



Assessment and Reassessment Policy and Procedure

1 Background

A policy governing the vocational education assessment methodology is vital in maintaining the deserved reputation and value of a course of study at Menzies Institute of Technology (hereinafter known as the 'Institute'). This document sets out the policies and procedures governing the methods of course assessment.

2 Purpose

The purpose of this document is to establish a system of course assessment policies and procedures that are consistent in scope, relevant to the student's needs, and fair in their methods of evaluation. This policy ensures that the Institute meets principles of assessment and rules of evidence outlined in the standards.

3 Audience

The assessment policies and procedures in this document apply to all full-time, and part-time students at the Institute as well as trainers and assessors.

4 Definitions

AQF qualification: refers to the result of an accredited complete program of learning that leads to formal certification that a graduate has achieved learning outcomes as described in the AQF.

Assessment: refers to 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 and is conducted in accordance with the principles of assessment and the rules of evidence.

Assessment system: refers to 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.

Assessment requirements: refers to the endorsed component of a Training Package that underpin assessment and sets out the industry's approach to valid, reliable, flexible and fair assessment.

Assessment tools: refers to 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).

Third Party: refers any party that provides services on behalf of the Institute but does not include a contract of employment between the Institute and its employees.

Training and assessment strategies: refers to the approach of, and method adapted by, the Institute with respect to training and assessment designed to enable learners to meet the requirements of the training package and accredited course. They include the amount of training provided, which will be consistent with the requirements of Training Packages and VET accredited courses and the assessment practices that enable each learner to meet the requirements for each unit of competency or module in which they are enrolled.

Training Package: refers to a set of qualifications for a defined industry, occupational area or enterprise endorsed by the Industry and Skills Council or its delegate in accordance with the Standards for Training Packages. The endorsed components of a Training Package are: units of competency; assessment requirements (associated with each unit of competency); qualifications; and credit arrangements.

Unit of competency: refers to the unit of learning in a VET qualification and includes including assessment requirements and the specification of the standards of performance required in the workplace as defined in a Training Package.

5 Policy

5.1 Assessment Principles

The Institute implements an assessment system that ensures that VET assessment (including Recognition of Prior Learning) complies with the assessment requirements of the relevant training package conducted in accordance with the Principles of Assessment and the Rules of Evidence contained in the table listed below.

5.1.1 Principles of Assessment

Principle	Definition	Institute's response
Fairness	The individual learner's needs are considered in the assessment process. Where appropriate, reasonable adjustments are applied by the Institute to take into account the individual learner's needs. The Institute 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.	The Institute ensures this principle of assessment is addressed by: Supporting individual needs and making reasonable adjustments as required. Clear instructions are provided to the student about their assessment requirements in the Assessment Tasks. Students may appeal an assessment decision following <i>MITP07 Complaints and Appeals Policy and Procedure</i> and they are informed of this in the front of every assessment task. Students are asked to agree to the assessment arrangements in the assessment task.
Flexibility	Assessment is flexible to the individual learner by: <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 ▪ 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. 	The Institute ensures this principle of assessment is addressed by: Providing options in the tasks based on their individual situation, drawing on a range of assessment methods suitable to the student's current situation and allowing recognition of existing competencies through a formal RPL process.

Validity	<p>Any assessment decision of the Institute is justified, based on the evidence of performance of the individual learner. Validity requires:</p> <ul style="list-style-type: none"> ▪ 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 ▪ judgement of competence is based on evidence of learner performance that is aligned to the unit/s of competency and associated assessment requirements. 	<p>The Institute ensures this principle of assessment is addressed by:</p> <p>Designing assessment tasks where all unit competency requirements are covered, a number of times where possible, (demonstrated through mapping) and a number of forms of evidence are used to form assessment decisions – ensuring Validity and Sufficiency.</p>
Reliability	<p>Evidence presented for assessment is consistently interpreted and assessment results are comparable irrespective of the assessor conducting the assessment.</p>	<p>The Institute ensures this principle of assessment is addressed by conducting regular validation and quality reviews of our assessment processes.</p>

5.1.2 Rules of Evidence

Principle	Definition	Institute's response
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.	The Institute ensures this principle of evidence is addressed by: Designing assessment tasks where all unit competency requirements are covered, a number of times where possible, (demonstrated through mapping) and a number of forms of evidence are used to form assessment decisions – ensuring Validity and Sufficiency.
Sufficiency	The assessor is assured that the quality, quantity and relevance of the assessment evidence enables a judgement to be made of a learner's competency.	The Institute ensures this principle of evidence is addressed by: Designing assessment tasks where all unit competency requirements are covered, a number of times where possible, (demonstrated through mapping) and a number of forms of evidence are used to form assessment decisions – ensuring Validity and Sufficiency.
Authenticity	The assessor is assured that the evidence presented for assessment is the learner's own work.	The Institute ensures this principle of evidence is addressed by: Ensuring all students submit written assessment tasks with a signed <i>Student Assessment Instructions Sheet</i> where students are required to declare the work is their own – ensuring Authenticity.
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.	The Institute ensures this principle of evidence is addressed by: Ensuring evidence is current as it relies on evidence collected during the course and includes third party reports and observations of work performance.

5.2 Recognition of Prior Learning (RPL)

RPL means an assessment process that assesses the competency/ies 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.

- 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);
- 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
- 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).

Refer to the Policy *MITP15 RPL and Credit Transfer Policy and Procedure* for further information.

5.3 Assessment design

Assessments are designed to develop student learning (formative), to make judgements about student learning relative to stated learning outcomes (summative) and to monitor student learning as a measure of teaching effectiveness. Assessments are to be relevant to the workplace where appropriate and consultation with industry should form part of this process.

5.4 Training and Assessment Strategy (TAS)

Assessment strategies outlined in this policy should form the basis for the assessment section in the TAS document for each training product. Refer to *MITP32 Training and Assessment Development and Review Policy and Procedure* for further information.

5.5 Assessment Validation and Assessment Moderation

Assessment validation and assessment moderation are undertaken as part of the Institute's quality assurance and continuous improvement of teaching and learning activities. Assessment validation and assessment moderation activities are undertaken collaboratively, and will involve all staff who deliver and assess the relevant subject. These activities will also be informed by the broader spectrum of external benchmarking activities. Refer to *MITP30 Validation and Moderation Policy and Procedure* for further information.

5.6 Developing Assessment Tools

The following four steps will assist to develop effective assessment tools. At a minimum, each unit should have assessment activity instructions documents (assessment brief), marking guides or rubrics, observation checklists and a summary assessment mapping table. Refer to the ASQA guide on developing assessment tools for further information available on: https://www.asqa.gov.au/sites/g/files/net2166/f/Guide_to_developing_assessment_tools.pdf

1. Read through the units of competency making up the qualification to understand all their requirements. Make notes on any specific requirements like foundation skills not explicit in the performance criteria, assessment conditions and performance frequencies and knowledge evidence. Refer to *Appendix A* for guidance on assessment planning.
2. Develop and document a series of assessment activities that reflect the performance and knowledge demonstrated by a competent person in this industry. Each assessment activity should describe the context of the activities and include clear and comprehensive instructions to the trainer, assessor and student. This will enable a casual reader of the activity document should easily identify what has to be done, when, where and to what standard. Assessors are to ensure that assessment tasks are contextualised to vocational scenarios to generate authentic responses which demonstrate vocational competencies. This enables to minimise plagiarism, collusion and cheating by students in completing assessment tasks.
3. Develop a set of evidence-gathering tools for each assessment activity. Include instructions to the assessor and student on how they are to be used. Evidence gathering techniques are outlined in section 5.7.
4. Develop a single mapping or benchmarking tool to establish validity for all assessment tools identified in this TAS. It will indicate the relationship between the requirements of the unit/s of competency, the activities and evidence gathered.

5.7 Evidence Gathering Techniques

The Institute use a wide range of evidence gathering techniques which are used to assess each unit of competency. Assessors have flexibility in selecting which techniques or tools they will use to gather sufficient evidence, in a range of contexts, to meet the requirements of the training package and made a decision regarding competence. Where evidence is gathered over a number of assessments, successful completion of the unit of competency will only be judged after successfully completing each individual assessment.

Methods	Examples of evidence gathering techniques
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Direct observation	<ul style="list-style-type: none"> ▪ Real work/real-time activities at the workplace ▪ Work activities in a simulated workplace
Structured assessment activities	<ul style="list-style-type: none"> ▪ Simulation exercises/role-plays ▪ Projects ▪ Presentations ▪ Activity sheets/learning activities
Questioning	<ul style="list-style-type: none"> ▪ Written questions ▪ Interviews ▪ Self-evaluation ▪ Verbal questioning ▪ Questionnaires ▪ Online assessments ▪ Written examinations (may be applicable at higher AQF levels)
Evidence compiled by the learner	<ul style="list-style-type: none"> ▪ Portfolios ▪ Collections of work samples ▪ Products with supporting documentation ▪ Historical evidence ▪ Journals/logbooks ▪ Information about life experience
Review of products	<ul style="list-style-type: none"> ▪ Products as a result of a project ▪ Work samples/products
Third-party feedback	<ul style="list-style-type: none"> ▪ Testimonials/reports from employers/supervisors ▪ Evidence of training ▪ Authenticated prior achievements ▪ Interviews with employers, supervisors or peers

All evidence gathering techniques should be accompanied by a marking guide, assessment criteria or exemplar/s. All evidence gathering techniques should be first internally verified using the *MFTxx Assessment Quality Review Checklist (Refer to Appendix B for template)*. Evidence gathering techniques will also be externally validated during the formal validation cycle. Refer to the *MITP30 Validation and Moderation Policy and Procedure* for further information.

5.8 Conducting Assessments

5.8.1 Informing students

Assessors, when commencing classes must inform the students the requirements of completing assessments, including information about the number and methods of assessments. The Assessors must also advise students of plagiarism, collusion and cheating contained within the *MITP23 Plagiarism, Collusion and Cheating Policy and Procedure* and advice of any penalties.

5.8.2 Prior to the assessment

Prior to the assessments, the Assessors must ensure that the students are prepared to undertake assessments and ensure that the students are aware of the requirements of assessments. Information on reassessments and appeals must be provided to the students and refer them to the relevant policies.

5.8.3 Conducting Assessments

Assessors must ensure that students understand the assessment requirements, assessment location and entry rules. Assessors should inform students regarding plagiarism, collusion and cheating during assessments. Assessors must conduct the assessment in a professional and objective manner. Prior to assessment submission (usually, one (1) week before the assessment due date) students will be required to meet (face to face) with an Assessor to review the assessment evidence and obtain feedback. The Assessors are responsible to provide constructive feedback for student to address any competency shortcomings prior to submission. The discussion must be recorded by the student using *Assessment Pre-Submission Review Form* and signed by the Assessor.

5.8.4 Conducting Written Examinations (may be applicable at higher AQF levels)

Students will receive explicit statements about the assessment criteria to be met in examinations/tests and the grading categories (if applicable). Exam timings should be provided to students with the unit learning guide and any changes to the timing should be notified well in advance. Assessors must conduct the examinations in a professional and objective manner.

5.8.5 Determining assessment outcomes

To determine the assessment outcomes, the assessors must consult the marking guide, assessment criteria or exemplar/s that exists for the assessment. Written and theoretical tasks will be assessed within two (2) weeks of submission. Assessors mark each task as Satisfactory (S) or Not Satisfactory (NS). Assessors will mark a unit as Competent (C) once all tasks for the unit have been marked as Satisfactory or otherwise mark as Not Yet Competent (NYC).

5.9 Assessment Feedback

All students will be provided with feedback upon completion of assessment tasks. The feedback will be for both formative and summative assessments. Students will receive detailed feedback for each task either in written or verbal form from their assessor.

5.10 Plagiarism, Collusion and Cheating

Plagiarism, Collusion and Cheating is considered to as a serious offence. The Institute defines:

- Plagiarism as taking someone's words, ideas or other materials and present them as your own

- Collusion as an understanding or agreement between two or more people to intentionally cooperate and gain an unfair advantage in assessment and may include.
 - unauthorised and unacknowledged joint authorship in an assessment task
 - unauthorised and unacknowledged copying or use of material prepared by another person for use in assessment
- Cheating as seeking to obtain an unfair advantage in an examination or test.

Refer to *MITP23 Plagiarism, Collusion and Cheating Policy and Procedure* further guidance on plagiarism collusion and cheating as well as associated disciplinary procedures.

5.11 Grading of Assessments

The recognised training and assessment approach in the Vocational Education and Training (VET) sector is competency-based. This means there is an emphasis on what a person can do in the workplace as a result of completing a course of training. The following table identifies the results awarded for VET students at the Institute:

Grade	Acronym	Description
Satisfactory	S	Awarded to a student who has demonstrated that they are competent to the specified standard against each of the elements being assessed.
Not Satisfactory	NS	Awarded to a student who has failed to demonstrate that they are competent to the specified standard against each of the elements being assessed.
Competent	C	Awarded to a student who has achieved all of the elements specified for a unit of competency to the specified standard.
Not Yet Competent	NYC	Awarded to a student who has failed to achieve all of the elements specified for that unit of competency to the specified standard.
Credit transfer	CT	Relates to the credit received by a student for a unit of competency through recognition of their formal learning.
Recognition of Prior Learning	RPL	Relates to the credit received by a student for a unit of competency through recognition of their informal learning.

For graded assessment, students will receive one of the following results below:

Grade	Acronym	Marks
High Distinction	HD	85%-100%
Distinction	D	75%-84%
Competent –Credit	CR	60%-74%
Competent –Pass	P	50%-59%
Not Yet Competent	NYC	0%-49%
Credit transfer	CT	N/A
Recognition of Prior Learning	RPL	N/A

5.12 Reasonable Adjustment

Reasonable adjustment refers to an adjustment made for students with a disability, condition or special learning need. Generally, an application for reasonable adjustment is made at the time of a student’s initial enrolment, however, a student can make an application at any time during their stay at the Institute. Refer to *MITP83 Reasonable Adjustment Policy and Procedure* for further information.

5.13 Special Consideration and Assessment Extensions

Special consideration refers to the process by which the Institute takes extenuating circumstances into consideration during the marking of an assessment item or granting an extension to submit assessment items. Extenuating circumstances are defined as circumstances that are unpredictable and unavoidable and beyond the control of a student. Refer to *MITP91 Special Consideration Policy and Procedure* for further information.

Students unable to submit assessment tasks by the specified due date may request an extension of the assessment due date (not applicable to formal exams) on the grounds of misadventure including medical, hardship/trauma and compassionate reasons. Refer to *MITP91 Special Consideration Policy and Procedure* for further information on applying for an assessment extension.

5.14 Reassessment

Students who have not achieved competencies for a unit are issued with Assessment Notices:

- **1st Notice: Notice of Reassessment – Unit Assessment Result for NYC units**
The Institute offers the opportunity for students to have a second chance at the unit of competency. A reassessment and remarking fee will apply for any reassessment. Refer to *Fee Registry* for remarking and reassessment fee for each unit. Students who do not achieve competency in a unit will receive the Notice of Re-Assessment.
- **Final Notice: Notice of Failure**
If students are still unable to achieve competency after the second attempt, they will be issued with a Notice of Failure. The Institute offers students the opportunity to enrol in re-assessments throughout the semester in order to complete outstanding or failed competencies. It is the student's responsibility to re-enrol in these competencies. Fees for the re-enrolment will be charged (refer to *MITP03 Student Fees and Payment Policy and Procedure*).

5.15 Assessment Appeals

The Institute, through *MITP07 Complaints and Appeals Policy and Procedure* provides the students with the opportunity to resolve any assessment grievances.

6 Procedures

6.1 Procedure for Conducting Assessments

Following table outlines the procedure for conducting assessments.

Procedure	Responsibility
<p>Planning assessment</p> <p>When planning for an assessment the assessor must ensure that:</p> <ol style="list-style-type: none"> The assessment methods to be used are identical to those mentioned on the <i>Training and Assessment Strategy (TAS)</i>. Assessment tools are validated and meet the principles of assessment and rules of evidence. All personnel, such as workplace supervisors, content experts, and assessors involved with the assessment are aware of their roles and responsibilities. Required facilities, equipment and materials are readily available. Any reasonable adjustment or specialist support that is needed is in place. Candidates are assessed as being either "Competent" or "Not Yet Competent". Where there is a requirement for a grade to be applied in relation to a competency based assessment (e.g. for pathway programs or for licensing), the accompanying grade set should be applied within the course to ensure consistency. If weighted assessments are used, weightings should apply at Unit of Competency level. 	<p>Assessor</p>
<p>Validating Assessments</p> <p>Internally validated using the <i>MFTxx Assessment Quality Review Checklist</i> to ensure that the assessments meet principles of assessment and the rules of evidence.</p>	<p>Course Coordinator or nominated assessor</p>
<p>Informing students</p> <p>Assessors in the first week's classes of each unit:</p> <ol style="list-style-type: none"> Explain to students the eligibility requirements for completing assessment, including sitting for examinations (if applicable). Inform students of all methods, conditions and flexibility of assessment (including opportunities for Recognition of Prior Learning), dates of submitting assessment evidence, examination periods, weightings, and inform students of the appeals process. Advise students of the number of assessment attempts available for each 	<p>Assessor</p>

<p>assessment task and result notification process.</p> <p>d) Advise students of penalties for plagiarism, collusion and cheating contained within the <i>MITP23 Plagiarism, Collusion and Cheating Policy and Procedure</i>.</p>	
<p>Prior to the Assessment</p> <p>It is the assessor's responsibility to:</p> <p>a) Confirm that the student is prepared to undertake the assessment;</p> <p>b) Advise students of the time, place and requirements for the assessment;</p> <p>c) Ensure the student is fully aware of what they have to do, and</p> <p>d) Advise students of the procedures for re-assessment and appeals.</p>	Assessor
<p>Conducting Assessments</p> <p>It is the assessor's responsibility to:</p> <p>a) Give any special instructions, if required, to the student;</p> <p>b) Conduct the assessment in a professional and objective manner</p> <p>c) In conducting assessments follow the below general principles:</p> <p>i. Assessment requirements:</p> <ul style="list-style-type: none"> ▪ Personal Protective Equipment (included but not limited to protective shoes, protective overalls or uniforms, hand protection and hygiene, head protection, safety glasses) ▪ Student Tools/Equipment (included but not limited to dental technology tool kits, nursing student equipment) ▪ Completion of pre-assessment documents (included but not limited to pre-reading, homework, logbooks, checklists) <p>ii. Assessment location entry rules</p> <ul style="list-style-type: none"> ▪ Photo ID (e.g. Menzie's Student ID, Driver's license, passport) and the Assessor to verify the ID with the student. ▪ Student attends on the allocated timeslot. If not, then return at the allocated time. ▪ Must arrive 15 minutes prior to the start time to clarify requirements and ask questions. ▪ May be allowed to enter the assessment location up to 15 minutes after start time. Student must report to the Assessor and provide reasons for lateness. Assessor records on the <i>Student Assessment Instructions sheet</i> and 	Assessor

- allows the student to enter.
- Students arriving to the assessment location 15 minutes after the assessment start time will not be allowed to enter the assessment location. Assessor records on the *Student Assessment Instructions Sheet*.
- iii. Plagiarism, collusion and cheating:
- Mobile Phones and electronics communication devices (including but not limited to smart watches, PDAs, Tablets/iPad, Computers, Laptops, MP3/music devices) are not allowed in the Assessment Location.
 - Calculators are allowed but mobile phones, laptops, computers, Tablets/iPad are not considered as calculators.
 - Assessor must be aware of forms of plagiarism, collusion and cheating as outlined in *MITP23 Plagiarism, Collusion and Cheating Policy and Procedure* and observe these behaviours during assessment.
- iv. Illness during the assessment
- If a student is unwell during the assessment and is unable to complete the assessment and has to leave the assessment location, the student must inform the Assessor. Assessor must arrange medical attention. The Assessor will record this event on the *Student Assessment Instructions Sheet*. The Assessor will mark the student's assessment up to the point of exit.
- d) Provide students with feedback on the draft assessment submitted. The Assessor should:
- i. Review the work submitted and provide improvement feedback
 - ii. Not lead the student to answer, but provide guidance on improvements to demonstrate competency.
 - iii. Sign the *Assessment Pre-Submission Review Form* completed by the student.

<p>It is the student's responsibility to:</p> <ol style="list-style-type: none"> a) Review assessment instructions and attempt all assessment tasks allocated for a unit of competency. b) Ensure that all work submitted for grading is their own. c) Sign a declaration to the effect that they did not engage in plagiarism, collusion or cheating. d) Abide by all other assessment conditions outlined in this policy and procedure in attempting assessments. e) Meet with the assessor face to face to review assessment work. f) Note the discussion using the <i>Assessment Pre-Submission Review Form</i>, sign the form and obtain Assessor signature to confirm the improvement outcomes. g) Submit assessments with the signed <i>Student Assessment Instructions Sheet</i> and <i>Assessment Pre-Submission Review Form</i> on or before the due date. 	<p>Student</p>
<p>Conducting Examinations</p> <p>It is the assessor's responsibility to:</p> <ol style="list-style-type: none"> a) Give any special instructions, if required, to the student; b) Conduct the assessment in a professional and objective manner; c) In conducting assessments follow the below general principles: <ol style="list-style-type: none"> i. Examination requirements: <ul style="list-style-type: none"> ▪ Assessor to arrange examination location so that each student is seated with suitable gaps to minimise plagiarism, cheating and collusion. ▪ Assessor to read out assessment instructions to the students prior to examination commencement including details of time allocated and announcement of times. ii. Assessment location entry and exit rules <ul style="list-style-type: none"> ▪ Photo ID (e.g. Menzies Student ID, Driver's license, passport) and the Assessor to verify the ID with the student. ▪ Student attends on the allocated timeslot. If not, then return at the allocated time. ▪ Must arrive 15 minutes prior to the start time to clarify requirements and ask questions. ▪ May be allowed to enter the assessment location up to 15 minutes after start time. Student must report to the 	<p>Assessor</p>

<p>Assessor and provide reasons for lateness. Assessor records on the <i>Student Assessment Instructions Sheet</i> and allows the student to enter.</p> <ul style="list-style-type: none">▪ Students arriving to the assessment location 15 minutes after the assessment start time will not be allowed to enter the assessment location. Assessor records on the <i>Student Assessment Instructions Sheet</i>.▪ Students are not allowed to leave the examination location in the last 30 minutes of the allocated examination time. <p>iii. Plagiarism, collusion and cheating:</p> <ul style="list-style-type: none">▪ Mobile Phones and electronics communication devices (including but not limited to smart watches, PDAs, Tablets/iPad, Computers, Laptops, MP3/music devices) are not allowed in the Assessment Location.▪ Calculators are allowed but mobile phones, laptops, computers, Tablets/iPad are not considered as calculators.▪ Assessor must be aware of forms of plagiarism, collusion and cheating as outlined in MITP23 Plagiarism, Collusion and Cheating Policy and Procedure and observe these behaviours during assessment. <p>iv. Illness during the assessment</p> <ul style="list-style-type: none">▪ If a student is unwell during the assessment and is unable to complete the assessment and has to leave the assessment location, the student must inform the Assessor. Assessor must arrange medical attention. The Assessor will record this event on the <i>Student Assessment Instructions Sheet</i>. The Assessor will mark the student's assessment up to the point of exit.	
<p>It is the student's responsibility to:</p> <ul style="list-style-type: none">a) Review examination instructions and attempt examinations allocated for a unit of competency.b) Adhere to the examination timelines and abide by the examination entry	<p>Student</p>

<p>and exit rules.</p> <p>c) Ensure not to engage in plagiarism, collusion or cheating during the examination.</p> <p>d) Abide by all other examination conditions outlined in this policy and procedure in attempting examinations.</p>	
<p>Determining assessment outcomes</p> <p>The assessors must;</p> <p>a) Consult the <i>Assessment Marking Guide</i>, assessment criteria or exemplar/s that exists for the assessment.</p> <p>b) Conduct the assessment marking in a professional and objective manner;</p> <p>c) Consider the rules of evidence in marking assessments;</p> <p>d) Complete the marking of written and theoretical tasks within two (2) weeks of submission;</p> <p>e) Mark each task as Satisfactory (S) or Not Satisfactory (NS). A unit will be marked as Competent (C) once all tasks for the unit have been marked as Satisfactory or otherwise mark as Not Yet Competent (NYC).</p>	Assessor
<p>Assessment Feedback</p> <p>The assessors must;</p> <p>a) Provide feedback for assessment tasks for both formative and summative assessments within 10 working days of undertaking the assessment.</p> <p>b) Provide detailed feedback for each task either in written or verbal form.</p>	Assessor
<p>Special consideration</p> <p>Students seeking special consideration should submit the completed <i>'Request for Special Consideration Form'</i> to the Student Services Coordinator within three (3) working days after the assessment due date with the required evidence documents outlined in the <i>MITP91 Special Consideration Policy and Procedure</i>.</p>	Student
<p>Assessment extensions</p> <p>Students must request extensions in writing by completing the <i>'Assessment Extension or Exam Deferral – Medical Reasons Form'</i> or <i>'Assessment Extension or Exam Deferral – Non-Medical Reasons Form'</i>. Completed forms must be sent to the Student Services Coordinator. Refer to <i>MITP91 Special Consideration Policy and Procedure</i> for further details.</p>	Student

6.2 Procedure for conducting reassessments

Following table outlines the procedure for reassessments.

Procedure	Responsibility
Assessor determines the outcome of an assessment task of a unit and mark the assessment task of a unit as Not Satisfactory (NS)	Assessor
Determine the final outcome of the unit as Not Yet Competent (NYC) if, one or more assessment task is graded as NS.	Assessor
Assessor notifies the student of the unit outcome using the <i>Final Assessment Summary Sheet</i> and mentions a Notice of Re-assessment within two (2) weeks of assessment submission with feedback on the assessment tasks submitted by the student.	Assessor
Assessor notifies Student Data Administration Officer of the outcome.	Assessor
Student Data Administration Officer records the outcome on WiseNet and informs the student of the reassessment payment.	Student Data Administration Officer
Student completes the <i>MFA15 Reassessment Form</i> and pays the reassessment fee.	Student
Student Data Administration Officer confirms to the assessor that reassessment process can commence.	Student Data Administration Officer
Assessor provides the student with a validated reassessment task for the NS assessment task and provides guidance and timeframe for resubmission.	Assessor
Student submits the reassessment task/s.	Student
Assessor determines the outcome of the reassessment task/s	Assessor
If the outcomes of the tasks are <ul style="list-style-type: none"> a) Satisfactory; <ul style="list-style-type: none"> i. Inform the student ii. Inform the Student Data Administration Officer of the outcome iii. Record the outcome in WiseNet b) Not Satisfactory; <ul style="list-style-type: none"> i. Inform the student of the NS result and provide the Notice of Failure on the <i>Final Assessment Summary Sheet</i>. ii. Inform the Student Data Administration Officer of the outcome iii. Record the outcome in WiseNet 	Assessor Student Data Administration Officer
Student consults the Student Training Support Officer & re-enrols for the unit.	Student

Student Training Support Officer to explain the re-enrolment procedure.

Student Training
Support Officer

7 Review

This policy will be subjected to a review and update at intervals of three years from the approval date. Exceptions to frequency of review can be made if necessary. Any person who wishes to enter a complaint concerning this policy may do so in accordance with the appropriate policies.

8 Appendix A – Assessment Planning

The assessment process is the final stage in confirming a learner has the skills and knowledge to perform an identified task. In planning for assessment the Assessor needs to consider how a learner will:

- demonstrate the task
- know what they need to do to complete the task and why, and
- demonstrate they have the ability to perform the tasks in different contexts and environments.

First, consider the components of the training package or accredited course and identify all of the requirements a learner needs to show to demonstrate competency. You must address all requirements of the training package or accredited course; this may mean that multiple and varied assessment methods are required.

Component	Description
Elements	<ul style="list-style-type: none"> • The essential actions or outcomes which are demonstrable and assessable.
Performance criteria	<ul style="list-style-type: none"> • The required performance in relevant tasks, roles and skills to demonstrate achievement of the element.
Performance evidence	<ul style="list-style-type: none"> • Specifies the skills to be demonstrated relevant to the product and process. • The frequency or volume of the product or process.
Knowledge evidence	<ul style="list-style-type: none"> • Specifies what the individual must know in order to safely and effectively perform the work task described in the unit of competency. • The type and depth of knowledge required to meet the demands of the unit of competency.
Assessment conditions	<ul style="list-style-type: none"> • Stipulates any mandatory conditions for assessment. • Specifies the conditions under which evidence for assessment must be gathered, including any details of required equipment and materials; contingencies; specifications; physical conditions; relationships with team members and supervisor; relationship with client/customer; and timeframe. • Specific assessor requirements, including any details related to qualifications, experience and industry currency.



9 Appendix B – MFTxx Assessment Quality Review Checklist

This checklist can be used to ensure the suitability of assessment materials as part of a course development or quality

Date:		Course:	
Unit/s:			
Reviewer/s:			
List all documents and tools that are to be reviewed as part of this process.			

review process.

Validation Question	Yes	No	Comments and suggestions
a) The unit of competency is sufficiently addressed including: <input type="checkbox"/> Performance Criteria <input type="checkbox"/> Required Skills / Performance Evidence <input type="checkbox"/> Required Knowledge/ Knowledge Evidence <input type="checkbox"/> Foundation Skills <input type="checkbox"/> Critical Aspects of Evidence / Assessment Requirements			
b) There is detailed mapping showing how each task relates to the unit requirements and the mapping is accurate.			
c) The assessment instructions for the student are clear and include context and conditions of assessment. This includes when and how the tasks are to be completed, under what conditions, resources required and the criteria against which students will be assessed.			
d) The assessment tasks are written in plain English and written to an appropriate level for the student target group.			
e) The assessment methods and arrangements used match all details provided in the Training and Assessment Strategy.			
f) A range of assessment methods are used and they are suitable to the intended outcomes of the unit.			
g) The tasks ensure appropriate assessment of practical skills.			
h) Third party reports, where applicable, are: <ul style="list-style-type: none"> written in plain English so that the third party can clearly understand what they are being asked only relied upon as supplementary and not primary evidence. 			
i) The level of difficulty of the tasks is suitable to: <ul style="list-style-type: none"> the unit and qualification requirements AQF level of the qualification 			

Validation Question	Yes	No	Comments and suggestions
j) Clear guidelines for all assessment tasks (regardless of assessment method) have been provided to the assessor about: <ul style="list-style-type: none"> • guidelines as to the way in which assessment should be conducted as applicable • appropriate and acceptable answers and benchmarks 			
k) Assessment recording tools: <ul style="list-style-type: none"> • are detailed and available to the assessor • are easy to use • ensure the requirements of each task can be checked and recorded • allow the recording of an outcome at task level (S/NS) • allow the recording of an overall outcome for the whole unit (C/NYC). 			
l) Assessment tasks appropriate reflect industry expectations and current workplace practices.			
m) The assessments ensure: <ul style="list-style-type: none"> • competency is assessed over a period of time and in a range of contexts and; • there are clear instructions detailing when and where assessments are to be conducted. 			
n) The assessments can be adapted to suit individual needs of the student and workplace as required and provisions for reasonable adjustment have been made.			
o) The assessment tools allow for collection of sufficient quality and quantity of evidence			
p) The assessment tools ensure the dimensions of competency are addressed including: <ul style="list-style-type: none"> <input type="checkbox"/> Task skills <input type="checkbox"/> Task Management Skills <input type="checkbox"/> Contingency Skills <input type="checkbox"/> Job Role/Environment Skills <input type="checkbox"/> Transfer Skills 			
q) The tools ensure that the assessor will know that the assessment is based on the student's own work.			
r) Students are told about opportunities for re-assessment either in the tool or a reference to somewhere else.			
Other general observations/areas for improvement			

Reviewer

Signature:

Printed Name:

Date:

MANAGEMENT TO COMPLETE THIS SECTION
Improvements/ Actions to be taken

Action	Due date	Responsibility	Completed (Date)

Signature:

Printed Name:

Date:

RTO Code:	21834	
CRICOS Code:	02815M	
Document Title:	Assessment and Reassessment Policy and Procedure	
Document Number:	MITP13	
Version:	Version 08	
Relevant Standards:	Standards for RTOs 2015: Clause 1.8	
Related Policies/Documents:	<i>MITP07 Complaints and Appeals Policy and Procedure</i> <i>MITP15 RPL and Credit Transfer Policy and Procedure</i> <i>MITP32 Training and Assessment Development and Review Policy and Procedure</i> <i>MITP30 Validation and Moderation Policy and Procedure</i> <i>Internal Verification Template</i> <i>MITP23 Plagiarism, Collusion and Cheating Policy and Procedure</i> <i>Assessment Pre-Submission Review Form</i> <i>MITP83 Reasonable Adjustment Policy and Procedure</i> <i>MITP91 Special Consideration Policy and Procedure</i> <i>Final Assessment Summary Sheet</i> <i>MFT_C.2 Assessment Marking Guide</i> <i>Fee Registry</i> <i>MITP03 Student Fees and Payment Policy and Procedure</i> <i>MFT_C.1 Student Assessment Instructions sheet</i> <i>Request for Special Consideration Form</i> <i>Assessment Extension or Exam Deferral – Medical Reasons Form</i> <i>Assessment Extension or Exam Deferral – Non-Medical Reasons Form</i> <i>MFA15 Reassessment Form</i> <i>Student Handbook</i>	
Responsibility:	Student Data Administration Officer, Student Training Support Officer, Course Coordinators, Trainers and Assessors.	
Approved By:	PEO	
Date Approved:	18/04/2018	
Next Review Date:	April 2021	
Version Control and Change History:		
Version Number	Approval Date	Amendment
1	05/02/2008	Creation of policy
2	14/01/2009	Reviewed and updated the next review date
3	06/05/2011	Reviewed and updated the next review date
4	01/06/2012	Reviewed and updated the next review date
5	01/09/2016	Reviewed and updated the next review date
6	01/09/2017	Reviewed and updated the next review date
7	01/12/2017	Reviewed, updated the term 'National Code 2018' and the next review date
8	01/02/2018	Updated policy and procedure sections.
9	18/04/2018	Updated policy and procedure sections.