



## Merinda Park Learning & Community Centre Inc

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<b>Written/Amended By:</b> Jan Gilchrist CEO	<b>Policy No:</b> 07/02
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## ASSESSMENT POLICY

### POLICY STATEMENT

The purpose of this policy is to establish the process and procedure for conducting and managing the competency based assessment in accordance with the Training Package Assessment Guidelines and AQTF Standards 2007. The following principles are to be conformed to:

- Validity – trainers assess what they claim to assess
- Reliability – trainers are consistent from learner to learner and context to context
- Fairness – trainers do not disadvantage any individual or group of learners
- Flexibility – trainers are appropriate to a range of sites and learner needs.

All assessments are fair and reasonable to the appropriate learning outcomes and client target market and are delivered in line with legislative/regulatory requirements.

The Chief Executive Officer (C.E.O.) and Education Manager are responsible for the implementation of this policy and procedure ensuring that trainers/assessors and students are aware of its application.

This policy applies to all students enrolled in all accredited courses at Merinda Park Learning & Community Centre (MPLCC) and all trainers/assessors involved in assessment activities concerning the study at MPLCC.

The training and assessment strategy for all courses include two compulsory components:

- Classroom based activities, and
- Workplace based learning.

Competency-based assessment is ongoing and student attendance at all scheduled classes is crucial to successful completion each unit.

All teaching staff are to continually review the training and assessment strategies for each qualification/course delivered at MPLCC. The C.E.O., Education Manager and staff are to implement continuous improvement to increase efficiencies of learning and improve training material and resources.

All trainers should ensure that the training and assessment strategies meet the Training Package or accredited course requirements, are developed in consultation with industry, and meet workplace requirements for language, literacy and numeracy skills.

## **PROCEDURE**

- Students will be provided with the necessary information regarding assessment process and will be provided with the criteria for the completion of any assessment activity.
- Students will be assessed against the performance criteria described (which is contained within each Student Unit Guide) and must show evidence of competency.
- In order to fulfill the requirements for achieving their qualification, students must successfully complete and be assessed competent in all the units of the course, in both the classroom and field placement components.
- Students will be provided with their individual assessment results within two (2) weeks of submission and will be advised of their results in class where practicable.
- Students with outstanding fees will not be eligible to receive their results or qualifications until the account has been paid in full.

MPLCC provides a range of assessment methods to enable students to demonstrate competence against the relevant unit of competency. Types of assessment methods that may be used are:

- Oral presentations project work, individual and/or group work,
- demonstration,
- observation,
- Role-plays
- simulation,
- underpinning knowledge,
- third party reports,
- holistic assessment,
- others,
- field-placement log books and
- Discussions
- Trainer observation
- Case studies
- Workplace simulations
- Portfolio of evidence
- written report,
- questions and answers
- Written assessments

according to the Training and Assessment Strategy.

The Learner Guide, Teacher Resources and Assessment tools used in each course have been developed in consultation with industry where possible.

### **Learner Guide Activities**

- Learner Guide activities include workplace simulations, workplace projects and end of chapter assessments or case studies.
- These activities test the competence of students in each performance criteria and element of the unit of competence,
- These activities must be completed and submitted as part of the assessment.
- The trainer/assessor will mark the competence of the student with a grade of Competent or Not Yet Competent on the Assessment Cover sheet.
- The trainer/assessor is provided with suggested answers to the Learner Guide Activities as a marking guide.

## **Competency Based Assessment**

This is the process of collecting evidence and making judgments on whether competency has been achieved, to confirm that an individual can perform to the standard expected in the workplace, as expressed by the relevant endorsed industry / enterprise competency standards of a Training Package or by the learning outcomes of an accredit course.

### **Competent or Not Yet Competent?**

- If a student is deemed as “Competent” in all performance criteria relating to the unit of competency, they are issued with a Statement of Attainment.
- If a student is deemed as “Not Yet Competent” against one or more performance criteria, they will be required to resubmit the assessment competence.
- Every effort will be made by the trainer/assessor to assist, teach and advise the student to ensure they are deemed “Competent”.
- If they are still graded as “Not Yet Competent”, MPLCC will be unable to issue a Statement of Attainment.

### **Assessment Submission Guidelines**

- Marking Guides are provided to Trainers/Assessors for all assessments to ensure consistency in marking across a unit. These can be found in the facilitators guides when purchasing the teaching material. MPLCC will establish marking criteria when teaching material is developed by the staff at MPLCC.
- The due dates are advised by the trainer/assessor in class in the first week of the unit. These can be found on the timetable, transcript, training plan (TTT) for each course. All assessments must be submitted directly to the trainer in class on or by the due date. The submitted assessment must be in hard copy format. Assessments in soft copy cannot be accepted unless being undertaken off campus. The student is expected to submit their assessments to reception if the class is not scheduled at the time that the student submits the assessment with an assessment cover sheet. The bottom section of the cover sheet is to be signed by MPLCC staff and then retained by the student as proof of submitting this work.
- Students unable to submit an assessment on the due date must apply for an extension, at least three (3) days prior to the due date. The Application for Extension form must be filled in for approval to be granted.

### **Moderation of Assessment:**

- A process which involves assessors discussing and reaching agreement regarding 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.
- Trainers will attend Moderation meetings and take student work and assessment tasks to be moderated. Network moderation occurs from once per term and other

session at least once per year. Trainers must ensure that they attend at least one per year.

## **Record Keeping**

- MPLCC will document all the steps of the assessment process and keep assessment records for each student. All documents will be retained in a student's file for 2 years post completion of the course. Students may have access to their file while studying at MPLCC. (Accessing Student records Policy and as per handbook)

## **VICTORIAN CERTIFICATE OF APPLIED LEARNING (VCAL)**

### **Assessment principles for VCAL learning**

Assessment in VCAL is based on the principles contained in the "VCAL Unit Assessment Planning Guide" detailed below. This document is to be supplied to all new staff under the VCAL Co-Ordinator.

- Assessment in VCAL should focus on integrated curriculum projects / activities where possible
- Assessment tasks/activities should be grounded in a relevant context and not be culturally biased
- Students should have the opportunity to demonstrate achievement at their own pace
- Instructions for assessment tasks / activities should be clear and explicit. Students must know what is expected and the criteria by which satisfactory completion will be established
- Time allowed to complete a task should be reasonable and specified and should allow for preparation and reflection as appropriate to the activity. Where the assessment task is linked to a project or activity, the assessment tasks/activities may take place over a number of weeks.
- Assessment tasks / activities should be open-ended and flexible to meet the specific needs of students

### **Assessment of VCAL units should enable:**

- an integrated or project approach to the development of assessment tasks that recognise learning that has occurred in the context of work and community settings
- assessments that are linked to authentic tasks and activities
- more than one opportunity to demonstrate a learning outcome successfully
- successful completion of learning outcomes through either the one integrated assessment task or spread over a number of different tasks
- assessment that does not disadvantage any student and that provides a flexibility in the range of methodologies that caters to the needs of individual students.

### **Assessment methods for VCAL units**

A range of assessment methods can be used to verify successful completion of the learning outcomes of each VCAL unit in the VCAL learning program. Assessment methods must be flexible, valid, reliable and fair and may include a compilation of a student portfolio of evidence that can include, but is not restricted to, documented evidence of:

- student self-assessment
- teacher observation
- reflective work journals
- student log books
- oral presentation
- oral explanation of text
- written text

- physical demonstration of understanding of written or oral text
- discussion
- debates
- role-plays
- folios of tasks or investigations
- performing of practical tasks
- photographic/video productions
- Microsoft PowerPoint presentations.

### **VCAL Quality Assurance**

- VCAL Quality Assurance is a compulsory moderation process that must be attended with work presented under the appropriate Skills Unit eg. WRS PDS as stipulated by the VCAA. The VCAL QA process ensures that there is a common understanding and consistency among teachers regarding assessment judgments and the design of assessment tasks for the VCAL levels.
- The QA process provides an opportunity for teachers to clarify their ideas about the appropriate VCAL level and tasks for students. The process is also an excellent professional development opportunity for teachers. All providers will need to complete the Sample Assessment Task Template/s contained within the Quality Assurance kit
- Contact details for the VCAL Southern region are:  
Robert Duncan  
Narre Warren South P-12 College  
Cnr. Amberley Park Drive  
Narre Warren South. 9704 333  
duncan.rob.j@edumail.vic.gov.au

**MPLCC**  
Request for extension

Student Name		Student ID	
Address		Phone No.	
Suburb		Postcode	

Qualification		Year of study	
Unit code			
Day of class:	Mon	Tues	Wed Thurs Fri
Time of class			
Trainer			

I .....  
request an extension for the work currently due in on .....

I request an extension of.....week The new due date will be .....

Student signature..... Date.....

Attention: **Education Manager**  
**Merinda Park Learning and Community Centre**  
**141-147 Endeavour Drive. Cranbourne North 3977**  
**Ph: 03 5996 9056 Fax 03 5996 9434**

Office use only

Received by.....  
Date.....

REF completed	...../...../.....	Filed	
Work received			