Comments:				
Accreditation Date:			Statement of Attainment Issue Date:	
Entered Into Electronic File <input type="checkbox"/>			Date:	
Hard Copy File Complete <input type="checkbox"/>			Date:	
Next Training Review Due By <input type="checkbox"/>			Date:	
Training File Complete			Signature:	



RMD TRAINING SERVICES P/L

Recognition of Prior Learning Application Form

Before completing this form, please refer to the "Making your current skills count" section of the booklet "Our Training and Assessment System - What's it all about?"

Section A- Applicant Details

Applicant's Full Name _____ Date of Birth _____

Position _____ Payroll ID _____ Site _____

Qualification enrolled in _____

Unit(s) of competence or course module(s) for which you are claiming recognition:

Tick the box or boxes that best describe the evidence you are able to provide to support your claim for recognition. Supporting documents should be originals or verified copies:

Work experience or records	<input type="checkbox"/>	Statutory Declarations, references or reports from previous employers/supervisors	<input type="checkbox"/>
Training Certificates	<input type="checkbox"/>	Work projects	<input type="checkbox"/>
Licences or tickets	<input type="checkbox"/>	Other: _____	<input type="checkbox"/>

Section B – Supporting Evidence

WORK HISTORY DETAILS	
<p>Indicate in the space provided any work experience that you feel is relevant to your application.</p> <p>(This may include either full or part-time experience, voluntary or paid work)</p>	
Name and contact details of employer	Type of work undertaken and Duration
Supporting evidence attached (eg reference, statutory declaration, supervisor report): Yes <input type="checkbox"/> No <input type="checkbox"/>	
Details:	
Name and contact details of employer	Type of work undertaken and Duration
Supporting evidence attached (eg reference, statutory declaration, supervisor report): Yes <input type="checkbox"/> No <input type="checkbox"/>	
Details:	

Date	Type of ticket or licence and where issued	Copy attached	
		Yes <input type="checkbox"/>	No <input type="checkbox"/>
		Yes <input type="checkbox"/>	No <input type="checkbox"/>
		Yes <input type="checkbox"/>	No <input type="checkbox"/>
		Yes <input type="checkbox"/>	No <input type="checkbox"/>
		Yes <input type="checkbox"/>	No <input type="checkbox"/>

Section D: Assessor Report

Unit(s) of competence or course module(s) for which recognition is granted:

Feedback to applicant on any further evidence or learning required:

Assessor Statement:

I have assessed the applicant's claim for recognition against the requirements for the units of competence, and verified the supporting documentation provided. I have explained the decision and provided feedback to the applicant, including their right to appeal.

Assessor name _____

Signature: _____ Date: _____

Accreditation Date:	Certificate Issue Date:
Certificate of Qualification / Statement of Attainment Identification Number:	
Entered Into Electronic File	Date:
Hard Copy File Complete	Date:
Next Training Review Due By	Date:
Training File Complete	Signature:



RMD TRAINING SERVICES P/L TRAINING EVALUATION FORM

To help us improve our training, we would appreciate your feedback on the training you have recently completed. Please tick (v) the relevant boxes and answer the questions below:

Module/Unit completed:.....

	Excellent	Very Good	Satisfactory	Poor	Comments
Structure of training program (length, sequence)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
Content (relevance, difficulty)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
Quality of training (trainer, learning materials, support, chance to practise)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
Venue / facilities/ resources	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
Assessment (clear, fair)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	

1. What was of most value to you in the program?
.....
2. What was of least value to you in the program?
.....
3. Any additional comments or suggestions on how the program could be improved?
.....

Thank you.

Name (optional) -----Crew: -----Date: -----



ACN: 115 378 615

RMD TRAINING SERVICES P/L

Statement of Attainment

This is a statement that

has been assessed as having fulfilled the requirements for the following units of competence:

MNMC201A Work safely
MNMC205A Conduct Local Risk Assessment

in partial completion of the following qualification:

MNM20305 Certificate II in Metalliferous Mining Operations
(Processing)

Dated 2 February 2005

Trainer/Assessor



Superintendent



This Statement of Attainment is recognised within the Australian Qualifications Framework



ACN: 115 378 615

RMD TRAINING SERVICES P/L

This is to certify that

has fulfilled the requirements for:

Certificate II in Metalliferous Mining Operations (Processing)
MNM20305

Dated 2 February 2005

Training Coordinator



Managing Director



The qualification certified herein is recognised within the Australian Qualifications Framework

Core Units achieved:

MNMC201A
MNMC202A
MNMC203A
MNMC205A
MNMPRD110A

Work Safely
Communicate in the workplace
Contribute to quality work outcomes
Conduct local risk control processes
Monitor Environment

Elective Units achieved:

MNMG204A
Etc...

Perform initial response first aid

The qualification certified herein is recognised within the Australian Qualifications Framework



RMD TRAINING SERVICES P/L

Notice of Complaints & Appeals Form

Full Name of person lodging complaint or appeal _____ Ph _____

Position _____ Payroll ID _____ Site _____

Qualification / Module enrolled in (if applicable) _____

Description of complaint or reason for appeal

Please briefly outline what the issue is - what happened, when and who is involved. Attach any supporting evidence if appropriate.

Have you attempted to resolve the situation? Yes No

If yes, please outline what steps you took and with what result.

If no, do you have any constructive suggestions for a resolution?

I declare that the above information is true and correct. I understand that the persons identified above may be contacted for further information, and that I will be notified in writing of the outcome within four weeks of the date of lodging this complaint/appeal.

Signature: _____

Date: _____

Office use only

Date received: _____

Received by: _____

Details of action taken:

Issue resolved? Yes <input type="checkbox"/> No <input type="checkbox"/> Date: _____						
If yes, has complainant/appellant been advised in writing? Yes <input type="checkbox"/> No <input type="checkbox"/> <i>(If yes, attach copy of advice. If no, refer issue to independent panel)</i>						
<i>Declaration of Panel Members/Independent Party</i>						
I, the undersigned, declare that I am not aware of any potential conflict of interest that would limit my capacity to act impartially in relation to this appeal/complaint.						
Name _____ Position: _____ Signature: _____						
Name _____ Position: _____ Signature: _____						
Name _____ Position: _____ Signature: _____						
Name _____ Position: _____ Signature: _____						
Outcomes of Panel Meeting(s):						
Date and place of meeting(s):						
Meeting(s) attended by:						
Summary of decision made: (attach any meeting minutes or relevant documents)						
Summary of any corrective follow up action required:						
Has complainant / appellant been advised in writing of the decision and options, including their right to appeal to external parties? (attach copy of advice) Yes <input type="checkbox"/> No <input type="checkbox"/>						
Training / Assessment Records amended (if appropriate) Yes <input type="checkbox"/> No <input type="checkbox"/>						
Copy of documentation filed with training record Yes <input type="checkbox"/> No <input type="checkbox"/>						
Summary of complaint/appeal and outcome recorded in complaints register? Yes <input type="checkbox"/> No <input type="checkbox"/>						
<table border="1" style="width: 100%; border-collapse: collapse;"> <tr> <td style="width: 50%;">Training Coordinator / Manager's Name</td> <td style="width: 30%;">Signature</td> <td style="width: 20%;">Date</td> </tr> <tr> <td style="height: 40px;"> </td> <td> </td> <td> </td> </tr> </table>	Training Coordinator / Manager's Name	Signature	Date			
Training Coordinator / Manager's Name	Signature	Date				

Glossary of Terms

ANTA	Australian National Training Authority
AQTF	Australian Quality Training Framework
NTIS	National Training Information Service
RCC	Recognition of Current Competencies
RIISC	Resource and Infrastructure Industry Skills Council Ltd – the new name for the national Industry Training Advisory Board for the Mining Industry. (www.riisc.com.au)
RPL	Recognition of Prior Learning
RTO	Registered Training Organisation
VET	Vocational Education and Training