

## Assessment Policy

### Policy

Murray House Resource Centre is committed to providing quality training and assessment in accordance with the Standards for Registered Training Organisations (SRTOs 2015). As such, Murray House Resource Centre is required to implement an assessment system that ensures assessments, including Recognition of Prior Learning (RPL), comply with the assessment requirements of national Training Packages and VET Accredited courses within its scope of registration.

This policy ensures that the assessment practices of the RTO comply with Standards for RTOS 2015, provides Murray House Resource Centre assessors with clear information on assessment processes and evidence requirements, and ensures that assessments are conducted in accordance with the principles of assessment and rules of evidence contained in Table 1.8-1 and the Rules of Evidence contained in Table 1.8-2 (Standards for RTOs 2015). See below.

Murray House Resource Centre offers assessment opportunities to enrolled students and is committed to ensuring that the assessment it offers is conducted in a fair and equitable manner, meeting the requirements of the relevant Training Package, industry expectations and standards.

Murray House Resource Centre applies flexible assessment options, which recognise the diversity of individual student needs and circumstances, facilitating wherever possible the realisation of their learning and vocational goals.

Murray House Resource Centre ensures that:

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

## Definitions

**The following words and expressions have the following specific meaning, as in the Standards for Registered Training Organisations (RTOs) 2015.**

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

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

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

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

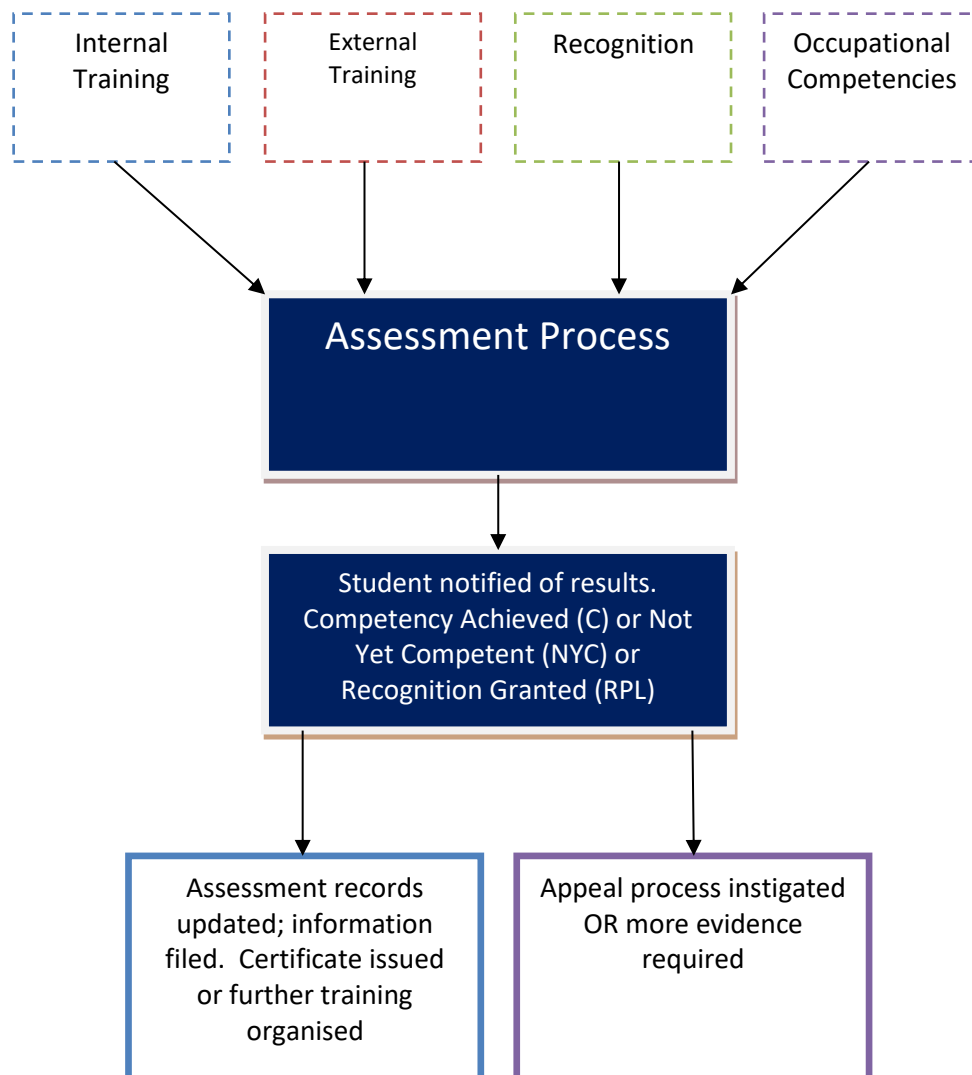
- formal learning refers to learning that takes place through a structured program of instruction and is linked to the attainment of an AQF qualification or statement of attainment (for example, a certificate, diploma or university degree)
- non-formal learning refers to learning that takes place through 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).

## Policy Principles

### Competency Based Assessment

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

#### The Assessment Model



## Types of Assessment

Various levels of assessment may be used, including:

1. **Diagnostic** also known as pre-assessment provides information about prior knowledge and skills. This baseline information may diagnose a problem or training requirement.

**This is conducted during the Admission Interview. See Enrolment Policy and Procedure.**

2. **Formative** assessment assists and supports training by monitoring and advising students of their performance and rate of progress against the training outcomes. This provides feedback to the student, supervisor and trainer on what development activities are needed to achieve the required competencies. Assessment accumulates.

**This is conducted using the Quiz Section inside the LMS. Students can also submit their assessment for feedback before final completion to gain feedback.** Unless they have fully completed all evidence, this is not counted as an attempt towards competency.

3. **Summative assessment** evaluates of achievement of the Training outcome and is undertaken once students have submitted all evidence for assessment. This finalises the assessment process.

**This is the completed by using the Final Assessment Submission inside the LMS with the final outcome and feedback for the student.**

- Assessment modes may include:
  - Completion and submission of KQ and Projects via the Learning Management System (LMS)
  - Submission of existing workplace evidence as partial RPL inside the LMS
  - Recognition of Prior learning (RPL) – by uploading existing workplace evidence in the LMS
- Evidence gathering methods commonly used by MURRAY HOUSE RESOURCE CENTRE may include, but are not limited to:
  - Projects (Structured Activities)
  - Questioning
  - Observation
  - Oral presentations
  - Portfolio
  - Third party reports.
- Assessment is carried out in accordance with the requirements of the relevant Training Package, on a consistent and timely basis to ensure that learning has taken place and that students have acquired the knowledge and skills required to demonstrate competency.
- All assessments will be recorded in accordance with Murray House Resource Centre Records Management Policy and procedures using appropriate documentation and Student Records Management System (SRMS).
- Assessment outcomes will be recorded and securely maintained in electronic format within MHRC student folders and the Learning Management System if applicable to learning and assessment requirement format and MHRC electronic resulting system.

- Feedback is provided to students and includes the assessment outcome and guidance for further learning and assessment as appropriate, transcripts of which are downloaded on final submission.

## Special Considerations

- Students who experience unforeseen circumstances or have special needs that affect their performance in an assessment may be eligible to apply for a special consideration and reasonable adjustment to assessment.
- Special consideration may apply to students 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).
- Students wishing to apply for Special consideration in the above circumstances may do so by discussing their circumstances with their trainer and assessor or the RTO Manager.
- Approved applications for Special consideration may be subject to one of the following outcomes:
  - Extension of submission date (not beyond 3 months)
  - Deferred Assessment
  - Additional assessment
  - No action
  - Withdrawal from course without penalty
  - Resubmit/reassessment or
  - Opportunity to recommence course, dependent on availability on another date.

## Reasonable Adjustments to assessment

- Students 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 students or any financial hardship to the RTO.
- Examples of reasonable adjustment might include, but not be limited to, oral assessment instead of written assessment, the support of an Educational Assistant.
- It is essential that students discuss any special needs and requirements with their assessor prior to commencement of training and assessment, so that adjustments may be made.

## Assessment Submission

- Students must complete a declaration prior to submitting their evidence for identification and disclaimer purposes.
- **Assessments must be submitted by students by the due date on the Training Plan and inside the LMS.**
- **Late submission penalty fees apply of \$150 per late submission.** On payment of late submission fees, a students will have a **further two (2) weeks for submission.**
- Failure to submit within the two (2) week extension period will result in the student needing to re-enroll in the unit.
- Students have **three (3) attempts** to submit and be deemed competent on final submission of work.
- Failure to be deemed Competent on the third attempt will result in a Not Competent outcome and the student will have to re-enroll in this unit OR
- They can be deemed Not Yet Competent and have further coaching at an additional cost to be agreed based on the amount of additional coaching required. This option will not be made available where the gap is deemed too great and where re-enrolment is deemed the more suitable option.
- **Once an outcome of Not Yet Competent and feedback has been provided students have the following time to resubmit their evidence:**
  - **2 weeks for the 2<sup>nd</sup> attempt**
  - **1 week for final submission.**
- **Late fees will apply again if resubmissions are not submitted within this timeframe.**

## Study Plan

- In order to successfully complete your program of study it is essential that you set up a Study Plan based on the dates on your Training Plan.
- Do not leave submission until the due date as you will need to work on the next unit/cluster as per the dates on your training plan.
- Aim to submit your assessment for each uni/clustert **at least one week prior to the due date** so that you can address any gaps and then move onto the next unit/cluster on your Training Plan.
- If you are completing the course of study as a workplace requirement discuss your Study Plan and Training Plan with your supervisor and / or HR and training related personnel to negotiate time if necessary, to complete your studies. Your employer may give you time during work hours to complete all or part of your studies. This is an important negotiation between yourself and your employer and is essential if you are working long hours or shift work.
- Set aside an allocated amount of time each day or every few days to complete a part of your submission. You may set yourself a plan to complete 5 Knowledge Questions or 1 Activity in the Project for example.
- It is essential that you design a Study Plan to maximise your chances of successful completion.
- If you delay engaging with the material the learning will not be embedded and it will be far harder for you to complete.
- Do not attempt to complete any of the evidence required for later units until you have successfully completed the earlier units. This is a developmental process.

- As soon as feedback is provided on an earlier unit refocus on this until successfully completed.
- Do not submit your assessment until you have completed ALL sections of the assessment requirements.
- Ensure that where questions have multiple parts that you have addressed ALL parts.
- Do not copy and paste information that does not directly respond to the question. Where you are using a direct quote then this must be cited, showing the source and you should demonstrate understanding of this in your own words.
- You can request feedback prior to submission if you are in doubt as to the requirements or would like some feedback on your progress. Contact your assessor to discuss.

## Principles of Assessment

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

<p><b>Fairness</b></p>	<p>The individual learner’s needs are considered in the assessment process.</p> <p>Where appropriate reasonable adjustments are applied by the RTO to take into account the individual learner’s needs.</p> <p>The RTO informs the learner about the assessment process and provides the learner with the opportunity to challenge the result of the assessment and be reassessed if necessary.</p> <p><b><i>Reasonable adjustments should be offered, and students made aware of their rights to access to reasonable adjustments, this could include but not be limited to, more time to complete an assessment task, flexible times to complete, oral rather than written responses. Any reasonable adjustments must not impact on the integrity of the unit intended outcomes, change, alter or eliminate performance criteria or conditions of the unit of competency.</i></b></p>
<p><b>Flexibility</b></p>	<p>Assessment is flexible to the individual learner by:</p> <ul style="list-style-type: none"> <li>• Reflecting the learner’s needs</li> <li>• Assessing competencies held by the Learner no matter how or where they have been acquired and</li> <li>• 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.</li> </ul> <p><b><i>Wherever possible assessors should encourage the submission of workplace evidence, use of workplace templates and evidence to support partial or full RPL and apply reasonable adjustments as required above.</i></b></p>
<p><b>Validity</b></p>	<p>Any assessment decision of the RTO is justified, based on the evidence of performance of the individual learner.</p> <p>Validity requires:</p> <ul style="list-style-type: none"> <li>• Assessment against the unit/s of competency and the associated assessment requirement covers the broad range of skills and knowledge that are essential to competent performance</li> <li>• Assessment of knowledge and skills is integrated with their practical application</li> <li>• Assessment to be based on evidence that demonstrates that a learner could demonstrate these skills and knowledge in other similar situations and</li> <li>• Judgement of competence is based on evidence of learner performance that is aligned to the unit/s of competency and associated assessments requirements.</li> </ul> <p><b><i>All assessment tools must be mapped as per the procedure below.</i></b></p>
<p><b>Reliability</b></p>	<p>Evidence presented for assessment is consistently interpreted and assessment results are comparable irrespective of the assessor conducting the assessment.</p> <p><b><i>All assessment tools MUST have model answers for Knowledge Questions and exemplars of what is required to be produced for practical demonstration of skills and detailed clear instructions for both assessor and student to follow to so that all parties are aware of the necessary quantity and quality of evidence needed to be deemed satisfactory.</i></b></p>



## Rules of Evidence

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

<b>Validity</b>	<p>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.</p> <p>There is a clear relationship between the evidence requirements of the unit of competency and the evidence on which the assessment judgement is made.</p> <p><b><i>All assessment tools must be mapped and validated prior to use.</i></b></p>
<b>Sufficiency</b>	<p>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.</p> <p>The performance criteria and evidence guide are addressed, competence over a period of time is demonstrated where applicable, all dimensions of competency are addressed, competence in different contexts is demonstrated.</p> <p><b><i>Where the assessment conditions specify numbers of occurrences this must be reflected in the assessment tool, where this is not specified then this should be stated based on reasonable judgment of the times required and duration to meet the requirements of the unit.</i></b></p>
<b>Authenticity</b>	<p>The assessor is assured that the evidence presented for assessment is the learner's own work.</p> <p><b><i>The learner must complete a Student Declaration on submission of evidence via the LMS or any hard copy submissions must be accompanied with a signed Student Declaration.</i></b></p>
<b>Currency</b>	<p>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.</p> <p><b><i>MHRC requirement is that evidence provided is no more than three (3) years old and meets other currency criteria such as latest training package or is equivalent (ie) a learner cannot submit evidence from a superseded, non-equivalent unit for example.</i></b></p>

## Assessor Requirements

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

### Trainers and assessors

#### As of 30 June 2019, trainers and assessors must hold:

- TAE40116 Certificate IV in Training and Assessment or its successor or
- TAE40110 Certificate IV in Training and Assessment plus the following units:
  - TAELLN411 (or its successor) or TAELLN401A, and
  - TAEASS502 (or its successor) or TAEASS502A or TAEASS502B or
- a diploma or higher level qualification in adult education.

Trainers and assessors will be required to complete the following prior to commencing training and assessment:

- **Trainer Matrix** detailing their subject matter expertise and experience for each unit for which they are training and assessing. These will be required to be maintained by the trainer and assessor if they change units or to comply with training package updates.
- **PD Register** with information of the professional development that they have undertaken in the previous 12 months to maintain their currency in their specialist field and in VET. These must be maintained on an ongoing basis.
- **Trainer Induction** to discuss the above requirements and related P&P that impact on their role within the RTO and any gaps in their skillsets that need to be filled and a plan to complete this with timeframe. Orientation in MHRC RTO Systems, TEAMS, LMS and MHRC Resource Library.

The above need to be approved by the RTO Manager prior to commencement.

## Assessment Resources

- Assessment resources are developed in consultation with industry.
- Assessment tools are the resources used by assessors to identify and record the skills and knowledge students must demonstrate to be deemed competent in a unit/module.
- Assessment tools are crucial for the accurate and consistent assessment of students against competency standards.
- 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**.
- Assessment tools consist of:
  - Instructions for students
  - Instructions for assessors
  - Assessment instruments
  - Pre assessment briefing
  - Assessment checklists and
  - Assessment outcome Summary.

## Assessment Validation

- Murray House Resource Centre assessment policies, processes, resources and outcomes are validated regularly as per the Validation Audit Schedule and requirements for RTOs under the Standards. (See Validation Policy and Procedure)

## Assessment Marking

- Assessments are assessed in order of submission date.
- When marking assessments, assessors will make comments and provide genuine feedback for the entire assessment.
- Students are notified of assessment outcomes within **10 working days of submission**.

## Assessment Decisions and Outcomes

- Assessment outcomes are recorded as one of the following:
  - **Competent (C)** - Students are deemed 'competent' when they have consistently demonstrated their skills and knowledge to the standard required in the workplace, for a full unit.
  - **Not Yet Competent (NYC)** – Students are deemed 'Not Yet Competent' when they are unable/have not demonstrated appropriate levels of competence in accordance with the minimum performance standards for a full unit. Students assessed as 'Not Yet competent' shall receive feedback and guidance from the assessor and may be required to undergo further training before re-assessment.
  - **Not Competent (NC)** – where the Student has submitted and been unsuccessful following three (3) assessment attempts and may either re-enrol or elect to have further coaching at an additional cost.
  - **RPL** – where a Student elects and is successful in submitting existing evidence for assessment.
  - **Withdrawn** – where the Student officially withdraws in writing from the program. They will receive a Statement of Attainment for any units successfully completed.
  - **Discontinued** – where a Student does not participate or submit sufficient evidence for assessment but does not officially withdraw by the due dates and enrolment completion date. They will receive a Statement of Attainment for any units successfully completed.

## Assessor Code of Conduct

- All Murray House Resource Centre Assessors abide by the following code of conduct.
  - The differing needs of students will be identified and handled with sensitivity
  - Conflict of interest in the assessment process will be identified with appropriate referrals made to the RTO 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 student 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
  - The student is made aware of rights and processes of appeal and complaints

- 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
- Students are appropriately briefed of the requirements of assessment before the commencement of the assessment
- Assessment tools, systems, and procedures are consistent with equal opportunity legislation
- Prior to the assessment the student 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 student
- The assessment results are used consistently with the purpose explained to the student
- Self-assessments are periodically conducted to ensure current competencies against the Training and Assessment Competency Standards using the Trainer Matrix and
- 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.

## **Recognition of Prior Learning**

- All students are offered access to Recognition of Prior Learning (RPL) and Recognition of Current Competency upon enrolment. (See Recognition Policy)

## **Plagiarism, Cheating and Collusion in Assessment**

- Plagiarism, cheating and collusion in assessment are expressly prohibited.
- Students cannot submit any piece of work for assessment that is not entirely their own work.
- Students cannot assist other Murray House Resource Centre students with assessed work.
- Students cannot accept assistance from other Murray House Resource Centre students with assessed work.
- Students cannot submit the same piece of work for assessment, as another learner/student.
- 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 (ie 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 and/or
  - Verbal or written warning and/or
  - Suspension or expulsion from the course.
- Student records will be noted with all investigated and proven incidents.
- All incidents will be reviewed by the RTO Manager.

## Murray House Resource Centre Responsibilities

### RTO Manager

The RTO Manager is responsible for ensuring assessments comply with the requirements of National Training packages, the current AQF Handbook and the Standards for Registered Training Organisations and that they are within the current scope of registration.

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

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

The RTO Manager will ensure:

- All appointed and authorised assessors possess and maintain relevant qualifications and vocational competency in accordance with those required in Standards of RTOs.
- Students are provided information on the assessment process prior to assessments being conducted.
- Assessors incorporate the principles of assessment including validity, reliability, flexibility and fairness when conducting assessments.
- Assessors apply the rules of evidence including validity, sufficiency, currency and authenticity when conducting assessments.
- Assessment processes provide for Recognition of Prior Learning (RPL).
- An effective feedback mechanism is established and implemented to inform students and students on their assessment progress and results.
- An effective recording and reporting process of the unit of competency/module including access to information by students to their records.
- Students have access to an open, equitable and transparent appeals process.
- Awards of qualifications are in accordance with RTO Scope of Registration as listed by TGA ([www.training.gov.au](http://www.training.gov.au)).
- Ongoing internal monitoring and validation of the assessment system for quality control checks.
- Management and staff participation in an independent (external auditing) quality control process conducted by the VET regulator.

## Assessors

Assessors conducting assessment on behalf of MURRAY HOUSE RESOURCE CENTRE will:

- Ensure they assess and judge a student'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 student 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.

## Appeals

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

## Access and Equity

Students have fair and equal rights to assessment. (See Access and Equity Policy)

## Student Records Management

All completed assessment items for all students will be kept by Murray House Resource Centre for a **minimum of six (6) months**.

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

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

## Monitoring and Improvement

All Assessment practices are monitored by the RTO Manager and areas for improvement identified and acted upon. (See Continuous Improvement Policy)

## Related Policies

- Access and Equity
- Appeals
- Completion and Certification
- Recognition
- Student Records Management
- Validation

## Procedure

RESPONSIBLE	ASSESSMENT SUBMISSION	
<b>STUDENT</b>	<b>Student submits work for assessment</b>	<ul style="list-style-type: none"> <li>• Completes student declaration and provides any feedback to assessor.</li> </ul>
<b>TRAINER AND ASSESSOR</b>	<ul style="list-style-type: none"> <li>• Email notification received by assessor</li> <li>• Assessor assesses in order of submission <b>within 10 working days</b></li> </ul>	<ul style="list-style-type: none"> <li>• Assessor provides feedback to student on evidence provided and any gaps required to be filled</li> <li>• On successful completion of the unit downloads Completion Record and evidence showing each attempt made by the student</li> <li>• On successful completion of each unit sends notification to Student Support Coordinator to update SRMS</li> <li>• Updates Student Summary Sheet.</li> </ul>
<b>STUDENT SUPPORT COORDINATOR</b>	<ul style="list-style-type: none"> <li>• Acknowledges notification of task</li> </ul>	<ul style="list-style-type: none"> <li>• Updates SRMS with assessment outcome</li> </ul>
<b>STUDENT</b>	<b>Submits and is successful with final assessment</b>	<ul style="list-style-type: none"> <li>• See Completion and Certification Policy and Procedure</li> </ul>



