

P_V1 Assessment Conduct Policy

1.0 Purpose

- 0.1 Milestones International College (MIC) is committed to providing quality training and assessment in accordance with the assessment requirements of the relevant training package or VET accredited course; and is conducted in accordance with the Principles of Assessment contained in Table 1.8-1 and the Rules of Evidence contained in Table 1.
- 0.2 MIC is required to implement an assessment system that ensures assessments (including recognition of prior learning) comply with the assessment requirements of national Training Packages and VET Accredited courses within its scope of registration.

2.0 Scope

- 2.1 The procedure applies to assessment of learners of MIC in all VET programs and units offered by the College.

3.0 Responsibilities

- 3.1 The Training Manager is responsible for the implementation of this procedure.
Course Coordinators and Trainer and Assessors are responsible for the carrying out the implementation of this procedure.

4.0 Definitions

- 4.1 **Assessment:** means the process of collecting evidence and making judgments on whether competency has been achieved, to confirm that an individual can perform to the standard required in the workplace, as specified in a Training Package or VET accredited program and is conducted in accordance with the principles of assessment and the rules of evidence.
- 4.2 **Assessment system:** is a coordinated set of documented policies and procedures (including assessment materials and tools) designed and implemented to ensure that assessment of learners conforms to assessment policy and procedures and is consistent and based on the Principles of Assessment contained in Table 1.8-1 and the Rules of Evidence contained in Table 1.8-2.
- 4.3 **Assessment requirements:** are the endorsed components of a Training Package that underpins assessment and sets out the industry's approach to valid, reliable, flexible and fair assessment.
- 4.4 **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, in-house 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).

4.5 **Assessment tools:** include the following components: the context and conditions of assessment; tasks to be administered to the student; an outline of the evidence to be gathered from the candidate; and evidence criteria used to judge the quality of performance (i.e. the assessment decision-making rules).

4.6 **Assessment Appeals:** refer to the process whereby a student may appeal within 10 working days of official publication of the final grade on any of the following grounds:

- The unit outline was not explicit i.e. It did not detail how many assessment tasks were required to be undertaken; how students will be assessed; and/or when they will be assessed.
- The assessor did not fairly and appropriately apply the assessment criteria as specified in the unit outline.
- The assessor did not conduct assessment tasks as described in the unit outline.

4.7 A qualified **assessor** is a person who has the competencies required under the Standards for RTOs and relevant Training Package or Curriculum Qualification who assess a learner's competence.

4.8 **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.

4.9 **Learner:** means a person being trained and/or assessed by the RTO for the purpose of issuing AQF certification documentation.

4.10 Principles of Assessment

Fairness

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.

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.

Flexibility

Assessment is flexible to the individual learner by:

- 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.

Validity

any assessment decision of the RTO is justified based on the evidence of performance of the individual learner.

Validity requires:

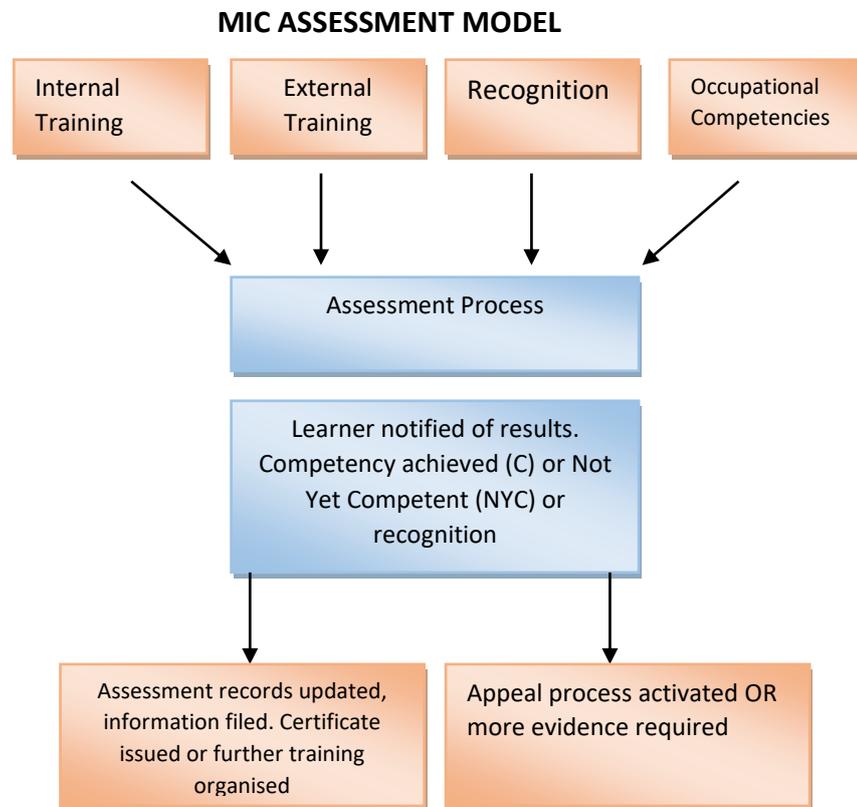
- Assessment against the unit(s) of competency and the associated assessment requirements covers the broad range of skills and knowledge that are essential to competent performance;
- Assessment of knowledge and skills is integrated with their practical application;
- Assessment to be based on evidence 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 assessment requirements.

Reliability

Evidence presented for assessment is consistently interpreted and assessment results are comparable irrespective of the assessor conducting the assessment.

4.11 Rules Evidence

- **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.
- **Sufficiency:** The assessor is assured that the quality, quantity and relevance of the assessment evidence enable a judgement to be made of a learner's competency.
- **Authenticity:** The assessor is assured that the evidence presented 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 the very recent past.



Three levels of assessment:

Various levels of assessment may be used, including:

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

4.12 Assessment modes may include

- Completion and submission of assignments / work projects v. Recognition of Prior learning (RPL)

- Industry Simulation

4.13 Evidence gathering methods commonly used by MIC may include, but are not limited to:

- Written tests
- Assignments/projects
- Role play
- Practical Demonstration
- Portfolios
- Third Party Reports

4.14 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 learners have acquired the knowledge and skills required to demonstrate competency.

4.15 All assessments will be recorded in accordance with MIC Policy and procedures using appropriate documentation and Student Management System (SMS).

4.16 Assessment outcomes will be recorded and securely maintained in both electronic and manual systems.

4.17 Feedback is provided to learners and includes the assessment outcome and guidance for further learning and assessment (as appropriate);

5.0 Special Considerations

5.1 Learners 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.

5.2 Special consideration may apply to learners who during training or assessment experience one of the following circumstances:

- Serious illness or psychological conditions for example, hospital admission, serious injury, severe anxiety or depression (requires doctor's certificate).
- Bereavement
- Hardship/Trauma for example, victim of crime, sudden unemployment
- Other exceptional circumstances (to be assessed on application)

5.3 Learners wishing to apply for Special consideration in the above circumstances may do so by discussing their circumstances with MIC Training Manager.

5.4 Approved applications for Special consideration may be subject to one of the following outcomes:

- Extension of submission date (not beyond 3 months)
- Deferred assessment
- Resubmit/re-assessment
- Additional assessment
- Opportunity to recommence course, dependant on availability
- Course withdrawal from course without penalty

6.0 Reasonable adjustment

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

7.0 Assessment Submission

- All assessments submitted must include a completed assessment cover sheet, for learner identification and disclaimer purposes.
- Assessments must be submitted by learners within four (4) months of commencement of any unit/course.
- Learners who wish to submit assessment after four (4) months of commencement of a unit/course may need to re-enrol in the training course paying the scheduled course fee at the time.
- Learners are allowed one “re-submit” for an assessment which has previously been deemed “Not Yet Competent”. Fees may apply for a second “Re-submit”, at the discretion of Director Transforming Training.
- Third and subsequent re-submissions are not allowed. Learners must undertake further learning and possibly re-enrol, therefore paying a further course fee.

8.0 Selection of qualified Assessors for a program on scope of registration

8.1 In Accordance with Standards for Registered Training Organisations 2015.

Clause 1.13

In addition to the requirements specified in clause 1.14 and clause 1.15, the RTO’s training and assessment is delivered only by persons who have:

- a) vocational competencies at least to the level being delivered and assessed

- b) current industry skills directly relevant to the training and assessment being provided
- c) current knowledge and skills in vocational training and learning that informs their training and assessment.

Industry experts may also be involved in the assessment judgement, working alongside the trainer and/or assessor to conduct the assessment.

Clause 1.14

The RTO's training and assessment:

- a) if delivered on or prior to 30 June 2019, is delivered only by persons who have the training and assessment credential specified in Item 1 **or** Item 2 **or** Item 3 of Schedule 1.
- b) if delivered on or after 1 July 2019, is delivered only by persons who have the training and assessment credential specified in Item 2 **or** Item 3 of Schedule 1.

Clause 1.15

Where a person conducts assessments only, the RTO ensures that:

- a) on or prior to 30 June 2019, the person has the training and assessment credential specified in Item 1, or Item 2, or Item 3, or Item 4, or Item 5 of Schedule 1; or
- b) on or after 1 July 2019, the person has the training and assessment credential specified in Item 2, or Item 3, or Item 5 of Schedule 1.

Clause 1.16

The RTO ensures that all trainers and assessors undertake professional development in the fields of the knowledge and practice of vocational training, learning and assessment including competency-based training and assessment.

8.2 In Accordance with Standards for Registered Training Organisations 2015 Clause 1.24

The RTO must ensure that any individual working under supervision under Clause 1.23 b) holds the qualifications specified in Item 1 of Schedule 1 and does not determine assessment outcomes.

8.3 All trainer/assessors engaged by MIC must complete a Trainer Skills Matrix template. This must be completed by trainer/assessors to demonstrate qualifications, competency and experience in delivering the unit(s) required to teach. All Trainer Matrix's and Individuals CV's must be updated annually by 1 Feb of each year.

8.4 The MIC Compliance department will conduct verification checks on all trainer/assessor qualifications using the reference check form to confirm all credentials presented are true and authentic.

8.5 Record of verification conducted will be placed into trainer/assessor file.

9.0 Provide Professional Development

9.1 MIC will schedule a Professional Development Plan for each of its Trainer and Assessors

(See details below)

9.2 It is the responsibility of each Trainer/Assessor undertake professional development annually to ensure their skills, knowledge, expertise remain current, through formal and informal activities that include vocational competencies, currency of industry skills, knowledge and practice of vocational training, learning and assessment, including competency based training and assessment.

9.3 Examples of professional development activities include:

- Participation in courses, workshops, seminars, conferences, or formal learning programs
- Participation in mentoring, professional associations or other learning networks
- Personal development through individual research or reading of publications or other relevant information
- Participation in moderation or validation activities
- Participation in industry release schemes
- Roles, responsibilities and ethics;
- Procedural and administrative duties;
- Performance and knowledge evidence gathering and presentation;
- Interpretation and usage of standards;
- Selecting and using appropriate methods of assessment; and
- Requirements regarding processing and recording of results, progress and feedback
- All professional development will be recorded in Trainer Skills Matrix Template.

9.4 Course Coordinators/Training Manager will conduct annual performance reviews on trainer/assessors and both parties will evaluate required gap training, interest of further learning, maintaining industry currency etc.

9.5 A Professional Development Plan will be developed annually for each trainer by Course Coordinator(s) for each member of staff

9.6 MIC will pay for two (2) Professional Development Activities per Trainer and Assessor annually.

10.0 Assessment Resources

10.1 Assessment resources are developed in consultation with industry.

(See Training and Assessment Strategies Policy)

10.2 Assessment tools are the resources used by assessors to identify and record the skills and knowledge learners must demonstrate to be deemed competent in a unit/module.

10.3 Assessment tools are crucial for the accurate and consistent assessment of learners against competency standards.

10.4 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.

10.5 Assessment tools consists of:

- Instructions for learners;
- Instructions for assessors;
- Assessment instruments;
- Pre assessment briefing;
- Assessment checklists; and Assessment outcome Summary.

11.0 Assessment Validation

11.1 MIC assessment policies, processes, resources and outcomes are validated regularly.

(See Validation Policy)

12.0 Assessment Marking

- Assessments are not graded.
- Assessments are assessed/marked in order of submission date.
- When marking assessments, Assessors will make comments and provide genuine feedback for the entire assessment.
- Learners are notified of assessment outcomes within two (2) weeks of submission.

13.0 Assessment Decisions and Outcomes

13.1 Assessment outcomes are recorded as one of the following:

- **Competent (C)** - Learners are deemed 'competent' when they have consistently demonstrated their skills and knowledge to the standard required in the workplace, for a full unit/module.

- **Not Yet Competent (NYC)** – Learners 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

13.2 Learners assessed as ‘Not Yet competent’ shall receive feedback and guidance from the Assessor, and may be required to undergo further training before re-assessment.

14.0 Assessor Code of Conduct

14.1 All MIC Trainer and Assessors must abide by the following code of conduct.

- The differing needs of learners will be identified and handled with sensitivity
- Conflict of interest in the assessment process will be identified with appropriate referrals made to the operations manager when identified
- 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
- The rights of the learner are protected during and after the assessment
- 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
- The learner is made aware of rights and processes of appeal
- Evidence that is gathered during the assessment is verified for validity, reliability, authenticity, sufficiency and currency
- Assessment decisions are based on available evidence that can be accessed and verified by another assessor
- Assessments are conducted within the boundaries of the assessment system policies and procedures
- Formal agreement is obtained from both the learner and the assessor that the assessment was carried out in accordance with the procedures briefed before the commencement of the assessment
- Prior to the assessment the learner is informed of all assessment reporting processes and all known potential consequences of decisions arising from the assessment
- Confidentiality is maintained regarding assessment results and are only released with the written permission of the learner
- The assessment results are used consistently with the purpose explained to the learner
- Self-assessments are periodically conducted to ensure current competencies against the Training and Assessment Competency Standards
- Professional development opportunities are identified and sought by assessors

- Opportunities for networking amongst assessors are created and maintained with technical assistance in planning, conducting and reviewing assessment procedures and outcomes.

15.0 Recognition of Prior Learning

15.1 All learners are offered access to Recognition of Prior Learning (RPL), Recognition of Current Competency upon enrolment. *(See Recognition to prior Learning Policy)*

16.0 Plagiarism, Cheating and Collusion in Assessment

16.1 Plagiarism, cheating and collusion in assessment are expressly prohibited.

- Learners cannot submit any piece of work for assessment that is not entirely their own work.
- Learners cannot assist other MIC learners with assessed work.
- Learners cannot accept assistance from other MIC learners with assessed work.
- Learners cannot submit the same piece of work for assessment as another learner of MIC.
- 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.
- 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):
 - Completion and resubmission of a new assessment task; and/or
 - All parties receiving a “Not Yet Satisfactory” result for the assessment task;
 - Verbal or written warning; and/or
 - Suspension or expulsion from the course
- Learner records will be noted with all investigated and proven incidents.
- All incidents will be reviewed by the Training Manager.
(See Plagiarism, cheating and collusion policy)

17.0 Assessor assessment guidelines

- Ensure they assess and judge a learner’s skills and knowledge of competence against set standards, principles of assessment and rules of evidence.
- Ensure that safety of the personnel involved in the assessment is maintained at all times. 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.
- Ensure the assessment process is open, structured, consistent and comprehensive incorporating feedback to the learner on the outcomes of the assessment process, as well as information regarding the appeals procedure and guidance on other options.
- Interpret and understand the performance criteria and evidence requirements.

- Select appropriate assessment methods and materials.
- Make fair and objective judgements.
- Abide by the Assessor Code of Conduct.
- Provide all relevant paperwork to administration for processing in a timely manner.

18.0 Appeals

18.1 Learners have the right to appeal an assessment decision. *(See Appeals Policy)*

19.0 Access and Equity

19.1 Learners have fair and equal rights to assessment. *(See Access and Equity Policy)*

20.0 Records Management

20.1 All completed assessment items for all learners will be kept by MIC for a minimum of six (6) months.

20.2 All assessment outcomes will be recorded and kept for a period of 30 years.

20.3 All documentation from Assessment processes are maintained in accordance with Records Management Policy. *(See Records Management Policy)*

21.0 Monitoring and Improvement

21.1 All Assessment practices are monitored by the Director Transforming Training and areas for improvement identified and acted upon. *(See Continuous Improvement Policy)*

Related Documents

- Industry Consultation Form
- Students Complaints and Appeals
- Reference check form
- Assessment Validation Form