Assessment system
VET policies and procedures

School RTO approval statement					
School RTO name	Redbank Plains State high school				
Policy start date	4/10/2024	**QCAA school number**	133	**National provider number**	*46368*

The Principal as Chief Executive Officer (CEO) approves:

- the policy, procedure and implementation requirements
- all identified attachments to this policy and procedure
- all modifications to the policy and procedure prior to implementation
- the delegated Registered Training Organisation (RTO) officer/s to implement the policy and procedure
- the allocation of time to ensure delegated officers carry out all components within the prescribed timelines and dates of all activities outlined in the quality calendar detailed through this policy and procedure
- the RTO Manager monitoring, evaluating and reviewing the application of this policy and procedure to ensure compliance at all times
- QCAA analysing these documents when conducting audits
- that email addresses provide the same acknowledgment as a signature.

RTO Manager		Principal	
Name	Amy Luxton	**Name**	Aimee Argiro
Email	Aluxt2@eq.edu.au	**Email**	Abrow468@eq.edu.au
Date	4/10/2024	**Date**	4/10/2024
All additional delegated officers (add additional places to this table as required)			
Delegated officer	Diana Furlan	**Delegated officer**	Jake Currie
Email	Dfurl4@eq.edu.au	**Email**	Jcurr227@eq.edu.au
Date	4/10/2024	**Date**	4/10/2024
Delegated officer	Mary Zaszlos		
Email	Mzasz4@eq.edu.au		
Date	4/10/2024		

Section 1 Policy and procedure

Section 1 of this policy and procedure ensures that: (a) the RTO develops assessment tools, conducts assessment and gathers assessment evidence in accordance with the Principles of Assessment and Rules of Evidence; (b) all assessment meets the requirements of the relevant training package or accredited course; (c) all assessment meets the Standards' requirements for systematic monitoring; and (d) all assessment has been listed in the relevant training and assessment strategy (TAS) document.

Relevant Standards: 1.1, 1.4, 1.5, 1.8, 1.15, 2.1, 2.2, 5.2(d), (i)

Assessment

Assessment policy and procedure				
Policy	**Assessment tools**	**Judgments and outcomes**	**Continuous improvement**	**Appeals**
- The RTO's assessment system will ensure all assessment (including recognition of prior learning (RPL)) adheres to the Principles of Assessment and the Rules of Evidence, meets all current training package requirements and is monitored for compliance. - Every qualification on scope will have a current and complete TAS.	- Assessment will be conducted using tools that have been: - approved by the delegated officer - mapped to the requirements of the units of competency - recorded in the TAS document. - Assessment tools are retained and systematically validated. - Assessments are based on clearly explained assessment activities. - Evidence-gathering tools will be based on clearly defined techniques applied during assessment activities.	- Assessment judgments will be based on decision-making rules that are clearly identified in evidence-gathering tools. Interim and final judgments must be recorded on assessment tools and student profiles. - Any assessment decisions of the RTO are justified, based on the evidence of performance of the individual learner where assessment of knowledge and skills are integrated with their practical application.	- Assessment tools will include provision for feedback from students. - Tool development responds to feedback from assessors, industry and validators. - Outcomes from the RTO's systematic monitoring of assessment practices are used to guide continuous improvement. - TAS documents record monitoring of assessment practices and are updated to reflect changes made to tools and practices.	Students will be informed of their right to appeal assessment decisions in accordance with the RTO's Complaints and appeals policy and procedure.

Conditions of assessment			
Assessors	**Retention of student work and assessment tools**	**All assessment tools are developed and validated based on the Principles of Assessment — Rules of Evidence**	**Development of assessment tools**

• All assessors will meet the following requirements prior to the commencement of training and assessment services to students:
  – a relevant TAE qualification
  – vocational competency for each unit being delivered and assessed
  – current industry skills relevant to the units being delivered and assessed
  – current knowledge in competency-based training and assessment practice
  – professional development relevant to the training being delivered in accordance with the RTO's Trainers and assessors policy and procedure.
	• All student assessment evidence used to make judgments, as well as the assessment tools, will be securely retained for six months after final judgments are made.
	• Student assessment evidence (student work) must be securely retained for six months to comply with the appeal policy and any scheduled validation processes.
	• As a minimum, all assessment tools in current use will be retained until after the RTO's next renewal of registration audit.
	• All assessment tools will be retained and managed by the RTO Manager and the delegated officer.
		• The approved assessment tool templates and validation process will demonstrate clear alignment to the:
		  – Principles of Assessment:
		    ▪ fairness
		    ▪ flexibility
		    ▪ validity
		    ▪ reliability
		  – Rules of Evidence:
		    ▪ validity
		    ▪ sufficiency
		    ▪ authenticity
		    ▪ currency.
		• Systematic validation will be used to confirm the reliability of the assessment decision-making process and the validity of interim and final judgments of competency.
		• Validation of assessment tools will compare all the features of assessment tools with requirements of the Principles of Assessment and Rules of Evidence.
			• Development of assessment tools will be guided by engagement with relevant industry representatives to establish the relevance of assessment strategies and activities, suitability of trainers and assessors, and that resources meet industry standards.
			• Well-defined assessment tool development processes will be used. The processes will ensure:
			  – assessment activities are clearly defined and include sufficient instructions to students and assessors. Activities will integrate knowledge and skills with their practical application
			  – evidence is gathered using techniques appropriate to the unit of competency and the assessment activity. Techniques may include observation, questioning, product/artefact review and third-party reports
			  – evidence-gathering tools will include sufficient instructions to the assessor and contain lists of unambiguous decision-making rules appropriate to the technique selected
			  – assessment activities and evidence-gathering tools will be mapped to the requirements of the units of competency, including any specialised unit of competency assessment or frequency requirements and, where required, specified Foundation Skills.

Principles of Assessment and the Rules of Evidence

	These Principles of Assessment and Rules of Evidence are used when developing and validating competency-based assessment tools.
Validity in principle and by rule	**Rule of Evidence:** • Assessment tool decision-making rules are mapped to the performance criteria (and Foundation Skills when not implicit) and assessment requirements of the units of competency. **Principle of Assessment:** • Assessment tools gather evidence of skills and knowledge through integration with their practical application. • Assessment tools clearly describe and comprehensively explain how the project/activity/task is to be undertaken by the student and managed by the assessor. • The assessment project/activity/tasks require competent performance across a range of situations.
Reliability	• The assessment tools provide sufficient instructions to the assessor on how to manage the project/activity/task assessment requirements. • Decision-making rules used when gathering evidence are unambiguous and not open to interpretation. • The project/activity/task documents provide sufficient instruction and guidance to the student and assessor. • A review of student work indicates consistency of assessment judgment outcomes.
Fairness	• The assessment tools provide clear information for the student on the project/activity/tasks to be undertaken and how evidence will be gathered. • The assessment tools include advice to the student on how to provide additional evidence to address performance and knowledge gaps. • Provision for assessor feedback is included in the assessment tools. This includes provision to identify student performance and knowledge gaps and how to address them. • The assessment tool provides advice to students on how to appeal decisions through direct feedback to the assessor.
Flexibility	• A simple explanation of provision for reasonable adjustments is included. • A range of projects/activities/tasks is used and identified in the relevant mapping tools and TAS documents. • Context of projects/activities/tasks is relevant to the requirements of units of competency. • RPL is offered to students and any appropriate credit is taken into account. This is stated in the relevant TAS documents.
Sufficiency	• The mapping tool is used to confirm that sufficient assessment tools are being used to gather evidence to enable a judgment to be made on student competency. • Only evidence relevant to assessment is gathered. • The quality of decision-making rules is confirmed by mapping to units' requirements.
Authenticity	Provision is made on the assessment tools to: • identify the student and assessor • confirm that the evidence is authentically the student's work.
Currency	• Date ranges are included on assessment tools to identify when the projects/activities/tasks were undertaken by the student as well as date ranges to confirm when evidence was gathered by the assessor. • Evidence is from the present or very recent past.

Section 2 Assessment system checklist

The RTO Manager or delegated officer will use this checklist to confirm the RTO has audit-standard records for their assessment practices.

Monitoring assessment systems for compliance is recorded in each relevant TAS	Yes	No
Prior to implementation of assessment, the proposed program is recorded in Section 3 of the TAS.	☐	☐
RTO-approved assessment templates are used for all assessment tools, and document codes are recorded in Section 3 of the TAS.	☐	☐
After assessment tools are used to make judgments, they are progressively recorded in Section 8 of the TAS in preparation for validation.	☐	☐
When conducting systematic validation, as set out in the five-year validation plan, the RTO Manager or validators randomly select assessment tools from Section 8 of the TAS and record the validation process and outcomes in Section 9. The TAS with completed validation records is then archived for audit.	☐	☐
Industry, trainer/assessor and student feedback is documented and used to develop and improve assessment tools. Industry feedback is recorded in Section 7 of the TAS. Student and assessor feedback is recorded in assessment tools and reviewed by the RTO Manager.	☐	☐
All TAS practices are monitored using Section 11 of each qualification's TAS document. The monitoring findings are recorded in the TAS. The RTO Manager will comment on the findings and implement improvements or adjustments in assessment practices.	☐	☐

Section 3 Systematic monitoring

Completing Section 3 satisfies the requirement of the Standard for systematic monitoring.

The RTO Manager will record the dates when monitoring activities occur, the outcomes of the monitoring process and any rectifications required to ensure ongoing compliance.

A 'No' indicates a non-compliance and must be reported to the RTO Manager. Appropriate rectification must be recorded and actioned.

Relevant Standards: 2.1, 2.2

Systematic compliance monitoring checklist	
Date of successive monitoring activities	**Name of person/s conducting successive monitoring activities**
24/11/2025	Amy Luxton Mary Zaszlos
[Date]	
[Date]	
[Date]	

Monitoring the application of this policy and procedure by the RTO		Record of last monitoring	
		Yes	**No**
School RTO approval statement (Page 1 of this document)	The following details are current and complete:		
	• school RTO name	☐	☐
	• the policy and procedure document is dated (start date)	☐	☐
	• QCAA school number	☐	☐
	• national provider number	☐	☐
	• Principal's name and contact details	☐	☐
	• RTO Manager's name and contact details	☐	☐
	• all delegated officers' names and contact details.	☐	☐
Policy and procedure (Section 1 of this document)	Assessment policy represents current practice.	☐	☐
	Assessment procedures represent current practice.	☐	☐
	Conditions of assessment represent current practice.	☐	☐
Assessment system checklist (Section 2 of this document)	Assessment system checklist is used for monitoring the assessment system.	☐	☐
Attachments	The approved assessment templates are attached or the network location is recorded or linked to this document.	☐	☐

RTO Manager notes	
Comment on the last monitoring activity	
List any non-compliances	
List any rectifications	

Section 4   Explanation of terms

This policy and procedure contains words and expressions that have specific meaning. The explanations are designed to assist in following the requirements for the assessment process.

Glossary	
Term	**Meaning**
Assessment system	A coordinated set of documented policies and procedures including assessment materials and tools that ensure assessment is reliable and sufficient. All templates and completed assessment tools must meet requirements of Standard 1.8. At the centre of the system is the TAS document.
Competency-based assessment (CBA)	Competency-based assessment (CBA) is a process where an assessor works with a student to collect evidence of progress toward competency. CBA is a highly formative learning process that requires the assessor to provide feedback to the student identifying performance gaps and tailored teaching to close the gaps. Units of competency provide the performance criteria as well as other contextual assessment requirements.
Assessment tools	Any document used in an assessment system including the administration, recording and reporting requirements. Essential assessment tools include: • TAS document • project/activity document • evidence gathering tools • mapping • student profile.
Assessment activity	Assessment activities define and clearly explain what a student must do. They are the documented instructions to the assessor and student on managing and undertaking tasks that produce the required evidence. The assessment activity document is always used in conjunction with evidence gathering tools.
Evidence gathering tools	Any document based on a defined technique and used to gather evidence to make interim or final judgments to determine if a student has successfully undertaken an assessment activity. Evidence gathering tools based on defined techniques include: • Observation checklist/s • Questioning requiring verbal, written or online answers. • Review of product/artefact/folio specifications • Supplementary evidence can include third-party reports • RPL kits. Evidence gathering tools must always contain decision making rules.
Decision making rules	The rules used to make judgments on a student's performance. They are the list items that describe the expected evidence resulting from an assessment activity. They include lists of unambiguous: • observable behaviours • questions and answers, obtained verbally, in writing or by online process • specifications used to make decisions on a student-made product or artefact • reports from third parties relevant to an activity or competency requirements Decision-making rules are used to make interim and final judgments.
Judgments	Assessors make judgments on evidence of student performance gathered during an assessment activity. The assessor is looking for consistent application of knowledge and skill to the standard of performance that meets the requirements of the units of competency. There are two types of judgments: interim judgements and final judgments.

Glossary	
	Interim judgments Satisfactory/Not satisfactory These are not used to record outcomes for units. They are used to record performance outcomes based on evidence gathered during an assessment activity. When taken as a whole, interim judgments assist in making final judgments. **Final judgments** Competent/Not competent These are used when sufficient valid evidence is gathered to make final determination on the outcome of one or more units of competency. Judgments on performance are recorded in a student profile document. The profile must record, as a minimum, final judgments for units of competency.
Student profile	Each student must have a profile document that records assessor judgments. The profile may record interim judgments but must record final judgments at a unit of competency level. The profile must include all the units relevant to the qualification the student has enrolled in. The profile must have the following minimum features: • name of the student and assessor • email addresses that provide the same acknowledgment as a signature, or signatures of the student and assessor • qualification identified by code and title • all units identified by code and title • a date range to indicate when assessment activities took place • where needed, a legend to identify any abbreviations used • outcomes that reflect assessment judgments • date when the profile was completed • a determination on whether the student qualifies for certificate or statement of attainment.
Mapping tool	A matrix that indicates the relationship between an assessment activity and evidence gathering tools with the requirements of the units of competency. Section 3 of the TAS outlines the individual or cluster of units related to the assessment tools. The mapping tools show which assessment tools are used to gather evidence in relation to the performance criteria of all or parts of one or more units of competency. Where appropriate, specialised unit of competency assessment requirements and Foundation Skills should also be mapped to assessment tools. Mapping is used to establish validity and sufficiency of assessment evidence.
Recognition of Prior Learning (RPL)	A process of assessment to determine the competence a student may have acquired through formal (within a formal education system), non-formal (outside the formal education system) and informal learning (daily life). It should determine the extent to which a student meets the requirements of units of competency.
RTO officer	Any person allocated time and resources by the Principal or RTO manager to undertake responsibilities in the process of developing, reviewing and implementing assessment.
Securely retain	Records are retained in a manner that protects them against unauthorised access, damage or destruction, and which ensures that records can be reproduced if the originals are destroyed or inaccessible. Records may be in printed or digital format.
Systematic monitoring	The process of collecting, analysing, recording and using information to track progress in maintaining compliance and quality of assessment practices. This document and the assessment validation questions found in the TAS are used for systematic monitoring.
Trainer and assessor	A person with the suitable qualifications, skills and currency to train and assess a training product that appears on the national register.
Training and assessment strategy (TAS)	A framework that guides the learning requirements and the teaching, training and assessment arrangements of a VET qualification. It is the document that outlines the macro-level requirements of the learning and assessment process.

Attachment 1

Assessment activity documents framework

How to use it

The learning program is recorded in Section 3 of the TAS document. Projects or tasks make up an assessment activity, integrating skills and knowledge with their practical application. The components of an assessment activity document are set out in the following seven sections. Each section provides guidance on how to structure the document. Assessment tools will have the features described here but it is not necessary to have each tool segregated into sections. Assessment activity documents describe what the student must actually do, know and produce. The assessment activity document for the assessor will contain additional details not provided in the student's version. Evidence gathering tools are used by assessors during an activity, employing techniques such as observation, questioning or reviewing something produced.
Use the information in this guide to ensure that the development of the RTO's current projects, tasks or activities have sufficiently documented information to meet the requirements of the Standards.

Assessment activity document feature		Trainer/assessor copy	Student copy
Section 1	Cover sheet	Yes	Yes
Section 2	Context and student advice	Yes	Yes
Section 3	WHS advice	Yes. Expanded for trainer/assessor	Yes
Section 4	How to undertake the activity	Yes. Expanded for trainer/assessor	Yes
Section 5	How to manage the activity	Yes	No
Section 6	Assessor's responsibility checklist	Yes	No
Section 7	Student's responsibility checklist	Yes	No

Section 1: Assessment activity cover sheet information

	Information for the assessor and student	Yes	No
1.1	Qualification code and title	☐	☐
1.2	Unit/s of competency assessed in assessment activity code/s and title/s	☐	☐
1.3	Descriptive name for assessment activity — record name in TAS Sections 3 & 8	☐	☐
1.4	Unique code for assessment activity — record name in TAS Sections 3 & 8	☐	☐
1.5	Record of assessment activity outcome, e.g. 'satisfactory' or 'unsatisfactory'. Final outcomes are only used when combined outcomes for associated evidence gathering tools allow the assessor to make a final judgment. (Outcomes are recorded on individual student copies — not required on assessor's guide.)	☐	☐
1.6	Assessment activity mapping reference — location of benchmarking evidence	☐	☐
1.7	Assessor name and email — signature optional	☐	☐
1.8	Student name and email — signature optional (recorded on individual student copies — not required on assessor's guide)	☐	☐
1.9	Provision for feedback after assessment activity completion. (recorded on individual student copies — not required on assessor's guide)	☐	☐
1.10	Evidence gathering tools used with assessment activity	☐	☐
1.11	Assessment activity start and end dates	☐	☐
1.12	Statement on authenticity of student work (can be on evidence gathering tools)	☐	☐
1.13	Statements on flexibility, RPL, Foundation Skills and appeals	☐	☐
1.14	Location of approved digital copy of this assessment activity document	☐	☐

Section 2: Advice for student on assessment context

	Information for the assessor and student	Yes	No
2.1	Activity location/s	☐	☐
2.2	Description of physical environment	☐	☐
2.3	Description of workplace role	☐	☐
2.4	Required tools and equipment	☐	☐
2.5	Appropriate attire and conduct	☐	☐
2.6	Transport arrangements	☐	☐
2.7	Work experience arrangements	☐	☐
2.8	Teamwork arrangements	☐	☐
2.9	Supervision arrangements	☐	☐
2.10	Additional details on flexibility arrangements	☐	☐

Section 3: WHS, equipment and materials safety induction

	Expanded for trainer/assessor, essential details for student	Yes	No	n/a
3.1	General safety requirements	☐	☐	
3.2	Workplace-specific requirements	☐	☐	
3.3	Hygiene requirements	☐	☐	☐
3.4	Personal protective equipment	☐	☐	☐
3.5	Hazard reporting requirements	☐	☐	☐
3.6	Incident reporting requirements	☐	☐	☐
3.7	Tool use and safety induction	☐	☐	☐
3.8	Equipment use and safety induction	☐	☐	☐

Section 4: Detailed instructions for student on how to undertake learning assessment activity

	Expanded for trainer/assessor, essential details for student	Yes	No
4.1	Instructions to the student on what to do	☐	☐
4.2	Resources, diagrams, plans, references	☐	☐
4.3	Sequences, stages, timeframes, deadlines	☐	☐
4.4	Advice on assessment conditions	☐	☐
4.5	Advice on assessment evidence gathering	☐	☐
4.6	Advice on submissions	☐	☐
4.7	Advice on gaining assistance	☐	☐
4.8	Advice on reasonable adjustments	☐	☐

Section 5: Detailed instructions for the trainer/assessor

	Information for trainer/assessor only	Yes	No
5.1	Instructions on how to provide training	☐	☐
5.2	Demonstration and training instructions	☐	☐
5.3	Safety induction instructions	☐	☐
5.4	Workplace-specific instructions	☐	☐
5.5	Instructions on gathering evidence	☐	☐
5.6	Instructions on providing written feedback	☐	☐
5.7	Instructions on completing assessment activity documentation	☐	☐
5.8	Instructions on record keeping	☐	☐

Section 6: Assessor checklist

	Information for trainer/assessor only	Yes	No
6.1	Assessor checklist that ensures all processes have been followed and must be completed	☐	☐

Section 7: Student checklist and declaration

	Assessor and student input	Yes	No
7.1	Student checklist that provides confirmation that student was provided with all required information and understands the requirements of the assessment activity	☐	☐
7.2	Student declaration to sign confirming that they: • were provided with feedback • acknowledge the assessors' actions in Section 6 (this can be on evidence gathering tools).	☐	☐

Attachment 2

Evidence gathering tools

How to use it

The components of an assessment activity document are set out in the following seven sections. Each section provides guidance on how to structure the document. Assessment tools will have the features described here but it is not necessary to have each tool segregated into sections. All the evidence gathering tools used in conjunction with an assessment activity must be recorded in Section 3 of the TAS document. Fairness requires trainers/assessor to inform the student about the evidence-gathering process.

Evidence gathering tools must include decision making rules relevant to the assessment activity. These rules are lists of things the assessor expects to see, hear or examine while the student is undertaking an assessment activity. Decision making rules must always be unambiguous statements. Rules assist assessors in making reliable interim judgments on students' skills and level of understanding or in making final judgments on competency.

Flexibility requires that more than one evidence-gathering technique is used during an assessment activity. All evidence-gathering techniques basically fall into the following categories:

- direct observation of student activity

- questions (written, online or direct verbal)

- reviews of things students produce (project work, folios, artefacts, online materials, products and services).

In addition, there may be third-party written reports (what someone else has seen or heard).

The tools for assessors will contain additional details not provided in the student's version. Use the information in this guide to ensure the RTO's evidence gathering tools have sufficient features to meet the requirements of the Standards.

Evidence gathering tool feature		Trainer/assessor copy	Student copy
Section 1	Cover page	Yes. Expanded for trainer/assessor	Yes. Basic outcomes, performance, currency and authenticity information
Section 2	General instructions of how evidence will be gathered	Yes	Yes. Basic information on conditions and flexibility
Section 3 to 5	Checklists and instructions to the assessor	Yes. Expanded for trainer/assessor	No
Section 6	Assessor's feedback	Yes	Yes
Section 7	Student's feedback	Yes	Yes

Section 1: Evidence gathering tool information cover page

	Detailed for assessor and basic for student	**Yes**	**No**
1.1	Evidence-gathering technique used	☐	☐
1.2	Learning project/activity/task this evidence gathering tool links to	☐	☐
1.3	Outcome, e.g. 'satisfactory' or 'unsatisfactory' (interim outcome). Final judgments can only be used when multiple assessment methods have been applied, e.g. observation, questioning and a review of product.	☐	☐
1.4	Evidence mapping reference — location of benchmarking evidence for this tool	☐	☐
1.5	Document short name or code (code is for validation purposes)	☐	☐
1.6	Assessor name and email — signature optional	☐	☐
1.7	Assessor confirmation of accurate record keeping	☐	☐
1.8	Foundation Skills not implicit in the performance criteria are covered	☐	☐
1.9	Student name and year level	☐	☐
1.10	National code and title of training product	☐	☐
1.11	Evidence gathering start and end dates	☐	☐

Section 2: General instructions for the trainer/assessor and student

	Information for assessor and student	**Yes**	**No**
2.1	Evidence-gathering conditions and requirements	☐	☐
2.2	Student's vocational role during evidence gathering	☐	☐
2.3	Instructions/advice for the student, e.g. flexibility arrangements available for this tool	☐	☐
2.4	Instructions for assessor on tool use and record-keeping	☐	☐

Section 3: Assessor checklist

	Assessor only	**Yes**	**No**
3.1	Evidence gathering tool sections completed	☐	☐
3.2	Student sections completed	☐	☐
3.3	Written feedback provided	☐	☐
3.4	Verbal feedback provided	☐	☐
3.5	Student profile updated	☐	☐
3.6	Records retained according to RTO policy	☐	☐

Section 4: Detailed instructions to the assessor

	Assessor only	Yes	No
4.1	Verbal formative assessment feedback provided throughout	☐	☐
4.2	Instructions on how to use the evidence gathering tool	☐	☐
4.3	Any significant competency gaps identified	☐	☐
4.4	Options on how to close identified gaps	☐	☐
4.5	Confirmation that competency gaps have been addressed	☐	☐
4.6	Written feedback (at end of evidence-gathering period)	☐	☐
4.7	Evidence-gathering outcome at end of evidence-gathering period	☐	☐
4.8	Confirmation that evidence was gathered over time rather than at a single event	☐	☐
4.9	Confirmation that opportunity was given for student to provide feedback	☐	☐

Section 5: List of decision making rules and formative guidance

	Assessor's list of decision making rules and formative assessment	Yes	No
5.1	Item reference number (useful when tool is being validated)	☐	☐
5.2	List of decision making rules	☐	☐
5.3	'Significant gap identified' check box	☐	☐
5.4	Written advice on options to close competency gap	☐	☐
5.5	'Gaps addressed' check box	☐	☐

Section 6: Written feedback on student's demonstrated skills

	Assessor and student input	Yes	No
6.1	Assessor: Provide constructive and clear written feedback on the student's progress and specific comments on how to progress and improve skills. This section may not be left blank.	☐	☐

Section 7: Student declaration and written feedback to assessor

	Assessor and student input	Yes	No
7.1	Student: Provide feedback on what you liked about the project/task and comment on how you plan to improve performance in future projects. Completion optional.	☐	☐