

Assessment (VET) Policy

1. Purpose

The purpose of the Assessment (VET) Policy is to outline the framework for assessment of training packages and VET accredited courses at Melbourne Polytechnic. It ensures systematic continuous improvement of assessment practices, as well as identifying responsibilities and accountabilities for effective implementation.

2. Policy Statement

The policy is committed to quality assessment practices in accordance with Australian Skills Quality Authority (ASQA) requirements. Students are engaged in active learning and supported through ongoing feedback and continuous learning to achieve competence in the full unit requirements and equip them for employment. All assessment is conducted by fully qualified teachers according to the ASQA definition of currency, educational and vocational qualifications.

In addition, it aligns with the VET Quality Framework and Standards ensuring consistent high-quality training and assessment standards across the VET sector.

3. Principles

The policy will adhere to the following principles:

- a) Assessment (including recognition of prior learning) meets the requirements of the relevant training package or VET accredited course.
- b) Assessment must be conducted in accordance with the Principles of Assessment (Table 1.8 -1 Standards for Registered Training Organisations (RTOs) 2015) encompassing validity, reliability, flexibility and fairness in all assessment.
- c) Assessment must be conducted in accordance with the Rules of Evidence (Table 1.8 -2 Standards for Registered Training Organisations (RTOs) 2015) encompassing validity, sufficiency, authenticity and currency of skills and knowledge to deem the student competent.
- d) Assessment supports continuous learning to achieve learning outcomes and is responsive to industry and student needs.

4. Scope

This policy applies to all VET student assessments conducted by Melbourne Polytechnic locally and internationally and includes State and Nationally accredited qualifications/units, Apprenticeships and Traineeships, VCAL and Institute Accredited Courses. The policy applies to teaching staff and students.

5. Assessment Tools

a) Assessment Tool

The Assessment Tool includes: assessment tasks using a range of methods, mapping to show full coverage of the unit/module requirements, clear instructions for students and assessors about the assessment context, task and condition, and marking guides with clear criteria and/or sample answers/expected responses.

Assessment (VET) Policy

b) Assessment Methods

The training package and VET accredited courses detail assessment methods, required evidence and conditions. Assessment methods and conditions must satisfy requirements of training packages and VET accredited courses and support the student to meet the requirements of the unit of competency or module. Assessment methods will be chosen to suit the unit/module requirements and should match the methods listed in the Training and Assessment Strategy (TAS) document.

The Unit Outline will be revised prior to every delivery and is the accurate and current descriptor for the delivery of the unit or module including assessment requirements for each unit delivered.

c) Assessment Systems and Feedback

- i. Quality assurance of assessment tools should be completed prior to unit/module delivery to ensure assessment tasks address the whole of unit competency/module and provide consistency in how learning outcomes and requirements are being met.
- ii. Feedback will be provided regularly to students to support their learning progress. Feedback should also be provided after assessment to enable the students to understand how their level of performance relates to the overall unit/module requirements. Liaison will occur with employers during the year to discuss learning progress of Apprentices and Trainees against the Training Plan.

6. Grading and Results

a) Marking Guides

Teacher/Lead Teachers must provide students with clear marking criteria for all assessment tasks. The assessment document should include a marking guide for teachers and students regarding the standard required to achieve a satisfactory result. This may be a list of criteria, an Observation Checklist for a practical task and/or sample answers/expected response for written or verbal tasks.

b) Grading

VET units of competency and modules are generally not graded. Students who satisfactorily complete all assessment tasks will be deemed competent for the unit. Only students enrolled in Diploma and Advanced Diploma level courses may elect to have units graded after all assessment has been completed and they are deemed competent for the unit/module.

c) Results

Staff will use the approved VET result codes detailed in the Assessment (VET) Procedure. Staff are required to enter results within 30 days of the end of the unit of competency or module end date, where an extension has not been granted by the Program Leader. Results will be made available to students via the intranet on a set date.

Assessment (VET) Policy

d) Assessment integrity

All students are expected to maintain integrity in the preparation and submission of work for assessment. All students submitting any written assessment must attach a completed VET Assessment Cover Sheet validating the authenticity of their work. Where submission occurs via Moodle, the Assessment Cover Sheet is included as part of the submission process.

Activities such as deliberate plagiarism, collusion and cheating will be addressed under the Student Discipline Policy.

e) Extension to due date of assessment

Students may request a short extension (up to 10 working days) to the due date of an assessment task due to exceptional circumstances including family matters, work matters, medical circumstances or a disability. The specific circumstances should be discussed with the teacher/Lead Teacher/Program Leader.

f) Moderation

Where reasonably practicable, assessment moderation will be completed prior to finalizing results to ensure the same assessment decisions are consistently applied to all assessment results within the same component of study. Staff are encouraged to consult with a peer to verify results and assessment is fair prior to finalizing student results.

g) Validation

Validation activities are generally conducted after assessment is completed so that consideration can be given to the validity of both assessment practices and judgements. Refer to the Validation (VET) Policy and Validation (VET) Procedure for further details.

h) Request for Re-assessment

Students who have concerns about the outcome of an assessment should discuss their concerns with teacher/Lead Teacher/Program Leader.

7. Alternative Arrangements

a) Students with disabilities

Students (Apprentices and Trainees, VET, VCAL) with identified disabilities or needs can request assessment tasks to be modified to ensure equal access and opportunity. Refer to Supporting Students with Disabilities Policy.

b) Other matters

Alternatively, students can approach the teacher/Lead Teacher to discuss other matters that may impact their capacity to achieve an evidence-based task and request a reasonable adjustment to an assessment task. The evidence criteria will remain the same regardless of the reasonable adjustment to ensure consistency and fairness in assessment decisions.

Reasonable adjustments normally involve varying:

Assessment (VET) Policy

- i. The process for conducting the assessment
 - ii. The evidence gathering method
- c) Special Consideration

Students may apply for special consideration in the following instances:

- i. Where a student anticipates at any time during the teaching period their performance or result in an assessment or ability to complete required assessment will be impacted by circumstances including illness, injury, bereavement or other cause beyond 10 working days

Melbourne Polytechnic may grant one of the following outcomes:

- Alternative assessment task
- Extension to complete an assessment

Regardless of the outcome granted, the evidence criteria will remain the same to ensure consistency and fairness in assessment decisions.

Students who have concerns about the decision should discuss concerns with the Program Leader.

8. Victorian Certificate of Applied Learning (VCAL)

The assessment process for curriculum units delivered within VCAL programs at Melbourne Polytechnic must follow the requirements set out in the Victorian Curriculum and Assessment Authority (VCAA) VCE and VCAL Administrative Handbook. VET units delivered within VCAL programs by Melbourne Polytechnic must follow the requirements outlined in the Assessment (VET) Policy.

VCAL providers must participate in VCAA's VCAL Quality Assurance process annually to ensure assessment is moderated and meets the principles of assessment.

9. Complaints and Appeals

If a student (Apprentices and Trainees, VET and VCAL) has concerns with a decision relating to one of the following matters, they can lodge an appeal using the *Student Complaints and Appeals Policy*.

- Special consideration
- Re-assessment

10. Definitions

For this policy, the following definitions apply:

Academic Integrity: Producing and presenting academic work in an honest, ethical, respectful and responsible way.

Alternative Assessment: A different task that, with approval, a student submits, performs or presents later than the original submission date.

Assessment (VET) Policy

Assessment: 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: 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 (Standards for Registered Training Organisations (RTOs) 2015).

Assessment Tool: The full set of assessment documents for a unit of competency, including the tasks, mapping, instructions for students and assessors, and marking guides.

Assessors: Any person who assesses a learner's competence in accordance with Clauses 1.13 to 1.16 ((Standards for Registered Training Organisations (RTOs) 2015).

Australian Skills Quality Authority (ASQA): The national vocational education and training (VET) regulator whose role includes ensuring that the quality and reputation of Australia's VET system is maintained through effective national regulation.

Cheating: Behaviour by a student or another person on behalf of a student to provide that student or group of students with an academic advantage such as paying another person to prepare an assignment.

Collusion: An agreement between a student or other person to act together secretly or without permission to achieve an unfair advantage such as copying another person's work.

Competency: 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.

Extension: Additional time granted to complete an assessment due to disability or other restrictions, unexpected family matters, work matters or medical circumstances.

Moderation: A quality control process aimed at bringing assessment judgements into alignment and is generally conducted before finalising student results as it ensures the same decisions are applied to all assessment results within the same unit of competency.

Module: A group of learning outcomes in a VET accredited course where it can be established that it is not possible to develop an appropriate unit of competency.

Plagiarism: The use of all or part of another person or entity's work without appropriate acknowledgment of the author or source.

Re-assessment: To review a piece of work and confirm or amend the result. This may arise where a student believes the assessment result is inappropriate or unfair. There may also be circumstances or additional information provided that affected a student's performance in the assessment.

Assessment (VET) Policy

Reasonable Adjustment: A measure or action taken by Melbourne Polytechnic to assist a student with a disability. Reasonable adjustments may include but not limited to note taking support, extra time or extensions and alternative assessment tasks.

Skill set: A single unit of competency or a combination of units of competency from a training package which link to a licensing or regulatory requirement, or a defined industry need.

Special Consideration: Independently verifiable circumstances during the teaching period in which a student has been hampered by illness or other cause, that has affected their capacity to prepare, present or perform any component of an assessment.

Training and assessment credential: Those qualifications, skill sets and units of competency, or relevant combination of those qualifications, skill sets and units of competency, specified in the table at Schedule 1 (Standards of Registered Training Organisations (RTOs) 2015).

Training and assessment strategies and practices: The approach of, and method adopted by, an RTO with respect to training and assessment designed to enable learners to meet the requirements of the training package or accredited course.

Training Package: The components of a training package 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. The endorsed components form part of the requirements that an RTO must meet under these Standards. A training package also consists of a non-endorsed, quality assured companion volume/s which contains industry advice to RTOs on different aspects of implementation.

Unit of competency: The specification of the standards of performance required in the workplace as defined in a training package.

Unit Outline: Details delivery and assessment requirements for the unit/module including marking criteria and/or marking guide.

Validation: The quality review of the assessment process including both assessment instruments and assessment outcomes. Validation involves checking that the assessment tool/s produce/s valid, reliable, sufficient, current and authentic evidence to enable reasonable judgements to be made as to whether the requirements of the training package or VET accredited courses are met. It includes reviewing a statistically valid sample of the assessments and making recommendations for future improvements to the assessment tool, process and/or outcomes and acting upon such recommendations.

VET accredited course: A course accredited by the VET regulator in accordance with the Standards for VET Accredited Courses.

Victorian Curriculum and Assessment Authority (VCAA): A statutory authority of the Government of Victoria responsible for the provision of curriculum and assessment programs for secondary students in Victoria.

Assessment (VET) Policy

11. Responsibility and Accountability

Task	Responsibility	Notes
VET Units		
<ul style="list-style-type: none"> • Determine and design assessments and complete competency assessment mapping prior to the commencement of classes • Prepare marking guides with clear marking criteria • Prepare unit outline and provide to students at the beginning of each teaching period and/or VCAL students as part of induction • Contribute to developing Training Plan for Apprentice and Trainees • Deliver training and conduct assessment as per Training Plan for Apprentices and Trainees • Complete assessment and resulting within required timeframes • Provide timely and meaningful assessment feedback to students • Contact employer during the year to discuss progress of Apprentices and Trainees against the Training Plan • Confirm with employer that Apprentices and Trainees have met requirements of the competency in the work place as per Training Plan agreement • Approve requests for extensions to assessment, reasonable adjustments and applications for special consideration • Address requests for re-assessment • Contribute to continuous improvement processes 	Teacher/Lead Teacher and/or Program Leader	

Assessment (VET) Policy

VCAL units		
<ul style="list-style-type: none"> • Design programs in accordance with VCAA requirements • Ensure assessment processes are consistently applied as per assessment criteria • Participate in annual VCAA Quality Assurance process • Contribute to continuous improvement processes 	Teacher/Lead Teacher and/or Program Leader	
All Assessment		
<ul style="list-style-type: none"> • Ensure integrity and quality are met for all offerings • Contribute to continuous improvement processes 	Head of School	
<ul style="list-style-type: none"> • Ensure that Quality processes are in place for VET and VCAL delivery • Provide subject matter expertise with VET assessment • Contribute to continuous improvement processes 	Educational Quality and Learning and Teaching	
<ul style="list-style-type: none"> • Monitor and report VET Assessment practices to Academic Board • Contribute to the continuous improvement process 	Learning and Teaching Committee	

12. Supporting Documents and Templates

- [Student Complaints and Appeals Policy](#)
- [Student Complaints and Appeals Procedure](#)
- [Student Discipline Policy](#)
- [Supporting Students with Disabilities Policy](#)
- [Validation \(VET\) Policy](#)
- [Validation \(VET\) Procedure](#)
- [Guide to Apprenticeships at Melbourne Polytechnic](#)
- [Guide to Traineeships at Melbourne Polytechnic](#)

- [Australian Qualifications Framework](#)
- [ASQA's VET Quality Framework](#)
- [Standards for Registered Training Organizations \(RTOs\) 2015](#)
- [Users Guide to the Standards for RTOs 2015](#)
- [VCE and VCAL Administrative Handbook 2018](#)

Assessment (VET) Policy

13. Policy Control

Approving authority	<i>Academic Board</i>
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