

MCOHB Assessment Principles and Assessment Conduct Policy and Procedure

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1.0 Purpose

- 1.1 This policy and procedure is to ensure that the Melbourne College of Hair and Beauty (MCOHB) conducts assessment in accordance with Standard 8 of the Standards for RTO's 2015 and assessments meet the Principles of Assessment and Rules of Evidence.
- 1.2 This policy and procedure is in place for the Conduct of Assessment. This policy and procedure applies to both international and domestic students.

2.0 Responsibility

- 2.1 The Director of Studies is responsible for the implementation of this policy and procedure.
- 2.2 Trainers and assessors are responsible for the application of this policy and procedure.

3.0 Relevant legislation

- 3.1 The following Acts and instruments are relevant to the administration and management of the RTO's continuous improvement.
 - *Education Services for Overseas Students Act 2000 (Amended 2017),*
 - *National Code of Practice for Providers of Education and Training to Overseas Students 2018 (CRICOS standards),*
 - *National Vocational Education and Training Regulator Act 2011,*
 - *Standards for Registered Training Organisations (RTOs) 2015,*

4.0 Definitions

Assessment instrument	Developed by an assessor as part of formative or summative assessment activities; includes: • profiles of acceptable performance measures • templates and proformas • specific questions or activities • evidence and observation checklists • checklists for the evaluation of work samples
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	• recognition portfolios • candidate self-assessment materials. Also includes tools developed elsewhere that have been modified by the assessor for use with a particular learning group.
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Formative assessment	Including <i>diagnostic assessment</i> , is a range of formal and informal assessment procedures conducted during the learning process in order to modify teaching and learning activities to improve learner progress. The goal of a formative assessment is to “ <i>monitor student learning</i> ” to provide ongoing feedback that can help learners identify their strengths and weaknesses and target areas that need work. It also helps the trainer recognize where learners are struggling and address problems immediately. Formative assessment typically involves qualitative feedback (rather than scores) for both the learner and trainer that focuses on the details of content and performance. Formative assessment is commonly contrasted with summative assessment.
Summative assessment	Is any method of evaluation/assessment performed at the end of a unit that allows the measurement of a learners skills and knowledge against standardized criteria. The purpose of summative assessment is to determine if the learner has inculcated the skills and knowledge of a unit of competency at the end of a particular unit of work to be determined as competent.
Assessment judgement	The exercise conducted by the assessor to evaluate whether the evidence provided meets the principles of assessment and rules of evidence, and whether the candidate is competent or not yet competent based on the evaluated evidence.
Assessment materials	Any physical and documentary resources that assist in any part of the assessment process. They may include information for the candidate, the documented competency standards or other documented assessment benchmarks, other related documentation impacting on assessment, the assessment tools, assessment exercises/activities, equipment and tools and any other resources

	for the quality assurance arrangements of the assessment system.
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Assessment method	The particular technique or techniques used to gather different types of evidence. This may include methods or techniques such as questioning, direct observation, structured activities, third-party feedback, portfolios and review of products.
Assessment plan	The overall planning document for the assessment process, which includes a range of information to guide assessors. This may include purpose; context; personnel; competency standards/assessment benchmarks; assessment methods and tools; the evidence plan; organisational arrangements including physical and material resources and equipment; and other relevant information.
Assessment process	The series of key steps in the assessment cycle, including agreeing outcomes with stakeholders and learners/candidates; design and development of measures, tools and instruments; use of tools; and evaluation of the results of assessment for the purpose of continuous improvement of the assessment process.
Assessment report	The report written by the assessor after the assessment decision has been made and recorded. An assessment report may include: personal details of the candidate; details of assessment events/activities; dates, times, venues, etc.; details of assessor's evidence; completed assessment tools; documented feedback to and from the candidate; justification of decision; summary of candidate's action plan; other critical information including appeals and outcomes (if relevant); sign-off by assessor and candidate; electronic/paper reports to funding bodies. This report is usually in the form of an assessment summary cover sheet.
Assessment requirements	An endorsed component of a training package that underpins assessment and that sets out the performance evidence, knowledge

	evidence and assessment conditions required to show competency.
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Assessment strategy	A documented framework to guide and structure assessment arrangements for a VET qualification. In a learning and assessment pathway it is addressed as part of the learning strategy. In an assessment-only pathway (RPL) it is a separate document.
Assessment system	A controlled and ordered process designed to ensure that assessment decisions made in relation to many individuals, by many assessors, in many situations, are consistent, fair, valid and reliable, and may include: grievances and appeals processes; validation systems and processes; reporting/recording arrangements; acquisition of physical and human resources; administrative procedures; roles and responsibilities; partnership arrangements; quality assurance mechanisms; risk management strategies; and documented assessment processes.
Assessment tool	Both the instrument and the instructions for gathering and interpreting assessment evidence: instruments/s – the specific questions or activity developed from the selected assessment method/s to be used for the assessment (a profile of acceptable performance and the decision-making rules for the assessor may also be included) procedures – the information/instructions given to the candidate and/or the assessor regarding conditions under which the assessment should be conducted and recorded.
Assessor	An individual or organisation responsible for the assessment of Units of Competency in accordance with the Australian Quality Training Framework and criteria (benchmark/s) to measure the candidates evidence quantitatively and qualitatively.
Benchmarks for assessment	The criterion against which the candidate is assessed. May be a competency standard/unit of competency, assessment criteria of course

	curricula, performance specifications, or product specifications.
Candidate	The person presenting for an assessment.

Client	A person (learner/candidate) or an organisation that uses or purchases training and/or assessment services.
Clustering	The process of grouping competencies into combinations that have meaning and purpose for learning, assessment or work-related needs.
Code of practice for assessors	The code of practice based on an international code of ethics and practice, developed by the National Council for Measurement in Education (NCME). The code formed part of the <i>TAE10 Training and Assessment Training Package Assessment Guidelines</i> .
Competency	The broad concept of industry competency concerns the ability to perform particular tasks and duties to the standard of performance expected in the workplace. Competency requires the application of specified skills and knowledge relevant to effective participation in an industry, industry sector or enterprise.
Competence (Competent)	An individual is considered competent when they are able to consistently apply their knowledge and skills to the standard of performance required in the workplace, assessed benchmarks or the training package requirements. When assessed is recorded as “COMPETENT or C”. Both workplace and off the job training and assessment aim to ensure that individuals participating in the training have the competence to undertake their work role to the standard expected in a range of employment situations.
Competency-based assessment	Assessment in which the assessor makes a judgement of competency (competent or not

	yet competent) against clear benchmarks or criteria such as a competency standard/unit of competency, assessment criteria of course curricula, performance specifications, or product specifications. Competency-based assessment may be contrasted with assessment in which candidates are compared to others or graded, for example.
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Competency standard	The requirements for effective workplace performance in a discrete area of work, work function, activity or process that are used as the basis for defining learning outcomes and the benchmarks for assessment within the VET sector. Competency standards are expressed in outcome terms and aim to reflect the standards of performance required in the workplace. Competency standards have a standard format and are also referred to as units, units of competency, competencies, and competency specifications.
Condition/s of assessment	Outlines any restriction or specific conditions for the assessment such as the location, time restrictions, assessor qualifications, currency of evidence (e.g. for portfolio based assessments), amount of supervision required to perform the task (i.e. which may assist with determining the authenticity of evidence) etc.
Co-requisite unit of competency	A co-requisite is a unit that you must have either previously passed, or are studying at the same time as another related unit. Most co-requisite units will contain complementary or critically-associated knowledge which is essential for success in both units. Alternatively, some co-requisites will require concurrent study in order to fulfil the inherent requirements of one or more of the units (i.e. units with concurrent practical components, clinical placements, or professional experience requirements).
Credit transfer	The agreed value of the achievement or partial achievement of one qualification when related to another qualification. This value translates to the learner as equivalent to an exemption from undertaking a component or components of the destination qualification based on the acceptance that these components have already been successfully completed through previous formal study. This exemption reduces the amount of time and learning required in achieving the second qualification.

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Criterion referencing	In the context of assessment, determining a grade (in the case of graded assessment) or making a judgement of competency (in the case of competency-based assessment) with strict reference to predetermined learning standards or criteria. Criterion referencing may be contrasted with norm referencing.
Dimensions of competency	Forms part of the broad concept of competency which includes all aspects of work performance as represented by: task skills, task management skills, contingency management skills and job/role environment skills.
Direct observation	An assessment method that involves opportunities to view real work/real-time activities in the workplace or work activities in a simulated workplace environment.
Element of competency	Part of the format of competency standards. Elements of competency are the basic building blocks of the unit of competency, specifying the critical outcomes to be achieved in demonstrating competence.
Endorsed components of training packages	The parts of a training package that are formally recognised as meeting the identified training and assessment needs of an industry/industry sector or enterprise. These endorsed components are qualifications, units of competency, assessment requirements and credit arrangements.
Evidence (Assessment)	Information gathered to support a judgement of competence against the specifications of the relevant unit/s of competency. Evidence can take many forms and be gathered from a number of sources. Assessors often categorise evidence in different ways, such as: direct, indirect and supplementary sources of evidence, or a combination of these evidence collected by the candidate or evidence collected by the assessor

	historical and recent evidence collected by the candidate and current evidence collected by the assessor.
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Evidence guide	A former part of the competency standard that provided advice to inform and support assessment of the unit including assessment of required/underpinning knowledge, skills, and key competencies necessary for competent performance. The evidence guide identified critical/specific evidence requirements, assessment resource implications and other relevant information. Part of the documented assessment plan, the guide documents the evidence requirements of the competency standard, information regarding who will collect the evidence, and the time period involved.
Face Validity	The extent to which the assessment tasks reflect real work-based activities.
Integrated assessment (also see Holistic assessment evidence)	An approach to assessment that covers the clustering of multiple units/elements from relevant competency standards. This approach focuses on the assessment of a 'whole of job' role or function that draws on a number of units/elements of competence. This assessment approach also integrates the assessment of the application of knowledge, technical skills, problem-solving and demonstration of attitudes and ethics. <i>From National Quality Council, Training Package Glossary.</i>
Holistic Assessment Evidence	Holistic Assessment evidence is the information gathered which, when matched against the unit of competence provides proof of competence. Evidence can take many forms and be gathered from a range of sources. Integrated assessment Integrated assessment is an approach to assessment that covers the clustering of multiple units and/ or elements from relevant competency standards. This approach focuses on the assessment of a 'whole of job' role or function that draws on a number of units and/or elements of competence. This assessment approach also integrates the assessment of the application of knowledge, technical skills, problem solving

	and demonstration of attitudes and workplace behaviours.
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Learning	An active process of the acquisition of skills, knowledge and emotional dispositions that is influenced by external contributions, but ultimately determined and regulated by individuals. The learning process occurs with the integration of intellectual development and experience.
Moderation	A process used in validation that involves assessors in discussing and reaching agreement about assessment processes and outcomes in a particular industry or industry sector. This enables assessors to develop a shared understanding of the requirements of specific training packages, including the relevant competency standards and assessment guidelines, the nature of evidence, how evidence is collected and the basis on which assessment decisions are made.
Norm referencing	In the context of assessment, determining the candidate's rank or percentile with reference to the achievement of others, usually on a bell curve distribution of group scores. Norm referencing may be contrasted with criterion referencing.
Not Yet Competent	An individual is considered Not Yet Competent when they are unable to consistently apply their knowledge and skills to the standard of performance required in the workplace, assessed benchmarks or the training package requirements. When assessed is recorded as “NOT YET COMPETENT or NYC” .

Principles of assessment	<i>Fairness.</i> The individual learner's needs are considered in the assessment process. Where appropriate, reasonable adjustments are applied by the RTO to take into account the individual learner's needs. The RTO informs the learner about the assessment process and provides the learner with the opportunity to challenge the result of the assessment and be reassessed if necessary. <i>Flexibility.</i> Assessment is flexible to the individual learner by: • reflecting the learner's needs; • assessing competencies held by the learner no matter how or where they have been acquired; and • drawing from a range of assessment methods and using those that are appropriate to the context, the unit of competency and associated assessment requirements, and the individual. <i>Validity.</i> Any assessment decision and or judgement of the RTO is justified, based on the evidence of performance of the individual learner. Validity requires: • assessment against the unit(s) of competency and the associated assessment requirements covers the broad range of skills and knowledge that are essential to competent performance; • assessment of knowledge and skills is integrated with their practical application; • assessment to be based on evidence that demonstrates that a learner could demonstrate these skills and knowledge in other similar situations; and • judgement of competence is based on evidence of learner performance that is aligned to the unit/s of competency and associated assessment requirements. <i>Reliability.</i> Evidence presented for assessment is consistently interpreted and assessment
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	results are comparable irrespective of the assessor conducting the assessment.
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Rules of Evidence	<i>Validity.</i> 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. <i>Sufficiency.</i> 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. <i>Authenticity.</i> The assessor is assured that the evidence presented for assessment is the learner's own work. <i>Currency.</i> 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. To accept evidence as authentic, an assessor must be assured that the evidence presented for assessment is the candidate's own work.
Recognition processes	A term that covers Recognition of Prior Learning (RPL), Recognition of Current Competency (RCC) and Skills Recognition. The term refers to assessment processes that enable recognition of competencies currently held, regardless of how, when or where the learning occurred. Under the relevant VET regulatory framework, competencies may be attained a number of ways, including through any combination of formal or informal training and education, work experience or general life experience. In order to grant RPL/RCC, the assessor must be confident that the candidate is currently competent against the endorsed industry or enterprise competency standards of training packages or competency outcomes specified in AQF-accredited courses. The evidence may take a variety of forms and could include certification, references from past employers, testimonials from clients, and work samples.

	The assessor must ensure that the evidence is authentic, valid, reliable, current and sufficient.
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Reasonable adjustments	Adjusting the assessment process to meet the needs and characteristics of the students being assessed, taking into account any equity requirements. Determination of 'reasonableness' requires judgement that must take into account the impact on the organisation and the need to maintain the integrity of the unit of competency.
Recognition of Current Competency (RCC)	Assessment of a person's current capacity to perform; it applies if an individual has previously successfully completed the requirements for a unit of competency or a module and is now required to be reassessed to ensure that the competence is being maintained.
Recognition of Prior Learning (RPL)	An assessment process that assesses an individual's non-formal and informal learning to determine the extent to which that individual has achieved the required learning outcomes, competency outcomes, or standards, for entry to and/or partial or total completion of, a qualification.
Records of assessment	The recorded information relating to the assessment process and the assessment outcomes of candidates that is stored and retained by the organisation responsible for issuing the nationally recognised Statements of Attainment or qualifications.

Simulation	A form of evidence-gathering that involves the candidate in completing or dealing with a task, activity or problem in an off-the-job situation that replicates the workplace context. Simulations vary from recreating realistic workplace situations (such as in the use of flight simulators), through to the creation of role-plays based on workplace scenarios, and the reconstruction of a business situation on a spreadsheet. In developing simulations, the emphasis is not so much on reproducing the external circumstance but on creating situations in which candidates are able to demonstrate: • technical skills • underpinning knowledge • generic skills such as decision-making and problem-solving • workplace practices such as effective communication. (From National Quality Council, Training Package Glossary).
Skill	An ability to perform a particular activity, which may be developed by training or practice, and which may be intellectual, manual, motor, perceptual or social. Specified skills are identified as part of each competency standard, and competence usually requires a combination of skills in the application of cognitive and psycho-motor functions.
Validation	Validation is a quality review process. It involves checking that an assessment tool produces valid, reliable, sufficient, current and authentic evidence to enable reasonable decision/judgements to be made as to whether the requirements of the relevant aspects of the training package or accredited course have been met. It includes reviewing and making recommendations for future improvements to the assessment tool, process and/or outcomes.

Assessment Process and procedure/s	Assessors' roles and professional development for conducting assessment All assessment is criterion referenced assessment, no norm referenced assessment (percentile grading) will be used as an outcome for competency based assessment, candidates will be marked with the following assessment outcomes based on formative or summative assessment.
Formative assessment outcome:	Formative assessment is used to determine the learners progress and not the final determination of competence, the assessment outcome will be marked as SATISFACTORY if the candidate has successfully completed a formative assessment OR NOT YET SATISFACTORY if the candidate has not successfully completed a formative assessment.
Summative assessment outcome	Summative assessment is the final assessment where a candidate is required to demonstrate the required skills and knowledge to determine their competency. Summative assessment outcomes are to be marked as COMPETENT if the candidate has successfully completed the assessment and has demonstrated the required skills and knowledge in accordance with the training package requirements and industry benchmarks. When a candidate has not successfully completed the assessment and has demonstrated the required skills and knowledge in accordance with the training package requirements and industry benchmarks the summative assessment outcome will be marked NOT YET COMPETENT.

Rubric	A system used to convert the Competent or Not Yet Competent grade to a percentile grade. They are formally defined as scoring guides, consisting of specific pre-established performance indicators, used in judging the quality of candidate work on performance assessments. They tend to be designed using behaviourally anchored rating scales in which each point on the rating scale is accompanied by a description of increasing levels of proficiency along a developmental continuum of competence Assessment exceptions where norm referenced (percentile grading) marking criteria can be used: There are qualifications and units of competency that are required to have a percentile grading recorded on a Statement of Attainment as an outcome of a summative assessment, this is usually for licencing requirements as an outcome of completing a trade based qualification. ELICOS English courses which are provided under a direct entry arrangement to a tertiary education course, formal measures must be in place to ensure that assessment outcomes are comparable to other criteria used for admission to the tertiary education course of study, or for admission to other similar courses of study can be recorded as a percentile grade.
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5.0 The Assessor

5.1 The role of an assessor is to objectively assess and judge a candidate's evidence against a set of standards or industry benchmarks. In order to do this effectively, an assessor must have a sound knowledge of, and be skilled in, the relevant industry area. In addition, the assessor must have acknowledged competency in assessment itself and hold an appropriate training and assessment qualification or equivalent.

5.2 An assessor must:

- Interpret and understand the criteria;
- Ensure that evidence meets the standards, training package requirements and industry benchmarks;
- Ensure that evidence is valid, authentic, reliable, consistent, current and sufficient; and

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- Use expertise, skills and knowledge to make fair and objective judgments.

5.3 The training and ongoing professional development of assessors is essential to maintaining professional competence, skills and knowledge, assessors will undertake industry professional development annually which may include such areas as:

- Roles, responsibilities and ethics;
- Procedural and administrative duties;
- Performance and knowledge evidence gathering and presentation;
- Interpretation and usage of standards/ training package;
- Selecting and using appropriate methods of assessment; and
- Requirements regarding processing and recording of results, progress and feedback.

5.4 It is crucial that assessors always understand and practice fair, objective, unbiased and flexible assessment processes.

6.0 Forms of evidence

6.1 Basic forms of skills evidence can include:

- Direct performance evidence - current or from an acceptable past period (where RPL may be applicable)
- Simulations, including competency and skills tests, projects, assignments
- Extracted examples within the workplace (where an RPL assessment may be applicable); and
- Observation in the workplace (where an RPL assessment may be applicable).
- Supplementary evidence, from
- Oral and written questioning;
- Personal reports; and
- Witness testimony.

7.0 Methods of assessment and forms of collecting assessment evidence

7.1 Appropriate and valid forms of assessment utilised for both skills and knowledge may include, but is not limited to:

CODE	Method	Description
A	Questioning (Direct evidence)	Assessment of knowledge evidence Assessment of a skill process Assessment can be by written or oral questioning, conducting interviews and questionnaires

CODE	Method	Description
B	Direct observation (Direct evidence)	Assessed in real time in the workplace. Assessed in a simulated off-the-job situation that reflects the workplace.
C	Product based methods (Direct evidence)	Structured assessment activities such as assignments, reports, displays, work samples, role plays, case study and presentations.
D	Portfolio (Indirect evidence)	A purposeful collection of work samples of annotated and validated pieces of evidence, compiled by the learner. Evidence could include written documents, photographs, videos or Work place training logbooks.
E	Third Party Evidence (supplementary such as a supervisors report)	Evidence is often collected by the assessor. However, other people (third parties)—such as supervisors, trainers, team members, clients or consumers—can report what they see or hear to the assessor. Evidence collected in this manner is called 'third party evidence'.

8.0 Requirements related to assessment:

Assessment process for candidates with special needs:

- 8.1 A fundamental principle of an assessment system is that each candidate must have access to fair and open assessment. Candidates with special needs should be offered the same opportunities as any other candidate.
- 8.2 As special needs extend to more than identifying physical or learning difficulties, an assessor will also need to consider the best approach when dealing with candidates with needs such as low literacy, lack of confidence or non-English speaking background.
- 8.3 An assessor must take special needs into consideration from the planning stage onwards and adopt particular assessment methods as appropriate. Depending on any specification given in the standards, the assessor may be able to accept alternative evidence from a candidate with special needs.
- 8.4 If there is uncertainty, the assessor should call on other assessors or a verifier for assistance and guidance, as required. In such a case, the situation must be fully documented, with appropriate feedback being provided to the candidate at all stages.

9.0 Eligibility for Assessment & Reassessment

- 9.1 All student/candidates are eligible to sit for assessment, except:
 - Learners who do not maintain a minimum of 70% attendance are deemed as not acquiring sufficient knowledge of the module/unit, and will therefore not be eligible to do any assessment. Student may have to pay the fee to re-study the module/unit.
 - Learners in ELICOS English programs who do not achieve a minimum of 80% attendance in accordance with the ELICOS Standards are not eligible to undertake assessment.

- 9.2 Student/candidates are permitted a maximum of two (2) attempts for re-assessment; the assessor will review each attempt that is not satisfactory and recommend areas to focus on for further study. However, if after the 2nd attempt the student is still not satisfactory, the student will be required to repeat the unit at their cost. Intervention strategies will be put in place where major knowledge gaps are identified prior to a student having the opportunity to be reassessed.
- 9.3 Ideally the candidate will be allowed twenty four (24) hours before they re-attempt the failed assessment, given time constraints that are present during the assessment stage of delivering the module assessors are to allow a candidate a minimum of one (1) hour before being re-assessed.

9.4 Students who are dissatisfied with their assessment outcome may apply for reassessment by contacting their trainer and assessor or head trainer or training manager.

10.0 Non-Attendance of Assessment:

- 10.1 Not attending an assessment will be counted as one assessment attempt for each occurrence unless:
- the candidate can provide a certificate from a registered medical practitioner indicating that the candidate was medically unable to attend the assessment;
 - or
 - the candidate can provide independent evidence of exceptional compassionate circumstances beyond the candidates control, such as serious illness or death of a close family member to explain the non-attendance at the assessment.

11.0 Plagiarism and Cheating

- 11.1 Candidates that have cheated or plagiarised assessment evidence are subject to disciplinary actions in accordance with the RTOs student conduct policy and procedure.
- 11.2 Candidates found to have cheated or plagiarised work will lose the right to re-take the assessment in accordance with the standard re-assessment policy.
- 11.3 Candidates will be required to repeat the unit and pay the appropriate repeat fee.

12.0 Assessments Requirements

- 12.1 The Assessment Process defines the procedure used for conducting assessments. The method applies to assessments conducted for the purposes of national recognition in accordance with the AQF Policy Manual and the Standards for RTOs 2015. Equally it applies to assessment only pathways, training and assessment pathways or Recognition of Prior Learning.
- 12.2 All assessments must:
- 12.3 Comply with the Assessment Guidelines included in the applicable nationally endorsed Training Packages or the assessment requirements specified in accredited courses;
- 12.4 Lead to the issuing of a Statement of Attainment or qualification under the AQF when a person is assessed as competent against nationally endorsed unit(s) of competency in the applicable Training Package or modules specified in the applicable accredited course;
- 12.5 Comply with the Principles of Assessment and the Rules of Evidence defined above;
- 12.6 Provide for candidates to be informed of the context and purpose of the assessment and the assessment process;
- 12.7 Where an RPL assessment is conducted at the workplace to streamline the assessment process, the assessment will focus on the application of knowledge and skill to the standard of performance required in the workplace and will cover all aspects of workplace performance, including task skills, task management skills, contingency management skills and job role environment skills;

- 12.8 Involve the evaluation of sufficient evidence to enable judgements/decisions to be made about whether competency has been attained by the candidate;
- 12.9 Provide feedback to the candidate about the outcomes of the assessment process and guidance on future options;

- 12.10 Be equitable for all persons, taking account of cultural and linguistic needs; and
- 12.11 Provide for reassessment on appeal in line with the RTOs re-assessment policy and complaints and appeal policy.

13.0 Integrated assessment (clustered/holistic assessment)

- 13.1 Integrated assessment is an approach to assessment that covers the clustering of multiple units and/ or elements from relevant competency standards. This approach focuses on the assessment of a 'whole of job' role or function that draws on a number of units and/or elements of competence. This assessment approach also integrates the assessment of the application of knowledge, technical skills, problem solving and demonstration of attitudes and ethics.
- 13.2 Where units of competency are assessed holistically the trainer and assessor is to refer to the assessment matrix developed for those units to determine the learners progress with the requirements of the course.

14.0 Assessment and holistic evidence

- 14.1 Integrated/holistic assessment is a process of collecting evidence and then making a decision/judgement about competence based upon on evidence which is representative of job roles/tasks and does not take a sub- task by sub-task based approach.
- 14.2 Holistic evidence focuses on whole work activities rather than sub tasks or components of a work activity. In collecting holistic evidence, the assessor develops an image or picture of how a competent worker would perform the task. Holistic evidence also provides the assessor with the opportunity to see dimensions of competence and employability skills demonstrated in an integrated fashion during the assessment process.

15.0 Co-requisites

- 15.1 Many qualifications use unit co-requisites because they represent a realistic job role or work task or have significant similarities in knowledge, skills and performance requirements. Industry and workplace practices supported by a Training Package identifies that co-requisites must be assessed together. Clustering for assessment provides RTOs with the opportunity to attend to co-requisite requirements.
- 15.2 If a candidate does not demonstrate suitable industry workplace practices for critical safety co-requisite units of competency to a workplace standard during the assessment, they will be deemed either **NYS** or **NYC** depending on the type of assessment i.e. Formative or Summative.

16.0 Efficiency

- 16.1 Repetitious delivery and over assessment are common weakness in the quality of delivery and assessment when RTOs take a unit by unit approach. There are significant efficiencies to be made when units are clustered as common knowledge, skills and performance requirements can be identified and addressed together instead of multiple times with each unit. The above table identifies required knowledge and required skills. The requirements are in fact identical as the same knowledge and skills are simply used in different ways to achieve the required workplace performances of practicing safe work practices by using hazard identification and safe and hygienic food handling practices.

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- 16.2 Significant efficiencies can be realised during the learning process by having common learning sessions addressing knowledge and skills that underpin performance.

17.0 Assessment judgements for units of competence within a cluster

- 17.1 When assessors make assessment decision/judgements, it is important that the Principles of Assessment and the Rules of Evidence are applied and met.
- 17.2 When clustering, these principles and rules are applied to the decision/judgements for each individual unit of competence, not the cluster. This means that the RTO must be able to identify the evidence that will be used for a judgement for each unit of competence.
- 17.3 Specifically, when conducting assessment, the assessor needs to ensure the following for each unit of competence:

Principles of assessment	Rules of evidence
Valid	Valid
reliable	sufficient
fair	Current
flexible	Authentic

1. The assessment is conducted in accordance with the assessment plan.
2. The evidence specified in the assessment procedure is gathered using the approved assessment tools and materials.
3. The assessment evidence is collected in accordance with reasonable and allowable adjustments where applicable.
4. The assessment evidence is evaluated in terms of the Rules of Evidence.
5. The assessment evidence is evaluated according to the unit/s of competency, all four dimensions of competency, the facets of foundation (employability) skills, and the ability to transfer and apply the skills and knowledge to new workplace contexts if appropriate.
6. Assistance from experienced trainers and assessors and industry experts is to be sought when appropriate.
7. The assessment decision/judgment is made in accordance with specified industry benchmarks, and training package requirements.
8. Assessment decision/judgements are recorded appropriately and in accordance with MCOHB and regulator processes.

18.0 Assessment Procedure

- 18.1 Where candidates are observed by the trainer and assessor not demonstrating safe work practices or deliberately endangering others, then assessment is required to be terminated immediately.

- 18.2 Candidates who do not demonstrate satisfactory performance in a skill which is assessed holistically, will be required to be re-assessed in performing those skills and the outcome of the initial assessment and re-assessment recorded in the assessment matrix for the unit.

- 18.3 Each assessment should be submitted by the candidate with a signed and completed Assessment Cover Sheet. Candidates are advised to keep a copy of their work as it will not be returned.
- 18.4 Assessors may use additional verbal questioning to fill gaps in written tasks where they deem it necessary to determine competence. This must be recorded in the student's assessment.
- 18.5 Practical tasks may be conducted in a simulated workplace environment. Instructions for completing tasks will be outlined in the relevant Practical Observation Assessment. A record of the observations made during the assessment will be recorded in the Practical Observation checklist.
- 18.6 During a workplace visit, feedback can be documented on the Workplace Visit Form or in the relevant logbook.
- 18.7 At the end of the class, trainers must keep all the submitted assessments in a designated location. They should not take any assessments outside of MCOHB's premises without Managements approval.
- 18.8 All completed assessments, together with the Unit Result Sheet are to be submitted to the EDP for quality control, recording results in the Student Management System and filing purposes.
- 18.9 Submitted assessment should be assessed within 2 weeks of receipt.
- 18.10 Students must be provided with detailed written feedback on the Assessment Cover Sheet whenever the student receives a Not Yet Satisfactory.

19.0 The assessment process will be open and transparent.

- 19.1 All assessments will involve a test of practical skills and theoretical knowledge as appropriate in accordance with the unit of competency and training package requirements.
- 19.2 Assessments will be conducted by qualified assessors with vocational competencies, qualified teachers as part of their curriculum delivery, or in a partnership with an assessor and technical expert (as specified in AQTF and Training Package regulations).
- 19.3 The content and method of an assessment activity will be explained to the candidate/s by the assessor.
- 19.4 Candidates will sign a coversheet verifying that they agree that the assessment method is appropriate. The assessor may adjust the assessment method to suit the special needs of a student or the context of the assessment, providing the adjustment does not reduce the intent or integrity of the competency.
- 19.5 Most assessments will be completed in the presence of the assessor or an invigilator. When an assessment is partly completed by the candidate at home, the assessor will verify authenticity by asking questions and/or requesting that the candidate repeats part of the assessment in their presence. The candidate will sign a document stating that the assessment is the result of their own work.
- 19.6 The timing of the assessment will take into account the needs of a candidate's workplace.

- 19.7 It is recognised that the amount of time taken for each candidate to demonstrate their competence will vary. In meeting industry standards, it will be taken into account that an assessment process should meet timelines similar to those required by industry. Dedicated time will be required for the collection of evidence and assessment events.

- 19.8 Competence may be demonstrated by candidate and be recorded by assessors at any time during the course, not only during scheduled assessment events.
- 19.9 Candidates will be provided with feedback about their assessment outcomes as soon as practicable.
- 19.10 Assessment results will be confidential; however, they will be released to satisfy contractual funding requirements or with the permission of the candidate. A Vocational Education and Training candidate may request an extension for submitting work for assessment up to 3 weeks after the last class. Any further extension is at the discretion of the assessor and must be conducive with external and internal reporting requirements.

20.0 Establish the assessment context

- 20.1 The assessor establishes the context and purpose of the assessment by identifying the relevant competency standards, assessment guidelines and qualification framework, identifies the support materials that have been purchased and developed to facilitate the learning and assessment process.

21.0 Prepare the candidate

The assessor meets with the candidate to:

- 21.1 Determine if the candidate is ready to commence the assessment based on whether they have acquired the appropriate skills and knowledge. This may also apply to candidates wishing to be assessed earlier than planned due to existing skills that were not sufficient for RPL but allow a candidate to make faster progress than detailed in their training plan.
- 21.2 Explain the context and purpose of the assessment and the assessment process.
- 21.3 Explain the Competency Standards to be assessed and the evidence to be collected.
- 21.4 Advise on self-assessment including processes and criteria.
- 21.5 Outline the assessment procedure, the preparation which the candidate should undertake, and answer any questions.
- 21.6 Assess the needs of the candidate and, where applicable, negotiate reasonable adjustment for assessing candidates with disabilities without compromising the integrity of the assessment of the competencies.
- 21.7 Seek feedback from the candidate by providing the prescribed form to each of them upon completion of any summative assessment; regarding the candidate's understanding of the competency standards, evidence requirements and assessment process.
- 21.8 Determine if the candidate is ready for assessment and, in consultation with the candidate, decide on the time and place of the assessment.

22.0 Plan and prepare the evidence gathering process:

The assessor must:

- 22.1 Use the RTOs approved assessment tools to gather sufficient and quality evidence about the candidate's performance in order to make the assessment decision/judgement.
- 22.2 Organise equipment or resources required to support the assessment evidence gathering process.
- 22.3 Coordinate and brief other personnel involved in the evidence gathering process.
- 22.4 Complete the reporting requirements and make a decision/judgment in accordance with the assessment decision making rules and deem the candidate competent or not yet competent using the overall decision making rules.

23.0 Collect the evidence and make the assessment decision:

The assessor and or invigilator must:

- 23.1 Establish and oversee the evidence gathering process to ensure its validity, reliability, fairness and flexibility.
- 23.2 Collect appropriate evidence and assess this against the Elements, Performance Criteria, Range Statement and Critical aspects in the Evidence Guide in the relevant Units of Competency.
- 23.3 Evaluate evidence in terms of the four dimensions of competency: task skills, task management skills, contingency management skills and job/role environment skills.
- 23.4 Incorporate allowable adjustments (when and where applicable) to the assessment procedure without compromising the integrity of the competencies.
- 23.5 Evaluate the evidence in terms of validity, consistency, currency, equity, authenticity and sufficiency.
- 23.6 Consult and work with other staff in the assessment process.
- 23.7 Record details of evidence collected.
- 23.8 Make a decision/judgment about the candidate's competency based on the evidence and the requirements of the relevant Unit/s of Competency and or benchmarks.

24.0 Provide feedback on the assessment:

- 24.1 The assessor must provide feedback to the candidate about the outcomes of the assessment process. This includes providing the candidate with:
 - Clear and constructive feedback on the assessment decision/judgement,
 - Information on ways of overcoming any identified gaps in competency revealed by the assessment, the opportunity to discuss the assessment process and outcome information on reassessment and the appeals processes, and
 - An opportunity for reassessment if appropriate or requested by the candidate

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25.0 Record and report the result:

The assessor must:

- 25.1 Accurately record the assessment outcome on the RTOs approved documents,
- 25.2 Maintain the collected assessment evidence and outcomes,
- 25.3 Provide signed and dated assessment outcomes to the Student Support Department on time, and
- 25.4 Maintain the confidentiality of the assessment outcomes.

26.0 Review the assessment process:

On completion of the assessment process, the assessor must:

- 26.1 Review the assessment process (moderation),
- 26.2 Report on the positive and negative features of the assessment to those responsible for the assessment procedures,
- 26.3 Make suggestions/recommendations (when necessary) on improving the assessment process to their immediate supervisor.

27.0 Participate in the reassessment and appeals process:

The assessor must:

- 27.1 Provide feedback and counselling to the candidate, if required, regarding the assessment outcome or process including guidance on further options.
- 27.2 Provide the candidate with information on the reassessment and appeals process.
- 27.3 Participate in the reassessment or appeal according to the policies and procedures of the RTO.
- 27.4 Procedure for assessment tools development
- 27.5 In order to develop an assessment tool that ensures validity, reliability, fairness and flexibility, the following procedure must be followed.

Stage1: Planning

- 27.6 In planning for assessment, consideration of how learners will be able to:
- 27.7 Demonstrate the underpinning knowledge to understand why and how a task is to be performed in the work place,
- 27.8 Demonstrate the task,
- 27.9 Demonstrate that they have the ability to perform the tasks in different contexts and environments.

MCOHB will:

- 27.10 Identify the benchmark, and or assessment criteria
- 27.11 Similar units of competency (including industry feedback),

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27.12 Workplace activities requiring the sequential use of units of competency (industry consultation, trainer feedback),

- 27.13 Workplace activities requiring simultaneous use of units of competency (or parts of competence),
- 27.14 Units of competency that build on each other,
- 27.15 Identify the evidence required,
- 27.16 Identify suitable assessment evidence collection methods,
- 27.17 Identify legislative requirements.

Stage 2: Design and development

- 27.18 An assessment tool comprises a number of components which ensure assessment is conducted in a manner that is fair, flexible, valid and reliable. These components include:
- 27.19 Context and conditions of assessment, e.g. time to complete assessment task, whether an open or closed book assessment, conditions the assessment will be assessed under (simulation of real work place)
- 27.20 Task to be administered to the student,
- 27.21 An outline of evidence to be gathered from the candidate,
- 27.22 Evidence criteria used to judge the quality of performance,
- 27.23 Administration, recording and reporting requirements.

Stage 3: Quality check (Reviewing and trialing assessment tools)

- 27.24 Prior to implementing a new assessment tool, MCOHB conducts several checks (including but not limited to):
 - Inviting people for review to confirm if the content of the tool is correct and relevant to the workplace. Industry representatives could critique the tool for its clarity, content accuracy, relevance and appropriateness of language for the learners.
- 27.25 Reviewing the tool with other trainers and assessors, who may not be industry experts but who have current skills and knowledge in vocational training, learning and assessment—including competency based training and assessment), can check whether:
 - the tools will address all assessment requirements of the training package or accredited course,
 - the level of difficulty is appropriate to the unit or module,
 - the tools will enable effective collection of evidence,
 - you have provided clear instructions are which can be easily understood by the learner, third party and assessor.
- 27.26 Trialing the tool before it is used by learners tests the effectiveness of the tool without affecting a learner. When trialing a tool, select a group of individuals who have similar characteristics to, and levels of ability of, the target learner group. The findings of the trial will help predict whether the tool would:
 - be cost effective to implement

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- be engaging to the learner
- produce valid and reliable evidence.

27.27 For all of the steps above, MCOHB retains evidence of this process for later reference and continuous improvement.

28.0 Continuous improvement

28.1 MCOHB is committed to delivering Vocational Education Training (VET) that meets the needs of students and is underpinned by processes and practices that support continuous improvement and professional practice.

28.2 The Continuous Improvement in Vocational Education and Training Procedure ('Procedure') details the main processes used by MCOHB to systematically review and improve its policies, procedures, products and services relating to the delivery of VET, including collection, analysis and use of relevant data from students, staff, employers, VET professionals and industry.

28.3 A Continuous Improvement Register ('CIR') will be maintained on each Campus at which VET is offered by Education Access Australia. It will contain information on all matters required by this Procedure.

28.4 Assessment continuous improvement will incorporate information and feedback from the following key stakeholders and assessment participants:

- Student candidates,
- Trainers and assessors,
- Industry subject matter experts,
- Formal surveys from industry
- Student complaints and appeals records,
- Industry reports from Commonwealth and State Government regulators and Education departments.

29.0 Trainers and assessors:

29.1 Trainers and assessors will conduct moderation and validation sessions as scheduled by the compliance manager to ensure that the assessment practices and assessment tools meet industry benchmarks and training package assessment requirements.

29.2 For further information on assessment validation and moderation refer to MCOHB Assessment validation policy and procedure.

ANNEX A to
Assessment Policy and procedure

30.0 Clustering Units of Competency for training and assessment requirements

- 30.1 The decision to cluster units of competency for delivery and or assessment will be made upon a number of considerations that relate to the needs of the learner/candidate. The needs of industry, workplace, training package requirements and industry benchmarks. To determine if clustering is suitable responses to the criteria in the following table is required.

Question	YES	NO
Characteristics of the units of competency		
Do the units in the proposed cluster have common knowledge, skills and or performance requirements?		
Are the units in the proposed cluster at the same Australian Qualifications Framework (AQF) level?		
Do the units in the proposed cluster have common application tasks?		
Learner/Candidate		
Does the learner/candidate need to be competent in all of the units that may be clustered because of industry/workplace practice or would it be better suited for the units to be completed as individual units?		
Does the learner/candidate already have competence in some of the knowledge or skills that would be clustered, and if so, will this be recognised within the clustered learning programme or assessment process?		
Does the learner/candidate have the capacity in terms of time and availability to participate in a clustered learning programme or assessment process?		
RTO		
Does the training package allow these units to grouped together within a cluster?		
If the cluster is going to contribute to a qualification will the proposed cluster meet the qualification packaging rules?		
Does the RTO have staff who are vocationally competent to deliver and assess across the proposed cluster?		
Is the RTO able to effectively timetable the clustered learning programme or assessment process?		

Workplace requirements		
Do the units clustered reflect the typical workplace tasks?		
Does the workplace need all of the units to be clustered, or would it be better suited to offer individual units?		
Does the workplace have staff who are vocationally competent across the proposed cluster and are able to assist learners during workplace placement?		
Does the workplace have access to all resources and equipment (including facilities) that are required to deliver and assess the proposed cluster in the workplace?		

If the answer of **NO** to any of the above questions is given, then serious consideration should be given to whether clustering is an appropriate approach. If the RTO determines that they will proceed with clustering then the risks highlighted in the checklist need to be managed to ensure that a quality product is offered to the learner/candidate and valid, reliable assessment decision/judgements of competence are made.