Assessment, Reassessment and Re-enrolment 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.

Re-Assessment: Student attempted two attempts for the assessment task however not able to achieve satisfactory result. In this case re-assessment will be applicable to the student.

Re-enrolment: Student to re-do the whole unit including attending classes for the relevant unit/s.

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. The Assessment approach is to be consistent across all students regardless of the teaching sites and modalities of learning delivery. Furthermore, the Assessment approach is to be reviewed and updated periodically as per *MITP30 Validation Policy.*

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 *MITP07 Complaints and Appeals Policy and Procedure* 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: ▪ reflecting the learner's needs ▪ assessing competencies held by the learner no matter how or where they have been acquired	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

	▪ 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.	existing competencies through a formal RPL process.
Validity	Any assessment decision of the Institute 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 ▪ judgement of competence is based on evidence of learner performance that is aligned to the unit/s of competency and associated assessment requirements.	The Institute ensures this principle of assessment 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.
Reliability	Evidence presented for assessment is consistently interpreted and	The Institute ensures this principle of assessment is addressed by conducting regular

	assessment results are comparable irrespective of the assessor conducting the assessment.	validation and quality reviews of our assessment processes. We provide detailed information related to each task so different trainers and students get the same conclusion.

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 rules of Evidence is addressed by: We make sure all the evidences submitted by the students are meeting the training package requirements.
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 Rules of evidence is addressed by: Our assessor make sure that they have enough evidences to make student competent.
Authenticity	The assessor is assured that the evidence presented for assessment is the learner's own work.	The Institute ensures this Rules of Evidence is addressed by: Ensuring all students submit written assessment tasks with a signed *Student Assessment Instructions Sheet* 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 Rules 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

Assessment validation are undertaken as part of the Institute's quality assurance and continuous improvement of teaching and learning activities. Assessment validation 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 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.

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
Direct observation	▪ Real work/real-time activities at the workplace ▪ Work activities in a simulated workplace
Structured assessment activities	▪ Simulation exercises/role-plays ▪ Projects ▪ Presentations ▪ Activity sheets/learning activities

Questioning	▪ Written questions
	▪ Interviews
	▪ Self-evaluation
	▪ Verbal questioning
	▪ Questionnaires
	▪ Online assessments
	▪ Written examinations (may be applicable at higher AQF levels)
Evidence compiled by the learner	▪ Portfolios
	▪ Collections of work samples
	▪ Products with supporting documentation
	▪ Historical evidence
	▪ Journals/logbooks
	▪ Information about life experience
Review of products	▪ Products as a result of a project
	▪ Work samples/products
Third-party feedback	▪ Testimonials/reports from employers/supervisors
	▪ Evidence of training
	▪ Authenticated prior achievements
	▪ Interviews with employers, supervisors or peers

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.

5.8.4 Conducting Written Examinations

Students will receive explicit statements about the assessment criteria to be met in examinations/tests. 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. 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 Assessments Outcome

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.

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 have two attempts to complete the assessment task without any additional fees. After the two attempts and if the assessment task outcome is still Not Satisfactory, then the student is required to pay re-assessment fees (refer to the Redo and Reassessment Fee Schedule at this link https://menzies.vic.edu.au/students/fees/) and receive an additional attempt to achieve satisfactory result for the assessment task.

5.15 Re-enrolment of unit/s (redo)

- If the student missed majority classes and/or learning for the unit of competency, then the student must pay for re-sit of the unit (refer to the Redo and Reassessment Fee Schedule at this link https://menzies.vic.edu.au/students/fees/) unless there was an approved leave for compassionate/compelling reasons
- After all the re-assessment opportunities as mentioned in 5.14 and if the student is unable to achieve the competent outcome of the unit of competency, then the student must re-enrol for the entire unit and pay for re-sit of the unit (refer to the Redo and Reassessment Fee Schedule at this link https://menzies.vic.edu.au/students/fees/)

If student missed the classes and/or assessment due to compassionate or compelling circumstances, then student to provide relevant evidences to waive the re-enrolment fees.

5.16 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
Planning assessment When planning for an assessment the assessor must ensure that:	Compliance and Quality Assurance

a) The assessment methods to be used are identical to those mentioned on the *Training and Assessment Strategy (TAS)*. b) Assessment tools are validated and meet the principles of assessment and rules of evidence. c) All personnel, such as workplace supervisors, content experts, and assessors involved with the assessment are aware of their roles and responsibilities. d) Required facilities, equipment and materials are readily available. e) Any reasonable adjustment or specialist support that is needed is in place. f) Candidates are assessed as being either "Competent" or "Not Yet Competent".	Manager and Trainer/Assessors
Validating Assessments Validate the training program according to our five years validation plan. Please refer the MITP30 Validation Policy and Schedule	Compliance and Quality Assurance Manager and Trainer/Assessors
Informing students Assessors in the first week's classes of each unit: a) Explain to students the eligibility requirements for completing assessment, including sitting for examinations (if applicable). b) 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. c) Advice students of the number of assessment attempts (2 attempts) available for each assessment task and result notification process. d) Advice students of penalties for plagiarism, collusion and cheating contained within the *MITP23 Plagiarism, Collusion and Cheating Policy and Procedure*.	Trainer/Assessor
Prior to the Assessment It is the assessor's responsibility to: a) Confirm that the student is prepared to undertake the assessment; b) Advise students of the time, place and requirements for the assessment; c) Ensure the student is fully aware of what they have to do, and d) Advise students of the procedures for re-assessment and appeals.	Trainer/Assessor
Conducting Assessments It is the assessor's responsibility to: a) Give any special instructions, if required, to the student;	Trainer/Assessor

b) Conduct the assessment in a professional and objective manner

c) In conducting assessments follow the below general principles:

    i. Assessment requirements:

- 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)

    ii. Assessment location entry rules

- 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 Assessor and provide reasons for lateness.
- Students arriving to the assessment location 15 minutes after the assessment start time will not be allowed to enter the assessment location.

    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 unless requirement of the assessment task
- 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 Trainer/Assessor. Trainer/Assessor must arrange medical attention.
 	
d) Provide students with feedback on the 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.
 	
It is the student's responsibility to:
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.
	Student

Determining assessment outcomes The assessors must; a) Consult the *Assessment Task – Assessor Information & Marking Guide*, assessment criteria or exemplar/s that exists for the assessment. b) Conduct the assessment marking in a professional and objective manner; c) Consider the rules of evidence in marking assessments; d) Complete the marking of written and theoretical tasks within two (2) weeks of submission; 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).	Trainer/Assessor

Assessment Feedback
 	
The assessors must;
 	
    a) Provide feedback for assessment tasks for both formative and summative assessments within 10 working days of undertaking the assessment.
    b) Provide detailed feedback for each task either in written or verbal form.
	Assessor

Special consideration Students seeking special consideration should submit the completed *'Request for Special Consideration Form'* to the Student Services Officer within three (3) working days after the assessment due date with the required evidence documents outlined in the *MITP91 Special Consideration Policy and Procedure*.	Student
Assessment extensions Students must request extensions in writing by completing the *'Assessment Extension and Exam Deferral Form'*. Completed form must be sent to the Student Services Officer. Refer to *MITP91 Special Consideration Policy and Procedure* for further details.	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)	Trainer/Assessor
Assessor provides feedback to the students within two weeks after the assessment submission.	Trainer/Assessor
Assessor submits all the student evidences to the Student Administration Officer for data entry. Determine the final outcome of the unit as Not Yet Competent (NYC) if, one or more assessment task is graded as NS.	Trainer/Assessor
Assessor provides one more attempt to the students for NS (Not Satisfactory) assessment task/s.	Trainer/Assessor
Assessor notifies the student of the unit outcome using the *Unit Assessment Summary Sheet* and provides feedback to student within two (2) weeks of assessment submission.	Trainer/Assessor
Assessor notifies Student Data Administration Officer of the outcome.	Trainer/Assessor

Procedure	Responsibility
Student Data Administration Officer records the outcome on Axcelerate	Student Data Administration Officer
Student completes the *Reassessment Form* and pays the reassessment fee if required.	Student
Student Data Administration Officer confirms to the assessor that reassessment process can commence.	Student Data Administration Officer
Assessor provides the student with a re-assessment opportunity and timeframe for submission.	Assessor
Student submits the re-assessment task/s.	Student
Assessor determines the outcome of the re-assessment task/s	Assessor

If the outcomes of the re-assessment tasks are
 	
  a) Satisfactory.
     i. Inform the Student
     ii. Inform the Student Data Administration Officer of the outcome
     iii. Record the outcome in Axcelerate.
 	
  b) Not Satisfactory;
     i. Inform the student of the NS result and provide feedback.
     ii. Inform the Student Data Administration Officer of the outcome
     iii. Record the outcome in Axcelerate.
     i. Student needs to re-enroll in the unit/s.
	Assessor
	
	Student Data Administration Officer
	
	Assessor
	
	Student Data Administration Officer

Student consults the Student Data Administration Officer & re-enroll for the unit/s by completing the Redo form.	Student
Student Data Administration Officer to explain the re-enrolment procedure.	Student Data Administration Officer

6.3 Procedure for conducting re-enrolment

Following table outlines the procedure for re-enrolment.

Procedure	Responsibility
Student consults the Student Data Administrations Officer & re-enroll for the unit/s	Student

Student Data Administrations Officer will update the student regarding re-enrolment fees	Student Data Administration Officer
Student pay the fees	Student
Student to attend the re-enrolment classes as per scheduled date on the Redo form completed.	Student Data Administration Officer

7   Flowchart

Re-Assessment / Re-enrollment Process

1st Attempt

Trainer mark the Assessment → Provide feedback and outcome of the unit / assessment → Submit unit competency form and student assessment to Admin → Update the result on Wisenet

2nd Attempt

Update the result on Wisenet → **OUTCOME**

Not yet competent/ Not satisfactory → Resubmit the assessment task (2 Weeks excluding term breaks) → Trainer mark the assessment → Provide feedback & outcome to the student → Submit assessment to Admin & update Wisenet

Satisfactory/ competent → No action required

File Assessment in the original Competency File

Re-Assessment

Submit assessment to Admin & update Wisenet → **OUTCOME**

NYC/NS → Student to pay re-assessment fees & complete Re-Assessment/Re-enrolment form → Re-submit the assessment/s & Trainer mark the assessment → Provide feedback & outcome to the student → Submit assessment to Admin & update Wisenet

S/C → No action required

File Assessment in the original Competency File

Re-Enrolment

Submit assessment to Admin & update Wisenet → **OUTCOME**

NYC/NS → Student to pay re-enrolment fees & Complete re-assessment /re-enrolment form → Admin will arrange the Re-enrolment → End

S/C → No action required

8   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.

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Document Number:	MITP14
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Relevant Standards:	Standards for RTOs 2015: Clause 1.8
Related Policies/Documents:	*MITP07 Complaints and Appeals Policy and Procedure* *MITP15 RPL and Credit Transfer Policy and Procedure* *MITP32 Training and Assessment Development and Review Policy and Procedure* *MITP30 Validation and Moderation Policy and Procedure* *MFTxx Unit Assessment Summary Sheet* *MFTxx Assessment Quality Review Checklist* *MFTxx Assessment Task – Student Information* *MFTxx Assessment Task – Assessor Information & Marking Guide* *MFS26 Request for Special Consideration Form* *MFS23 Assessment Extension or Exam Deferral – Medical Reasons Form* *MFS24 Assessment Extension or Exam Deferral – Non-Medical Reasons Form* *MFA15 Reassessment and Unit Re-enrolment Form* *MFHxx Student Handbook* *MITP23 Plagiarism, Collusion and Cheating Policy and Procedure* *MITP83 Reasonable Adjustment Policy and Procedure* *MITP91 Special Consideration Policy and Procedure* *MITP03 Student Fees and Payment Policy and Procedure*
Responsibility:	Student Data Administration Officer, Student Training Support Officer, Course Coordinators, Trainers and Assessors.
Approved By:	PEO
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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.
10	23/04/2019	Removal of Pre Assessment Review form and process from clause 5.8.3 as not necessary. Clause 5.8.4 updated to remove about grading marks. Updated Clause 5.11 as Assessment Outcomes and removed grading system. Updated Clause 5.14 and removed Notices as not applicable. Replaced with 2 attempts and final outcome result information. Updated Clause 6.1 to reflect modifications made in the above.
11	01/02/2020	Add re-enrolment information, flow chart and made relevant changes
12	01/02/2021	Adjusted procedure clauses 6 and updated information,
13	22/03/2021	updated clause 5.1 on assessment principles
14	09/08/2023	Updated student management system software name to Axcelerate, removed ASQA site link

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	• The essential actions or outcomes which are demonstrable and assessable.
Performance criteria	• The required performance in relevant tasks, roles and skills to demonstrate achievement of the element.
Performance evidence	• Specifies the skills to be demonstrated relevant to the product and process. • The frequency or volume of the product or process.
Knowledge evidence	• 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	• 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.