

Melbourne Metropolitan College & Langford English College

Assessment Policy and Procedure

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1. Purpose

Melbourne Metropolitan College and Langford English College are committed to providing quality training and assessment in accordance with the Standards for Registered Training Organisations (SRTOs 2015). As such, Melbourne Metropolitan College and Langford English College is required to implement an assessment system that ensures assessments (including recognition of prior learning) comply with the assessment requirements of national Training Packages within its scope of registration.

This policy ensures Melbourne Metropolitan College and Langford English College 's assessment practices comply with Standards for Registered Training Organisations (SRTOs 2015), provides Melbourne Metropolitan College and Langford English College assessors with clear information on assessment processes and evidence requirements, and ensures that assessments are conducted in accordance with the principles of assessment and rules of evidence.

2. Policy Statement

Melbourne Metropolitan College and Langford English College offers assessment opportunities to all enrolled students. Melbourne Metropolitan College and Langford English College is committed to ensuring that every assessment is conducted in a fair and equitable manner, meeting the requirements of the relevant Training Package, industry expectations and standards.

Melbourne Metropolitan College and Langford English College applies flexible assessment options, which recognize the diversity of individual student needs and circumstances, facilitating wherever possible the realization of their learning and vocational goals.

Melbourne Metropolitan College and Langford English College ensures that:

- all assessment options and processes implemented are in compliance with competency-based assessment and Training Package requirements;
- all assessments ensure the integrity of the VET system;
- assessment complies with the Principles of Assessment (POA) as prescribed in the Standard for RTO's;
- evidence submitted for assessment is assessed in accordance with the Rules of Evidence (ROE) as prescribed in the Standard for RTO's; and
- all assessments are conducted by individuals who meet the necessary requirements as prescribed in the Standards for RTO's.

3. Definitions

3.1. Meaning of following words and expressions.

Assessment means the process of collecting evidence and making judgements on whether competency has been achieved, to confirm that an individual can perform to the standard required in the workplace, as specified in a training package or VET accredited course.

Assessment system is a coordinated set of documented policies and procedures (including assessment materials and tools) that ensure assessments are consistent and are based on the Principles of Assessment contained in Table 1.8-1 and the Rules of Evidence contained in Table 1.8-2.

Competency means the consistent application of knowledge and skill to the standard of performance required in the workplace. It embodies the ability to transfer and apply skills and knowledge to new situations and environments.

Recognition of Prior Learning (RPL) means an assessment process that assesses the competency/s of an individual that may have been acquired through formal, non-formal and informal learning to determine the extent to which that individual meets the requirements specified in the training package or VET accredited courses.

- a) formal learning refers to learning that takes place through a structured program of instruction and is linked to the attainment of an AQF qualification or statement of attainment (for example, a certificate, diploma or university degree);
- b) non-formal learning refers to learning that takes place through a structured program of instruction, but does not lead to the attainment of an AQF qualification or statement of attainment (for example, inhouse professional development programs conducted by a business); and
- c) informal learning refers to learning that results through experience of work-related, social, family, hobby or leisure activities (for example the acquisition of interpersonal skills developed through several years as a sales representative).

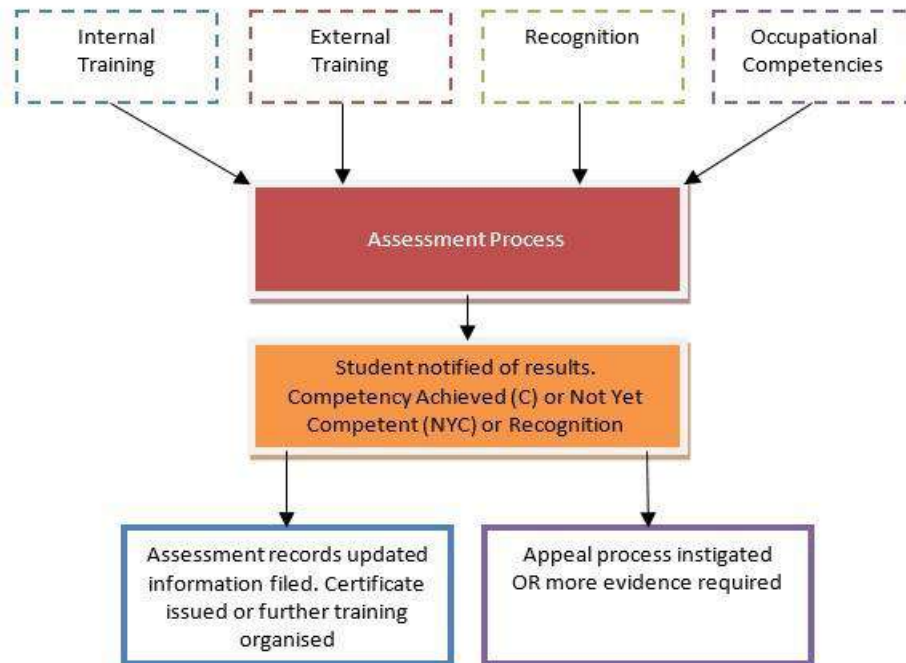
4. Policy Principles

4.1. Underpinning Principles

- a) Competency-based assessment is a system of collecting evidence, about a person's performance to a pre-set competency standard with emphasis placed on what a person can do (the outcome) rather than comparing a person's achievement to others.
There is no concept of pass or fail, only competent (C) or not yet competent (NYC). The training is focused and allows for greater participation of the student in the assessment process.

The Assessment Model

The Assessment Model



b) Three levels of assessment:

Various levels of assessment may be used, including:

- i. Diagnostic also known as pre-assessment provides information about prior knowledge and skills. This baseline information may diagnose a problem or training requirement.
- ii. Formative assessment assists and supports training by monitoring and advising students of their performance and rate of progress against the training outcomes. This provides feedback to the student, supervisor and trainer on what development activities are needed to achieve the required competencies. Assessment accumulates.
- iii. Summative assessment evaluates of achievement of the Training outcome. Often conducted in the workplace, summative assessment confirms achievement of the competency requirements. Assessment culminates.

c) Assessment modes may include :

- i. On-the-job skills assessment
 - ii. As part of training
 - iii. Off-the-job (simulated assessment)
 - iv. Completion and submission of assignments / work projects
 - v. Recognition of Prior learning (RPL)
- d) Evidence gathering methods commonly used by Melbourne Metropolitan College and Langford English College may include, but are not limited to:
 - i. Projects
 - ii. Written Assignments
 - iii. Workplace assignments
 - iv. Workplace performance
 - v. Documentation
 - vi. Demonstration
 - vii. Oral Questioning
 - viii. Role play
 - ix. Simulation
 - x. Oral presentations
 - xi. Written tests
 - xii. Portfolio & Journal
 - xiii. Third party reports.
- e) Assessment is carried out in accordance with the requirements of the relevant Training Package, on a consistent and timely basis to ensure that learning has taken place and that students have acquired the knowledge and skills required to demonstrate competency.
- f) All assessments will be recorded in accordance with Melbourne Metropolitan College and Langford English College Records Management Policy and procedures using appropriate documentation and Student Management System (Axcelerate).
- g) Assessment outcomes will be recorded and securely maintained in both electronic and manual systems.

- h) feedback is provided to students and includes the assessment outcome and guidance for further learning and assessment (as appropriate);

1.2. Special Considerations

- a) Students who experience unforeseen circumstances or have special needs that affect their performance in an assessment may be eligible to apply for a special consideration and reasonable adjustment to assessment.
- b) Special consideration may apply to students who during training or assessment experience one of the following circumstances:
- i. Serious illness or psychological conditions for example, hospital admission, serious injury, severe anxiety or depression (requires doctor's certificate).
 - ii. Bereavement.
 - iii. Hardship/Trauma for example, victim of crime, sudden unemployment.
 - iv. Other exceptional circumstances (to be assessed on application).
- c) Students wishing to apply for special consideration in the above circumstances may do so by discussing their circumstances with CEO of Melbourne Metropolitan College and Langford English College
- d) Approved applications for special consideration may be subject to one of the following outcomes:
- i. Extension of submission date (not beyond 3 months);
 - ii. Deferred Assessment;
 - iii. Additional assessment;
 - iv. No action;
 - v. Withdrawal from course without penalty;
 - vi. Resubmit/reassessment; or
 - vii. Opportunity to recommence course, dependent on availability on another date.

1.3. Reasonable Adjustments to assessment

- a) Students have the right to apply for and receive adjustment to assessment activities to accommodate individual/special needs.
- b) Adjustments to assessment cannot compromise the integrity of assessment, elements and performance criteria of the unit of competency.
- c) Adjustments to assessment will not provide an unfair advantage / disadvantage to students.

Reasonable adjustments (learners with special learning needs)

The following table summarizes different issues and potential strategies for assessors in adjusting assessment for individuals with special needs.

Category	Possible Issue	Strategy
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	Speaking Reading	<p>Discuss with the candidate whether language, literacy and numeracy are likely to impact on the assessment process.</p> <p>Use methods that do not require a higher level of language or literacy than is required to perform the job role.</p> <p>Use a support person.</p> <p>Use short sentences that do not contain large amounts of information.</p>
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<p>Non-English Speaking Background (NESB)</p>	<p>Writing</p> <p>Cultural background</p> <p>Confidence</p>	<p>Clarify information by rephrasing.</p> <p>Confirm understanding, for example ask the candidate to rephrase questions.</p> <p>Read any printed information to the candidate.</p> <p>Use graphics, pictures and color coding instead of text.</p> <p>Offer to write down, or have someone else write, oral responses given by the candidate.</p> <p>Consult with experts to make sure that methods and materials are culturally sensitive, for example gender issues.</p> <p>Ensure that the time available to complete the assessment, while meeting enterprise requirements, takes account of the candidate's needs.</p>
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		<p>Allow enough time to learn about the community and how this may impact on the assessment process, for example whether the age and gender of the assessor is an issue.</p> <p>Check that assessment strategies are inclusive and culturally sensitive, for example it may be more appropriate to demonstrate knowledge rather than talk about one's knowledge.</p>
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Indigenous	Cultural background	Identify any events and obligations that may affect the timing of the assessment, for example funerals.
	Speaking	Use methods that do not require a higher level of language or literacy than is required to perform the job role.
	Reading	Encourage participants to use alternative ways of demonstrating competence, for example drawing instead of writing, using a video to record demonstration of skills.
	Writing	
	Numeracy	
	Confidence	Use a support person or other support strategies.
		Use short sentences that do not contain large amounts of information.
		Clarify information by rephrasing.
		Confirm understanding, for example ask the candidate to rephrase questions.
		Read any printed information to the candidate.
		Use graphics, pictures and color coding instead of text.

		<p>Offer to write down, or have someone else write, oral responses given by the candidate.</p> <p>Ensure that the time available to complete the assessment, while meeting enterprise requirements, takes account of the candidate's needs.</p>
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Age	<p>Educational background</p> <p>Age of the assessor</p> <p>Limited skills and/or learning strategies</p>	<p>Read any printed information to the candidate.</p> <p>Make sure the font size is not too small.</p> <p>Assessor should acknowledge the age differential, for example referring to the candidate's greater experience.</p> <p>Ensure that the time available to complete the assessment, while meeting enterprise requirements, takes account of the candidate's needs.</p> <p>Have a number of shorter assessments rather than trying to cram too much into one session.</p>
Gender	<p>Gender of the assessor</p> <p>Timing of the assessments</p>	<p>Use an assessor of the appropriate gender.</p> <p>Use appropriate assessment strategies, for example are their issues if a project requires men and women to work together?</p> <p>Check whether there are child care issues that impact on the timing of assessments.</p>

		<p>Discuss with the candidate whether language, literacy and numeracy are likely to impact on the assessment process.</p> <p>Use methods that do not require a higher level of language or literacy than is required to perform the job role.</p>
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	Reading	Read any printed information to the candidate.
	Writing	

<p>Educational background</p>	<p>Numeracy</p> <p>Limited study skills and/or learning strategies</p>	<p>Make sure font size is not too small</p> <p>Use graphics, pictures and color coding instead of text.</p> <p>Offer to write down, or have someone else write, oral responses given by the candidate.</p> <p>Ensure that the time available to complete the assessment, while meeting enterprise requirements, takes account of the candidate's needs.</p> <p>Have a number of shorter assessments rather than trying to cram too much into one session.</p>
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		<p>Discuss with the candidate and supervisor whether the disability is likely to impact the assessment process.</p> <p>Use methods that do not require a higher level of language or literacy than is required to perform the job role, for example pointing to something that may meet enterprise requirements rather than talking about it.</p> <p>Use a support person and other support strategies as required.</p>
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Disability	Speaking	<p>Use short sentences that do not contain large amounts of information.</p> <p>Clarify information by rephrasing.</p> <p>Confirm understanding, for example ask the candidate to rephrase questions.</p> <p>Read any printed information to the candidate.</p> <p>Use graphics, pictures and color coding instead of text.</p> <p>Offer to write down, or have someone else write, oral responses given by the candidate.</p> <p>Ensure that the time available to complete the assessment, while meeting enterprise requirements, takes account of the candidate's needs.</p> <p>Have a number of shorter assessments rather than trying to cram too much into one session.</p>
	Reading	
	Writing	
	Numeracy	
	Limited study skills and/or learning strategies	

1.4. Assessment Submission

- a) All assessments submitted must include a completed assessment cover sheet, for student identification and disclaimer purposes.
- b) Assessments must be submitted by students within seven days of the due date, unless compassionate and compelling circumstances. Students are expected to submit all their work within stipulated time frames provided by the assessor and listed on their timetable.
- c) If a student fails to submit an assessment within the stipulated time frame and wishes to request an extension, an extension fee of \$150 will apply. The extension request must be submitted in writing and will be subject to approval by the Support team.

- d) Students are allowed two (2) attempts at reassessment. The first attempt will not incur a fee whilst the second attempt will incur a fee of \$150.
- e) Students who are still deemed as 'Not Yet Competent' after the second attempt at reassessment must be re-enrolled into the unit of competency and the relevant changes made to their training and assessment plan.

1.5. Principles of Assessment

- a) Assessments are conducted in accordance with the Principles of Assessment as prescribed in the Standards for RTOs. Below is an excerpt from the Standards for RTOs 2015 (Table 1.8-1):

Fairness	<p>The individual learner's needs are considered in the assessment process. Where appropriate, reasonable adjustments are applied by the RTO to take into account the individual learner's needs.</p> <p>The RTO informs the learner about the assessment process, and provides the learner with the opportunity to challenge the result of the assessment and be reassessed if necessary</p>
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<p>Flexibility</p>	<p>Assessment is flexible to the individual learner by:</p> <ul style="list-style-type: none"> • Reflecting the learner’s needs; • Assessing competencies held by the Learner no matter how or where they have been acquired; and • Drawing from a range of assessment methods and using those that are appropriate to the context, the unit of competency and associated assessment requirements, and the individual.
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Validity	<p>Any assessment decision of the RTO is justified, based on the evidence of performance of the individual learner.</p> <p>Validity requires:</p> <ul style="list-style-type: none"> • Assessment against the unit/s of competency and the associated assessment requirement covers the broad range of skills and knowledge that are essential to competent performance; • Assessment of knowledge and skills is integrated with their practical application; • Assessment to be based on evidence that demonstrates that a learner could demonstrate these skills and knowledge in other similar situations; and • Judgement of competence is based on evidence of learner performance that is aligned to the unit/s of competency and associated assessments requirements.
Reliability	<p>Evidence presented for assessment is consistently interpreted and assessment results are comparable irrespective of the assessor conducting the assessment.</p>

1.6. Rules of Evidence

- a) Assessments are conducted ensuring compliance with the Rules of Evidence (ROE) as prescribed in the Standards for RTOs. Below is an excerpt from the Standards for RTOs 2015 (Table 1.8-2):

Validity	The assessor is assured that the learner has the skills, knowledge and attributes as described in the module or unit of competency and associated assessment requirements.
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Sufficiency	The assessor is assured that the quality, quantity and relevance of the assessment evidence enables a judgement on a learner's competency.
Authenticity	The assessor is assured that the evidence submitted for assessment is the learner's own work.
Currency	The assessor is assured that the assessment evidence demonstrates current competency. This requires the assessment evidence to be from the present or recent past.

Assessment decision making rules:

At Melbourne Metropolitan College and Langford English College, Training and assessment practices are carefully reviewed and monitored considering feedback from stakeholders (student, staff and industry). The assessment policy and associated procedures ensure that the person who completes the

assessment and meets the unit of competency requirements is the one who receives the AQF document (testamur/Statement of Attainment/Academic Transcript).

(Refer to Melbourne Metropolitan College and Langford English College 'S procedure of verification of identity of learners at the time of assessment)

Students sign a 'Declaration of Completion of Formal Training Program and Readiness for Final Assessment.' Students declare that:

- They have completed the required training and feel confident in my skills and knowledge that they are ready to commence assessments for this course.
- They have discussed special learning needs, if any, with their trainer and assessor
- They understand their rights to appeal the assessment outcome
- They understand that they may be required to complete further training and assessment to complete the course or in the event that they do not satisfy the requirements of this assessment.
- all work submitted is their own work and they have not cheated or plagiarized the work or colluded with any other student(s).
- They understand that if they are found to plagiarize, cheat or collude, action will be taken against them according to MELBOURNE METROPOLITAN COLLEGE AND LANGFORD ENGLISH COLLEGE 's policies and procedures.
- They have correctly referenced all resources and reference texts throughout the assessment tasks.

1.7. Assessor Requirements

- a) All assessments are undertaken by suitable qualified Assessors who have both assessor competencies and vocational competencies at least to the level being assessed, and as prescribed in Standard 1 and in Item 2 or Item 3 of Schedule 1 of the Standards for RTOs 2015.

1.8. Assessment Resources

- a) Assessment resources are developed in consultation with industry.
- b) Assessment tools are the resources used by assessors to identify and record the skills and knowledge students must demonstrate to be deemed competent in a unit/module.
- c) Assessment tools are crucial for the accurate and consistent assessment of students against competency standards.

- d) Assessment tools are required as evidence of assessment and must be retained on record as proof that a person was assessed as competent, for a minimum period of six (6) months.
- e) Assessment tools consists of:
 - i. Instructions for students;
 - ii. Instructions for assessors;
 - iii. Assessment instruments;
 - iv. Pre assessment briefing;
 - v. Assessment checklists;
 - and vi. Assessment outcome Summary.

1.9. Assessment Validation

- a) Melbourne Metropolitan College and Langford English College assessment policies, processes, resources and outcomes are validated regularly.
- b) Each training product is validated at least once every five years, with at least 50 percent of products validated within the first three years of each five year cycle, taking into account the relative risks of all of the training products on the Melbourne Metropolitan College and Langford English College 's scope of registration, including those risks identified by the VET regulator.

1.10. Assessment Marking

- a) Assessments are not graded.
- b) Assessments are assessed/marked in order of submission date.
- c) When marking assessments, Assessors will make comments and provide genuine feedback for the entire assessment.

- d) Students are notified of assessment outcomes within two (2) weeks of submission.

1.11. Assessment Decisions and Outcomes

- a) Assessment outcomes are recorded as one of the following:

- i. Competent (C) - Students are deemed 'competent' when they have consistently demonstrated their skills and knowledge to the standard required in the workplace, for a full unit/module.
- ii. Not Yet Competent (NYC) – Students are deemed 'Not Yet Competent' when they are unable/have not demonstrated appropriate levels of competence in accordance with the minimum performance standards for a full unit/module.

- b) Students assessed as 'Not Yet competent' shall receive feedback and guidance from the Assessor, and may be required to undergo further training before re-assessment.

1.12. Assessor Code of Conduct

- a) All Melbourne Metropolitan College and Langford English College Assessors abide by the following code of conduct.

Assessment specialists have developed an international code of ethics and practice (The National Council for Measurement in Education (NCME)). The Code of Practice below is based on the international standards.

- i. The differing needs of students will be identified and handled with sensitivity
- ii. Conflict of interest in the assessment process will be identified with appropriate referrals made to the operations manager when identified

- iii. All forms of harassment will be managed throughout the planning, conduct, reviewing and reporting of the assessment outcomes as per the Access and Equity Policy

- iv. The rights of the student are protected during and after the assessment

 - v. Personal or interpersonal factors that are not relevant to the assessment of competency must not influence the assessment outcomes as per the Complaints and Appeals Policy
 - vi. The student is made aware of rights and processes of appeal
 - vii. Evidence that is gathered during the assessment is verified for validity, reliability, authenticity, sufficiency and currency
 - viii. Assessment decisions are based on available evidence that can be accessed and verified by another assessor

- ix. Assessments are conducted within the boundaries of the assessment system policies and procedures
- x. Formal agreement is obtained from both the student and the assessor that the assessment was carried out in accordance with the procedures briefed before the commencement of the assessment
- xi. Assessment tools, systems, and procedures are consistent with equal opportunity legislation
- xii. Prior to the assessment the student is informed of all assessment reporting processes and all known potential consequences of decisions arising from the assessment
- xiii. Confidentiality is maintained regarding assessment results and are only released with the written permission of the student
- xiv. The assessment results are used consistently with the purpose explained to the student

xv. Self-assessments are periodically conducted to ensure current competencies against the Training and Assessment Competency

Standards xvi. Professional development opportunities are identified and sought by assessors xvii. Opportunities for networking amongst assessors are created and maintained with technical assistance in planning,

conducting and reviewing assessment procedures and outcomes.

1.13. Recognition of Prior Learning

- a) All students are offered access to Recognition of Prior Learning (RPL) upon enrolment.

1.14. Plagiarism, Cheating and Collusion in Assessment

- a) Plagiarism, cheating and collusion in assessment are expressly prohibited.
- b) Students cannot submit any piece of work for assessment that is not entirely their own work.
- c) Students cannot assist other Melbourne Metropolitan College and Langford English College students with assessed work.
- d) Students cannot accept assistance from other Melbourne Metropolitan College and Langford English College students with assessed work.
- e) Students cannot submit the same piece of work for assessment, as another learner/student of Melbourne Metropolitan College and Langford English College .
- f) All cases of plagiarism, cheating and collusion are treated as a serious matter and will be reviewed and treated on a case by case basis.
- g) Depending on severity and circumstances, penalties of plagiarism, cheating and collusion may include one or more of the following (i.e. sanctions may not be discrete):
 - i. Completion and resubmission of a new assessment task; and/or
 - ii. All parties receiving a "Not Yet Satisfactory" result for the assessment task; and/or

- iii. Verbal or written warning; and/or iv. Suspension or expulsion from the course.
- h) Student records will be noted with all investigated and proven incidents.
- i) All incidents will be reviewed by the CEO of Melbourne Metropolitan College and Langford English College .

5. MMC & LEC Responsibilities

5.1. Chief Executive Officer

CEO is responsible for ensuring assessments comply with the requirements of National

Training packages, the current AQF Handbook and the Standards for Registered Training Organisations 2015 and that they are within the current scope of registration.

The CEO must ensure the assessment process is open, structured, consistent and comprehensive incorporating feedback to the student on the outcomes of the assessment process, as well as information regarding the appeals procedure and guidance on other options.

The CEO is responsible for ensuring the assessment strategies are designed with the flexibility to meet the needs and circumstances of a wide range of students, including those who may be socially, linguistically, educationally, or otherwise disadvantaged.

The CEO will ensure:

- a) All appointed and authorized Assessors possess and maintain relevant qualifications and vocational competency in accordance with those required in Standards of RTOs 2015.
- b) Students are provided information on the assessment process prior to assessments being conducted.
- c) Assessors incorporate the principles of assessment including validity, reliability, flexibility and fairness when conducting assessments.
- d) Assessors apply the rules of evidence including validity, sufficiency, currency and authenticity when conducting assessments.

- e) Assessment processes provide for Recognition of Prior Learning (RPL).
- f) An effective feedback mechanism is established and implemented to inform students and students on their assessment progress and results.
- g) An effective recording and reporting process of the unit of competency/module including access to information by students to their records.
- h) Students have access to an open, equitable and transparent appeals process.
- i) Awards of qualifications are in accordance with RTO Scope of Registration as listed by TGA (www.training.gov.au).
- j) AQF documentation (Testamurs/Statement of Attainment/Academic Transcript) is awarded as per the procedure for providing completion documents (refer to Qualification Issuance Policy and Procedure)
- k) Ongoing internal monitoring and validation of the assessment system for quality control checks.(refer to Assessment Validation and Moderation Policy)
- l) Management and staff participation in an independent (external auditing) quality control process conducted by the VET regulator.

1.2. Assessors

Assessors conducting assessment on behalf of Melbourne Metropolitan College and Langford English College will:

- a) Ensure they assess and judge a student's skills and knowledge of competence against set standards, principles of assessment and rules of evidence.
- b) Ensure that safety of the personnel involved in the assessment is maintained at all times.
- c) Ensure that assessment focuses on the application of knowledge and skills to the standard of performance required in the workplace and covers all aspects of workplace performance.
- d) Ensure the assessment process is open, structured, consistent and comprehensive incorporating feedback to the student on the outcomes of the assessment process, as well as information regarding the appeals procedure and guidance on other options.
- e) Interpret and understand the performance criteria and evidence requirements.
- f) Select appropriate assessment methods and materials.
- g) Make fair and objective judgements.
- h) Abide by the Assessor Code of Conduct.
- i) Provide all relevant paperwork to administration for processing in a timely manner.

6. Appeals

Students have the right to appeal an assessment decision. (See Complaints and Appeals Policy)

7. Access and Equity

Students have fair and equal rights to assessment.

8. Records Management

All completed assessment items for all students will be kept by Melbourne Metropolitan College and Langford English College for a minimum of six (6) months. All assessment outcomes will be recorded and kept for a period of 30 years.

All documentation from Assessment processes are maintained in accordance with Records Management Policy.

9. Monitoring and Improvement

All Assessment practices are monitored by the Training Manager in consultation with the CEO and areas for improvement identified are acted upon promptly.