



<b>Institution</b>	Mercury Institute of Victoria
<b>Policy Name</b>	Training and Assessment Policy and Procedure
<b>Policy Governance</b>	Compliance Manager
<b>Reference to Standards</b>	Standards for RTO 2015 - Standard 1 Clause 1.8 – 1.12 National Code 2018 - Standard 6 Overseas student support services, Standard 8 Overseas student visa requirements, Standard 10 Complaints and appeals
<b>Date of Approval</b>	April 2022
<b>Review Date</b>	April 2023

## PURPOSE

This policy outlines how Mercury Institute of Victoria will meet the requirements of assessment as outlined in the various documents associated with the issuance of qualifications under the SRTOs.

The purpose of this policy is to ensure that each unit offered as part of a course at Mercury Institute of Victoria is supported by an appropriate assessment strategy that aligns with the curriculum and provides support for students to achieve the intended learning outcomes outlined in each Unit of competency.

Mercury Institute of Victoria establishes this policy and procedure to:

- Comply with the requirements of Standards for RTO 2015 - Standard 1 Clause 1.8 – 1.12
- Comply with the requirements of the National Code 2018 – Standard 6 Overseas student support services, Standard 8 Overseas student visa requirements, Standard 10 Complaints and appeals



## SCOPE

This policy applies to all assessment tasks offered in the VET and following the training package rules.

### 1. POLICY

- Outlines the principles to be used to conduct assessments to ensure assessments are valid, flexible, reliable and fair;
- Identifies and describes the Mercury Institute of Victoria's approach to assessment;
- Articulates Mercury Institute of Victoria's commitment to create effective and meaningful assessment opportunities and experiences that enhance learning and teaching;
- Provides a clear framework for making coordinated course design decisions in relation to assessment across Mercury Institute of Victoria; and
- Fulfilling the SRTOs requirement and following the ASQA Assessment development guidelines

This policy describes the requirements, rationale, design, delivery, post validation and moderation of assessment in each Unit of competency at Mercury Institute of Victoria. Formative assessment is used to motivate students to engage with learning material and to learn, and summative assessment is used to measure student performance against each Unit of competency. Both of these provide a mechanism for feedback to students to allow them to achieve the learning outcomes as per qualification requirements.

Assessments provide the primary pieces of evidence demonstrating that students have achieved the intended competency identified as core for each Unit of competency in each study period.

Mercury Institute of Victoria acknowledges the Assessment Principles issued under the Australian Recognition Framework and is committed to validity, reliability, flexibility and fairness in assessment processes for the training programs it delivers to students.



**a) Assessment Conditions:**

- i. Students are to submit their assessment by the due date as per their timetable.
- ii. Students can submit their assessment task by sending an email to their trainer/assessor or hand over hard copy to Mercury Institute of Victoria trainer/assessor.
- iii. Students who are not able to submit their assessment must notify their trainer prior to the assignment due date and their inability to submit the assessment task. A medical certificate must be supplied to the Administration Manager when the student next comes to Mercury Institute of Victoria. Student needs to take permission to re-do the assessment task or student can submit their assessment task via email.
- iv. Students who are deemed Not Yet Competent in their first attempt of their assignment will be given one fair chance to re-do the part of the assessment task that is not yet satisfactory.

**b) Students Not Yet Competent:**

- i. Students must reschedule and complete all assignments which they got NYC or not able to complete within one study period. Student can get permission from Administration Manager/ Training Coordinator to do this (for details, please see *Student Progression and Completion Policy and Procedure*).

**c) Assessment design rules**

- i. Assessment tasks at Mercury Institute of Victoria must be criterion-referenced. The use of norm-referencing assessments is not permitted at Mercury Institute of Victoria except under approved circumstances where evidence provided to the Administration Manager is sufficient to support this practice.
- ii. Assessment tasks must be constructively aligned to assess learning outcomes and unit of competency requirement.
- iii. Assessments must be designed in accordance with the expected outcome and industry needs.



- iv. Assessment task requirements, submission formats and instructions are given to students. The submission requirements are also clearly indicated in the summative assessment task and information on the duration to complete the assessment task is provided to students. The assessment also needs to follow the rule of evidence and principles of assessment.

#### **d) Assessment types**

The types of assessment permitted at Mercury Institute of Victoria may include the following:

- Case Study
- Projects
- Written Questions
- Written Report
- Role Play
- Observations
- Oral Presentation
- Demonstration
- Verbal Questions

#### **Internal moderation of assessments**

The process of moderation covers both the assessment task itself and the submitted work of students in response to an assessment task.

Moderation of work submitted by students and of the results will be as follows:

- Where more than one assessor is involved in assessing student work, both assessors will be required to provide evidence that they have cross-checked the marking with each other and are confident that the marking is equitable between assessors.
- It is a requirement that a sample of all submitted work will be marked by more than one assessor for all major assessment tasks.
- Moderators need to complete the internal moderation forms.



### **Academic integrity in assessments**

It is a requirement that students approach all assessments with *Code of Conduct Policy and Procedure*.

Any detected breaches will initiate a report of staff misconduct as described in the *Code of Conduct Policy and Procedure* or in the *Plagiarism Policy and Procedure*. Penalties for breaches will be as described in the relevant procedures.

### **Release of assessment outcome**

- Assessment Results must be marked in the Unit Summary Sheet for each unit of Competency.
- Assignments and assignment results must be returned to students prior to the start of the next study period.

### **Review of Assessment tasks and Results**

Students will have an opportunity to request a review of their submitted assessment tasks if they feel that they have been unfairly treated. All assessment tasks should be returned to students with feedback.

### **Appeals against final assessment outcomes**

Students will have the right to appeal against their final assessment outcomes for a period of up to 20 working days from the date of results release. Please refer to *Complaint and Appeal Policy and Procedure*.

### **Plagiarism in repeat Units**

It is expected that students understand and adhere to the rules regarding self-plagiarism set out in the *Plagiarism Policy and Procedure*.

### **Responsibility**

- It is the responsibility of the trainer to inform students about the assessment process



and to give the Training Coordinator his/her completed Unit Summary Sheets for each unit, no later than 14 days after the completion of each unit.

- It is the responsibility of the Training Coordinator to ensure that the most current version of each respective training package is being applied and that policy documents are regularly reviewed.
- It is the responsibility of the Training Coordinator to ensure that the most current approved version is provided to trainers.
- It is the responsibility of the Training Coordinator to validate and ratify Recognition of Prior Learning (RPL) applications.
- It is the responsibility of the Training Coordinator to organise industry consultation to externally validate/moderate assessments.

## **2. PROCEDURE**

This procedure will ensure that Mercury Institute of Victoria assesses student's assessments in accordance with the Standards for Registered Training Organisations (SRTOs). This procedure describes the process for the assessment and resulting of students enrolled in VET courses. It is Mercury Institute of Victoria's assessor's responsibility to assure assessment methods, processes, tools and judgement procedures.

### **Underlying principles of assessment and rules of evidence**

To ensure an effective assessment system is in place, the following principles and rules will be applied to our training and assessment packages:

#### **Validity**

Validity of assessment will be achieved when:

- Assessors are fully aware of what is to be assessed, as indicated by the standards of competence, including clearly defined performance criteria;
- Assessments assess the evidence requirements of the unit;
- Reliable assessment methods and procedures will be implemented to ensure the competency standards are interpreted and applied consistently from person to



person and from context to context;

- Clear, unambiguous, well documented assessment procedures and competency standards;
- Clear, consistent and specific assessment criteria;
- Effectively trained, briefed and monitored assessors;
- Adequate assessors across industries and a hierarchy of assessment which ensures a quality outcome; and
- Assessment is carried out within a system flexible enough to cope with multiple and diverse forms of evidence.

### **Flexibility**

Assessors will take a flexible approach to the assessment of evidence.

The assessment system will evaluate the scope of knowledge and skills covered by the criteria of both performance (skill) and underpinning knowledge & understanding.

### **Fairness and Equity**

The assessment system and its processes will not intentionally disadvantage any student.

Students will be given access to assessment which does not discriminate on any basis.

Assessment guidelines will include an approach for working with students who have special needs.

To achieve these principles, the assessment system will exhibit the following characteristics:

- The Standards, assessment processes and all associated information are straight forward and understandable;
- The characteristics of students will be ascertained to enable all potential assessment issues to be identified and catered for;
- The chosen processes and materials within the system of assessment do not intentionally disadvantage any student;
- An appropriate and effective review and dispute resolution mechanism is in place to investigate, examine and redress any issue of unfairness or disadvantage identified,



involving access, assessment, certification or any other related issue; and

- Where potential disadvantages are identified, the system is amended to avoid or counter them, or appropriate steps taken to overcome them including reassessment if required.

### **Validity**

Appropriate evidence is collected from activities that can be clearly related to the units of competency.

### **Authenticity**

The evidence collected will be authentic – and will be derived from valid sources and is directly attributable to the individual.

### **Currency**

Assessment evaluations will ensure the individual's skills and knowledge is current and can be applied in today's workplace. Assessor will make the judgment on the currency of skills and knowledge.

### **Sufficiency**

Evidence of competency will be sufficient to cover all the elements, performance criteria and required range of variables in the standards against which assessment is to be carried out.

### **Consistency**

This assessment system will ensure that evidence collected and provided for judgement is consistent across the range, without undue reliance on any small number of select workplace contexts or projects.

### **Assessors**

The role of an assessor is to objectively assess and judge a student's knowledge against a set





of standards. In order to do this effectively, the assessors will have a sound knowledge of, and be skilled in, the relevant industry area. In addition, the assessor will have acknowledged competency in assessment itself and hold an appropriate training and assessment qualification or equivalent.

An assessor will:

- Interpret and understand the criteria;
- Ensure that evidence meets the standards;
- Ensure that evidence is valid, authentic, consistent, current and sufficient; and
- Use expertise to make fair and objective judgements.

The training and ongoing professional development of assessors will include such areas as:

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

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

Mercury Institute of Victoria ensures that all trainers and assessors undertake professional development in the fields of the knowledge and practice of vocational training, learning and assessment including competency-based training and assessment on 2 occasions each calendar year as outlined in the Professional Development Plan.

Mercury Institute of Victoria ensures that the trainers update and improve their personal performance in order to deliver current and up to date techniques and technology.

## Benchmarks for Assessment

The benchmarks for all assessments are:



The competency standards of training packages under our scope of registration.  
Standards, requirements and advice as set by industry.

Approach to Assessment/ Course Design Decisions in relation to assessment  
Evidence of competency will be collected on a continuous basis throughout the unit.  
Assessments will be planned as per prescribed schedule.

Students are required to be present at the scheduled time of training and assessment.  
The students who do not have the knowledge and skills will not be ready for assessment.  
In order to achieve competency in a unit, a student must satisfactorily meet the requirements of each assessment task.  
The formal assessment includes a number of scheduled summative assessment activities.  
Students will have sufficient time to practice their skills over a period of time and in different contexts prior to undertaking assessment.

### **Summative Assessment**

The forms of evidence required for the Summative Assessments include a combination of two or more of the following:

- Written Tests
- Practical Assessments (Observations)
- Class Presentations
- Projects/Reports/Case Studies

### **Students with special needs (learning needs or disabilities)**

In our assessment system each student will have access to fair and open assessment.  
Students with special needs will be offered the same opportunities as any other student.  
As special needs extend to more than physical or learning difficulties, assessors will also need to consider the best approach when dealing with students with needs such as lack of confidence or non-English speaking background.

An assessor will 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 will be able to accept alternative evidence from a student with special needs.

Refer *Students with Special Needs Policy and Procedure* for more details.

### **Reassessment**

Students will be provided with 2 attempts per unit for assessment. Failing to secure competency in that unit will require the student to re-enrol in the unit for further training. Fee shall apply. Please refer to *Fees, Charges and Refund Policy and Procedure*.

It is a requirement that resubmission occurs in a timely manner that is practical and reasonable for the Assessor to complete all the documentation required prior to completion of their qualification.

Reassessments must be approved by the Administration Manager/Training Coordinator. If requested by a student the Institute will arrange a class, or classes, for the student who failed to gain the competency without any additional charges, attend the class in which an assessment occurs, and thereby is assessed as Not Yet Competent.

### **Record of Assessment**

All the evidence must be collected according to “submission requirement” in each assessment task. All the student assessment evidences must be printed including Unit Summary sheet along with marking Guide. The process of collecting and maintain evidence is as follows;

- Student will submit their work to the assessor in the classroom or by a method designated by the assessor or via emailing to assessor.
- Assessor will need to organise and maintain all the assessment tasks until fully marked
- Assessor will use the assessment marking guide and assessment summary record to record the assessment outcomes including constructive feedback
- Each assessment task must be marked be marked as ‘Satisfactory(S)’ or ‘Not



Satisfactory (NS)' based on the evidence of performance criteria and knowledge provided by the student. Assessor uses the Marking Guide to provide the result outcome for each assessment task

- Completion of all the tasks as 'satisfactory' in a unit of competency will result in a student being marked 'Competent', otherwise student will be marked 'Not Yet Competent'.
- Assessment outcomes for the entire assessment task are then recorded on 'Unit Summary Sheet'
- Student must be given a constructive feedback and assessment outcome in writing for every unit of competency.
- Assessor must sign and date the assessments tasks as per the due date on their course timetable.
- All assessment will store for the period of 6 months once competency signed date by Assessor

#### **Assessment record Submission:**

Assessor must submit documents to the Training Coordinator in the following order for each student:

1. Signed 'Assessor's Checklist'
2. Signed 'Unit Summary Sheet'
3. Student original hardcopy of assessments tasks

#### **In case of re-assessment**

Assessor must submit documents to the Training Coordinator in the following order for each student:

1. Signed 'Reassessment Form/ Result Change Form'
2. Signed 'Unit Summary Sheet'
3. Student original hardcopy of assessments tasks

Student Progress Register (Excel sheet) is updated by the Training Coordinator.